

Reflections on Leadership in
Higher Education -
Culture and Purpose
QQI Conference

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Dublin Castle – December 15th 2016

Context: Pressing Challenges

- The progress illusion
- Living together
- Climate Change
- Failures of global governance in an otherwise globalised world
- Democratic mind-sets/institutions under strain
- Marketisation implications
- Emergence of a coercive security

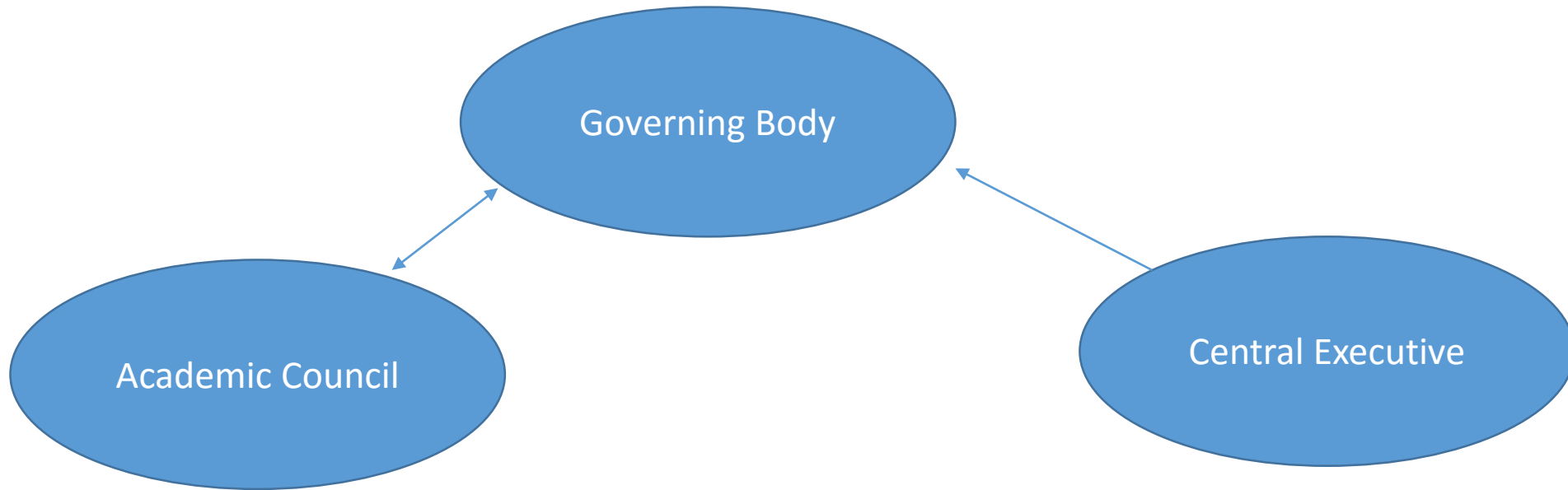
Inspirations from the Past

- The State should not look to universities for anything that directly serves its own end(Humboldt in Hogan)
- HE-What does it mean to be Human
- Truth –pursued and approached-not claimed
- Dialogue-not a means to an end – it is itself the end
- A pedagogy of dialogue animates all spheres of the higher education experience

Active Student

- Occupies the moment between past and future(Docherty)
- Processes Tradition--Re-Forms and Transforms
- Achieves self reflexivity in a collaborative endeavour
- Proceeds towards an ethical awareness as guiding framework for decision making

Separation of duties in HE Leadership



Leadership Discourses-Quality Implications

- Controller - management by targets and outputs, efficiency, hierarchical organisation, accountability, low trust environment.
- Therapist - human relations, autonomy and high trust environment, coaching and emotional intelligence.
- Messiah - vision driven, transformation, salvation, promised land.
- Eco-Leader - connectivity, inter-dependence, distributed leadership, de-emphasising centralised control. High emphasis on adaptability and responsiveness to environmental conditions - underpinned by an ethical and socially responsible stance.
- Quality-External oversight to self-regulating equilibrium

(Source: Western 2007)

The Short-Comings of the Market Paradigm in Higher Education

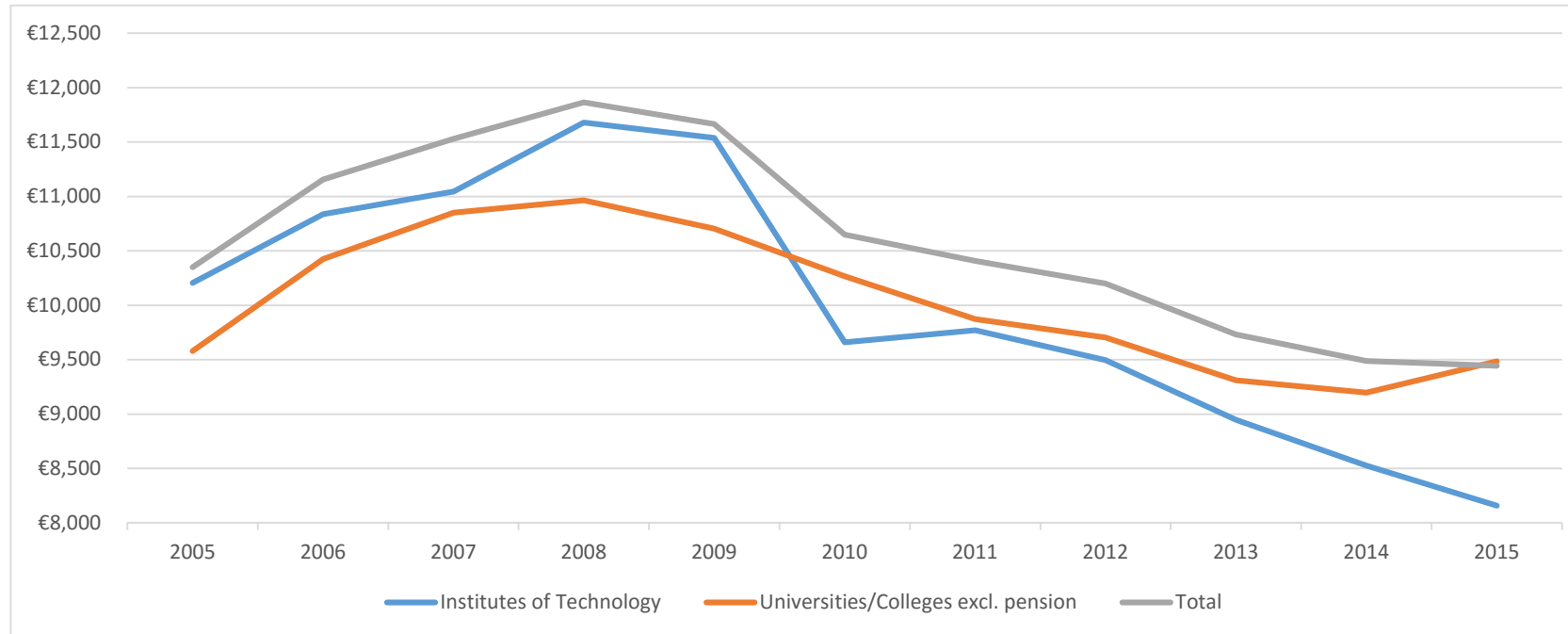
- Choice does not drive quality other than downwards
- Market does not re-distribute but provides inter-generational continuity
- The social project of education as a public good is weakened in a privatising scenario
- The currency of the qualification is subject to other considerations
- The academic scaffolding becomes depleted – e.g. research, the ethical imperative of speaking truth to power and the overall aesthetic of the experience
- The student as consumer – citizen entitlement; pre-suppositions re: cultural capital and private consumption versus collective solidarity

Higher Education as a Public Good

	Total Public Expenditure on tertiary educational institutions as a percentage of GDP (2013)	Public expenditure on ALL education Index of Change between 2008 and 2013 (2008 = 100)
Ireland	1.1%	95
UK	1.4%	n/a
Finland	2.0%	104
Denmark	2.3%	105
Italy	0.8%	87
Spain	1.0%	87
Australia	1.3%	127
OECD average	1.3%	105
EU22 average	1.3%	101

(Source: OECD – Education at a Glance, 2016)

Funding per Student



Richard Florida on the USA election

- Education has replaced cultural issues as the central fault-line in American politics
- Clinton support highest in more educated states

	Clinton	Trump
College Graduates	0.60	-0.70
Universities	0.53	-0.59
High Tech	0.56	-0.67
Creative Class	0.53	-0.63
Working Class	-0.60	0.67
Life expectancy	0.35	-0.56
Unionisation	0.49	-0.47
Gun Deaths	-0.47	0.56

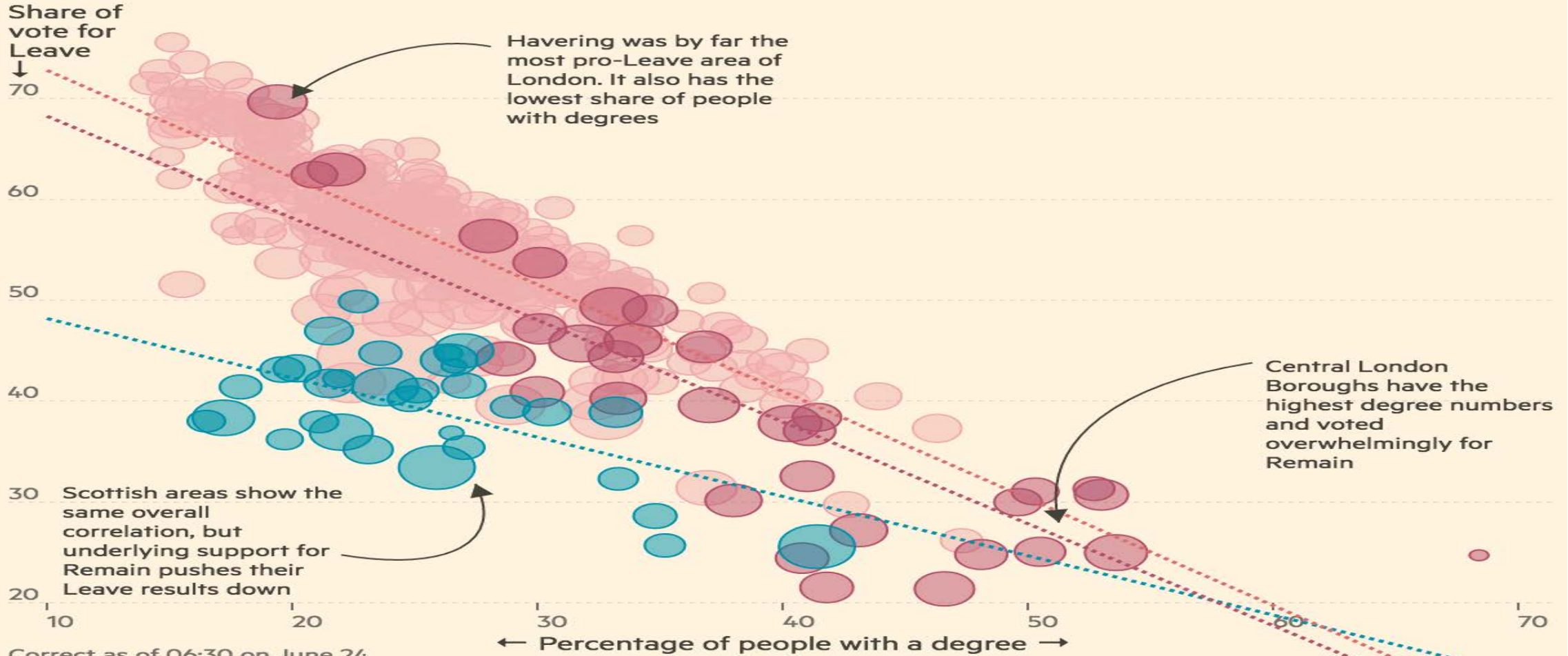
Brexit

- The higher the level of education, the higher the EU support
- University graduates most likely to remain in EU
- GCSE as highest qualification more likely to back BREXIT
- Only three of 35 areas where more than half residents had a degree voted to leave the EU

A people divided

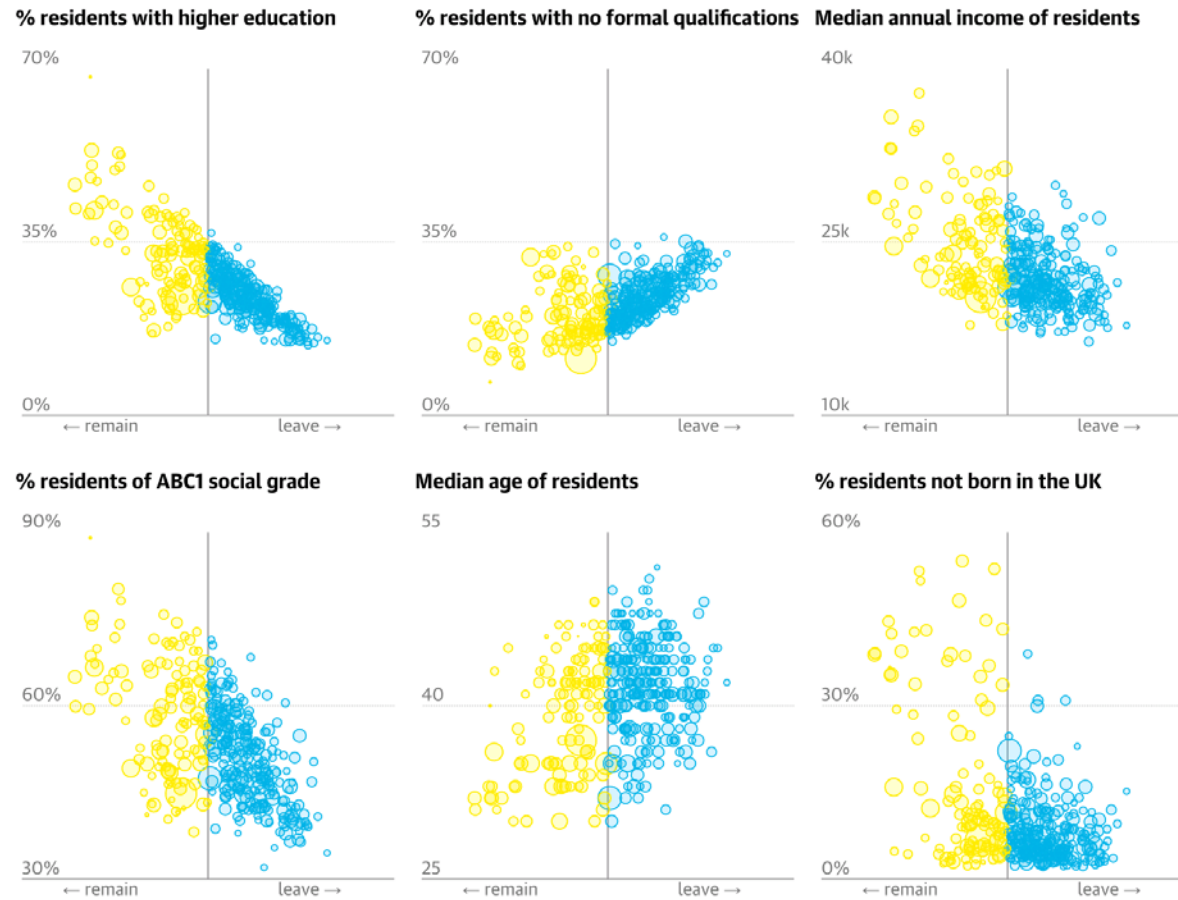
The strongest correlation between the vote for Leave and any key demographic measure is with the share of people holding a degree. But even here, regional patterns are clear: London Boroughs stand out in the tail on the right, with higher education and low Leave numbers. Scotland follows the overall national trend but is shifted as a whole towards Remain

● London ● Scotland ● Other



Correct as of 06:30 on June 24
Source: Press Assoiaton, UK Census
Graphic by John Burn-Murdoch / @jburnmurdoch

The demographics that Drove Brexit



(Source: The Guardian, 2016)

Flagship University

- Research intensive
- Committed to teaching, learning and public service
- Comprehensive-across disciplines
- Internationally engaged
- Broadly accessible
- Autonomous
- Publicly Financed

(Douglas)