

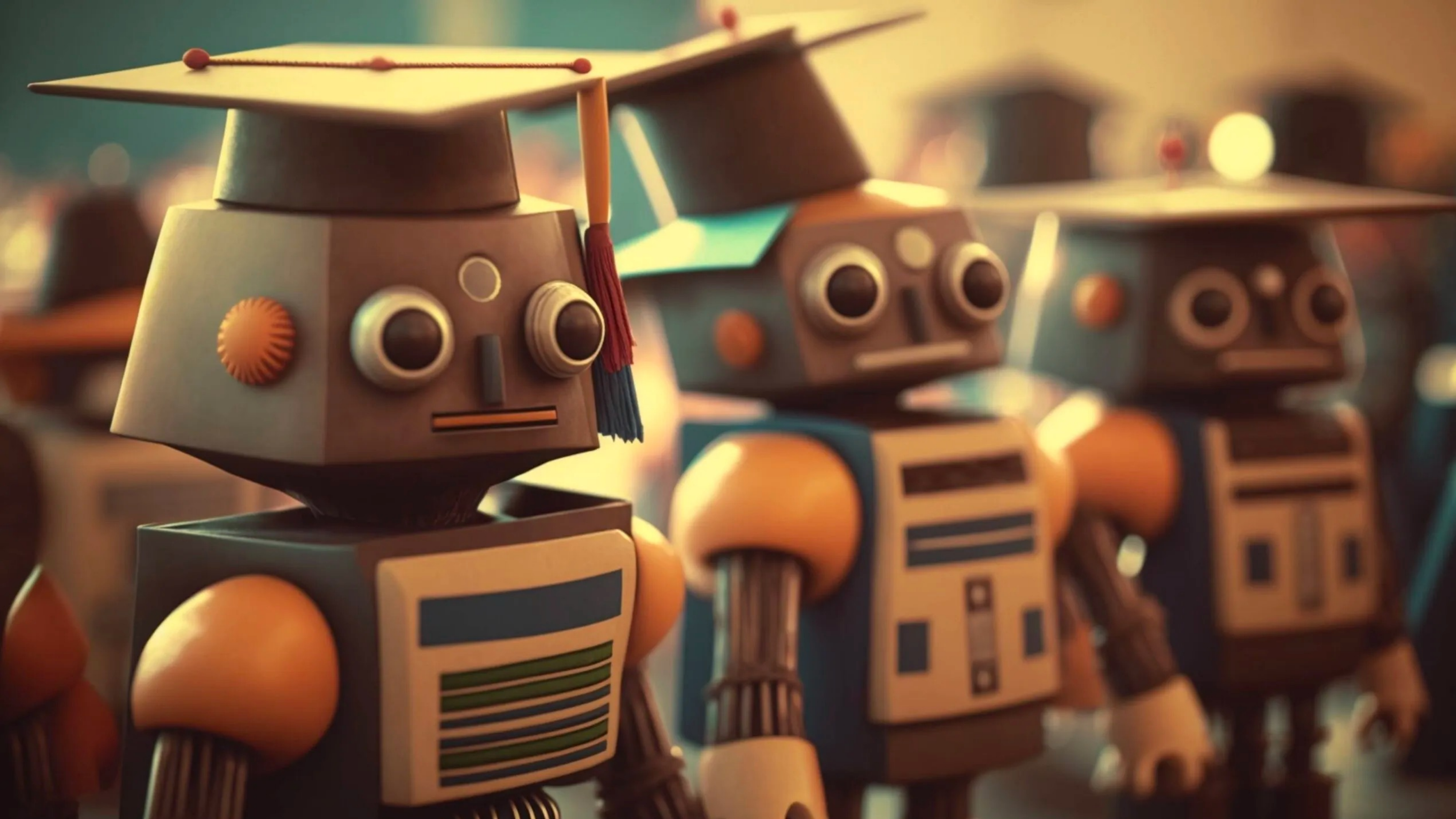
The Future

What's coming for HE and how should the sector respond?

Jim Dickinson, CPHC Conference 2023

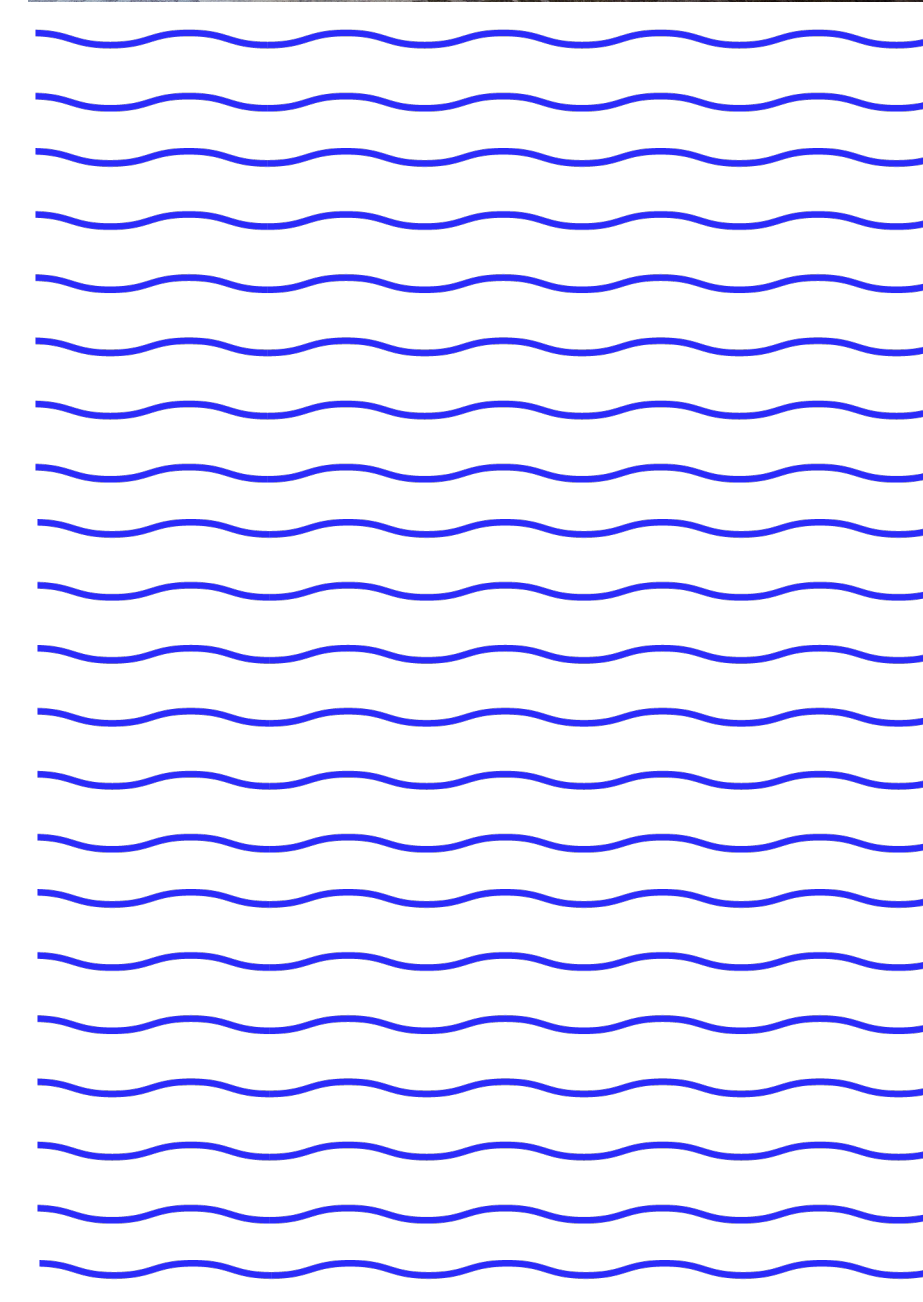


WONKHE

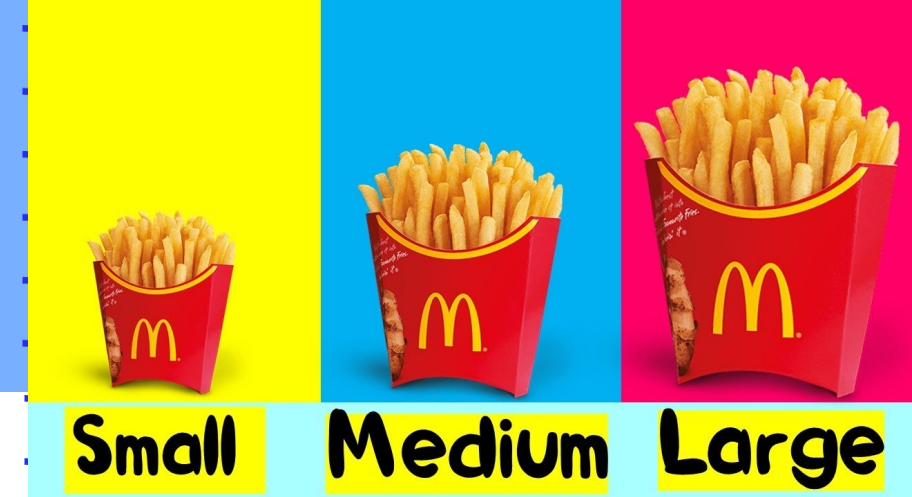


What a world

- **Volatile:** quick actions needed to events outside your control
- **Uncertain:** future unclear and non-predictable
- **Complex:** Dynamic networks with confusing/conflicting relationships
- **Ambiguous:** Action without certainty of outcome



It's the medium that matters



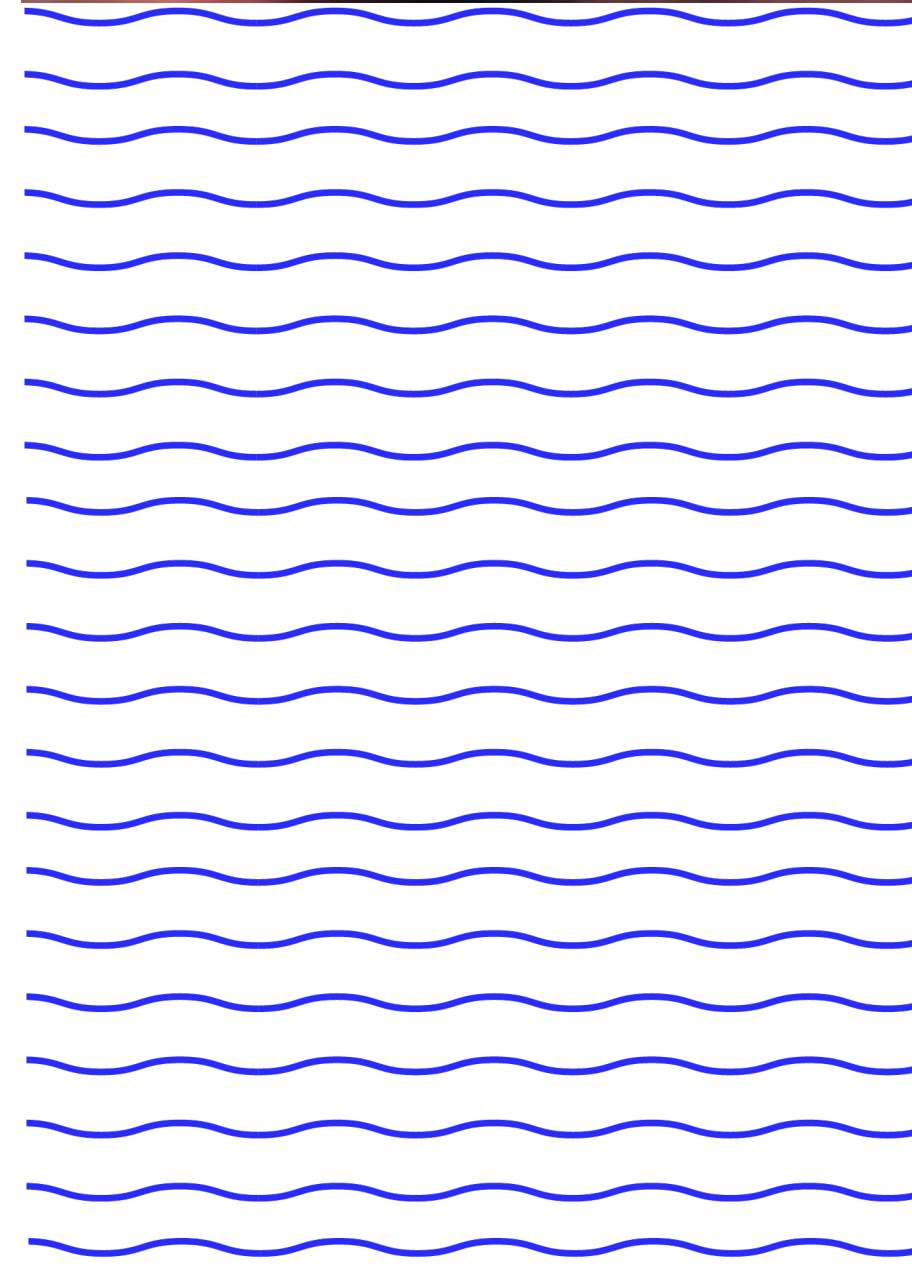
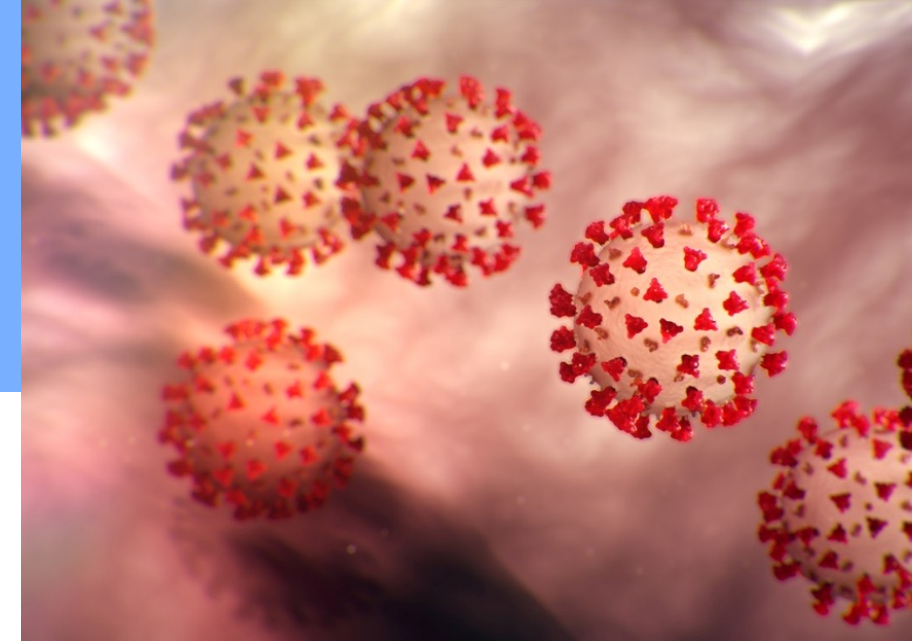
When the pressure is on and the environment is chaotic or uncertain, leaders tend towards:

- **Small issues:** Micro management, generates feelings of control. But what about the big picture?
- **Huge issues:** Collective, long term things that need attention, **but...**
- Also a way of avoiding accountability over the “hard” stuff – **medium** issues that require the most attention, response and decision



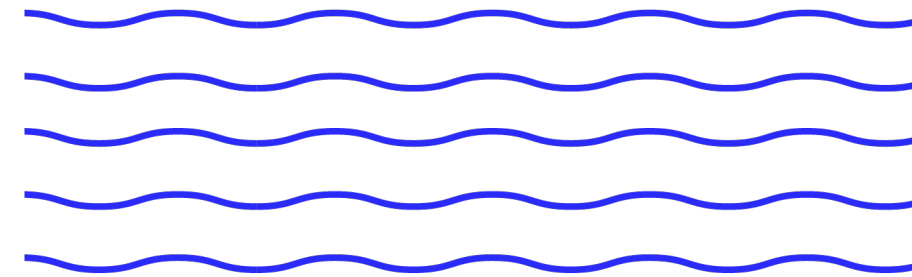
And now the problem is

- Nobody has done this before
- Higher education is highly “mimetic” and generally conservative
- VUCA requires all sorts of skills and smarts that have not previously been necessary or even desirable
- Previous focus on incremental performance rather than innovation
- And everyone’s understaffed and knackered and scared and cold and stressed and...



Things like

- Housing crisis
- Covid summer/autumn 1
- International expansion and engagement
- Generative AI
 - Assessment – what is cheating?
 - Labour market and HE
 - Up to date curriculum?

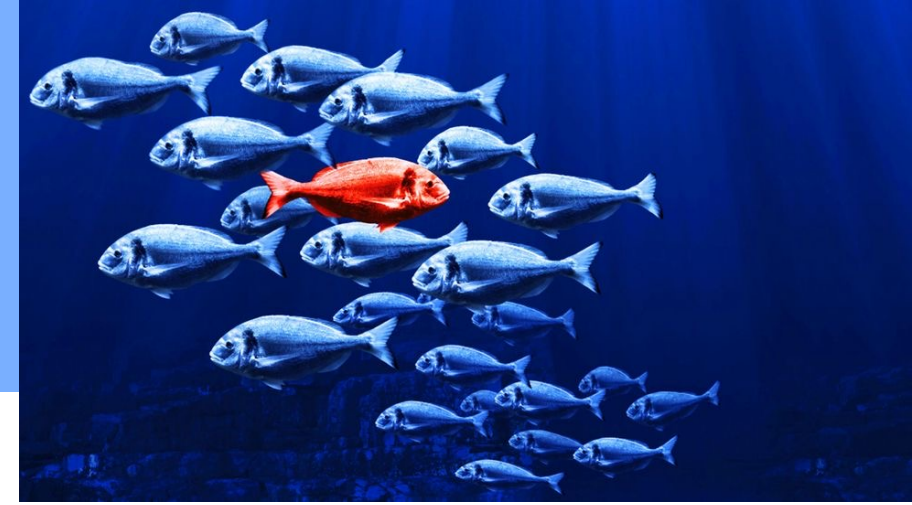


Responding to change

	Confrontation	Retreat
Radical	Adapt entrepreneurially Create new business models Very risky	As long as what I do doesn't change I don't mind what is going on around me
Reactionary	Get back to basics but with a vengeance, cut costs, streamline Very tough	Do you remember the old days when things were so much better?

Organisations of change

- Adaptive, nimble, agile organisations able to learn fast about environment around them, sense opportunities and mobilise resources to exploit them
- But organisations that just do that would be in perpetual turmoil, constantly reinventing themselves
- So as well as being adaptive, nimble and agile organisations need to have a sense of stability, continuity and purpose
- But a sense of stability that does not inhibit ability to adapt
- What does that optimum mix of stability and flux come from?
- **It comes from challenging conventional wisdom**



Complexity
Informed
(Courage)

Volatility
Resilient
(Vision)

Ambiguity
Risk-taking
(Adaptability)

Uncertainty
Principled
(Understanding)

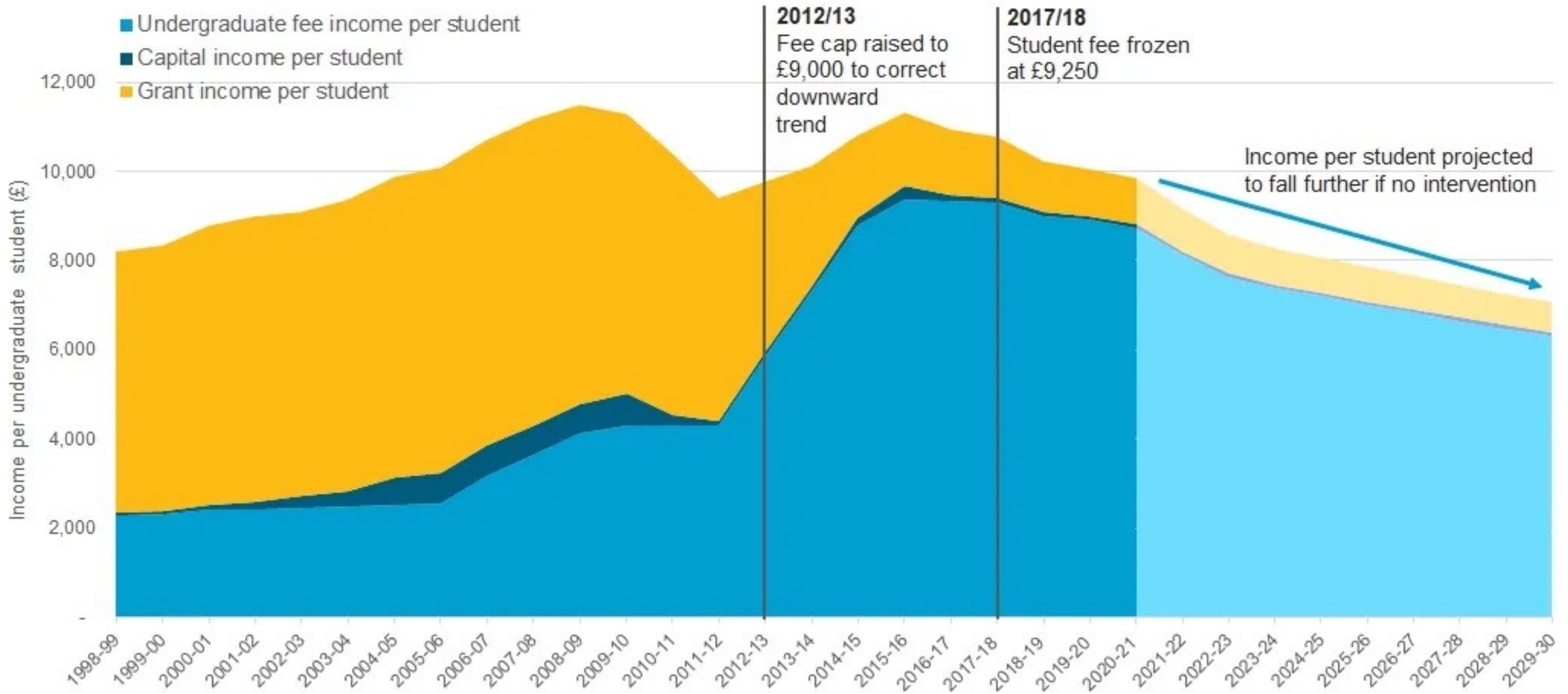
Austerity

- Treasury (as of today) reverting to austerity of 2010s.
- Less fat to cut and higher education can't escape through a loan trick any more

Five options in the mix:

- Fewer students go to university
- Graduates pay more back through the loan scheme (inc existing graduates)
- Reduced academic delivery costs
- Reduced maintenance costs
- More international students





Politics

- Hostile to universities, young, diversity, “culture wars” and other SU hobby horses and values
- Highly unstable – risk taking in wrong direction swings to deep freezes (and both fiscal and policy drag)
- Unable to address contemporary issues of the day (social media and impacts on political debate and harassment, housing crisis etc)
- Essay crisis culture – wait til very bad and throw plasters and money
- Coping mechanisms become features
- Labour improvements but likely delay



Students

- More of them
- More diverse
- Less time
- More anxious
- More collaborative (yet)
- Lonely
- Busy and less “immersed”



Outcomes

- Continuation, Completion and Progression
- Plus others (learning gain, confidence)
- Why are the numbers the way they are?
- Coverage at course level



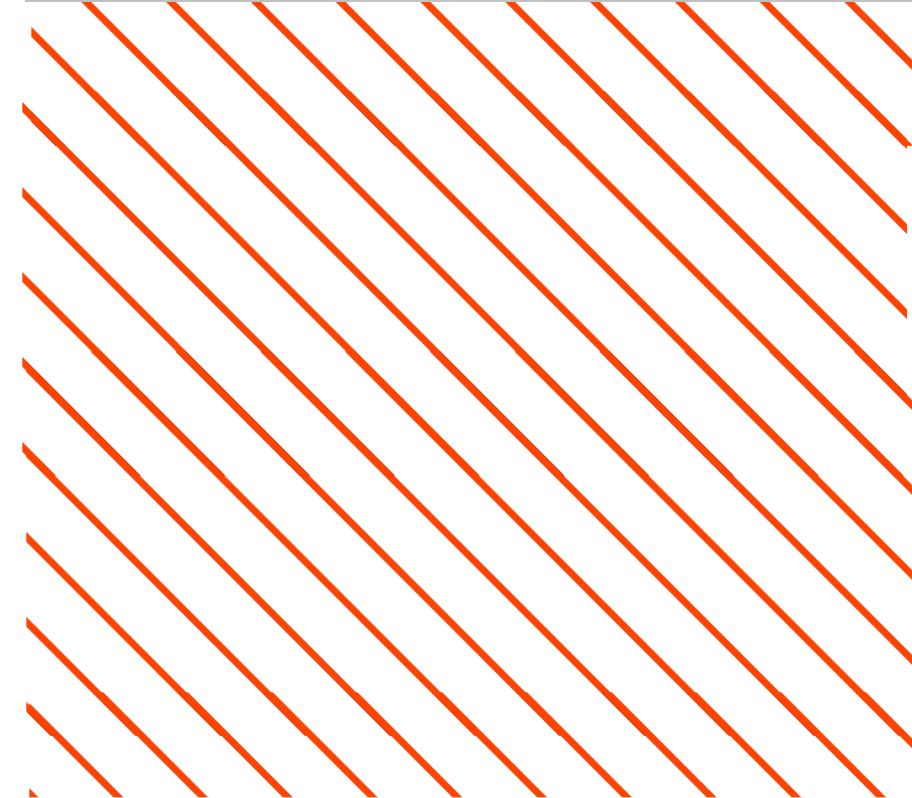
Belonging

- Covid
- Size and diversity of courses
- Identity and social capital
 - Housing
 - Hobbies
 - Characteristics
 - Subject/Course?
- Intervening at course level but retaining student led approach?



Cost of living

- Big impacts on PhD students and early career researchers
- Headline maintenance in England 2.3%
- Better in Scotland NI from lower base
- National support also being cut
- Differential impacts across the student profile
- Will Wales keep the anchor?
- What if mass = like this forever?

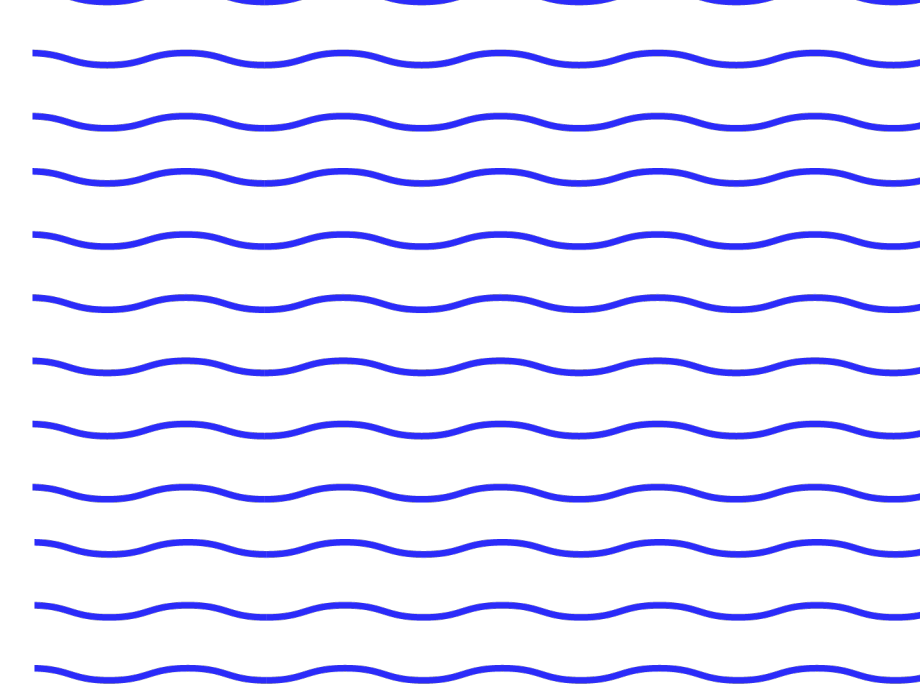


1

Students at work

Sutton Trust research on impacts (esp PT work):

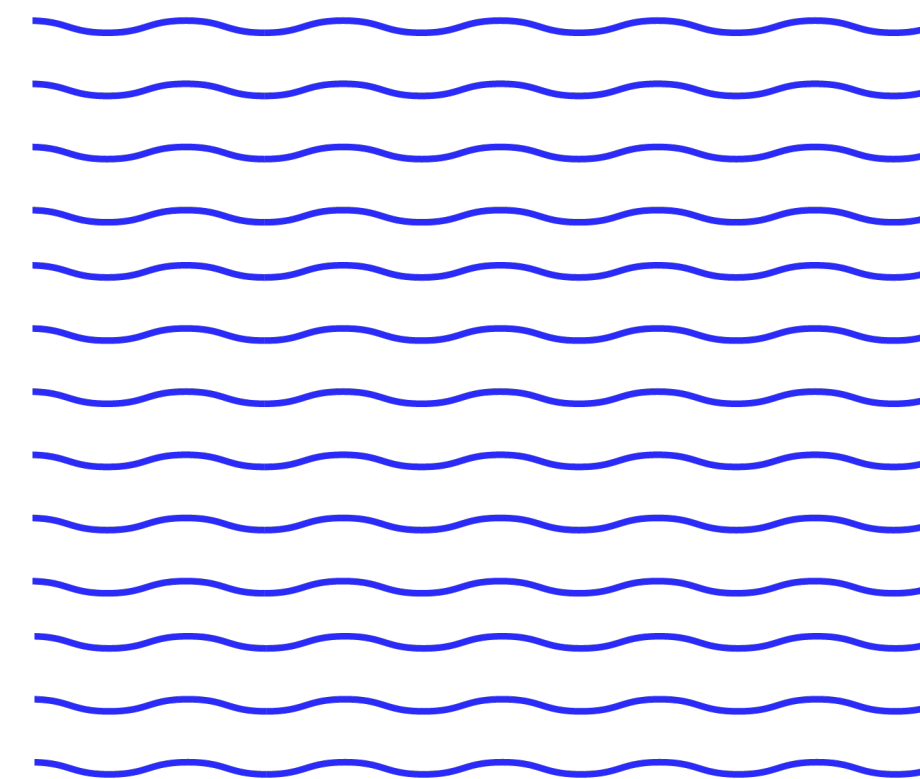
- Two thirds of students undertaking paid work in a typical week
- 38 per cent working 15 or fewer hours per week, 1 in 5 working 16-30 hours per week, and 6 per cent are working over 30 hours per week
- 49 per cent of students missed classes this academic year to do paid work – 6 per cent do this often.
- Just under a quarter (23 per cent) missed a deadline or asked for an extension in order to work – 11 per cent reporting this has happened more than once this year.
- Students at post-1992 universities most likely to be undertaking paid work at 7 in 10 compared to 6 in 10 at RG universities
- 67 per cent of those from the most deprived areas of the country have worked during term this year, compared to 59 per cent in the least deprived areas.
- Longer hours – with 3 in 10 working more than 15 hours a week, compared to 2 in 10 of those from the most advantaged areas



2

B3 and TEF - Metrics

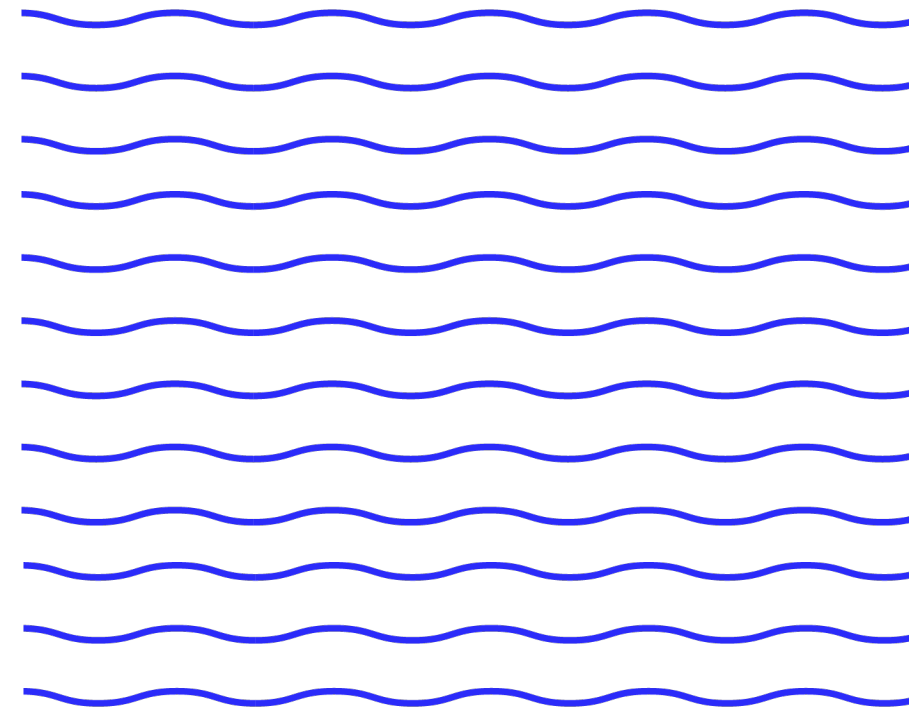
- Metrics and splits, plus thresholds for B3 now published (Continuation, Completion, Progression)
- TEF Metrics and splits, plus performance against benchmark now published (Continuation, Completion, Progression PLUS Teaching, A&F, Learning Support, Resources, Voice)
- Should providers be held to account for these?
- Why are the numbers the way they are?
- Are these massification inevitables?



3

Housing shortage

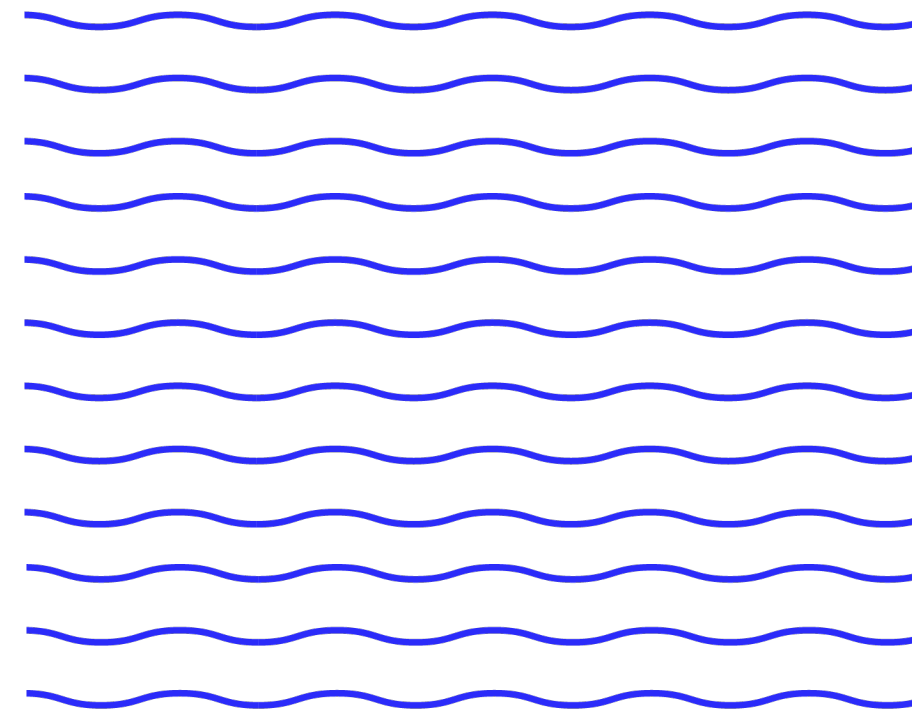
- Major student cities across the world impacted
- Post-Covid living
- Landlords selling up as interest rates increase
- (Regulation as a red herring)
- PGT expansion plus Graduate Route visa
- Strategy for cities?
- Residential model (and Denmark?)
- Figures on types of housing by provider



4

Free speech

- Culture wars over race and trans issues
- Legislation placing duties on universities (and SUs) to secure and promote free speech and academic freedom
- Censorious students and social media
- What goes on in the classroom and online
- Acting in v acting out
- EDI v free speech



5

University finances

Unit of resource freeze plus inflation

- Demand smoothing – increases in module and class sizes and reduction in module choice
- Pathway closure – killing off or merging/collapsing modules
- International PGT recruitment



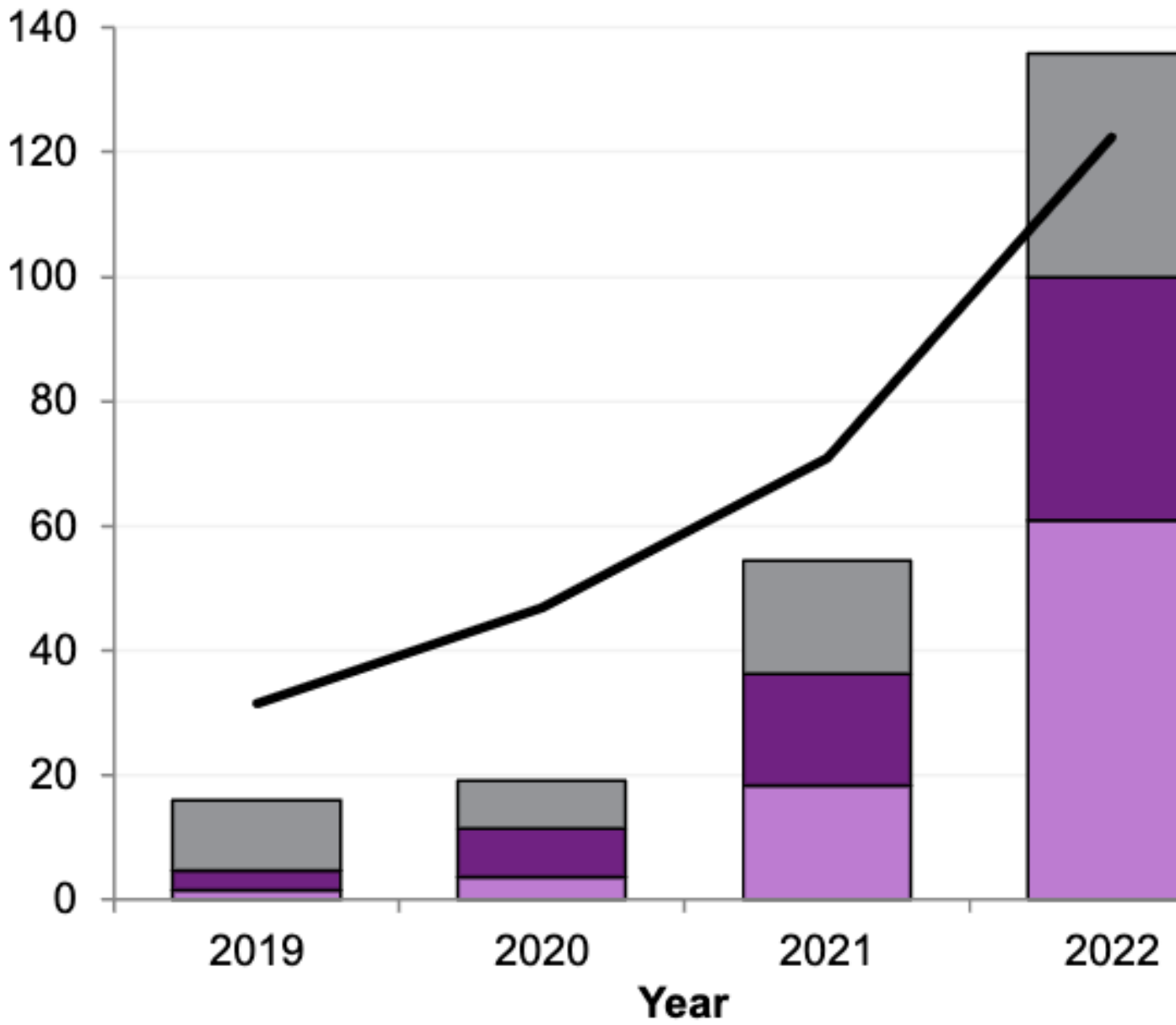
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International students

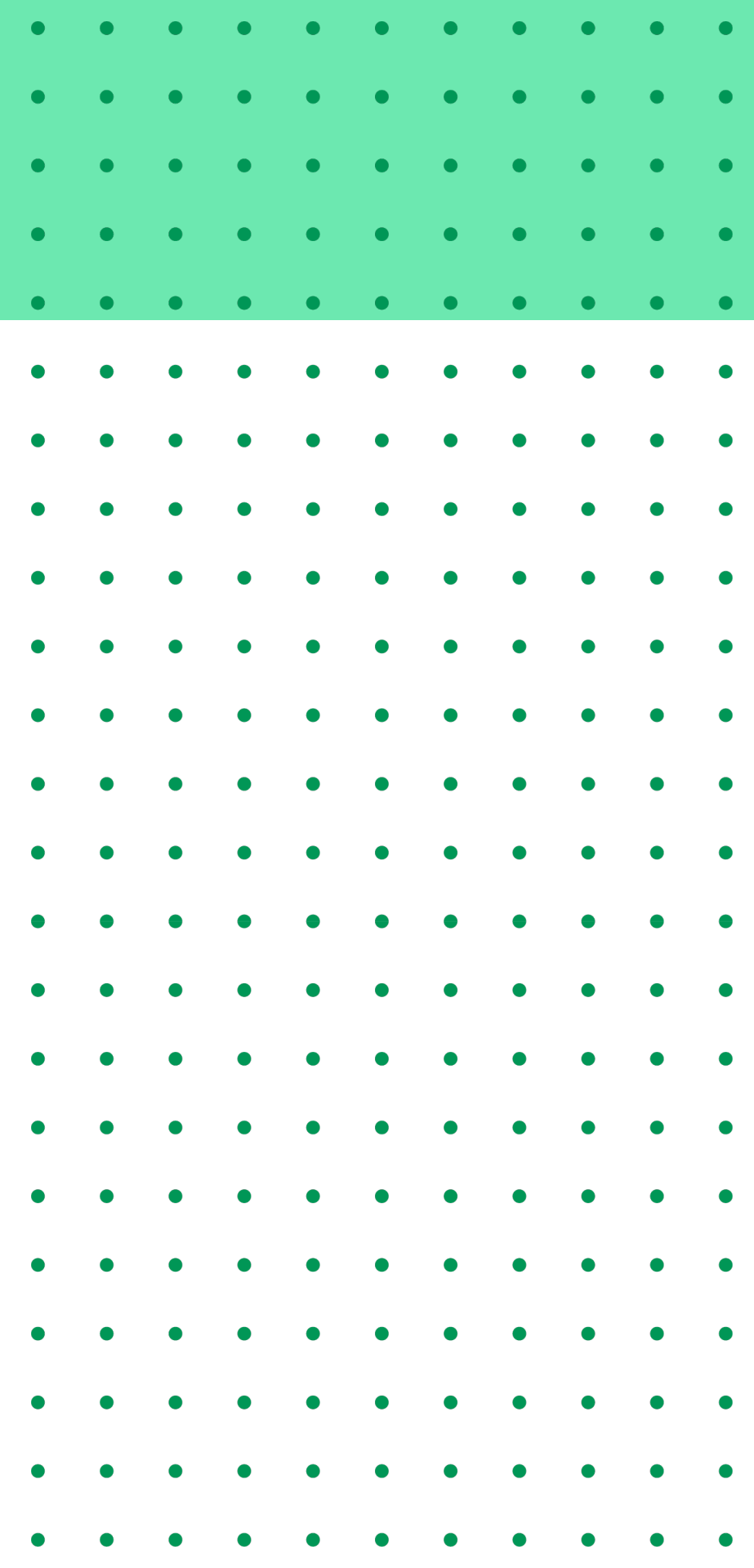
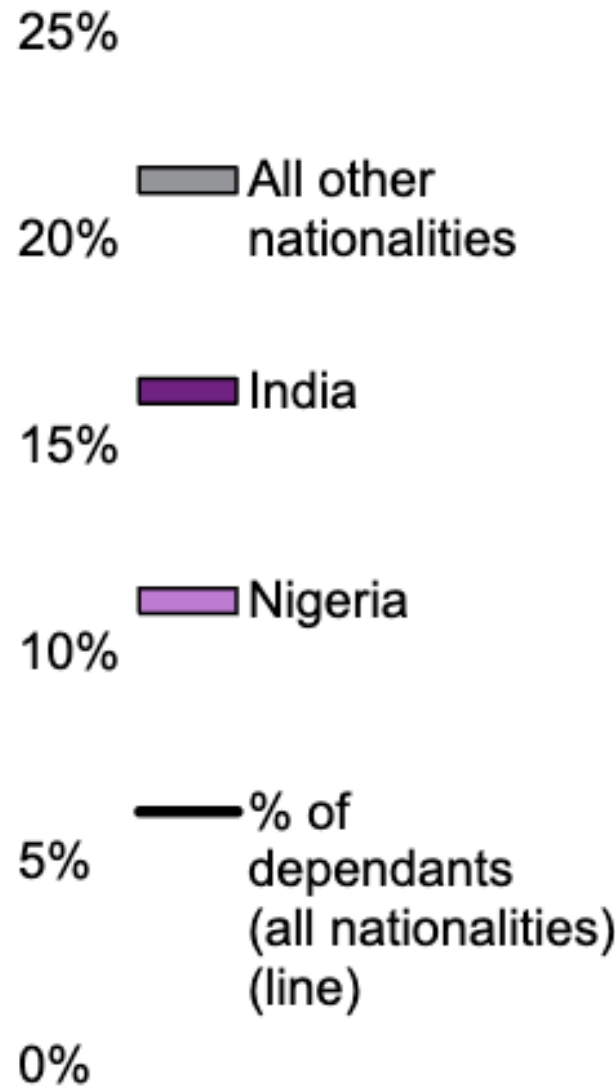
- Infrastructure investment?
- PG arrivals with dependents set to be targeted (possibly prior to transfer to graduate route)
- Q4 2023 – sharp rise in numbers and dependants (China 0.01, Pakistan 0.30, India 0.28, Nigeria 1.03)
- Decision on immigration rules soon – graduate route access, working hours limit, PGTs and dependants, entry income threshold, charges (ie NHS and visa) all under review
- Delays and graduate route
- Modern slavery? Rights at work.
- Hardship and recourse to public funds



**Dependant
visas granted
(Thousands)**



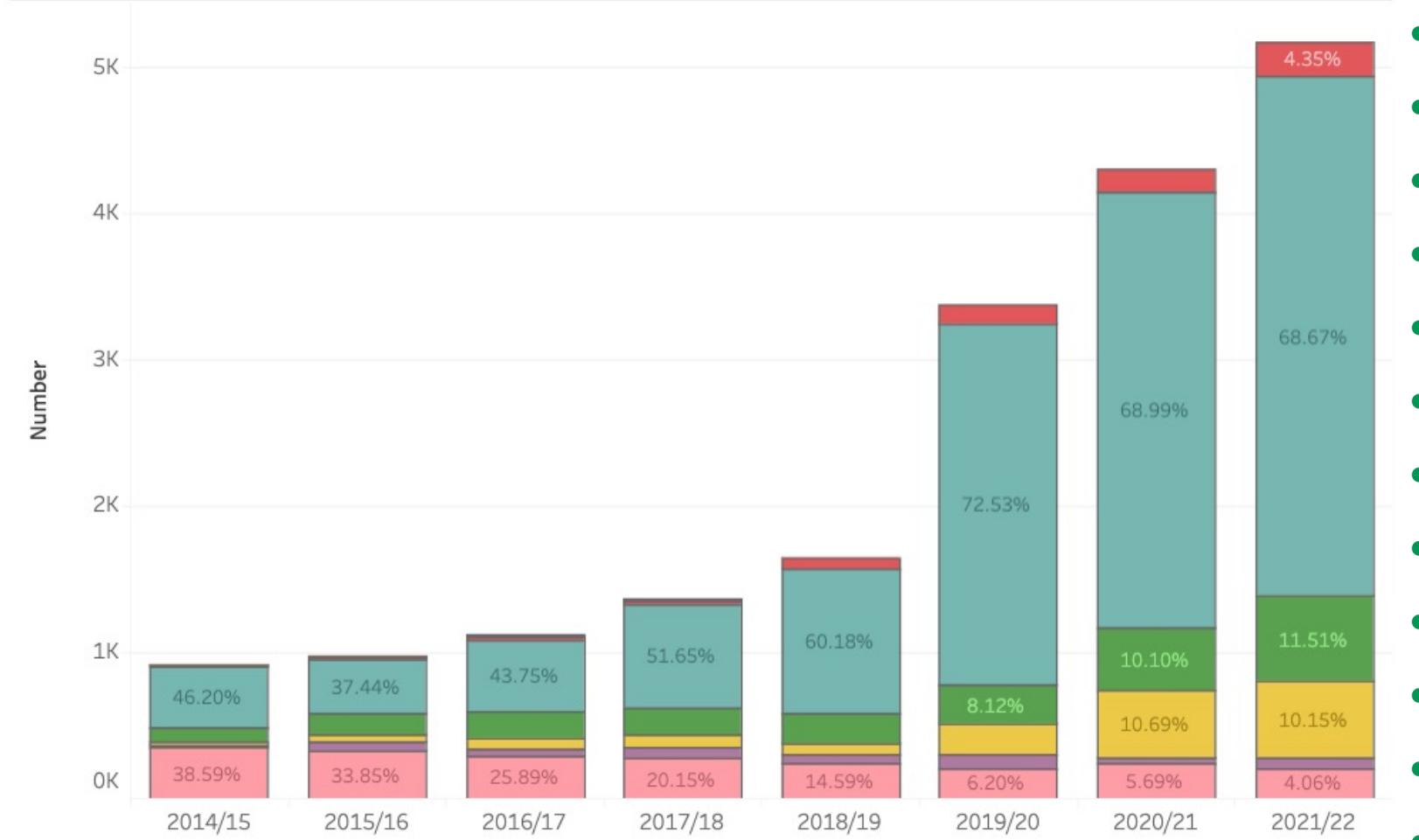
**Dependants
(%)**



- What happens when student numbers grow faster than bed spaces?

Provider name University of Northumbria at Newcastle	Domicile (basic) abbreviated (group) EU & Non-EU
Level of study (detailed 4 way) Postgraduate (taught)	First year filter (All)

University of Northumbria at Newcastle
 Domicile: EU & Non-EU | Level: Postgraduate (taught) | First year marker: All
 Data: HESA/HEIDI plus (omits Falmouth and LSBU)



Term Time Accommodation (Full-time and Sandwich only)

Not in attendance at the provider	Other rented accommodation	Private-sector halls
Not known	Own residence	Provider maintained property
Other	Parental/guardian home	

Access and participation

New approach from regulator

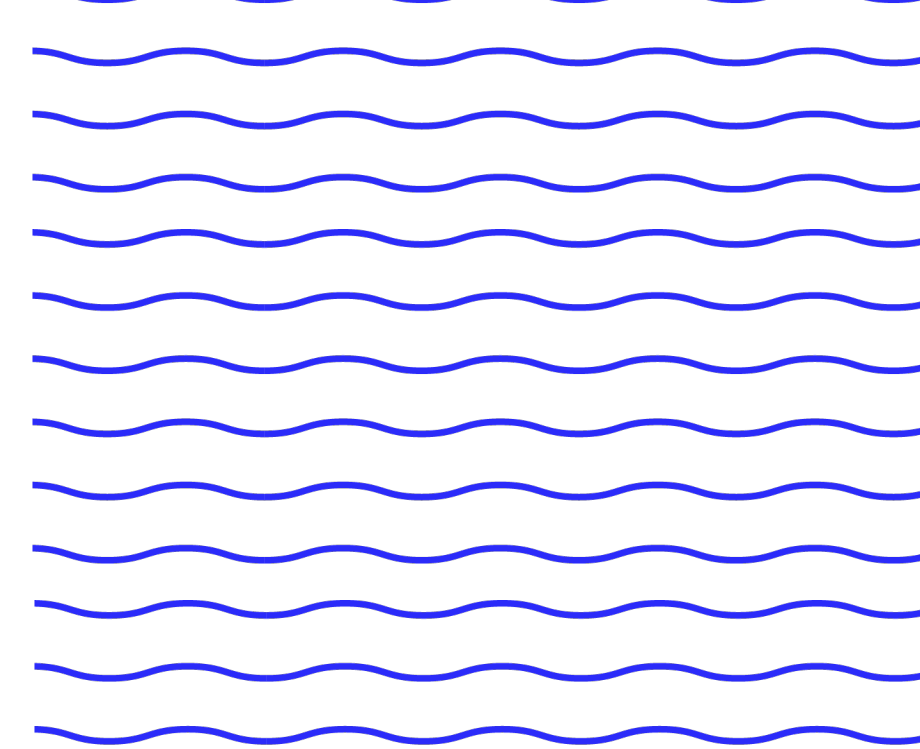
- “Risks” of not delivering quality of opportunity
- National risk register (due regard to...)
- Local APP will have to assess risks and propose mitigations
 - Risk identification
 - Risk mitigation
 - Plan monitoring
- Wider equality duties?



8

Harassment and sexual misconduct

- New regulation requiring
 - Risk based analysis
 - Adoption of standard definition
 - Prevention
 - Processing of cases
 - Covers all students all conduct
- NDAs banned
- Prevalence and evidence gathering?



9

Mental health

- National standard of support (Wales)
- National case – M/H as disability - Parents have launched campaign to establish a formal “duty of care”
- Mental health in teaching and learning
- UUK have guidance out on:
 - Contacting family and other loved ones in event of serious issue (but what counts as serious issue and whose job to notice?)
 - Before, during and return from placements

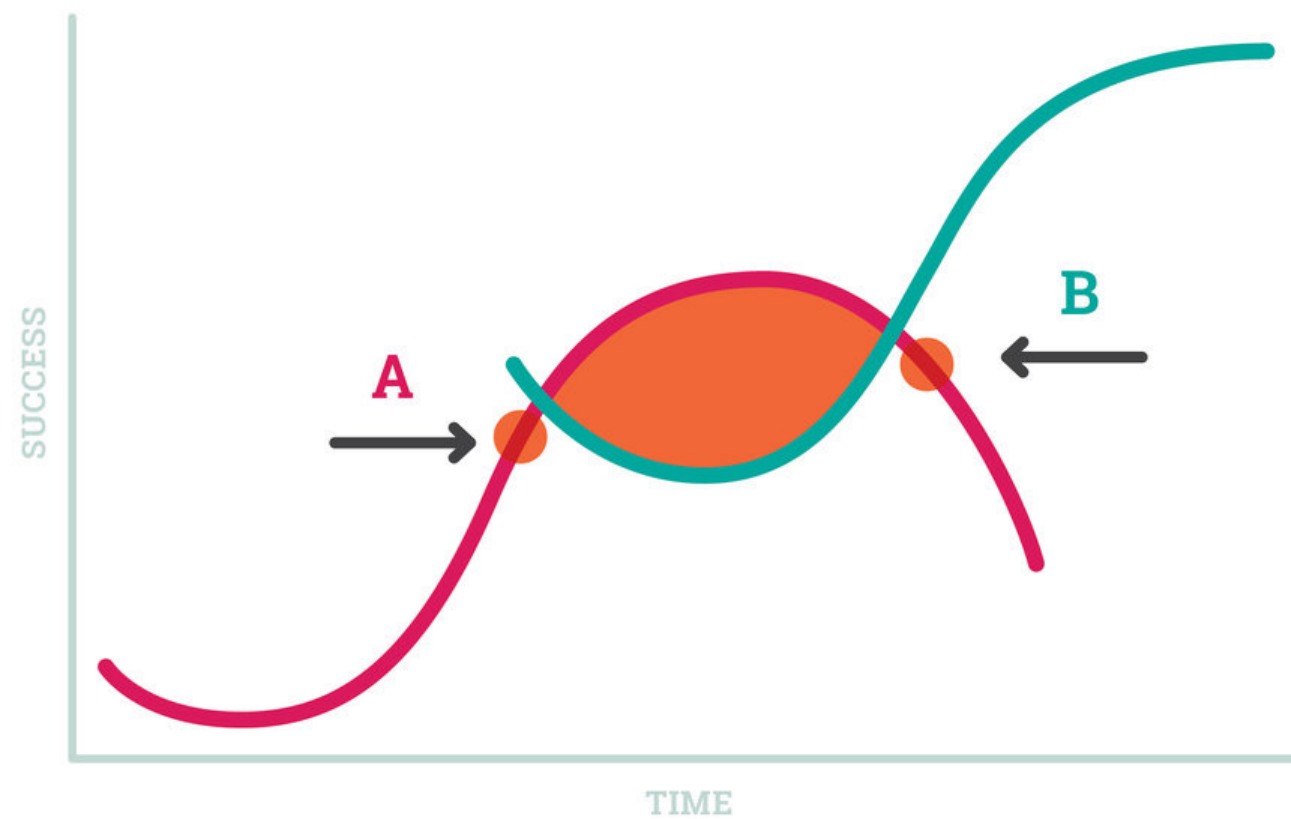


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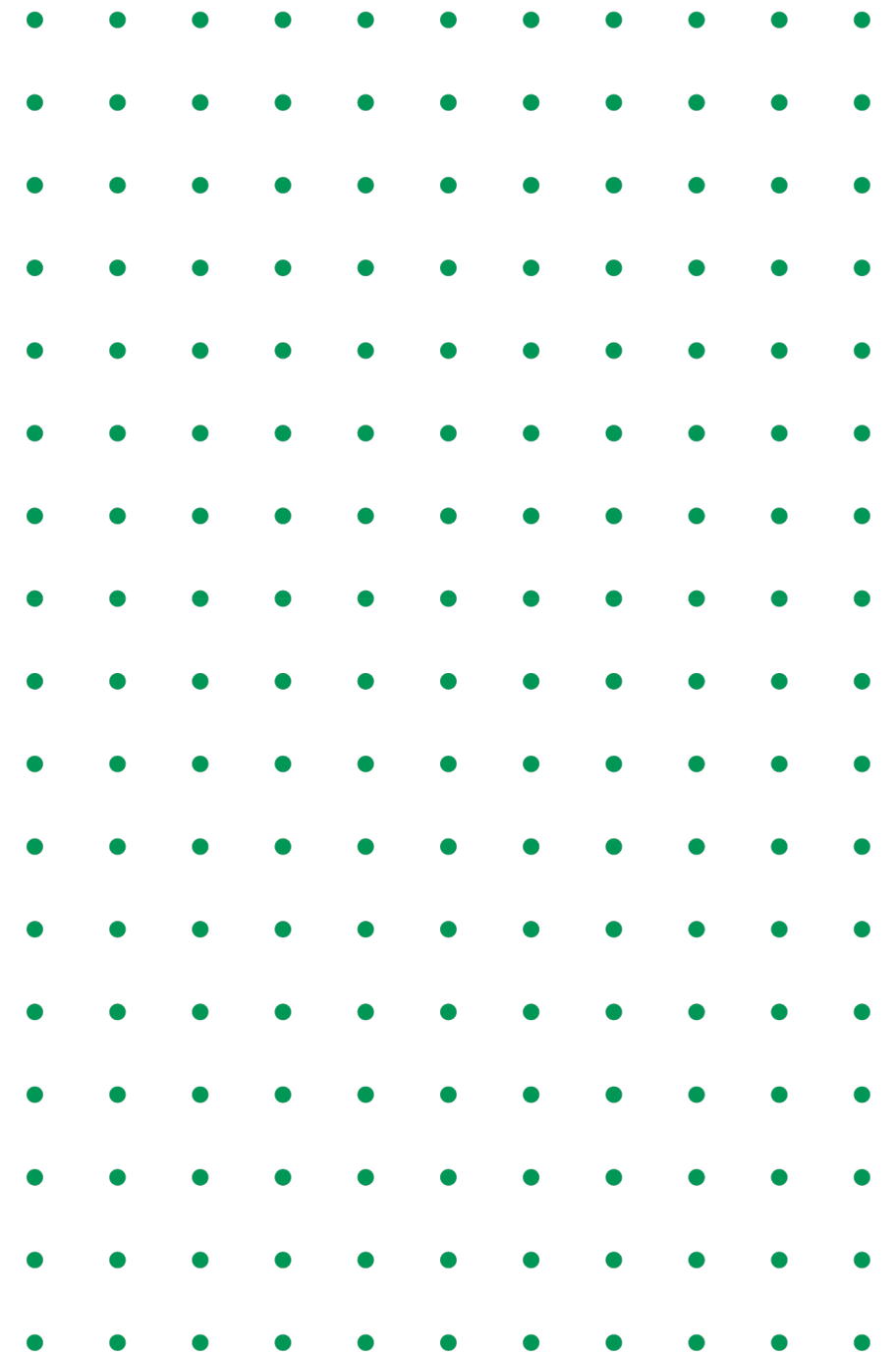
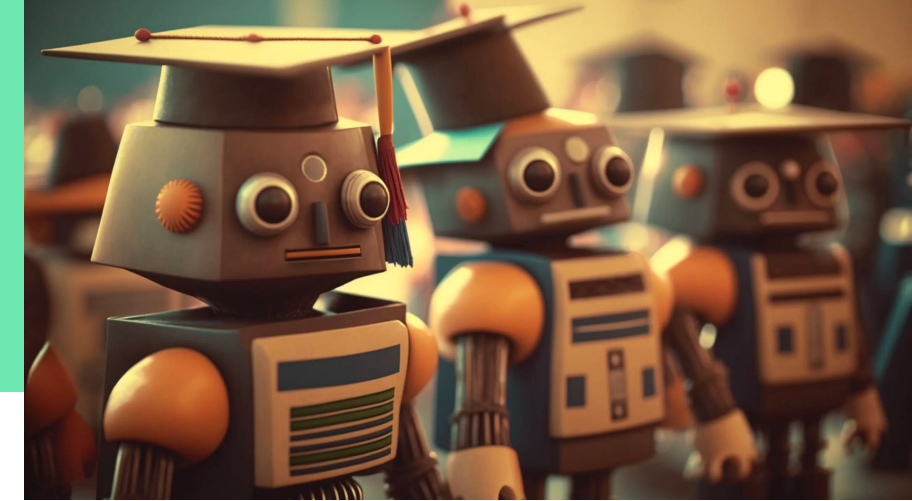
Generative AI

- A lot is happening – very fast

THE SIGMOID CURVE

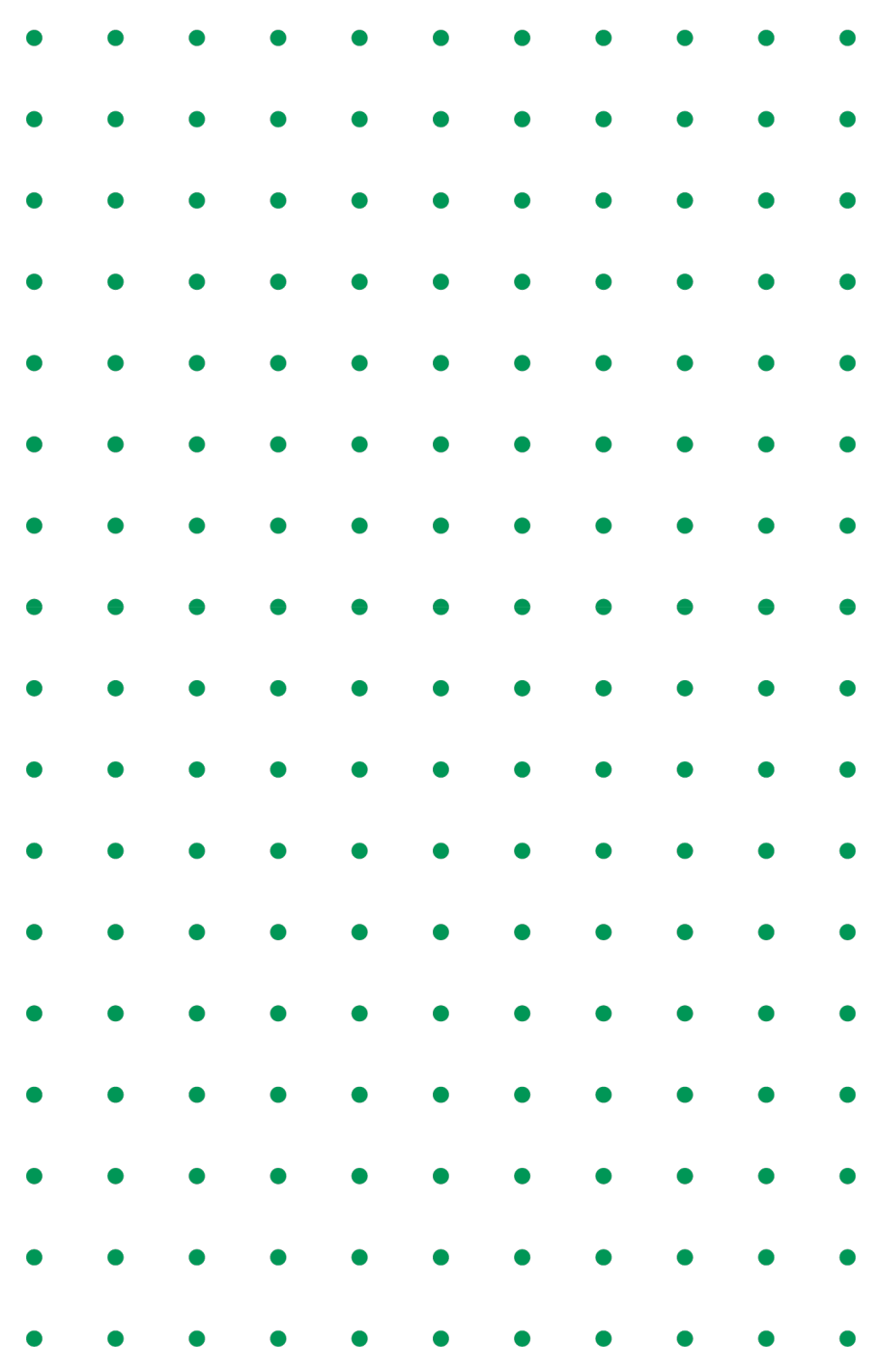
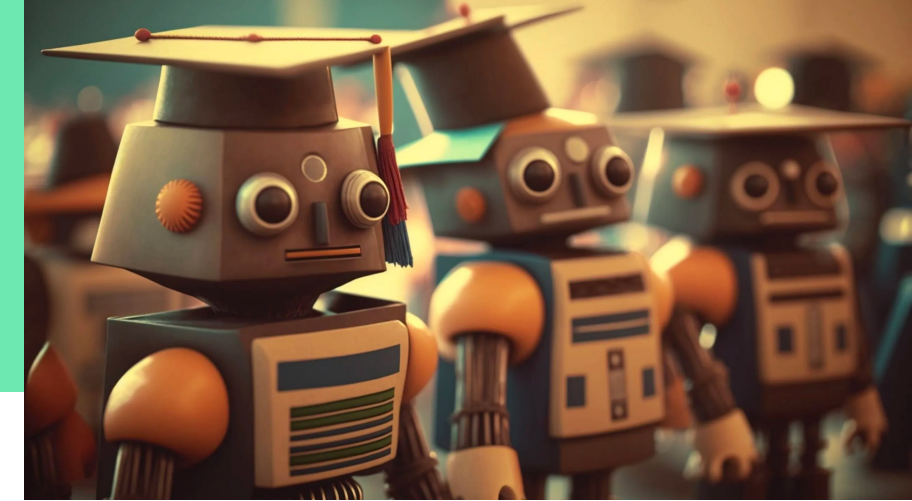


Handy, C. (1995) The Empty Raincoat - Making Sense of the Future

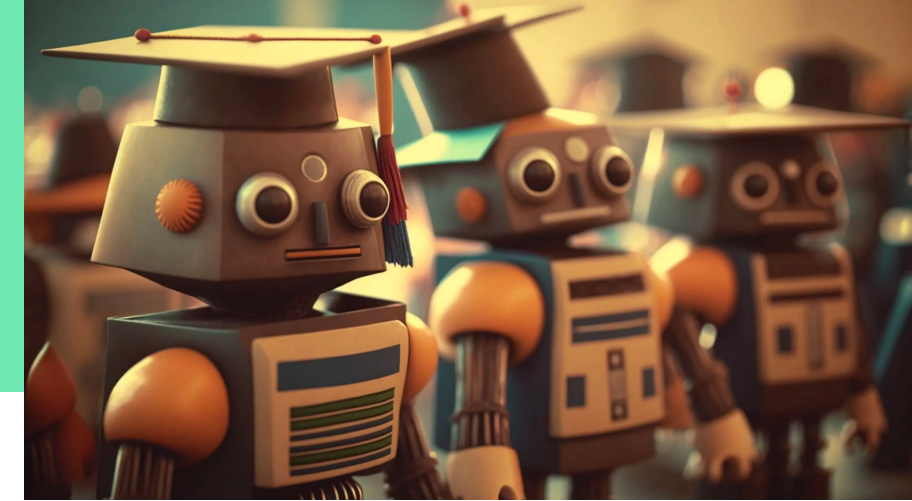


Is using it cheating?

- “Within 10-14 days, Turnitin is going to announce that the “switch has been flipped” on AI detection.
- “Educators who have Turnitin licenses – and there are lots of them – will immediately be able to see how much AI wrote a student’s paper.
- “We will officially announce this the day **BEFORE** the switch is turned on.”



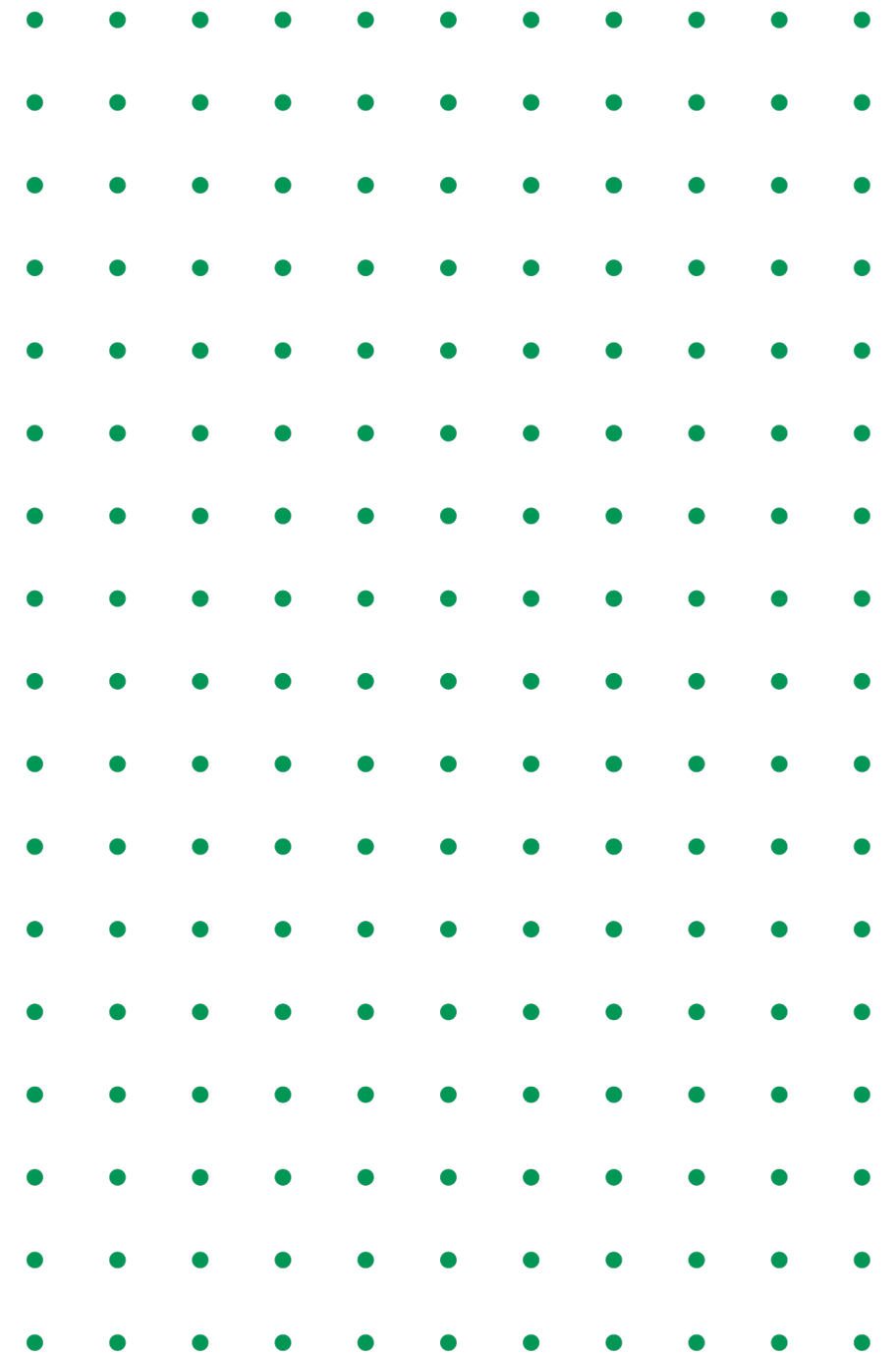
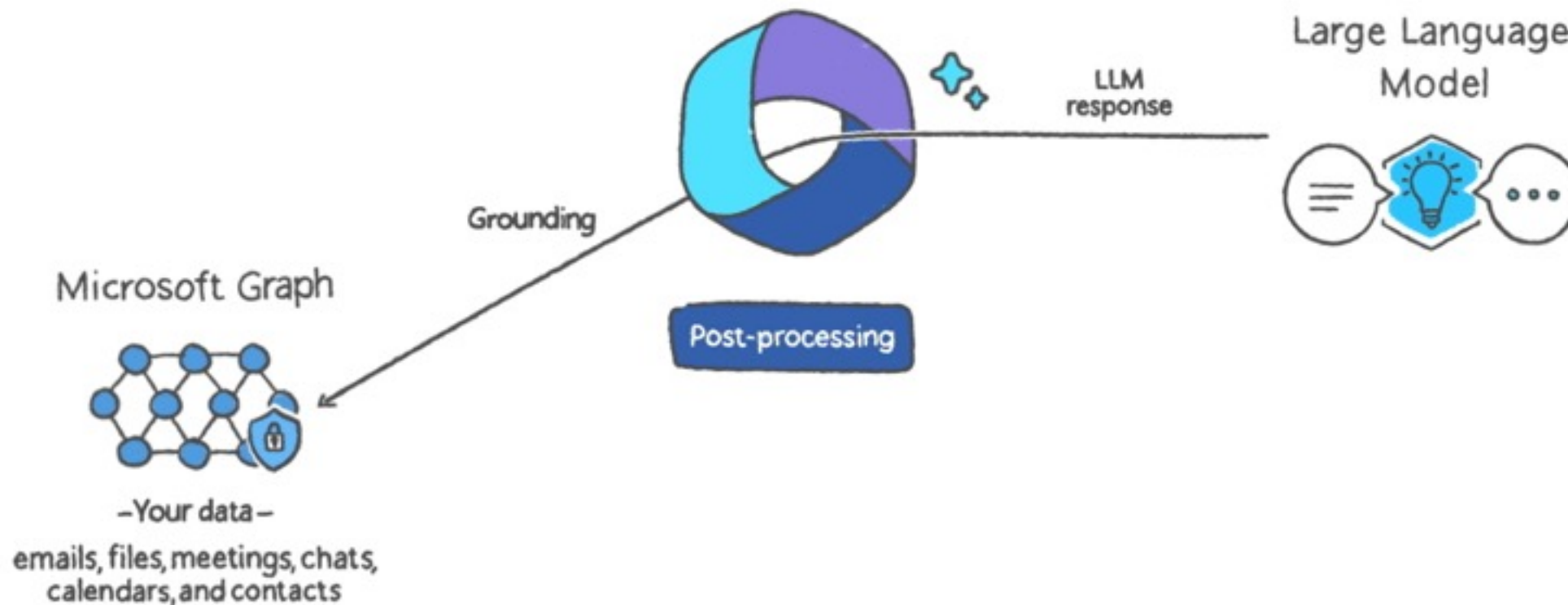
Giving away Office 365 (May)



Microsoft 365 Apps

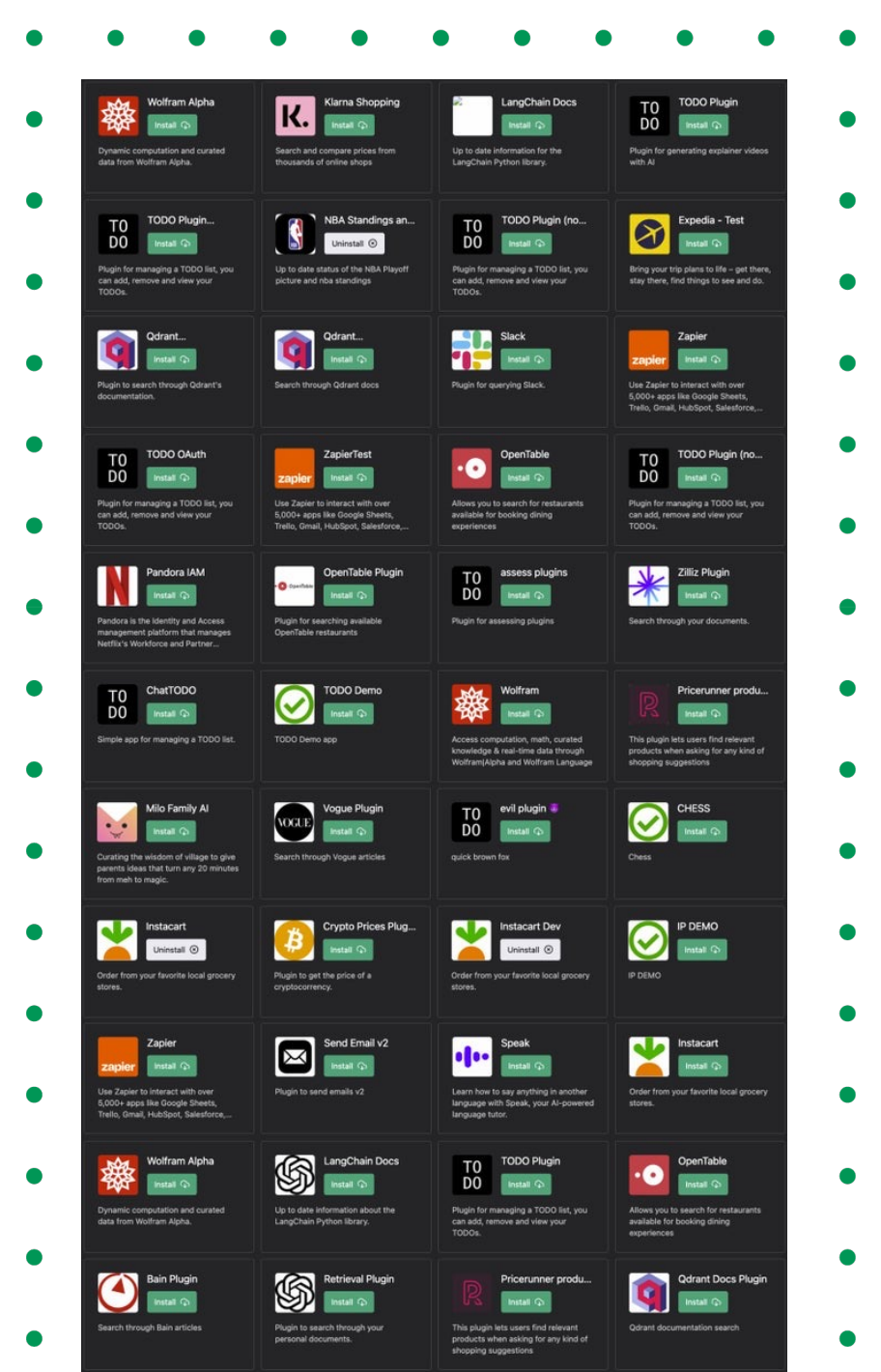
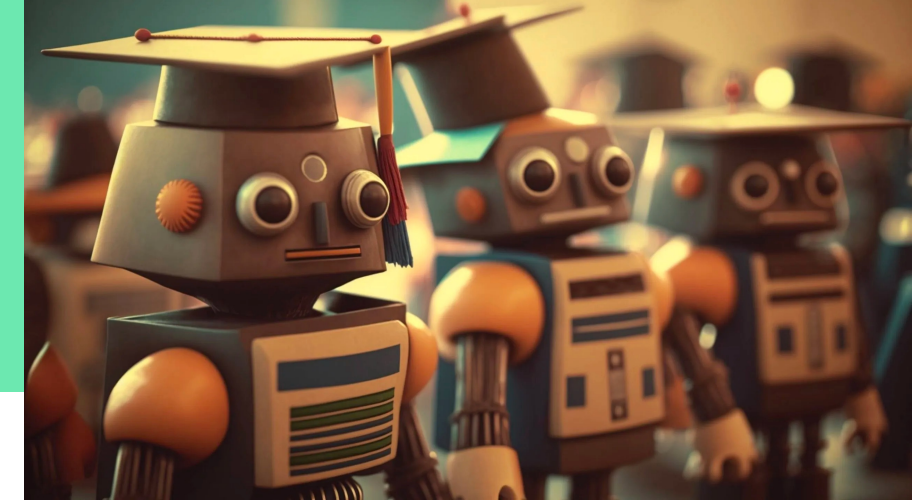


Microsoft 365 Copilot

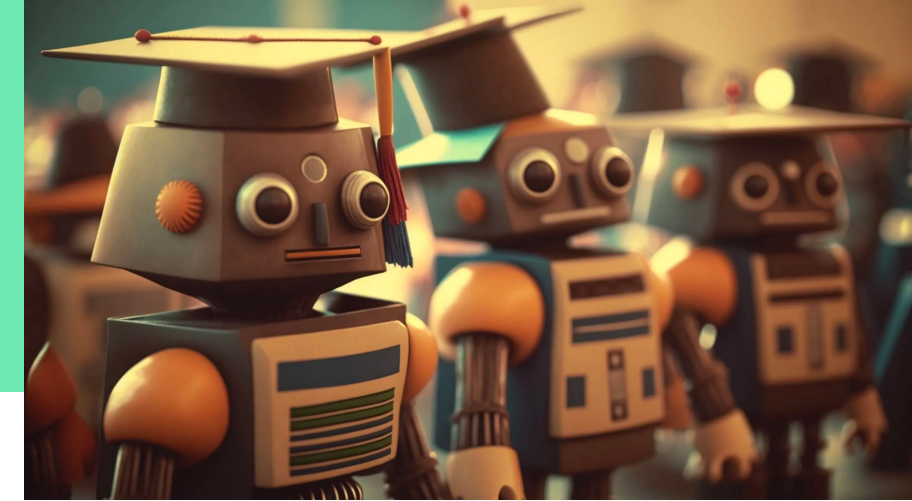


Chat GPT

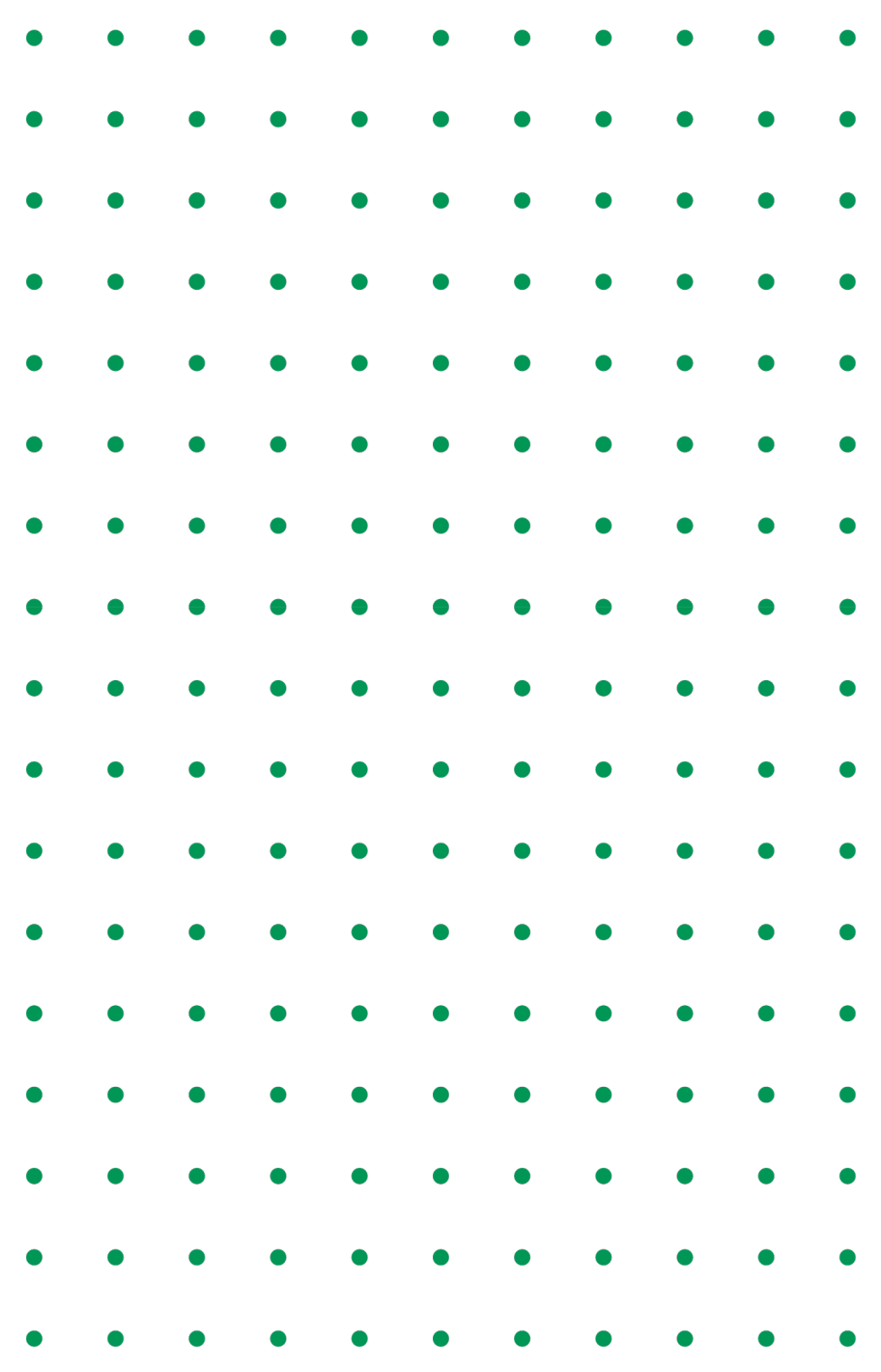
- Is use of "hallucination" references cheating or just crap work?
- GPT 4 now available to paid customers
- Will allow use of plugins within days
- Likely to be plugins which set out to evade Turnitin
- Does an AI powered version of Grammarly (that does more than grammar) count?
- Won't students just use quillbot?
- Strict liability policies tenable?



Generative AI



- Quality considerations for IT and related courses
- B Conditions:
 - g. “up-to-date” means representative of current thinking and practices in the subject matter to which the higher education course relates, including being appropriately informed by recent:
 - i. subject matter developments;
 - ii. research, industrial and professional developments; and
 - iii. developments in teaching and learning, including learning resources





By Cibyl & Wonkhe

I feel part of a community of students and staff

		Strongly agree	Agree	Disagree	Strongly disagree
How fair has the marking and assessment been on your course?	Very fair	46% ↑	21% ↓	15% ↓	10% ↓
	Fair	49% ↓	67% ↑	61%	52%
	Not very fair	5% ↓	11%	20% ↑	22% ↑
	Not at all fair	0% ↓	1% ↓	5% ↑	16% ↑



By Cibyl & Wonkhe

Belonging and community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
How fair has the marking and assessment been on your course?	Very fair	46% ↑	21% ↓	15% ↓	10% ↓
	Fair	49% ↓	67% ↑	61%	52%
	Not very fair	5% ↓	11%	20% ↑	22% ↑
	Not at all fair	0% ↓	1% ↓	5% ↑	16% ↑



By Cibyl & Wonkhe

Belonging and community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
I am good enough to be here	Strongly agree	41% ↑	18% ↓	14% ↓	24%
	Agree	45% ↓	64% ↑	49%	32% ↓
	Disagree	11% ↓	14%	29% ↑	20%
	Strongly disagree	3% ↓	4% ↓	8%	24% ↑



By Cibyl & Wonkhe

Belonging and community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
How easy was it to contact staff when you needed to?	Very easy	70% ↑	35% ↓	21% ↓	17% ↓
	Easy	28% ↓	55% ↑	56% ↑	53%
	Not very easy	1% ↓	9%	19% ↑	15%
	Not at all easy	1% ↓	2% ↓	5%	16% ↑



By Cibyl & Wonkhe

Which of the following best describes your gender identity?

I feel part of a community of students and staff

	Man	Woman
Strongly agree	30% ↑	20% ↓
Agree	51%	54%
Disagree	15%	19%
Strongly disagree	4%	7%



By Cibyl & Wonkhe

Disability/long term condition etc

I feel part of a community of students and staff

	Yes	No
Strongly agree	18% ↓	26% ↑
Agree	43% ↓	55% ↑
Disagree	26% ↑	15% ↓
Strongly disagree	13% ↑	4% ↓



By Cibyl & Wonkhe

Prior schooling

I feel part of a community of students and staff

	Private/independent education	State education	School outside UK/Ireland
Strongly agree	32% ↑	20% ↓	27%
Agree	48%	52%	57% ↑
Disagree	15%	21% ↑	13% ↓
Strongly disagree	5%	8% ↑	2% ↓



By Cibyl & Wonkhe

Prior schooling

I feel part of a community of students and staff

	UK	EU/EEA	Outside EU/EEA
Strongly agree	21% ↓	11% ↓	31% ↑
Agree	50% ↓	60%	55%
Disagree	21% ↑	22%	11% ↓
Strongly disagree	8% ↑	8%	2% ↓



By Cibyl & Wonkhe

I am able to devote most of my time to being a student

I feel part of a community of students and staff

	Totally	Mostly	Not really
Strongly agree	41% ↑	19% ↓	13% ↓
Agree	48% ↓	59% ↑	44% ↓
Disagree	9% ↓	17%	32% ↑
Strongly disagree	2% ↓	5%	11% ↑



By Cibyl & Wonkhe

Any questions?



WONKHE