

# Higher Education, Business and Society: responsible partnerships

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Globalization and Higher Education:

Implications for North-South

Dialogue

# Higher Education, Business and Society: responsible partnerships

- Setting the scene
- Business and society
- Higher education and society
- Cross border education: a laboratory for partnerships?
- Towards articulating principles for responsible partnerships

# Setting the scene.....

- The changing dynamic between business, the state and society;
- Responses to globalisation;
- The importance of good partnerships;
  - ‘business cannot succeed in failing societies’
  - ‘sustainable development is necessary to maximise opportunities for all’

# Business and society: some global initiatives

- Tackling the elimination of unethical business practices
- Addressing the social responsibilities of business
  - Adoption of Principles, Codes of ethics or conduct at organisation, professional level and international levels
  - Corporate Social Responsibility and Sustainable Development
- The role of the United Nations agencies
  - The Global Compact
  - The Global Reporting Initiative

# Higher education and society

- A changing relationship?
- Does the importance of higher education to national and individual well-being make it a victim of its own success?
- Are higher education institutions complacent in assuming that public institutions alone automatically best meet the public interest?
- How are higher education institutions measuring their impact on society?

# Higher education and society: examples of impact reporting

- UniversitiesUK ([www.universitiesuk.ac.uk](http://www.universitiesuk.ac.uk)) published reports outlining the contribution of universities to the development of their regions;
- The ten reports demonstrate how universities contribute to regional competitiveness, lifelong learning and employability, health and social well-being, culture and sport, regional governance, and urban and rural regeneration.....within the UK
- The University of Monash aiming for triple bottom line reporting - domestic and off-shore

# Borderless education: a laboratory for responsible partnerships?

- New providers and roles
  - Public universities as private businesses
  - ‘For profit’ providers of education and training
  - Corporate providers: product specific or sector specific
  - Cross-sectoral links
- New modes of provision
  - Subject areas
  - Different modes of delivery: distributed, e-learning
  - Different teaching and learning patterns
- New challenges for quality and standards

# Outcomes of the UNESCO Global Forum Discussion (1)

- The higher education community needs guiding Principles in relation to cross-border higher education, articulating corporate social responsibility and ethical codes of conduct vis á vis society and business, but is not starting from scratch



# Outcomes of the UNESCO Global Forum (2)

the Principles should

- Be high policy level statements;
- Seek to inspire and provide guidance rather than regulate;
- Be inclusive – applicable to all providers – public, private, corporate;
- Be revisited on a regular basis in recognition of the fast pace of change in the sector.

# The Principles should be supported by

- An element of public commitment by the education providing institution;  
and
- Some kind of public reporting on that commitment

How should this be articulated?

# The Principles should include

- Recognition of the importance of higher education through respect for international conventions on higher education such as UNESCO's;
- Respect for international conventions on human rights and labour rights
- Integrity ethical behaviour
- Transparency
- Relevance
- Reporting and monitoring: impact assessment

# Suggestions as to how to take this further?

.....our task for today.....