



The Conference Board
of Canada

The Future of the University and the Future of Learning:

What will future students want and need from universities?

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Overview.

1. The Evolving World of Education and Skills
2. Definitions and Discourse
3. What Stakeholders Demand (and Supply)
4. Developing a National Strategy

The Evolution of Higher Education

- Investments in **access and equity** have opened post-secondary education to millions of people.
- The age of **advanced technology** has fundamentally altered the importance of **advanced education** while also fundamentally changing **pedagogy**.
- Constitutional and **governance** structures both protect and challenge investments in modernization and efficiency.
- Canada's strong system operates within a much larger system that is exerting **new pressures** at a time when resources are limited.

The Changing World of Work

- The digital age is changing nearly every kind of job.
- Workers can expect a multiplicity of careers.
- Entrepreneurship is more attractive than ever before.
- The nature of investment in workplace training is changing.
- Global economic ups and downs are affecting the availability, suitability, and attractiveness of employment opportunities.
- Technology is exacerbating generational divides.

A Typology of Skills

- Employability skills (literacy, numeracy, problem-solving...)
- Professional and regulated skills (medicine, law, accounting...)
- Innovation and commercialization skills (creativity, risk,...)
- Design, arts, and culture skills (construction, performance...)
- Management skills (strategy-setting, oversight, motivation...)
- Citizenship and life skills (leadership, caring, safety...)

Defining a Skilled Person

A skilled person is a person who, through education, training and experience, makes a useful contribution to the economy and society.

Elevating the discourse

The domestic public debate in Canada has become divisive and unproductive.

While we bicker, other major global players are making smart national investments:

- Brazil
- China
- Germany
- India

If Canada wants to compete –*at least* to maintain our current standings in the world – we must create “Team Canada”.

Students ask for:

- Evidence of value
- Increasing IT sophistication
- Access to entrepreneurship activity, but NOT at the expense of disciplinary quality
- Greater flexibility in modes of delivery (MOOC, on line, blended learning, etc.)
- Co-curricular development of competences
- Greater mobility among institutions within a province (and perhaps across Canada, and beyond).



Professors ask for:

- Competitive salary and benefits
- An improved work/life balance (especially younger academic staff with families)
- More support for research (libraries, lab, equipment, travel)
- More support in teaching (administrative staff, IT support, IT training, teaching instruction and support)
- Autonomy
- Stability

Governments ask for:

- Greater capacity for the same investment
- Strict control over domestic tuition
- Greater alignment with needs of economy
- Great mobility for students
- Relief from cost-increases (after Health Care, K-12 education, infrastructure, aging population, debt servicing costs)
- Economic transformation through new company formation.



Industry asks for:

- Greater job-specific and job-relevant training
- Access to ongoing continuing professional development
- Role in setting curriculum
- Skills/outcomes assessment
- Preferential access to intellectual property.

University administration asks for:

- More revenue to meet cost pressures in all areas, but especially internationally mobile professors
- Autonomy from external interference
- Less restrictive regulatory regime from government
- Stability in policy and funding commitments
- Freedom to form partnerships near and far.

Operational Challenges: What we have heard

- Jurisdictions
- Resources
- Disconnects b/w supply & demand
- Lack of differentiation
- Portability
- Credentialing
- Demographics and Enrolment

Many changes to the overall environment in which Canadian public universities operate:

1. Ability of provinces to continue high percentage operating subsidies
2. Ability of students to cover the costs through strategies (family support, work, debt, scholarships/bursaries)
3. Demands of students for greater preparation for various careers without diluting the quality of disciplinary-based curricula.
4. Increasing international competition from institutions and governments.



Many changes to the overall environment in which Canadian public universities operate:

5. Increasing demands from government and the private sector of economic relevance and employer-specific content (like Microsoft U)
6. Increasing perception that the cost (in time, resources, and opportunities) of higher education does not provide a return on investment
7. Increasing focus on the utility of more education, rather than the pure value of more education.



How can we resolve all of these pressures and provide the same very high quality education that was the standard in the 80's (thought of as the high-water time in public investment in PSE)?



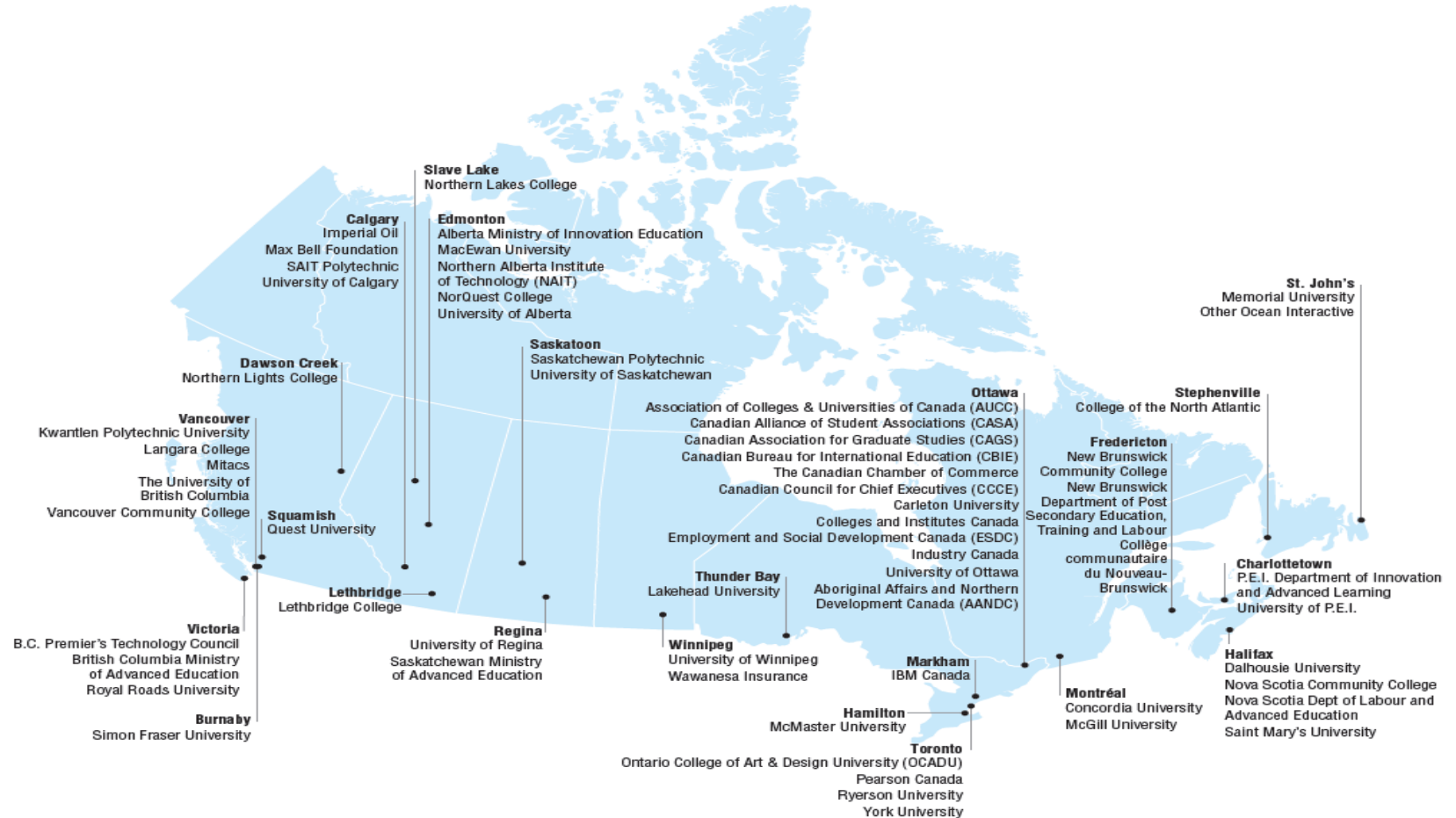
Centre for Skills and Post-Secondary Education.



The Centre for Skills and Post-Secondary Education is developing a Canadian strategy for skills and post-secondary education.

A Multi-Stakeholder Initiative

Centre for Skills and Post-Secondary Education: Investors



Source: The Conference Board of Canada.

Imagine the Future... It's happening....

- Innovative programs linking K-12 with PSE
- Not-yet-existing programs that we ought to create and run
- Investments we are foolish not to make
- Credential and prior learning assessment and recognition
- Experiential/studio/zone-based learning
- Canada's Indigenous education agenda
- QA within an evolving system



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