

Bologna Seminar Bologna 2020

Unlocking Europe's potential-contributing to a better world

Change Towards Excellence

Prof. Dr. Gulsun Saglamer

EUA Board Member

Istanbul Technical University

Ghent, 19-20 May 2008,



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Challenges for Higher Education

- Globalization and Knowledge Society
- HE as a key driver of Knowledge Economy
- International Benchmarking for quality and standards
- Market Forces and Competition
- **Speed of change***

Universities have changed their role since the end of 20th century from..... teaching/learning/research to.....Knowledge transfer/social inclusion/local and regional regeneration/attention to public debate.

Challenges for Higher Education

- Most significantly, the changes have been accompanied by a further deeper transformation in higher education, **as a supply-driven system became replaced by a demand-driven one.**
- Without question, that change requires **a new mind-set in the higher-education world.**

Challenges for EHEA/ERA

Bologna Process and Lisbon Strategy?

Have we realized the goals yet?.....Some but not all

What would be the best strategy for the future ?

■ **to continue to work on the updated goals to realize them, but also to develop new strategies to speed up the processes.**

■ **to create new horizons to motivate the stakeholders of EHEA and ERA to make Europe the leading continent in economic growth. Is this possible theoretically?**



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- **What would be the right strategy?**
Top Down-Bottom Up
..... or both

- **Are we capable to control**
 - ✓ **Internal constraints**
 - ✓ **External constraints**

Challenges for EHEA/ERA

Performance of EHEA and ERA based on indicators;

■ Input

- ✓ **?% GDP allocated to R&D**
- ✓ **?% GDP allocated to HE and E in general**
- ✓ **Enrollment rate in HE at three cycles**
- ✓ **Number of researchers/1000 persons.....**

■ Output

- ✓ **Role of knowledge production on economic growth**
- ✓ **Number of publications and impact factors**
- ✓ **Number of International recognitions and awards won by European researchers and research teams**
- ✓ **Number of patents**
- ✓ **Rate of improvement in input factors.....**



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What have we been doing?

- Bologna process has been flexible enough to update its goals and objectives throughout the years and has also been successful in initiating comprehensive changes in HEIs

.....but

- It has been an inward looking and a top down process and bottom up motions coming from HE institutions have not been powerful enough to create an integrated change process
- Its objectives set for input factors have not been realized by the Nation States and EC to motivate universities yet.



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What have we been doing?

- Some HEIs or HE systems went into deep reforms to modernize themselves and have been very successful, but some HEIs did some improvements on the surface without substantive changes.
- Many methods, tools and support systems have been used to make EHEA and ERA strong enough, but in the process we have always avoided the thorough discussions of some vital issues, such as
 - evaluation of outcomes/results,
 - realities in funding,
 - ageing society,
 - barriers for foreign researchers.....

What have we been doing?

- We have not been able to take into account the possible scenarios related to the developments of our competitors as we have been very busy in the last decade.
- We have always looked at the problems from EU's point of view and have not tended to assess the issues from our competitors' perspective.



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Who are our competitors and What are they doing?

- USA has been trying to restructure its education from K12 to doctoral degrees in order not to lose its leading role. USA Universities still have
 - 70% of Nobel Prize-winners
 - 30% of world outputs of articles in science and engineering
 - 44% of the most frequently cited article
- China, India, South Korea, Singapore have been making tremendous investments to HE and R&D and have realized remarkable progress in their HE and R&D in the last 10 years

Who are our competitors and What are they doing?

- Internationalization has been an important issue for a long time and they systematically make investment and recruit talented foreign academics and students
- They have already put in place evaluation, accreditation processes at national and international levels and performance based resource allocation and research assessment have become a “must”
- They have established very strong ties with industry not only at national or regional level but also at global level as well.

What are the expected trends in EU by 2020?

The context within which we function is in continuous change, confronting the social decision makers with unprecedented challenges.

We can foresee some of those changes but we definitely cannot foresee all the changes to take place until 2020. Therefore our challenge is twofold:

- Foreseen Trends
- Unforeseen Trends

What are the expected trends in EU by 2020 ?

- 1. Foreseen Trends :** To determine the macro trends that we can foresee, to make strategic choices related to those trends and to implement those strategies as effectively as possible
- 2. Unforeseen trends:** To design our education-research- innovation universe in a way that will allow the system to survive the unforeseen adversities and also to exploit the unforeseen opportunities in the coming years and decades.

The three trends and challenges can be discussed;

1.Trend: The increasing gap between the technology elite and the society at large with significant long term implications for democracy

Challenge : How should we allocate our research and innovation resources? Should we concentrate our resources on a small number of leading researchers who can make the EU economically more competitive in a short period of time or should we invest in human capital of larger segments of the population?

Are we facing a choice between

- short-term economic success and
- long-term sustainability of a democratic prosperous society?



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Foreseen Trends

2. Trend: The demand for services and goods in the EU economy will increasingly be determined by an ageing society

Challenge : Since research and innovation are driven by market demand, the preferences of an ageing society will increasingly shape EU innovation if it focuses mainly on the EU market.

Will the demographic force be conducive to innovation or are we facing a structural wind that may stifle the global innovative potential of EU?

3. Trend: Globalization or connectedness embody destructive risks as well as constructive synergies.

Challenge : How can we capitalize on the benefits of connectedness while ensuring safety and sustainability of our networked structures?

Alternatively, can we avoid the risks and threats of connectedness without hampering the benefits that flow from being tightly interconnected?

Unforeseen Trends

It is simply not possible to foresee all trends that will shape our world until 2020 and beyond. Therefore designing a functioning system and network that can successfully deal with unforeseen risks and opportunities becomes a critical dimension of our vision.

Unforeseen Trends

- We should design our system of education-research - innovation so that they can have flexibility to adjust themselves as balances evolve between different goals. Such flexibility is critical in thinking about systems
- We should be able to draw potential scenarios about global developments, especially those related to our competitors' possible actions and plans, and we should be able to generate action plans accordingly.

What Should be done?

- **Change towards excellence, flexibility and adaptability should be main goals while diversity is maintained**
- **New era should have a holistic approach and should take into account potential developments, risks and opportunities in different scenarios**
- **Evaluation of research results, teaching and learning outcomes should be given more importance .**

What Should be done?

- Funding and realities should be discussed and concrete solutions should be developed. A sense of belonging at institutional level and system level should be achieved to nurture philanthropic funding. Extra funding is a “must”
- Universities should be encouraged to generate income and to establish endowments for sustainable development
- Conflicting expectations of stakeholders which may harness developments, should be addressed more openly and alternative solutions should be created.



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There are known knowns.

These are things we know that we know

There are known unknowns.

That is to say,

there are things that we know we don't know

but

There are also unknown unknowns

There are things we don't know we don't know

Donald Rumsfeld



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Thank You