



Imagining the University of the Future

Professor Louise Morley
Centre for Higher Education and Equity
Research (CHEER)
University of Sussex, UK
(l.morley@sussex.ac.uk)

22 July, 2009

Futurology



is787-240 www.fotosearch.com

- Re-energise the normative vocabularies that conceptualise, critique and promote HE.
- Develop a cultural sociology of HE.
- Re-imagine amplified messaging of master narratives/ policy discourses of:
 - ✓ globalisation
 - ✓ knowledge economy
 - ✓ innovation
 - ✓ teaching and learning
 - ✓ widening participation
 - ✓ internationalisation
 - ✓ civic engagement
 - ✓ digitisation.
- Consider the morphology of the university of the future?

22 July, 2009

Why Re-Imagine Higher Education?



Major site of:

- ✓ cultural practice
- ✓ identity formation
- ✓ knowledge formation and dissemination
- ✓ symbolic control.

Caught between:

- ✓ archaism
- ✓ hyper-modernisation

Grievable and Ungrievable Losses

(Butler, 2004)

US

University of Sussex



Discourse of crisis, loss, damage, contamination, and decay in higher education.

- the university in ruins (Readings, 1996)
- the 'degradation' of academia (Nisbet, 1971)
- the university 'in crisis' (Sommer, 1995)
- the death of autonomy (Dill, 2001)
- proletarianisation (Dearlove, 1997)

22 July, 2009

New Times?



- **Difference conceptualised as disparagement.**
- **Transformation driven by neo-liberal policies rather than academic imaginary.**
- **HE both commodified and commodifying.**
- **Tensions between desire, desiccation and distributive justice.**

Tensions 1: Texts, Technology and Tectonics

(Coercive) Creativity, Productivity and Performance



The UK:

- **1%** of the world population
- **2nd** most important producer of scientific and scholarly research in the world
- Accounts for **4.5%** of the world's spend on science
- Produces **8%** of the world's scientific papers
- **13%** of the most highly cited.
- Wins **10%** of internationally recognised science prizes
- Produced **44** Nobel prize winners in the last **50** years.
- UK academics produce **16** research papers for every **\$1m** invested compared with the **10** produced in the US and the **4** in Japan

(Crewe, 2004).

Knowledge Monopoly?



- Academic life is measured, not in coffee spoons, but via production of texts (and enterprise).
- Is this commensurate with changing literacies, new constituencies and new modalities of communication?
- Are we in danger of creating thought lakes and word mountains?
- What is not being measured/ produced/ interrogated *e.g.* equity, employment conditions, emotional labour?

New Ecology of Knowledge?



- **Sacred/ profane binary of knowledge disrupted by new 'just-in-time', 'wiki' knowledge producers.**
- **Technological literacy is producing new academic identities:**
 - ✓ *Millennials*
 - ✓ *Digital Natives*
 - ✓ *Generation Y*
 - ✓ *MySpace Generation*
 - ✓ *i-Generation*
 - ✓ *Net Generation*
 - ✓ *You Tube Generation.*

(Howe and Strauss, 2000; Prensky, 2001; Markiewicz, 2003; Irvine, 2004; Oblinger and Oblinger, 2005; Hempell and Lehman, 2005; Day, 2007; Nussbaum, 2007).
22 July, 2009

The Tectonic University



- HE is still largely literary in structure.
- If HE is transformational, what and who is being transformed?
- Is there a mismatch between ideal/imagined students and new constituencies in terms of:
 - ✓ assessment
 - ✓ knowledge codes
 - ✓ systems of representation
 - ✓ narratives
 - ✓ modes of identification?

Tensions 2: Everywhere and Nowhere: Speed, Space and Striving

Networks and Nomadic Subjects



- Academic hyper mobility (Kenway, 2004);
- Academics in state of 'continual animation' (Ball, 2008: 54);
- Diffusion of bodily and textual selves into multiple locations;
- Cosmopolitanism, nomadism and spaces of transition;
- Commodification of social relations;
- New cultural economy = assimilation of work and leisure;
- Generative potential of the global;
- Parochialism = cognitive dispossession.

Borders, Barriers and Boundaries



- **Elite western higher education from urban geographies transmitted into rural (post-colonial) low-income countries.**
- **Democratising of knowledge or de-territorialisation of hegemonies?**
- **Nationalised knowledge in a globalised world.**

New Competitions



- **Secure knowledge niches have been destabilised (Appudurai, 2006);**
- **Innovative ideas and practices coming from both outside the North and outside of the academy (Santos, 1999).**
- **Knowledge transfer/exchange as disruption of centres and margins (Biesta, 2007).**
- **Barriers dissolved between public and private (Ball, 2008).**

Building Knowledge



- Little theorisation of the impact of physical space/ building design on pedagogic and power relations in higher education.
- Academic life expected to transcend concerns with contemporary aesthetics.
- Absence of linkages between quality design and the affective domains.
- Becoming a somebody means having no body.

The Underbelly of the Global Beast

- **Hyper-modernisation of global, entrepreneurial, corporate, commercialised universities and speeded up public intellectuals on the move.**
- **Underpinned by domestic/ private archaism of casual research labour, poor quality employment environments and conditions.**

Tensions 3: Enterprise, Excellence and Equity

Disqualified Discourses



University of Sussex



- **John Denham's priorities (2008) for the next 15 years are:**

- ✓ **innovation, knowledge transfer exchange (techno-science?) and wealth creation (for others).**

- X **not inclusion and equalities .**

Emphasis on:

- ✓ **knowledge liquification and optimisation**

- X **not power/knowledge or knowledge as pleasure**

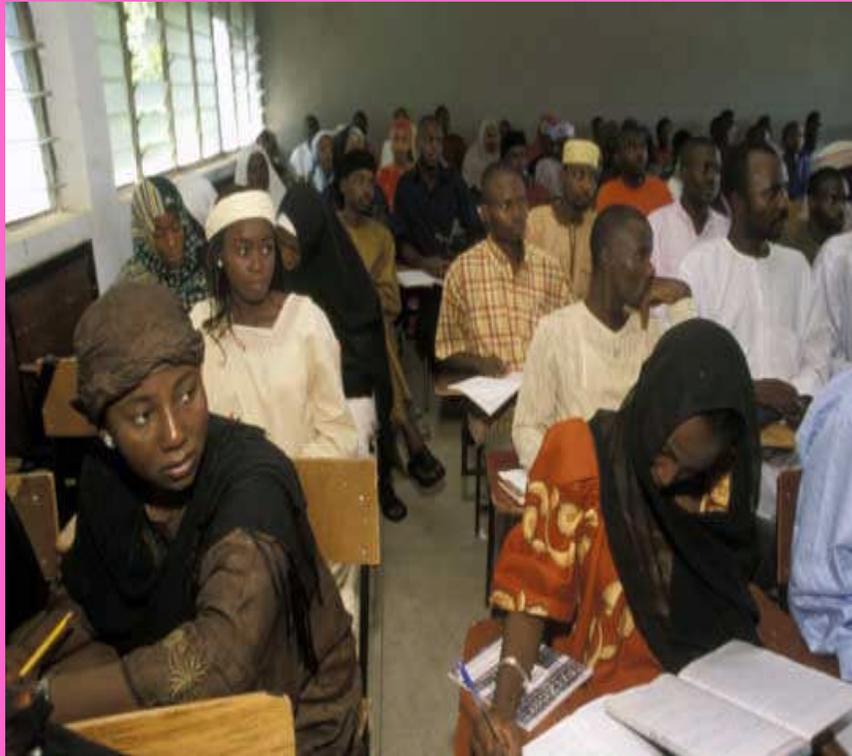
22 July, 2009

Feminising the Academy?



- Participation rates for women undergraduate students in higher education have increased between 1999 - 2005 in all regions of the world.
- Global Gender Parity Index of 1.05.
- There are now more undergraduate women than men in higher education (UNESCO, 2007).
- Unevenly distributed across regions, disciplines, and socio-economic groups.

Unequal Geographies of Knowledge



- **Student enrolment worldwide:**

- ✓ **13 million in 1960**
- ✓ **82 million in 1995**
- ✓ **137.8 million in 2005**

- ✓ **24% globally**
- ✓ **5% in Sub-Saharan Africa**
- ✓ **1% in Tanzania**

(UNESCO, 1998; UNESCO, 2007).

Equity Scorecards



- **Examine how diversity amongst students is translated into equity in educational outcomes.**
- (Bensimon and Polkinghorne, 2003)
- **Measure advantage and disadvantage simultaneously.**

Widening Participation in Higher Education in Ghana and Tanzania



Measuring:

- Sociological variables of gender, age, socio-economic status (SES)

In Relation to:

- Educational Outcomes: access, retention and achievement.

In Relation to:

- 4 Programmes of Study in each HEI.
- 2 Public and 2 private HEIs.

(Morley, Leach and Lugg, 2008)

www.sussex.ac.uk/education/wideningparticipation

22 July, 2009

Equity Scorecard 1: Participation on 4 Programmes at a Public University in Ghana by Gender, and SES (2006-7)



Programme	% female	% deprived school	% female who attended a deprived school
B Sc Physical Science	15.3	2.2	0.6
B Commerce	28.9	3.3	1.0
B Education (Primary)	41.4	4.6	1.2
B Management Studies	42.0	2.8	1.4
Data source: Project dataset: Enrolment on 4 programmes at Univ U, 2006-7 Date of Scorecard: January 2008			

22 July, 2009

Deprived schools' make up 31.5% of all schools in Ghana

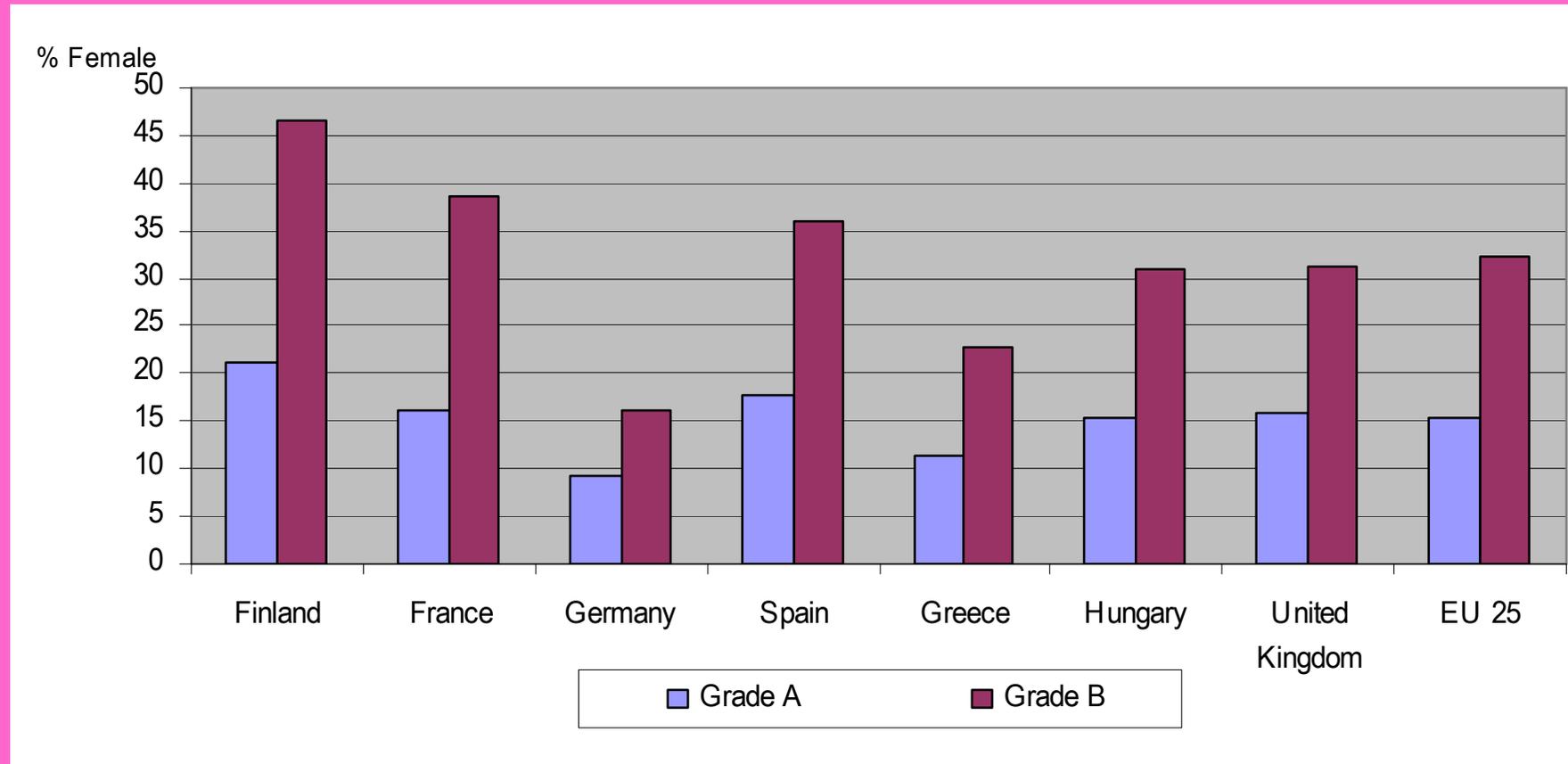
Equity Scorecard 2: Overview of Access to 4 Programmes at a Private University in Tanzania by Gender, SES and Age (2007-8)



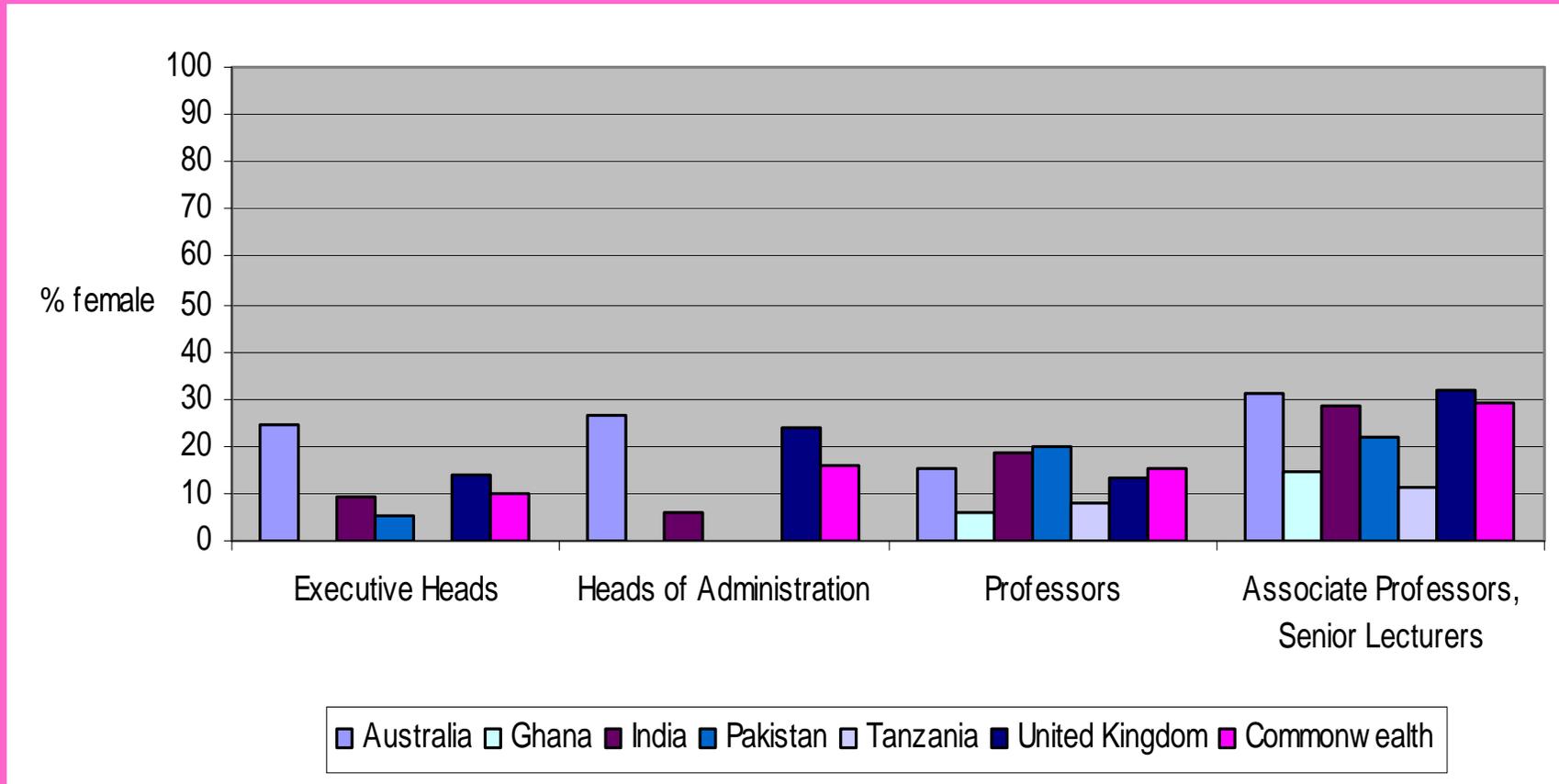
Programme	% female	% deprived school	% 30+	% female & 30+	% female & deprived school	% female, deprived school, & 30+
B Ed Maths	13.02	12.56	68.84	4.65	2.4	0.0
Medicine	25.00	6.03	12.26	1.89	0.0	0.0
B Business Admin	42.06	10.28	18.87	7.48	3.74	0.0
Law	42.81	13.42	9.90	3.51	2.56	0.32

Data source: Project dataset: Enrolment on year 1, 2007-8, University T
Date of Scorecard: 14 May 2008

Proportion Of Female Academic Staff by Grade in The European Union, 2004 (EU, 2006).



Women's Participation In Management and Academic Leadership in Selected Commonwealth Countries, 2006 (Singh, 2008)



'Now' Universities Built on Yesterday's Foundations



- Hyper-modernisation of liquified globalisation.
- Archaism of unequal employment and participation practices.

The University of the Future Needs to...



- Be aware of new generational power geometries.
- Reclaim higher education as a think tank, producer of critical knowledge, social criticism and policy driver.
- Find new conceptual grammars for theorising the international that go beyond markets and commodification.
- Not just focus on knowledge transfer, but de-parochialise research - geographically and theoretically.
- Globalise and systematise concerns with equity and participation.
- Open up democratic dialogues about quality, pedagogy, assessment.
- Recognise affective and aesthetic domains.
- Acknowledge, as well as a booming knowledge economy, the possibility of a knowledge recession.

<http://www.sussex.ac.uk/education/cheer>



ESRC Seminar Series:
Imagining the University
of the Future

22 July, 2009