



Policy Forum Programme

“Changes and challenges within Higher Education
and their impact on academic work”

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CONCLUSIONS

1. In most of the studies and documents we are using at least four concepts/terms interchangeably: academic work, academic profession, academic career, academic job.
2. When talking about the core of the academic profession we can refer to Ernest Boyer. He defined the core of the academic profession:
 - a. Scholarship of discovery
 - b. Scholarship of application
 - c. Scholarship of integration
 - d. Scholarship of teaching

Today it is widely accepted that we have to add ‘management and leadership’ as the fifth element that together with the four areas identified by Boyer form the constituent parts of the 21st century academic profession.

Prof. Arimoto makes a distinction between the knowledge function (that consists of understanding, discovery, application, dissemination and control) and academic work in an academic organization (that consists of learning and teaching, research, service and governance (administration and management)).

3. When talking about the academic profession we can start with three questions:
 - a. Within Europe: national characteristics vs. similarity across Europe? Convergence trends and policies vs. persistent variety?
 - b. Between Europe and other continents: Are there “European” characteristics distinct from other continents, e.g. a balance between pursuit of knowledge for its own sake and utilitarian thinking; a relevant role of critical thinking, etc.?
 - c. Are other groupings more important than geographical ones? E.g. the German, British and French traditions? The continental European, Anglo-Saxon and

developing country approach to teaching and learning? Distinction between advanced and developing countries?

4. Ulrich Teichler in his presentation presents arguments in favour of convergence and arguments in favour of keeping the variety/diversity.
5. Looking back till 1970 we may distinguish three fundamental waves:
 - a. A first wave of issues in the 1970s and 1980s: the big expansion of higher education/mass/universal higher education and differentiation
 - b. The second wave of issues in the late 1990s and the first decade of the 21st century: quality assurance, performance based funding, academic productivity, diverse student body, rankings..
 - c. The third wave of issues: does the knowledge society move from rhetoric to reality; discussions; higher education as a public good, new societal contract,
6. The CAP-EUROAC study of 2012 shows a diversity across the countries studied regarding:
 - a. Careers and employment;
 - b. Academic work
 - c. Role and identity of academics
 - d. Time spent on teaching and research
 - e. The teaching activity (both seniors and juniors)
 - f. The strains and job satisfaction of academics

It is clear that there is 'one academic profession' but the way the academic profession/job is designed and national and institutional conditions defining the profession/job are very different from country to country. The modern academic job is characterized by diversity. There is significant variety of academic jobs across the EHEA and across the globe. But common trends are emerging.

7. Prof Arimoto describes in a broad outline the historical evolution of the university from the Medieval University (integration of teaching and learning) to the Modern University (integration of teaching, learning and research) and further to the Future University (integration of teaching & learning, research, learning and services and study).
8. Prof Arimoto describes the Future University as the university characterized by an integration of Research; Teaching & Learning, Learning and Services/study. And that integration will be reflected in academic work. He was distinguishing three types: the Anglo-Saxon model with a strong research orientation and a strong teaching orientation, the German model with a strong research orientation and weak teaching orientation and the Latin-American model with a weak research orientation and a strong teaching orientation. The university is shifting from a community of knowledge to an enterprise of knowledge.
9. Also Prof Arimoto pointed out that theoretically, an integrative development of research, teaching, and service is considered to bring about the leading academia's enhancement, while the divided development of them is considered to bring about academia's decline. It could be said that the recent prevailing research paradigm is causing such divided development of academic work consisting of research, teaching and service.
10. There are also common trends:
 - a. The emergence of higher education professionals or the third space staff (between the administrative space and the academic space)
 - b. The standardization of the recruitment procedures and processes
 - c. The competition for academic jobs has shifted to the post-doc phase
 - d. Growing emphasis on Learning and teaching (at European level, system level and institutional level)

- e. Institutional quality management systems are widely established
 - f. Third mission (knowledge transfer, innovation, community engagement) becomes more important and growing emphasis on impact
 - g. Career uncertainty in some countries: part-time and short-time employment
11. History and traditions are important elements and continue to play an important role in the academic world and the development of academic work. Higher education systems and higher education institutions across the globe are facing common challenges and problems.
 12. Across the EHEA and the EU we see that common trends are emerging in particular initiated by policy developments in the EU and the EHEA. In particular Learning and teaching is becoming a policy priority although the subsequent policy measures and actions are still diverse.
 13. Those new policy priorities will have an impact/implications for academic work. At the institutional level the leadership is paying growing attention to the education mission of the HEIs: developing a Learning and teaching strategy, teaching staff enhancement, central units for learning and teaching, searching tools and instruments for rewarding/recognition of teaching staff activity.
 14. Managerialism has changed the academic power system. We may distinguish four types of managerial settings:
 - a. The **academic** university: high influence of academics
 - b. The **managerial** university: performance, mission, top-down
 - c. The **collegial** university: information, communication, collegiality, student involvement)
 - d. The **supportive** university: administrative support for academics, freedom, research and teaching, professional development non-cumbersome administrative processes)
 15. Considering the changes, challenges and trends in particular regarding learning and teaching there is a need for further professionalization of the academic profession and for continuous professional development.

Overall concluding remarks:

1. All higher education systems and institutions have to address common changes and challenges. We see also common trends emerging in particular the emphasis that is put on Learning and teaching. The main challenge is the role HE and HEIs should/will play in the knowledge society and in the 4th industrial revolution.
2. Academic profession: great variety in different countries in Europe and Asia. Variety should rather be considered as a positive factor. The diversity is the result of different historical developments and different models of systems and universities. New functions are emerging: third space/higher education professionals (knowledge transfer, quality assurance, developers, internationalization, sustainable development, ...).
3. We may see different strategies emerging for developing the future academic workforce such as a) reconfiguring academic work, constructing academic career profiles, customizing jobs to individuals, extending data collection to the key areas of learning and teaching and community engagement in order to design a more measured experience, ...
4. A key issue is the further professionalization of the academic profession including a continuous professional development and in more integrative rewarding approach.
5. Future academic work will be characterized by a strengthened Research, Learning, Teaching, Services and study nexus.
6. (not discussed: could the academic job or parts of it be robotized?)