

ACADEMY AS LEVERAGE FOR INTEGRATION INTO THE WORKING WORLD OF TOMORROW?

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Is it? ????

NO

BUT

SHOULD IT?

COULD IT?

Two Perspectives

Should it?

Could it?

Philosophy of Higher
Education

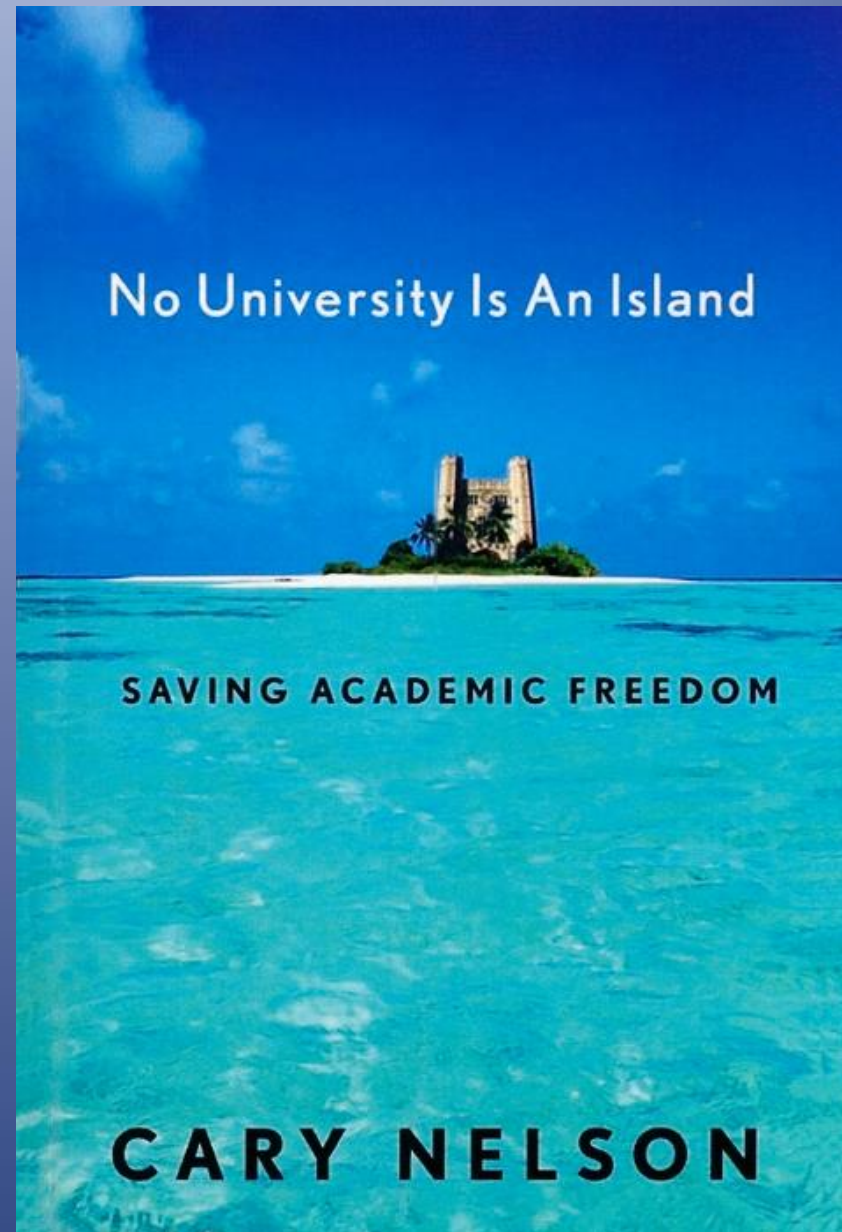
Application of Higher
Education

Accumulation of Independent
Knowledge

Auditing and Managerialism

Should it?

In his book, "No University is an Island: Saving Academic Freedom" (New York University Press, 2010), Nelson examines a lengthy list of trends and forces - such as corporatization, globalization, and intrusive research oversight - that he says are eroding the three foundational principles of higher education: **academic freedom, shared governance and tenure.**



Could it?

"This initiative aims to marry the best of drug industry practice with academic excellence in a university environment".

Mike Ferguson, Managing Director of
Intelligent Business Strategies Limited

**We're a university, so we
offer an academic look.
Not that we're so
dreadfully serious, but
we have studied the
industry.**

Russ White

QUOTEHD.COM

But – let's get serious

Some (not all) of the Main Characteristics of the
Working World of Tomorrow

The Working World of Tomorrow is **Dynamic**

The Working World of Tomorrow **Diverse**

The Working World of Tomorrow **Precarious**

The Working World of Tomorrow is Dynamic

Things in the business world are changing so rapidly that colleges and universities aren't keeping up with the technology, the demands and the knowledge base need.

Does HE prepare students for changing needs of society and business?

Do we account for over-education and skill mismatch?

The Working World of Tomorrow is Diverse

An organization's success and competitiveness depends upon its ability to embrace diversity and realize the benefits. When organizations actively assess their handling of workplace diversity issues, develop and implement diversity plans, multiple benefits are reported.

Does HE deal with diversity?

Do we even want diversity and multiculturalism?

The Working World of Tomorrow is Precarious

That is why the ILO's constituents – governments and employers and workers – formulated the **Decent Work Concept** as a means to identify the Organization's major priorities.

It is based on the understanding that work is a source of **personal dignity, family stability, peace in the community, democracies that deliver for people, and economic growth that expands opportunities for productive jobs and enterprise development.** <http://www.ilo.org/global/about-the-ilo/decent-work-agenda/lang--en/index.htm>

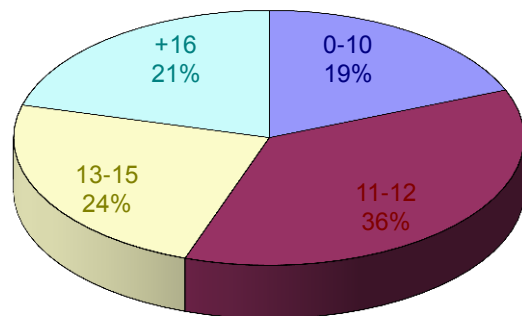
Is Academia not a precarious work place for many?

Do we even account for them?

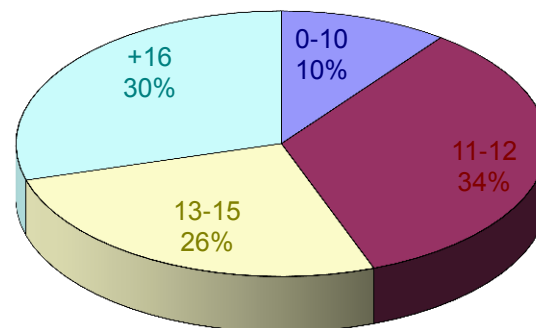
HE has an Impact on Labor Market Participation in Israel

Composition of the labor force by years of education, 1997-2011 (Bank of Israel)

1997



2011

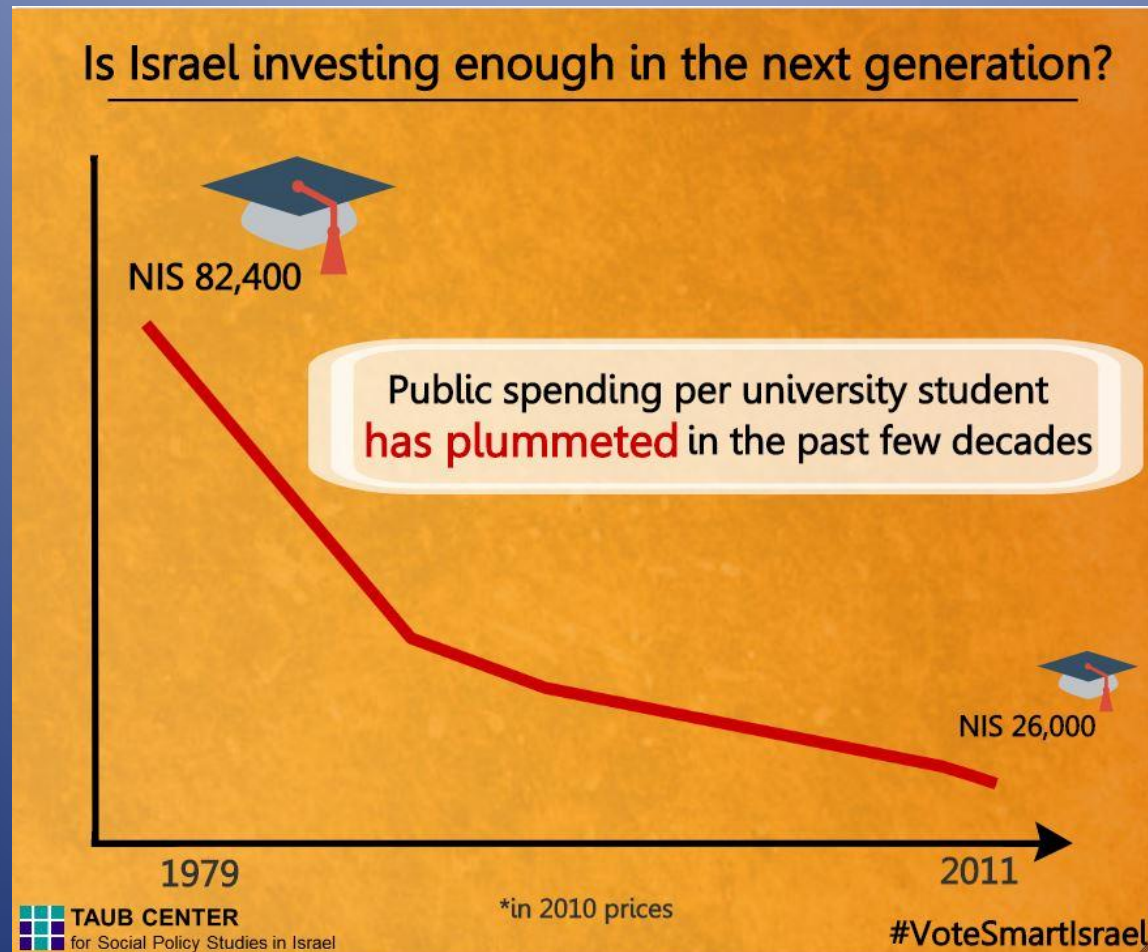


But, HE in Israel is

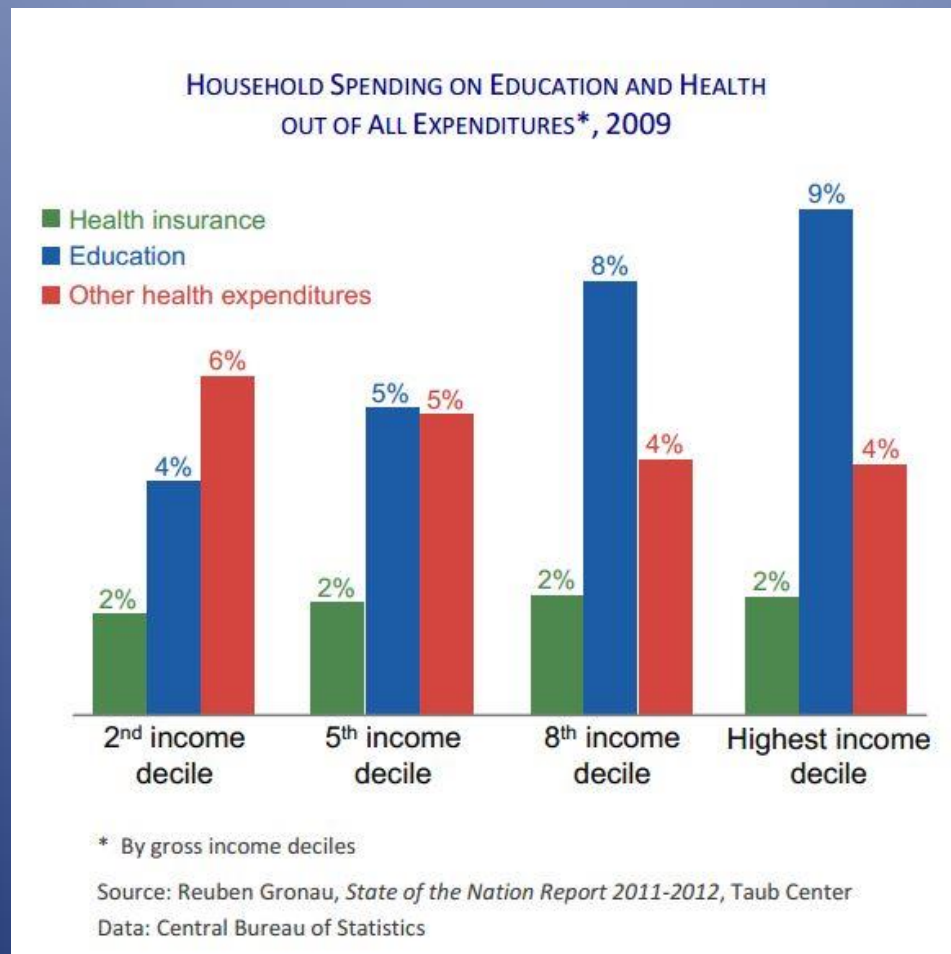
Stratified –reproducing inequalities like in many other countries:

- Despite significant differences in the design of the higher education system, socio-economic inequality in elite college access is of similar magnitude across Australia, England and the United States.
- Nevertheless, socio-economic inequality in access to high-status *private* US colleges is much more pronounced than access to their *public* sector counterparts (both within the US and when compared overseas). (Jerim et.al. 2015)

Also in Israel – Privatization of HE – partly but not only due to:



So – who can afford to invest in Education?



Who is studying where?

The odds of a qualified engineer who graduated from an Israeli university to be referred to a job interview is 3.2 times higher than those who graduated from a non-university institutions, and 1.5 times higher compared to a person authorized at foreign institute of higher education. (Yaish et.al. 2015)

Problems to deal with

“The world economy no longer pays for what people know but for what they can do with what they know.”

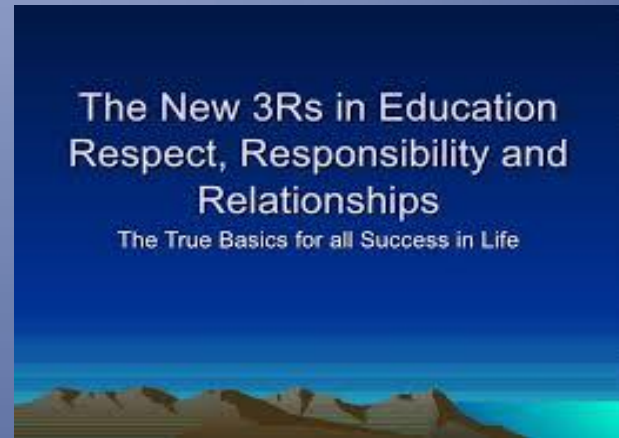
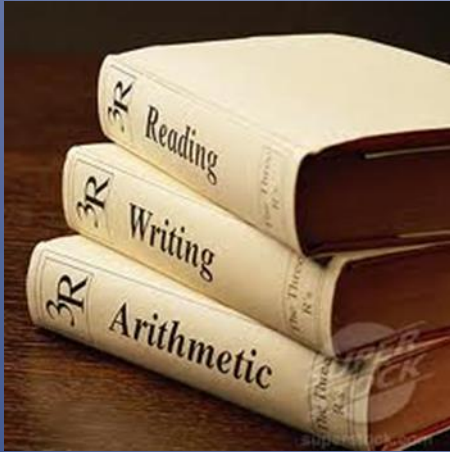
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Andreas Schleicher, OECD deputy director for education

Looking for solutions

- Academic needs to find solutions
- Academia is trying: Bologna , Tempus, Erasmus Mundus
- Academia has to account for inequalities and diversity
- Academia needs engaged and competent academics
- Academia needs to interact with the socio-economic environment

3 Rs in Education



And beyond – the new skills



Academia in a perfect world

Academia can develop adequate methodologies to account for the new skills (together with industry but independently from industry's interests).

Academia should be above and beyond political considerations in order to be relevant to all.

Academia should be above and beyond economic considerations in order to serve all.

