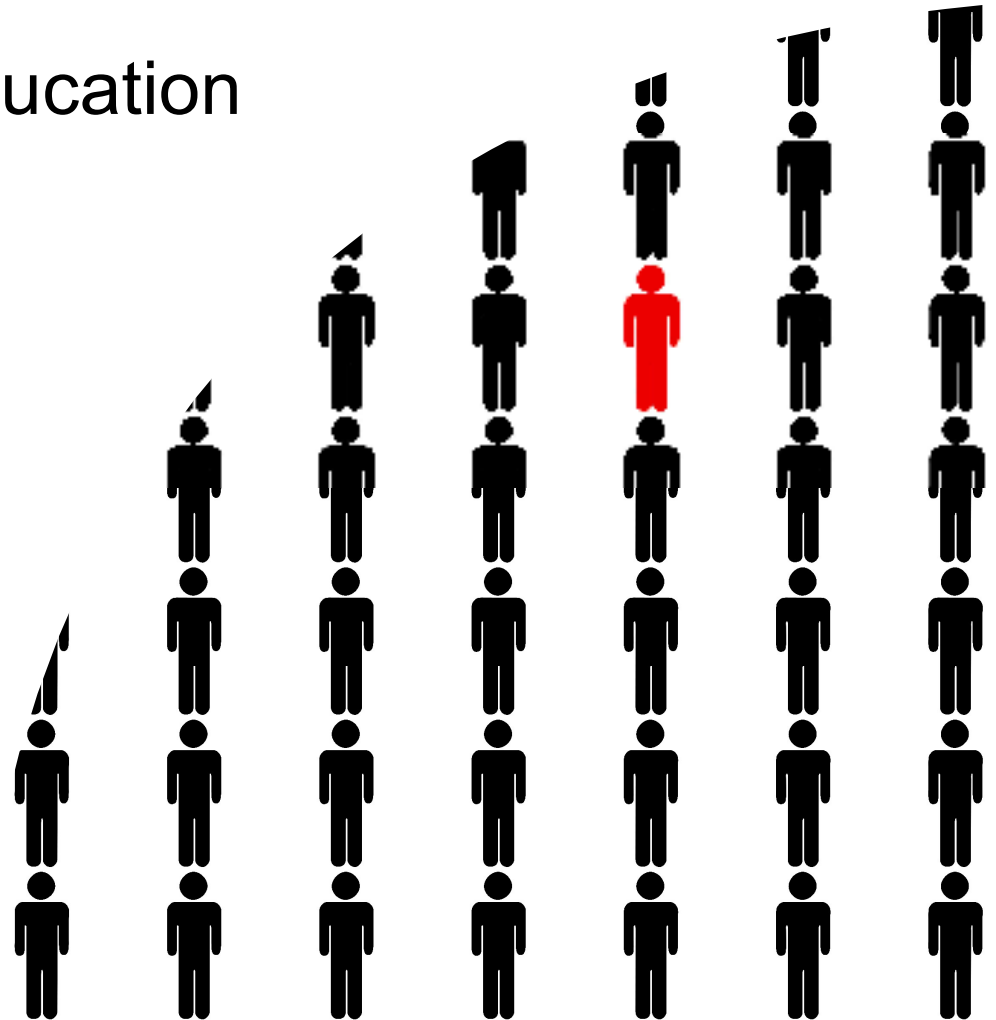


The Future of the Higher Education Workforce

Higher Education Futures Conference

23rd June 2010



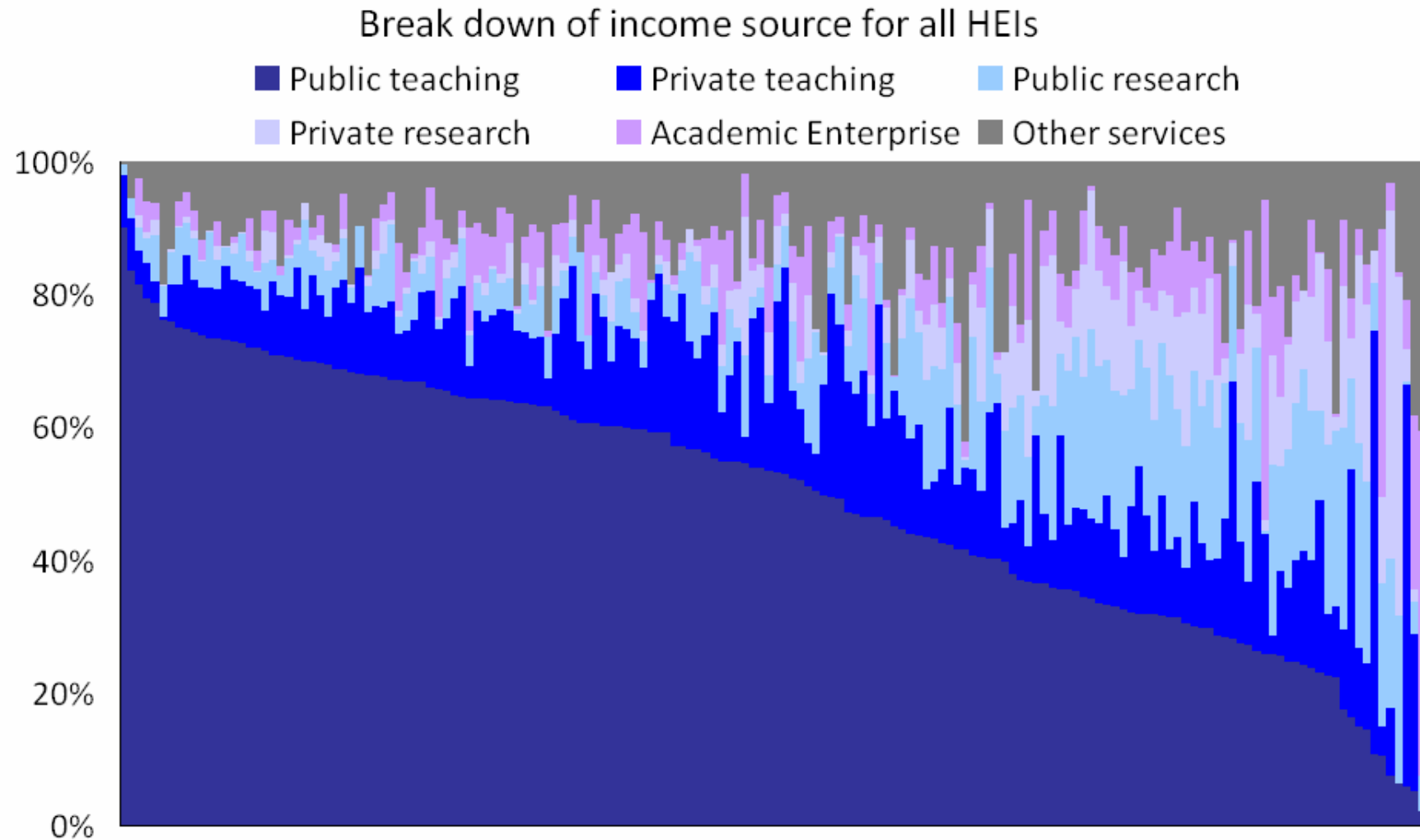
Characteristics of the higher education environment in the early 21st century

The next decade for HE and universities will be a period of

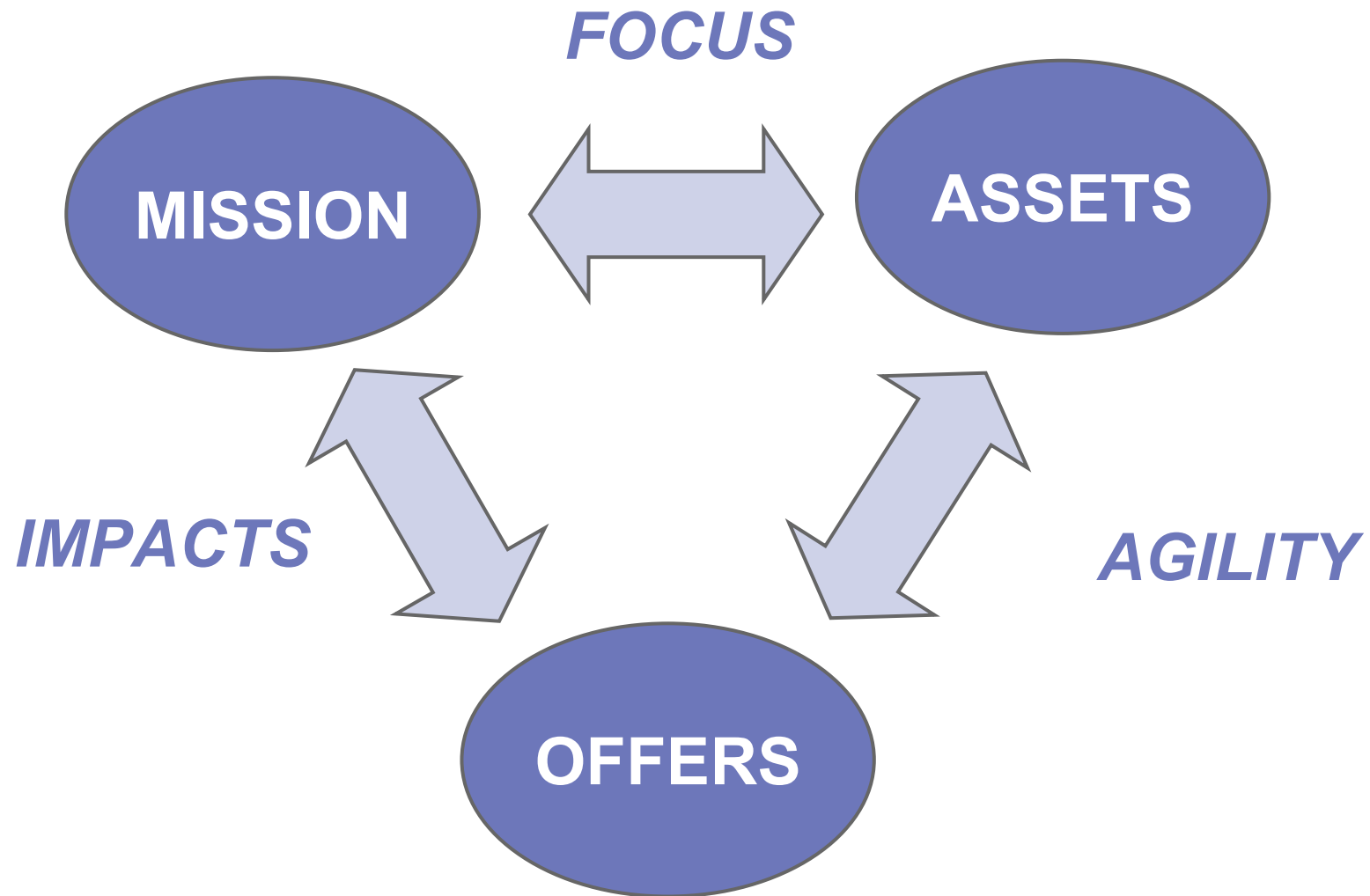
- ❖ Discontinuities and heresies
- ❖ Uncertainties and instability
- ❖ Re-invention and innovation
- ❖ Renewal and opportunity

.... and these same forces will shape the make-up and experiences of the HE workforce over coming years.

One hundred and fifty variations on the same theme?



A capability-based framework for institutional strategies



Developing tomorrow's HE workforce – the critical questions

The human capital (people) of tomorrow's university defines what it is and how it relates to the “outside-in” imperatives of the new environment. Workforce questions thus become central to university strategy, which must examine:

- ❖ What capabilities do we need to succeed (for our mission and focus)?
- ❖ What capacities and skills does this require?
- ❖ What behaviours and relationships must we demonstrate?
- ❖ What gaps and challenges do these questions highlight?

Rethinking the principals of workforce design and development

Universities will have to rethink received assumptions on central questions about the HE workforce, including:

- ❖ Role definitions – researchers, teachers, administrators, others ...
- ❖ Academic vs. management roles
- ❖ Home-grown vs. bought-in talent
- ❖ Institution-based and research-led academic careers
- ❖ Face-to-face vs. “techno-mediated” operating models
- ❖ Role and job descriptions and criteria (especially for top posts)
- ❖ Collaborations and shared appointments
- ❖ Professional development and updating
- ❖ Incremental scales and other ‘civil service’ terms

Rethinking and re-inventing the experience of working in HE

The productivity, flexibility and interactions of all staff in universities will be crucial to future sustainability, and will demand new approaches to inherited approaches towards:

- ❖ Discipline-based academic organisation models
- ❖ Management of academic work, time and performance
- ❖ Mobility and flexibility to re-assign staff – matrix and project working
- ❖ Standard salaries and terms, vs. individual, performance-based contracts
- ❖ Divorce of “doing” from “management” – shared responsibilities
- ❖ Willingness to redirect or cease low value activities (and related staffing)
- ❖ Willingness to work in collaborations and with partners

The end of days, or dawn of a new era?

Fundamental changes in HE policy, funding, markets and competition are entrenched and inexorable.

The choice for universities and those who work in them is about who will shape their future – the external forces of the new economics, or the imagination and energies of the people who make HE real?