

UCISA: CISG CONFERENCE  
THE MIDLAND HOTEL  
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**CHANGING PLACES:**

Higher Education Futures in Uncertain Times

**JOHN CATER**  
**Vice-Chancellor**  
**EDGE HILL UNIVERSITY**

## Contexts, Forces and Trends: Economic

### The Current Financial Crisis

#### Public Expenditure Debt in the G7:

Japan	195% (of GDP)
Italy	104%
Canada	68%
France	64%
Germany	63%
USA	61%
UK	37%

.....but figures for Australasia, Scandinavia are below UK levels

# The Impact on Public Spending 2008-11

Keynesian Economics and the Role of the State

Building Priorities – Capital Projects and State ‘Control’

The October 2008 Statement

- The loan book and the challenge of funding student support
- Contracted Student Numbers 2009/10 et seq.
- A HEFCE problem? TDA and DH funding

Higher Education and the PES Settlement 2008-11 and 2011-14

- shifting the burden: the market vs. the state
- tuition fees and the 2009 Review
- salaries and pension costs - and why 22.35% is a meaningful figure
- the banking crisis and borrowing capacity

## **Contexts, Forces and Trends: Political**

### **Government Policy**

#### **The 2003 White Paper & the 2004 Act: The Illusion of Parity of Esteem?**

Mission Drivers: Research;  
Knowledge Transfer;  
Teaching and Learning;  
Widening Participation

## **DIUS 2008**

Strategic Reviews & Special Commissioners: The Wellcome Foundation Speech

External Stakeholder Views: The UUK Cambridge Speech

The Cooke Report (and the hidden costs of the eUniversity)

Internationalisation and International Competitiveness

DIUS and the Home Office – conflicting agendas?

The demise of Regionalism?

Leitch and the Influence of Employers

Foundation Degree Awarding Powers and Institutional Status

Research Degree Awarding Powers – for whom?

## **David Willetts and Conservative Thoughts**

Economic Uncertainty and the Unit of Resource

Dead on Arrival: The Future of the 50% Target

Teaching and Learning in the Ascendency?

Fees, Contact Hours and the Student Experience

## **Contexts, Forces and Trends: Social & Technological**

Unemployment

Widening Participation, Social Class and the Declining Age Cohort

Higher Education and Socialization

International Standing and Competitiveness

Distributed and Lifelong Learning

## **Students as Stakeholders**

Tuition Fees

The Impact of National Student Survey

League Tables

Creating Communities of Students

A 'Utility Equation'?

# **Changing Academics for Changing Times?**

Association and Loyalty

The Decline of the Discipline?

Pay and Pensions

Industrial Relations in the Sector: 1991 Contracts and 2011 Expectations?

# **Do Universities Need to Change – and, if so, how?**



## **PROBABILITIES (?)**

### **Privatisation**

Certain at PG level (Kaplan, BPP, professional bodies; applications for TDAP)

Inevitable at UG level if the fee cap is lifted (£5-7k+), with impact on length of degree, FT/PT routes, distributed learning

# **POSSIBILITIES**

## **A Skills Gap**

Much argued by HM Government, Leitch, CBI, employers. Evidence patchy?

The Importance of Intellect, Attitude, Transferable/Interpersonal Skills

Socio-Economic Differentiation, Polarisation and the Future of Employment

From the Generic to the Specific...

# UNIVERSITY CHALLENGE: POSITIONING YOUR UNIVERSITY

WHAT ARE THE VIABLE CHOICES?

## **Vice-Chancellors, Complicity and Delusion**

### **RESEARCH**

23 Universities received 75% of RAE2001 monies

18 Universities receive 75% of Research Council funding

Just 5 Universities received 50% of Science Research Infrastructure Funds

**RAE2008 will not change this**

**REF2014 will reinforce this**

## **KNOWLEDGE TRANSFER**

Some post-92s have strong reputations (Hertfordshire is the best-known example), but, in key disciplines (medicine, life sciences, physical sciences), position in the hierarchy and links to 'starred' research weighs heavily. Available funding less than 1.5% of total HE spend.

## **INTERNATIONALISATION**

Niches, contacts and locations matter, and many post-92s are significant players (e.g. within London and SE, UCLAN in NW). Field increasingly competitive – and simplistic measures of status (league tables) can matter, particularly when the track record is limited.

## TEACHING AND LEARNING

Will become increasingly important (NSS, Government/media interest), but commitment expected (if not always delivered) across all types of universities. Essential – but possibly provides limited capacity for market differentiation... and even less hope of priority resourcing (unit-based funding, no new nor continuing funding for CETLs).

## WIDENING PARTICIPATION

Strong ideological commitment – from Government and from many academics and leaders as individuals – but not always matched by actions (e.g. ELQs) nor certainty of resources (the Aim Higher and Action on Access debates; Treasury Select Committee interrogation of HEFCE and DIUS last winter). Premium funding now substantial, but hardly secure (pending postponed review of T funding), and cohort decline at 18-21 over next decade **very** significant.

**CHOICES? WHAT CHOICES?**

**POSITIONING YOUR UNIVERSITY**

## DEVELOPING A BRAND

### **Culture and Ethos: The Importance of Honesty and Realism**

**Know your University**

**Know your place in the Market**

**Know what you cannot achieve**

**Know what is challenging but attainable**

**Even within this, know what you're NOT going to do**

**Communicate, Engage, Review, Communicate, Engage, Review**

**OWN and DELIVER**

*(better to succeed at the attainable than (publicly) fail at the unattainable...)*

MARKETING A BRAND

(... AND LEAVING YOUR EGO AT HOME)

**Knowing your Key Stakeholders – Internal and External**

**The Vital Importance of the Supply Chain**

**Missions, Visions, Strategies, Operational Plans, Performance Measures are only meaningful if they're shared, understood and owned.**

**Be clear - and be simple. Only five things matter!**

**DELIVER**

**COMMUNICATE**

**CELEBRATE**