CONTEMPORARY UNVERSITY CHALLENGES

A EUROPEAN PERSPECTIVE

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Part 1- The need to adapt to a new national and global environment (1)

Tremendous change in the last 50 years

- Impact of demography
  - massification, a reality of mass-higher education world wide:
    - 1970=>   30   Millions of students
    - 2018=> 153 Millions
    - 2025=>   262 Millions
    - All countries have been concerned; some will be less in the future
  - Consequences:
    - Great diversity of student population
    - Increased cost of HE: increase of public spending required (building – libraries – staff – support system)
    - This huge demand is an opportunity for entrance of numerous private providers

Part 1- The need to adapt to new a national and global environment (2)

- The speed of knowledge production and innovations is increasing in all areas (physics, chemistry, biology, astronomy, computer science, medicine), pushed by new technologies and new instruments.

- Universities are at the centre of the process:
  - Some are at the origins and seek to remain at the centre other seek to benefit from it
  - All have to adapt their teaching to integrate new knowledge and the used of new technologies in the training of students.
  - More broadly they have to inform and to disseminate innovation and new knowledge to firms and society.
  - But… the deficit of STEM students in many countries creates problems

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Part 1- The need to adapt to a new national and global environment (2)

- Development of Information and Communication Technology changed substantially HE worldwide:
  - Teaching and learning have to be adapted to a new student generation keen on ITC
  - Libraries and management inside universities have to adapt

- Improvement of transportation accelerate physical mobility inside and outside continents. It could help
  - to link more easily and deeply universities at all levels (staff and students)
  - or to facilitate and increase brain drain and competition

Part 1- The need to adapt to a new national and global environment (3)

- Predominance of the economic dimension when analysing any national or social topic including universities and their role in the world economic competition

- As growth and employment are the predominant questions, for universities it means:
  - stressing new specific missions to contribute to the growth process,
  - preparing students for the jobs required by business and training today's operating working force to face an ever-changing technological environment.

Part 1- The need to adapt to a new national and global environment (4)

- Globalisation and international cooperation in HE have existed for a long time.

- Competition among universities is growing, stimulated by international rankings in the past 15 years.

- The traditional university collaboration is becoming fragmented across the world: there is increased competition at national level and a multiplication of competing alliances at the international level!

- Student mobility is also affected by both this competitive atmosphere and the spreading use of English.

Part 2 - How to adapt universities to this new environment

Traditionally, universities are supposed to have 3 broad missions: education, research and service to society

- All 3 missions are challenged by the new environment
- Universities face the need to react and redefine their mission
  - Either priority between them
  - Or adopt a common priority for all three
- Different models could be observed
- For example 3 types
  - Research-intensive universities
  - Entrepreneurial universities or Third Generation universities
  - University as teaching factories

Part 2 - How to adapt universities to this new environment Research-intensive universities (1)

- Research universities are institutions that give high priority to the discovery of new knowledge, linking science and research to national goals of modernization or even to a global perspective.

- Dominant mission is research, mostly in science and technology but not exclusively, and ranking their obsession.

- Focusing on graduate education and the preparation and certification of young adults' mastery of the new knowledge

- Worldwide recruitment strategies for students, faculty, and administrators

- Necessary but costly infrastructure required: libraries, labs, technical and administrative support

The focus on an intensive research mission risks a disequilibrium between:

- knowledge creation and knowledge dissemination
- training young students and life long learning' adults
- undergraduate and graduate studies
- national and international students

- *For example: LERU founded in 2002, is an association of 23 Leading European Research-intensive Universities that share the values of high-quality teaching within an environment of internationally competitive research. LERU advocates education through an awareness of the frontiers of human understanding; the creation of new knowledge through basic research, which is the ultimate source of innovation in society; and the promotion of research across a broad front in partnership with industry and society at large.*

Part 2 - How to adapt universities to the new environment Entrepreneurial universities (1)

- To my knowledge this name was proposed by Burton R Clark in 1998

- After the Medieval university in charge of educating people, and the Humboldtian model insisting on research guiding teaching, a third type of universities is required.

- Other names could be used concerning this type: Academic Enterprise, Outreach, Third Generation University

- "Entrepreneurial University" signals a rich form of relationship between universities and their external partners from business, industry, civil service and the community

- Key elements are *: "diversified funding base, a strengthened steering core ; an expanded outreach periphery, a stimulated academic heartland and an academic entrepreneurial culture". (Clark)*

- Diversified funding base and more money for more autonomy (contract research with private entities, royalty income from patents, philanthropic foundations, tuition fees and alumni)

- Reconcile new managerial values with older academic orientations (flat structure eliminating intermediate levels, increased authority and responsibility at faculty and department levels, professionalised administration particularly at the centre)

- Every new connection to the outside world requires an office or a new part of one and new academic units multi or trans-disciplinary. Uneven adoption of new ways should be expected

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- Cultural change will be the slow result of a continuing process
- The process is created by a mix of inside will and outside pressures (leadership in accordance with some department, new generation of academics, discussion with visitors, financial cut or solicitation from business or society, avoid decline).
- Clark formulated his theory after an empirical observation of
  - Strathclyde University (Scotland)
  - Warwick University (England)
  - Twente University (the Netherlands)
  - Joensuu University (Finland)
  - Chalmers University of technology (Sweden)

Conclusion

- Priority given to research mission (applied research) and third mission (paid service)

- « *The harsh lesson that our society teaches about education: the most worthwhile knowledge is the kind you can sell* ».The Chronicle of Higher Education November 2018

- Universities are seen as engines of the "knowledge economy" but is the knowledge economy all that society requires?

- This adaptive university will have to resist fragmentation
  - Between disciplines having more or less opportunities
  - Inside each disciplines because of new department
  - Due to increasing inequalities: for individuals (careers) and department (financial)

Part 2 - How to adapt universities to the new environment
University as teaching factories

Australian authorities consider the higher education sector as an exporting industry:

- Taking into account the increasing needs of the neighbouring Asian population and the potential increased mobility
- Focus is put on the teaching mission delivered in English
- With vocational education and training (VET) included
- Universities providing educational services to international students
- High level of fees used often as means for supporting research in Australian universities

Danger:

- Indebted families and Asian governments are now reacting
- Instability of this financing system for Australian university[14]

Part 2 – Conclusions: An alternative exists the civic university

A recent Transatlantic Dialogue on the role that higher education can play in a politically disrupted world, organised by ACE, EUA and Canadian Universities, emphasised the need to promote a socially responsible institution: "The civic university"

- *"Rather than considering service as a third and separate mission, a number of higher education institutions are approaching research and teaching in a seamless way, aiming to embed social engagement transversally. These institutions encourage students and academics – in and outside their classrooms and laboratories – to be involved in solving concrete problems, together with their local communities."*

Andrée Sursock "The role of higher education in a politically disrupted world", UWN 2 December 2018

3.1 THE BOLOGNA PROCESS

The Bologna Process: What it is? How it works?

- A non-EU process that involves 48 countries
- Voluntary, non legal => i.e., no formal powers
- A "bargaining" process that tries to produce win/win results => i.e., a European HE area but no erosion of national prerogatives
- A process that includes governments, HEIs, students and other stakeholders, including the EC
- A ministerial meeting every two years => a Communiqué that outlines progress to date and action plan for next two years

The Bologna Process: its choices

- Cooperation between universities

- Focus on teaching and learning

- Mobility of all actors facilitated by the last two points:

- Harmonization of structure (3 cycles) and tools (credits system, Diploma supplement)

- A European quality Assurance Framework and the promotion of quality culture

3.2 THE QA EUROPEAN FRAMEWORK
and the development of quality culture

About quality

Quality important:

- For research and education

- For creativity and innovation

Quality Assurance

- Because of the international competition and cooperation

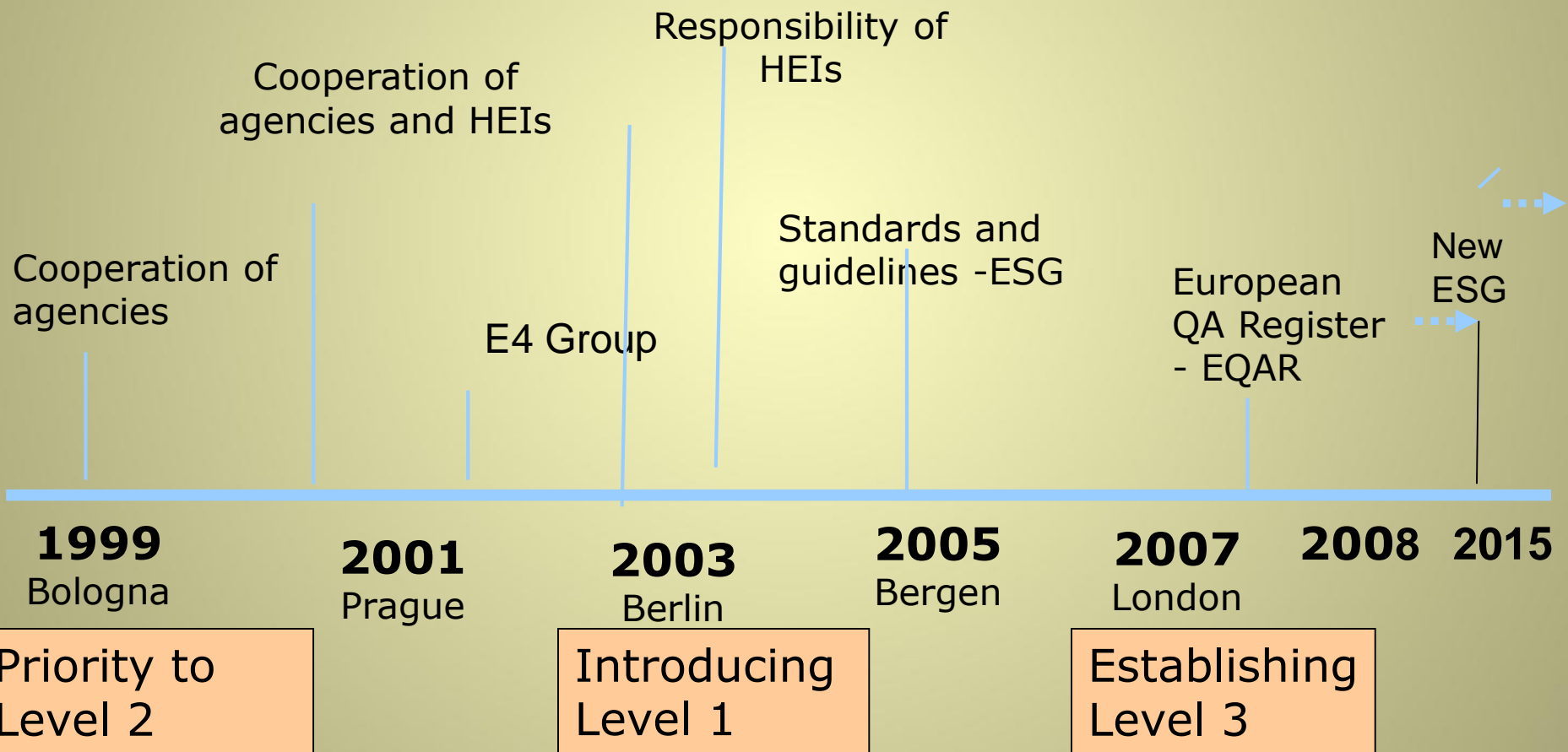- A process for continuing improvement

Quality culture

Is an organisational culture that intends to enhance quality permanently and is characterised by shared values, expectations and leadership commitment towards quality, as well as the management processes and structures that enhance quality and coordinate individual efforts" (EUA 2006)

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Quality : Three levels recognised in the Bologna Process

- **HE Institution level (1)**: the crucial one for quality of any system . Has to be promoted and improved

- **National level (2)**: Diverse national agencies existing reflecting the role of public authorities in Europe concerning HE. It was the point of departure for building a European QA system

- **European level (3)** : Level needed if we want to achieve a EHEA, i.e. articulate national systems. It will be the result of making States and universities adopting some founding principles and establishing a QA register to be sure that those principles are implemented

History : Stages of the European QA building process

Responsibility of HEIs

Cooperation of agencies and HEIs

Cooperation of agencies

Standards and guidelines -ESG

European QA Register - EQAR

New ESG

E4 Group

1999
Bologna

2001
Prague

2003
Berlin

2005
Bergen

2007
London

2008

2015

Priority to Level 2

Introducing Level 1

Establishing Level 3

Berlin (2003): Key decisions regarding QA

1. Ministers recognised that **" the primary responsibility for QA in HE lies with each institution itself…"**

2. Ministers call upon ENQA through its members, in **co-operation** with the EUA, EURASHE and ESIB:

   - to develop an agreed set of **standards, procedures and guidelines** on **quality assurance**,
   - to explore ways of ensuring an **adequate peer review** system for quality assurance and/or accreditation agencies or bodies

The European QA discussions: Who's in charge to propose to governments?
The E4 = 4 European associations

E4

ENQA
QA agencies

ESIB-ESU
Students

EUA
Universities

EURASHE
Colleges
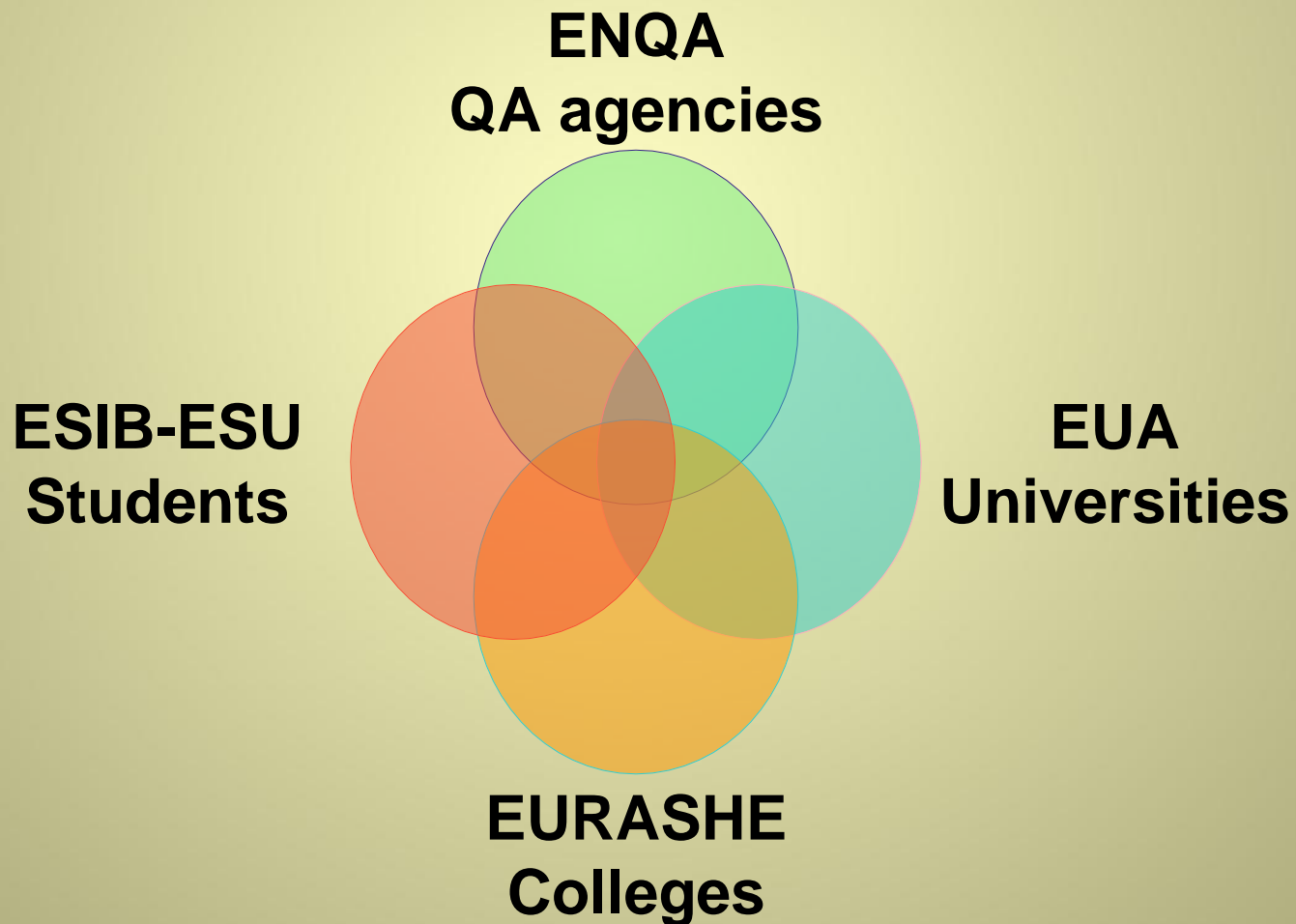
Bergen (2005): Key decisions regarding QA

1. Adoption of **standards and guidelines**:

- Internal quality processes in institutions

- External quality processes of institutions

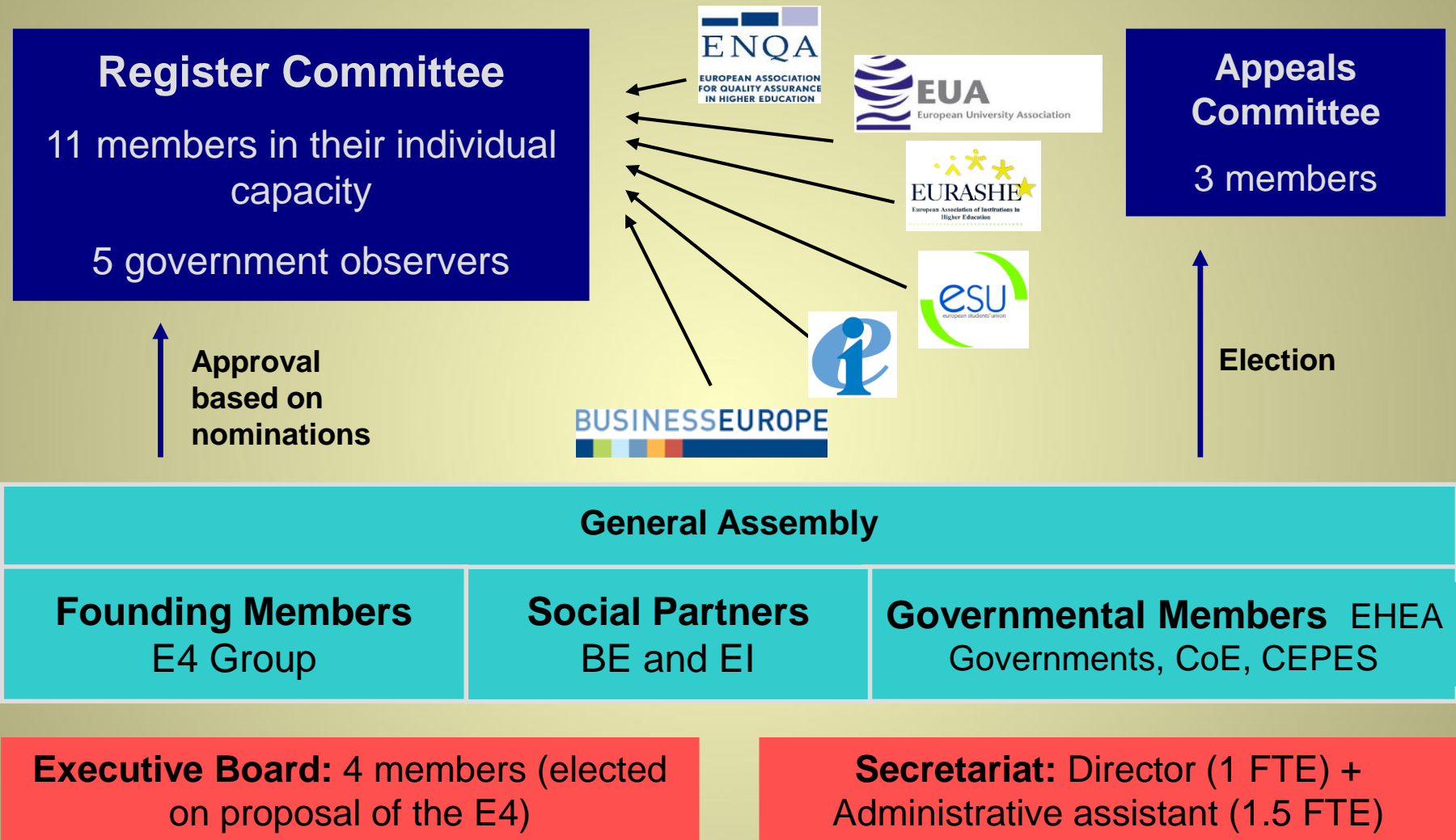- External quality processes of QA agencies

2. Acceptance for the level 3 of a "**Peer-review"** process that can be organised nationally

3. A request for further exploration of a **Register of QA agencies** operating in Europe

London (2007): Key decisions regarding QA

1. HEIs should continue to develop their systems of quality assurance

2. Ministers welcome the establishment of a register by the E4 group, working in partnership, based on their proposed operational model

3. The register will be voluntary, self financing, independent and transparent

4. EQAR will facilitate mutual acceptance of QA decisions and improve trust among Higher Education Institutions, thus promoting mobility and recognition.

EQAR and The Register's structure

Register Committee

11 members in their individual capacity

5 government observers

Appeals Committee

3 members

Approval based on nominations

Election

ENQA — EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION

EUA — European University Association

EURASHE — European Association of Institutions in Higher Education

eSU — european students' union

BUSINESSEUROPE

General Assembly

Founding Members E4 Group	Social Partners BE and EI	Governmental Members EHEA Governments, CoE, CEPES

Executive Board: 4 members (elected on proposal of the E4)

Secretariat: Director (1 FTE) + Administrative assistant (1.5 FTE)

Application to the European Register for an Agency
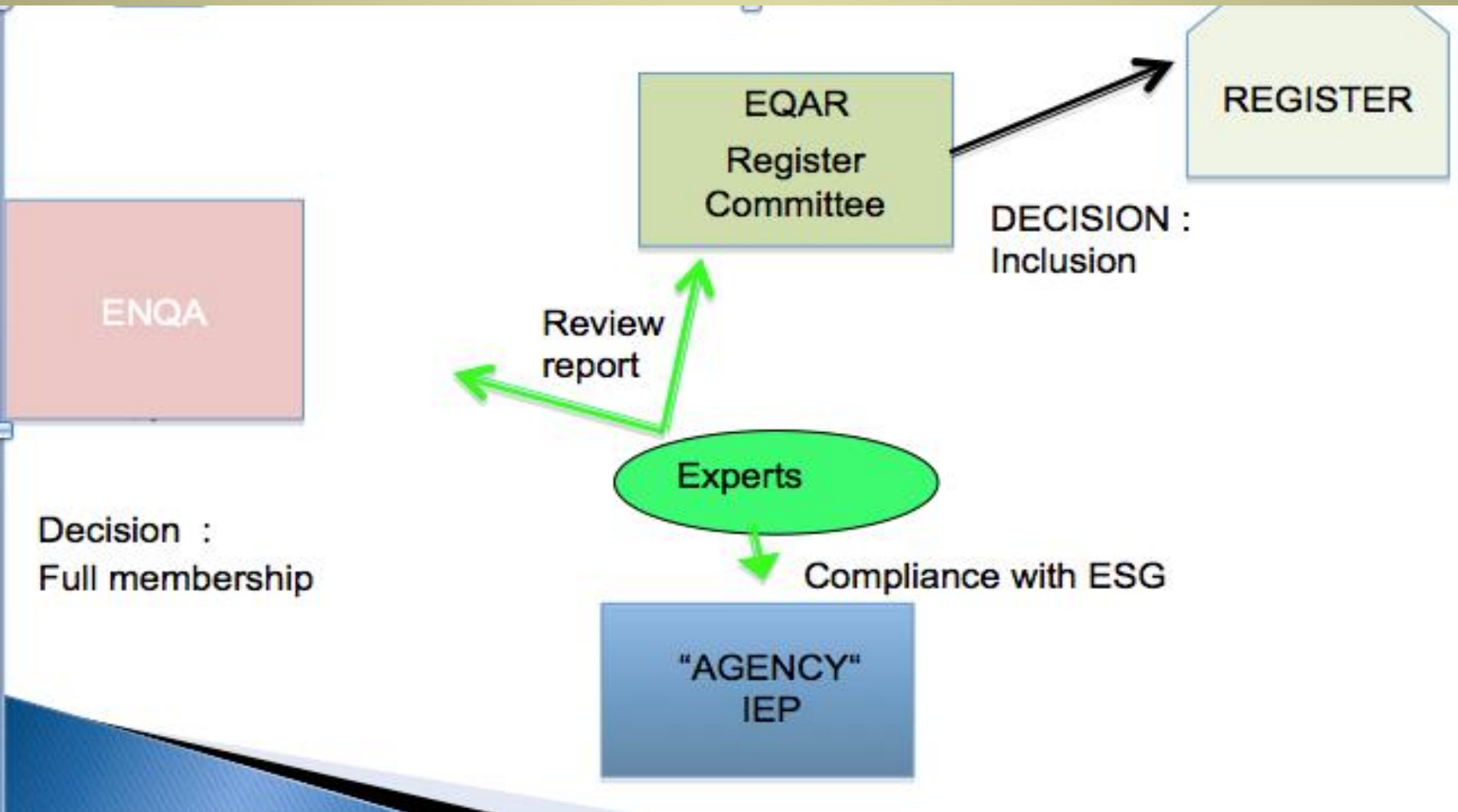
3.3 Internal QA in universities

Building Internal QA in universities (1)

- Discuss and define or redefine the university mission, with academic and administrative staff and students representative body.

- Use a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) in all scientific, administrative domains and activities

- Decide on priorities and main goals to reach

- Draw consequences on financial means required and human resource policies such as recruitment and promotion which need to be aligned with them

Building Internal QA in universities (2)

- Define instruments and entity or entities in charge of following the evolution

- Have an annual report which has to be discussed with all the university community, including the student body

- Like all cultural change in universities, it's a slow process which needs commitment of the leaders and persistence

- It's an institutional buy-in of QA by University to demonstrate the quality of its systems and processes

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As example ESG for Internal QA (1)

- **1.1 Policy for quality assurance**

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

- **1.2 Design and approval of programmes**

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

- **1.3 Student-centred learning, teaching and assessment**

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

ESG for Internal QA (2)

- **1.4 Student admission, progression, recognition and certification**

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

- **1.5 Teaching staff**

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

- **1.6 Learning resources and student support**

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

ESG for Internal QA (3)

- **1.7 Information management**

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

- **1.8 Public information**

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

- **1.9 On-going monitoring and periodic review of programmes**

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

- **1.10 Cyclical external quality assurance**

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

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