

une

University of
New England

Evolving Universities: Is the current model facing extinction?

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University origins

- Monastic beginnings in 10th century
- First university ~1088 University of Bologna
- Followed by University of Padua 1222
- Both taught primarily canon and civil law
- **Elite education system**

University of Bologna

- Formed societies of foreign students = “nations”
- “Nations” joined to form the “Universitas”
- Professors hired, fired and had pay determined by the students
- **Professors could be fined if they did not meet student study needs**

University of Padua

- Breakaway from University of Bologna seeking more academic freedom
- Initially taught law and theology
- Later (by 1399) split into two
 - Universitas Iuristarum – civil and canon law
 - Universitas Artistarum – astronomy, dialectic, philosophy, grammar, medicine and rhetoric

Glacial change (1 000 years)

- Secular (mostly)
- Introduction of diverse academic disciplines
- More centralised administrative functions –
Management called the shots
- Introduction of research

The pace of change quickens (~50 years)

- Increased external regulation and demand for accountability
- Increased reliance on student fees (MBA in 1980s, international students)
- Change in participation from elite to mass
- Increased participation of mature age students – life long learning

And faster still

- 1989 Higher Education Contribution Scheme
- 1996 – Tiered fee system and domestic full-fee places introduced
- 2012 – demand driven system
- 2012 – introduction of Massive Open Online Courses
- 2014 proposed budget changes

Proposed budget changes 2014

- Commonwealth support for students broadened to include non-university higher education providers
- Commonwealth support per student decreased
- Deregulation of student fees
- Real interest rates on loans
- Reduction in Commonwealth support for higher degree students

How are we coping?

- Elite to mass
- Life long learning – mature age market
- Increasing administrative and regulatory requirements
- Value of a degree
- Funding models

Participation

- Elite system
 - Small classes
 - Well prepared students
 - Education for life, more than for specific “work ready” skills
- Mass system
 - Large classes
 - Students not all well prepared for higher education
 - More pressure for ‘work ready’ training

Life long learning

- Demographics – set up for school leavers but increasing number of mature age students
- Some classes now held at night
- Intensive schools
- On-line learning

Market driven vs regulation

- Move to a “market-driven” system?
- But still large amounts of regulation and reporting, often duplicated
 - Can we be efficient in this case?
- Is higher education a market or a public good?

Are we on the right track

- “if you apply basic economic principles, you’ll get it wrong. The idea that this is a competitive market that will deliver allocative efficiency so long as government gets off its back is misplaced and naïve.”
- “Once you start letting a government monopoly – the income tax system with an income contingent loan – be used by private interest groups like universities, then you can very likely end up with a situation where the instrument itself becomes a [means] to seek rent from students.”

Bruce Chapman THE July 2014

Value of a degree

- “Those who benefit most – the students – must make a fair contribution, given the ongoing benefits they receive from higher education... Australian graduates on average earn up to 75 percent more than those who do not go on to higher education”

» Christopher Pyne, Minister for Education, 2014

Building capacity

- “Five years ago there were no Chinese universities in the top 200 universities in the Shanghai Jiao Tong index... Today there are five. In the same time only one Australian university has entered the top 200, joining six Australian universities already there. We face the prospect of our universities falling behind.
 - Christopher Pyne

Should we be expecting students to be paying for this?????

Funding

- Traditionally student numbers used as a proxy for Government funding to universities.
- Funds teaching, research and outreach.
- Is it equitable to ask students to pick up more and more of the cost of the entire operations of the university?
- Will students accept this, or will they desert the system?

Student options

- Pay the money – but probably with demands – back to the original Bologna model ?
- MOOCs
- Courses via Non–university higher education (NUHEPS) providers (especially if CSP and student loans are available to NUHEPS)
- People drop out of the system altogether – reduction in the educational standard of the nation



How will we compete – teaching?

- Teaching – student needs first
 - Courses offered to suit the student
 - Professionalisation of university teaching, not an add on
 - Constant upgrading of the pedagogy
 - Tailored courses

How will we compete– research?

- Funding getting tighter especially Category 1
- Industry funding – not part of the Australian industry mind set
- Value of research to the economy – only given lip service
- Need for focus, that funding which is available will go to centres of excellence

Implications

- Agility
- Staff profiles and responsibilities, teaching intensive, teaching and research, casualization, off-shore teaching
- Value-added degrees (citizenship, leadership, etc)
- Sub-degrees, certificates, diplomas, “badges”



Broader roles of the university

- Teaching
- Research
- Community engagement/community building
- Economic development

Will they all survive?