

SHRE Annual Research Conference

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A new old role for universities

***Positive Futures for Higher Education:
connections, communities and critically.***

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Former Rector Universidade de Aveiro, Portugal

EUA's Vice President and President elect




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- ❑ **Setting the scene: Drivers, actions and results.**
- ❑ **Economy and Ethics. Demography.**
- ❑ **Too many questions and very few (if any!) answers.**
- ❑ **Research based education, Research and the Grand Challenges.**



Massification of Higher Education. *The most ubiquitous global influence of the past half century. (Philip Altbach)*

- The welfare of the nations is supported by educated people.
 - Higher Education at the level of the individual translate into the expectation of higher salary and social improvement
 - The need of efficiently qualifying the workforce
 - In an appropriate span of time
 - Equipped with the skills required by a **global competitive world market**
- 

Drivers for Bologna Reforms & Knowledge Society. Still here (plus some others) for the 2020 Strategy.



Major Political Actions *(a lot!)*

1999 Bologna Declaration

2000 Lisbon Agenda & Knowledge Economy

2003- 2007 Quality and its Audit

2006 Modernisation of Europe's Universities (EU Policy)

2010 2020 Strategy



Impact on the Institutions (*Titanic : why did it sink?*)

Bologna Declaration

- Changes in structure and course content. Tuning to acquisition of skills and competences.
- New methodologies and approaches to transform information into knowledge. Higher work load for all partners.
- Can entrepreneurship be taught ?

Lisbon Agenda & Knowledge Economy

- Redefining links between teaching and research mission
- Universities seen as global players. *From ivory towers into oil wells!* (*David Ward*).
- Changes in Doctoral Education.



Impact of the Quality debate

Setting up/reinforcing internal audit mechanisms, processes and procedures to guarantee quality, at all levels.

Avoid meaningless bureaucracy and increasing of costs.

Wellcome external assesment.

Implement changes, when and where needed, to improve performance (?), measured by????



The corporate model

2006 Modernisation of Europe's Universities (EU Policy)

- New Governance Structure with Increased stake holders influence, different ways of choosing the leadership and greater proportions of performance based funding

Challenges at Institutional Level

- Fierce ideological debate. The appropriateness of the corporate model?!. Looking for the right balance.
- Implementing full cost system. «Bureaucracy is playing against it»
- Coping with micromanagement, underfunding and overregulation.



Impact of the Reforms (National/International Level)

1. More competition:

- Brain wars
- Rankings
- Marketing

2. More cooperation: (??)

- With other HEIs
- With stakeholders

3. More responsiveness: (????)

- LLL agenda
- Access



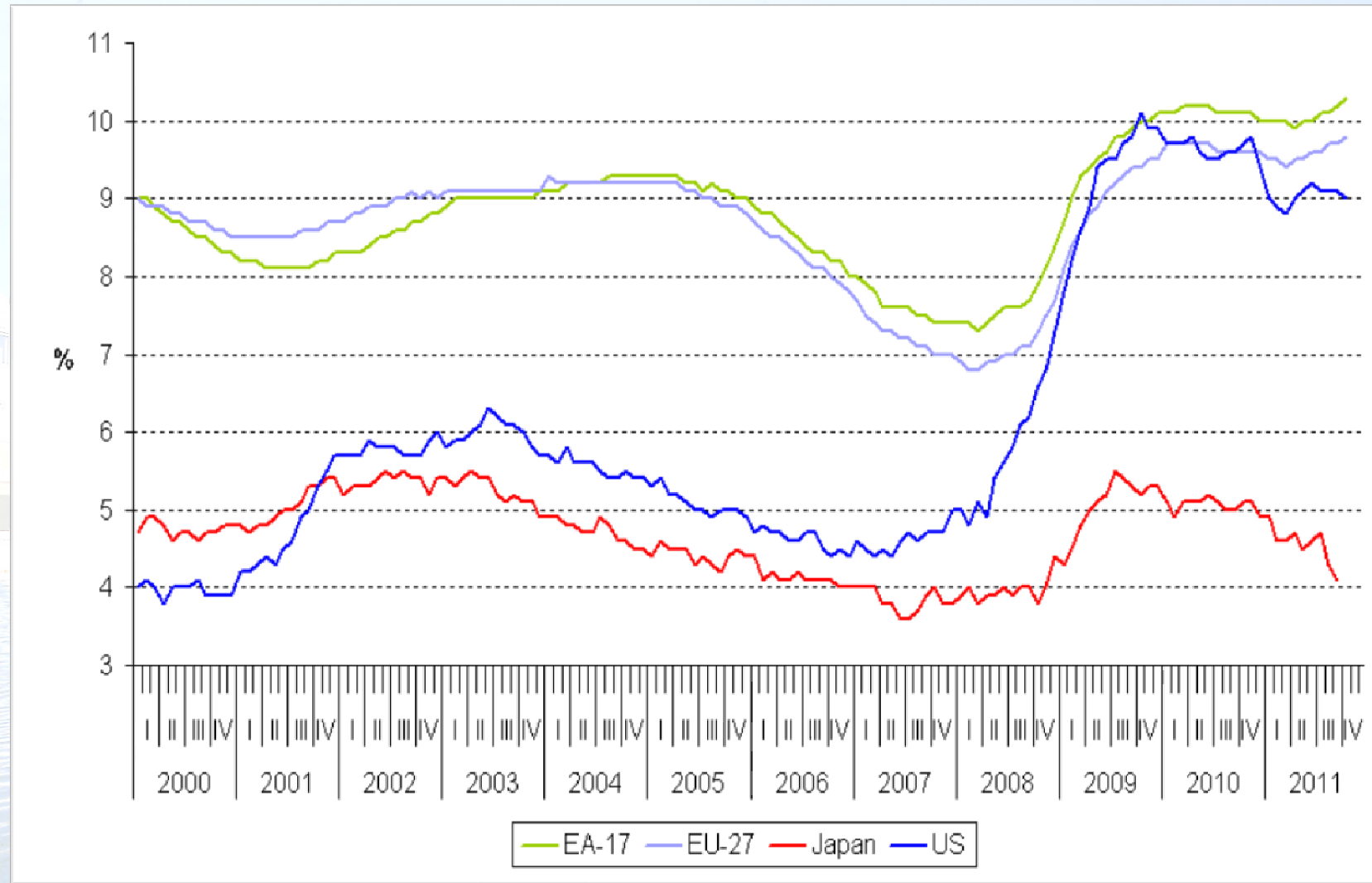
2008

Banking sector causes economic and financial meltdown which initiates a global economic crises.



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Results “felt by” the outside (1)

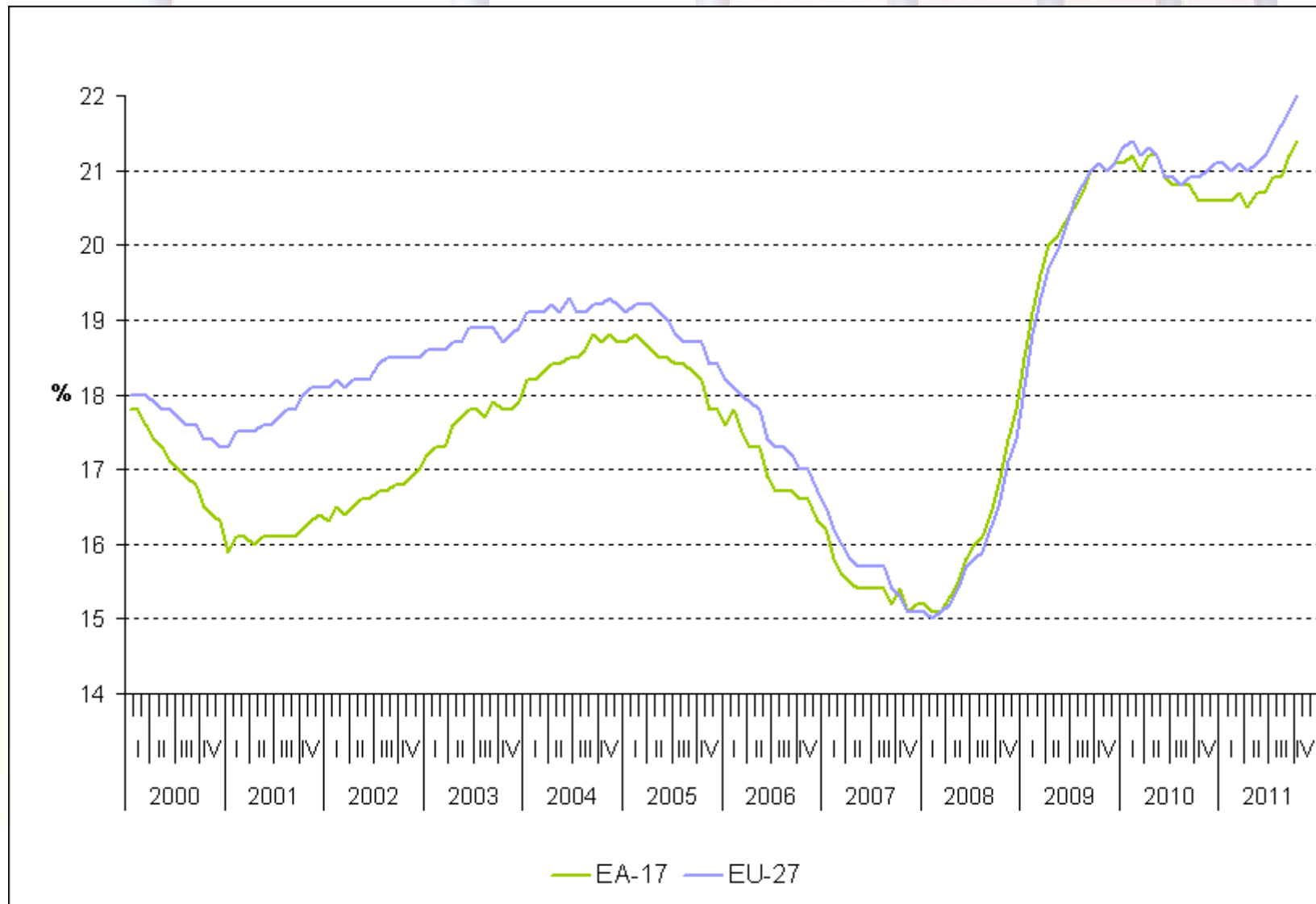


Unemployment (eurostat)



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Results “felt” by the outside (2)



YOUTH Unemployment (eurostat)



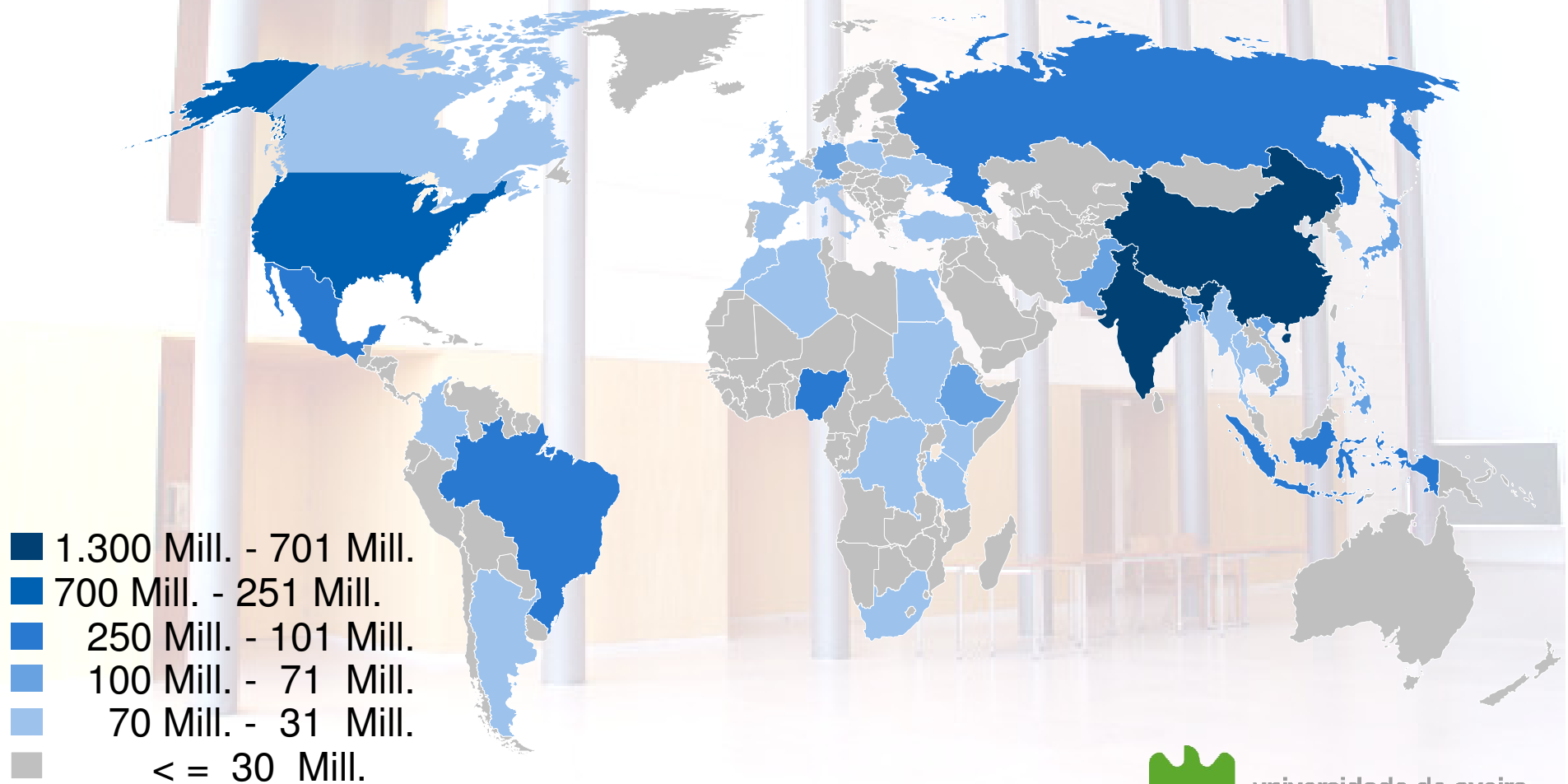
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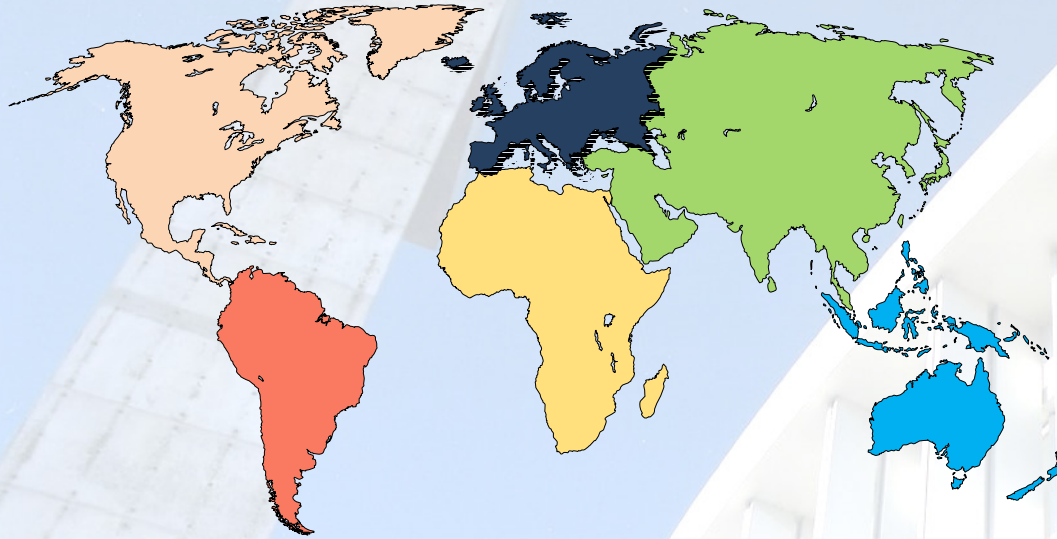
**Demographics:
(It's happening
NOW!)**



World Population 2010 – 6,909 billion



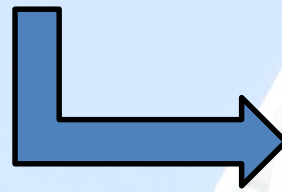
2010



Europe's population

(- 42 million)

2050



+ 2.2 billion



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Over the next decade the percentage of the population over the age of 60 will grow to over 30% to 40% in the U.S., Europe, and parts of Asia. **Ageing populations** present workforce challenges (**qualification**) and need higher support from the public purse (health and pensions).

Global disparities in wealth and economic opportunity are driving **population migration**, resulting in growing immigrant and minority populations that both diversify and challenge existing cultures, economies, and politics. (**Education**)

The gap between the *very rich and the very poor* is widening. Better and stronger policies for improvement of **social inclusion and cohesion** are needed.



Europe is a very diverse region, including in demographic terms

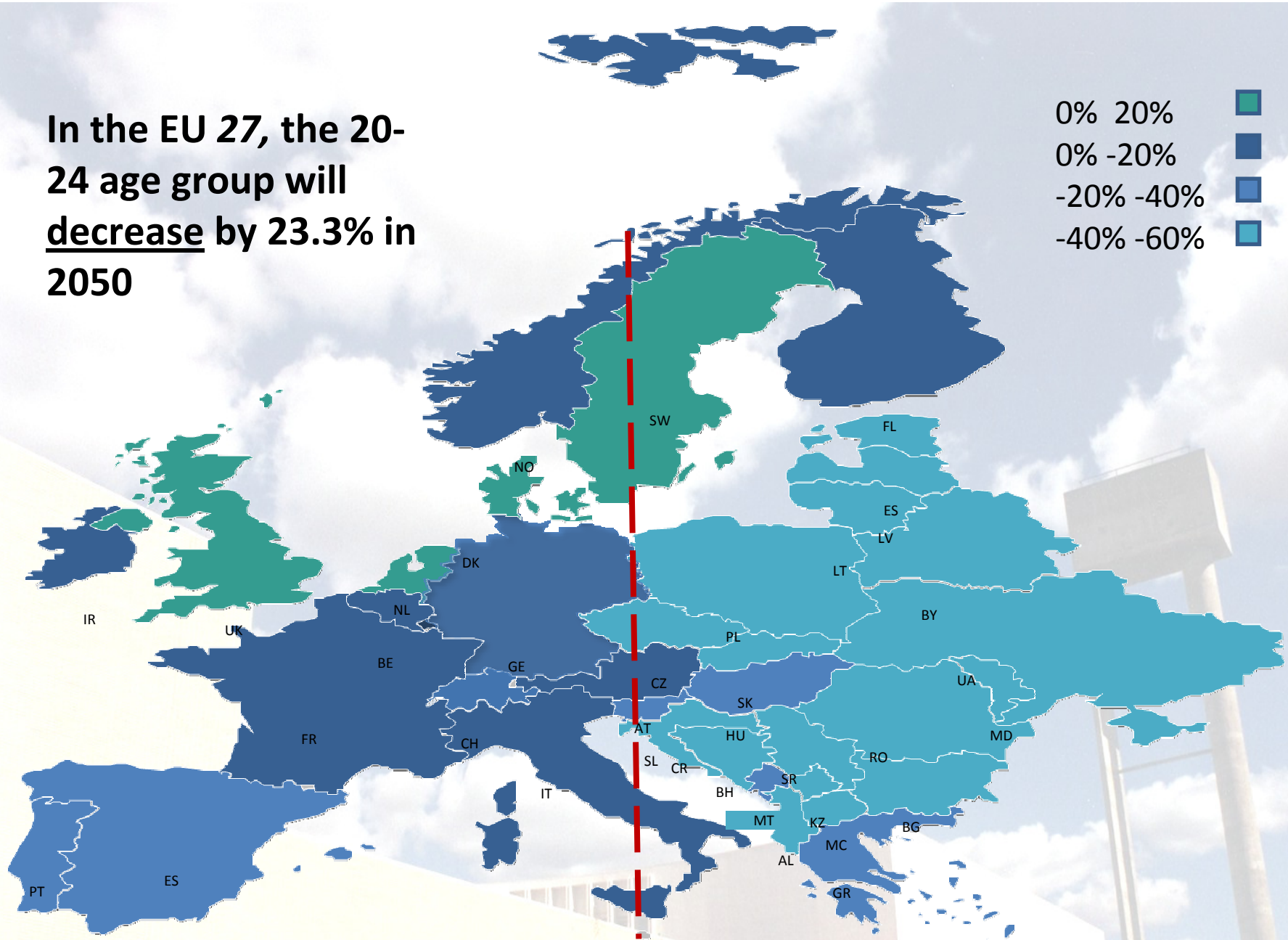
The group of school leavers from which HE traditionally recruits is shrinking across Europe (**In the EU 27, the 20-24 age group will decrease by 23.3% in 2050**).

There is danger of increased mobility flows from East and South to West and North and to better performing economies, outside Europe.

This will aggravate the social and economic problems of the sending regions with increased internalisation of costs and externalisation of benefits.



In the EU 27, the 20-24 age group will decrease by 23.3% in 2050



Challenges to Systems and Institutions

- Need to dramatically broaden participation in higher education to build a competitive workforce. Tertiary and Pos Graduate. Continuing and Life Long. Integrate minorities and build inter generational bridges.
- Build world-class research Universities. Competition for brains is getting tougher. **Need to examine the rationale.**
Cream needs milk.



The hurdles:

The struggle for excellence. A old fashioned idea of University. Linked ONLY with research performance.

Rankings. Conflict of interests?

Do Universities have the appropriate Instruments?

Continuing and Life Long. Who pays for it?



There is a conflict of interest between improving the position in the rankings (and so attracting funds and researchers) and contributing to the social cohesion and economic development of their regions.

WCU (World Class University):

- No one knows what it is, everybody wants one and nobody knows how to get it. (PA)

Rankings and League Tables *(are doing their best but!)*

- There are still very few (the more the merrier!).
- Transparency is NOT their strong characteristic.
- Only 500 hundred Universities make it to the first 500 places.



Landscape changes. Tendencies at European level

Reduced number of National “Super” research intensive.

Higher number of large comprehensive universities.

Emergence of cross border Institutions (consortia/ mergers ?!) with high levels of performance. France, Switzerland and Germany or/and....



**Different Institutions
Or
Same Institution
With
Segmented Mission.**



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A different idea of University:

Modernized idea of the **Research** university as an organization with a **segmented mission and clear vision**; An institution which produces and imparts knowledge, drives innovation and at the same time is a part of the fabric of a knowledge based **inclusive** society at regional level.

Recognizes the need for **knowledge transfer in partnership with the region. The region must feel the benefice of the research activities of the University.**

Responds to the shifting needs of labour market. Networks to fight unemployment and retrain actives. Uses the University tool box.



What is needed in the tool box:

- **Leadership at different levels.**
- **Appropriate decision making mechanisms.**
- **Understanding of the problem.**
- **Diversity within. Pride in being so.**
- **Cooperation with the region.**



Global Challenges are Threats to Democratic Societies!

First decade in the XXI century brought an increase of World population accompanied by a decrease in the food per capita, depletion of natural resources (Food, Water, Clean Energy..), increase in dislocated populations and refugees. Climate change and its consequences: mass migration, contamination of soil



**Grand Challenges represent Responsibilities,
Threats and Opportunities for Universities.**

**Issues which need contribution from all
disciplines and research fields plus
commitment from academics.**

**Universities can and should do
something about it!**

**Integrate Knowledge. Educate Citizens!
Education ≠ Training. Ethics.**



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Ex: 2011 in Europe

- Economic and financial meltdown, caused by the banking sector in 2008, turns into a global economic crisis.
- Fears about nuclear power may lead to a deep energy crisis.

What went wrong? Could it have been avoided?

Are we learning from our mistakes?



Could it have been (be) avoided? **Almost certainly!**

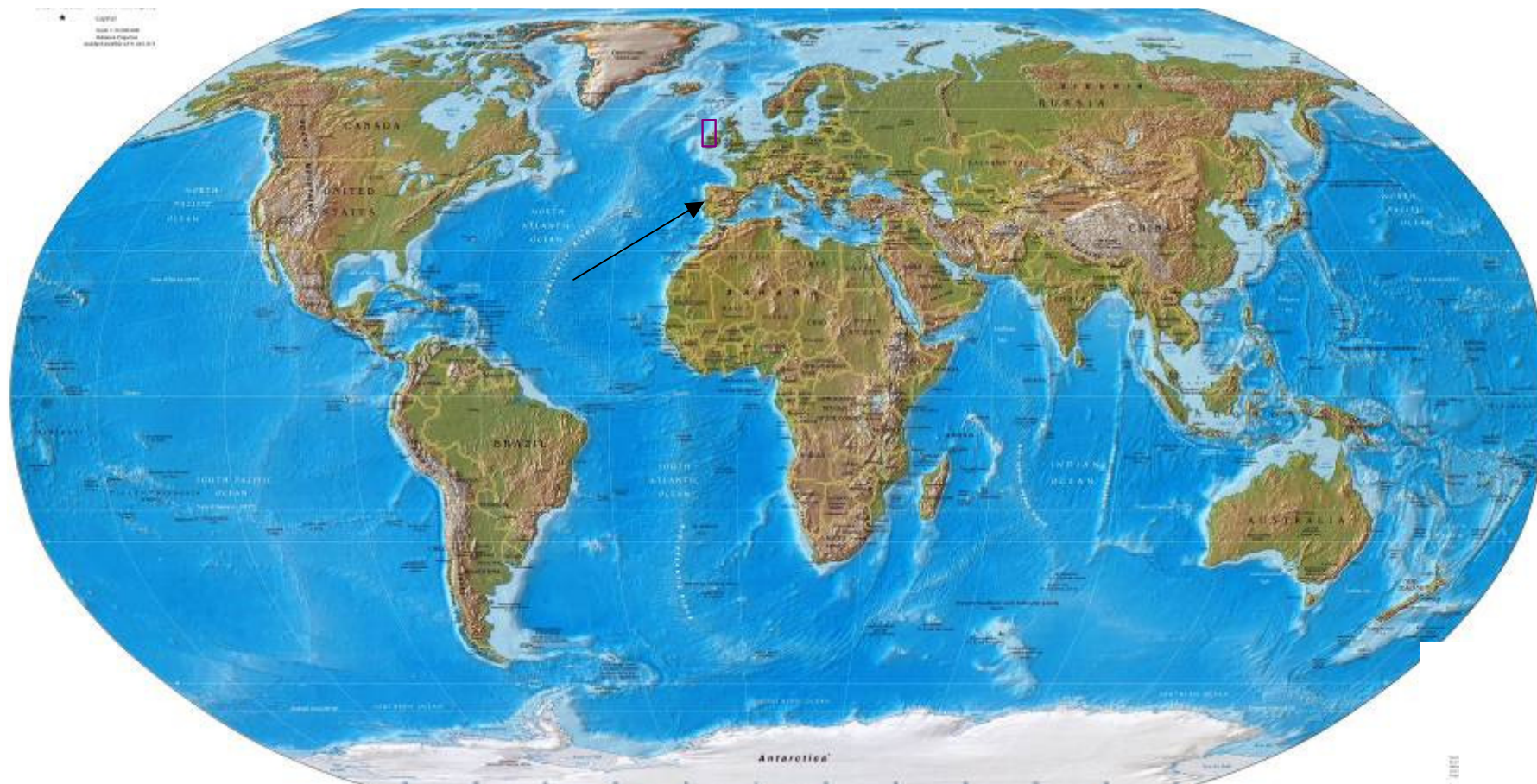
Are we going to repeat the mistakes?
Almost certainly!

**The new old role for University: Stand up for
values and inform public policies.**



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Where is Aveiro? Center of the world!



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**Center of the
world? Perhaps
Not!**



CONCLUSIONS

All Universities share the responsibility to contribute in the process of dealing with the XXI Social Challenges:

➤ **The region where the university is located should feel the benefit of that action, (use the University tool box to do more for the bulk of the population).**

➤ **Contribute to the public understanding of Science**

✓ **Educate sustainability aware citizens**

✓ **Informing Public Policies**

➤ **Leadership matters**

➤ **Not a single model of university. Segmented mission and clear vision**

Light House

