Three Key Challenges Facing Higher Education and Policymakers

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and talent—the more this kind of education is a beacon for investment and talent, the more higher education is a beacon for investment and talent. Over the last decades, access to higher education has expanded from being a privilege of birth or talent or both (elite phase), to a right for those with certain qualifications (mass phase), to being an obligation for the vast majority of society and occupations (universal). However, the financial crisis has exposed fundamental weaknesses in the funding model that underpins higher education.

The impact of the financial troubles in California on its public university system is symptomatic of problems around the world. Whether funded from public or private sources, escalating costs and tuition fees have prompted The Economist to suggest that higher education could be the next bubble (Schumpeter, 19 April 2011). At the same time, higher education faces increasing competition from China and India. What is the best way to sustain mass higher education at a time of decreasing public funding and escalating global competitiveness? Can tuition fees continue to rise—and what are the implications for widening access to a more diverse student cohort? Are there new business models or financial instruments more appropriate to the new environment? What regulatory and governance frameworks would work best?

The quality of higher education is coming under increasing scrutiny. If higher education is the engine of the economy, governments are looking for verifiable and measurable evidence of benefit and impact. Students, as consumers, are questioning the value-for-money of their study programme relative to the tuition fee that they pay, or to the institution’s status and reputation. Evidence of quality and the pursuit of excellence have become the key mantra dominating higher education, inside and outside the academy. Rankings have emerged as a simple shorthand for students and the public to gauge quality—but do rankings really measure what’s meaningful? What level of accountability is required? As participation widens beyond the traditional student cohort, how should pedagogical methods and modes of learning adapt? To enhance the quality of the total student experience, what barriers should be eliminated?

The rising prominence and obsession with global rankings have highlighted the investment attractiveness of nations based upon the capacity of their universities to produce new knowledge and lead innovation. In response, many countries have spearheaded a review of their higher education systems. The world-class research university has become the panacea for ensuring success in the global economy and world science. Kansas and Texas want to improve the performance of their universities because they are a magnet for investment. Sri Lanka has announced a strategy to upgrade six universities. Malaysia has a similar aim, and so do Nigeria, Denmark, France and Germany, to name just a few. However, many of these developments are leading to the prioritization of scientific and technological research over investment in the arts, humanities and social sciences. Our societies face serious problems; unemployment is a major issue. But, at the time when scientific and social challenges require collaborative interventions from a multidisciplinary perspective, there is growing evidence that simplistic economic indicators are being used to measure research quality. These changes are impacting on and changing universities, often in perverse ways. As the emphasis shifts to translating knowledge more quickly into new products and services, how can we ensure that the breadth of intellectual inquiry required to underpin civil society is preserved?

We often look upon changes within our universities as peculiar to them, a phantom of the management or the culture. But the changes being experienced are worldwide. It is no cliché to say that higher education and policymakers are facing major challenges. 

Ensuring sustainable education systems

The application of knowledge is now widely acknowledged as being the source of social, economic and political power. Studies repeatedly show the strong correlation between educational attainment and social and economic advantages for individuals and society. Over the last decades, access to higher education has expanded from being a privilege of birth or talent or both (elite phase), to a right for those with certain qualifications (mass phase), to being an obligation for the vast majority of society and occupations (universal). However, the financial crisis has exposed fundamental weaknesses in the funding model that underpins higher education.

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