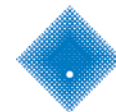


# PARTNERING FOR THE FUTURE

## THE NEW EDUCATION WORKFORCE

PROF ELIZABETH HARMAN  
VICE-CHANCELLOR, VICTORIA UNIVERSITY  
23 JUNE 2010



# THE MERGER IS A SIGN OF THE FUTURE

The new entity joins:

UNIVERSITIES

ENTERPRISES

GLOBAL CONNECTIONS



The many forms of work integrated learning are changing **the nature of teaching** and learning and **the relationship** between student and faculty members

EDUCATION IS NO LESS ABOUT  
'THE SAGE ON THE STAGE'  
AND MORE ABOUT  
'PARTNERS IN LEARNING AND  
TEACHING'

THE 'NEW EDUCATION  
WORKFORCE' IS THE  
PARTNERSHIP WITH  
EMPLOYERS



Enterprises and employers

Academic faculty

student

# THE CHANGE IS NOT EASY BUSINESS FINDS IT HARD TO DEAL WITH UNIVERSITIES

- Different values and traditions evident in medieval rituals, titles and language of universities
- Differences persist in forms of governance structures and form of university as a complex organization – despite adoption of more corporate management practices in some countries and universities
- Deeply entrenched dichotomies between town & gown persist – eg knowledge transfer from cloister to 'outside world' prevails despite some incentives for more 'engagement' via collaborative research and education



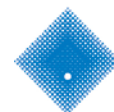
# WHY CHANGE? FOR JOBS

## Parents and students want better job chances

- VU's reason for adopting 25% mandated LiWC for communities with a high proportion of low income, cultural diversity and educational disadvantage
- Consistent with our international partners eg in China where jobs for graduates have been an issue

## University seeking a 'signature' mark of distinction

- VU took a stand but others have followed



# WHY CHANGE? FOR EMPLOYEES

Businesses in Australia nominating 'availability of suitable labour' as a constraint on output – the demand is for **more**

**graduates** and more who are **'fit' for work**



(Source: Saul Eslake, 2007)



# A CASE STUDY – VU AND *CITY WEST WATER*

***City West Water* is a utility and had a shortage of engineers**

- Came to VU for help and VU started with a workforce audit
- Found CWW no longer needed 70% engineers – more like 30%
- New jobs have emerged for water-equipped para-professional staff
- VU and CWW worked jointly to develop and deliver new courses
- The CWW staff have learned from VU faculty staff and vice versa
- Both are learning from CWW employees in the courses

**OTHER UTILITIES ARE NOT YET FOLLOWING CWW – WHY?**

It takes a strong relationship to overcome difficulties in understanding to co-invest in change

# ITS YOUR TURN FOR COMMENTS

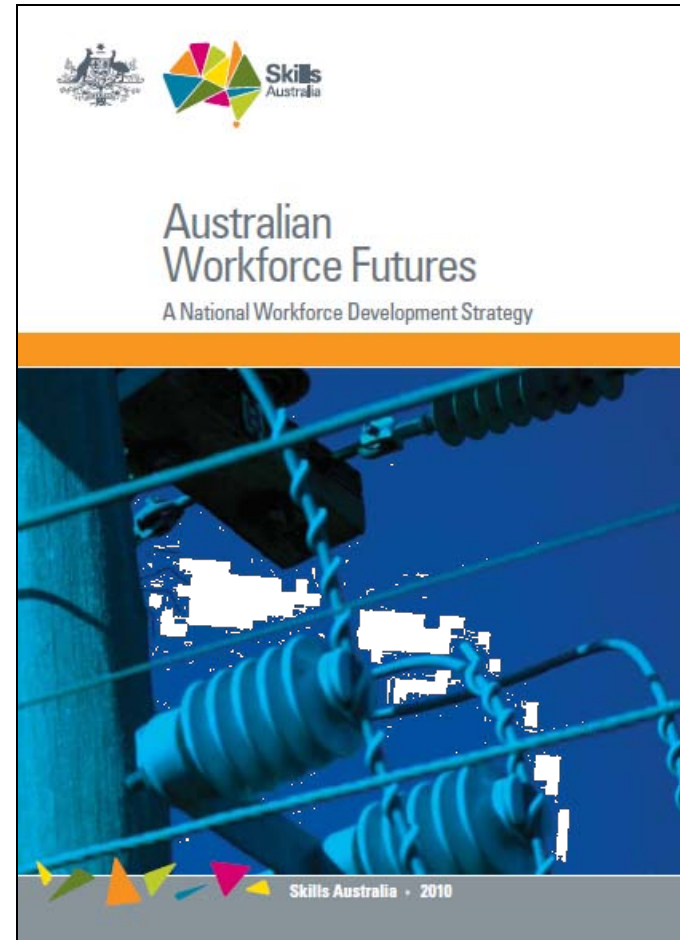




# SKILLS AUSTRALIA WANTS VOCATIONAL PROVIDERS AND UNIVERSITIES TO CHANGE

*...it is critical that the tertiary workforce has the required skills and support to...devise innovative teaching and learning strategies in both institutional **and workplace** environments (62)*

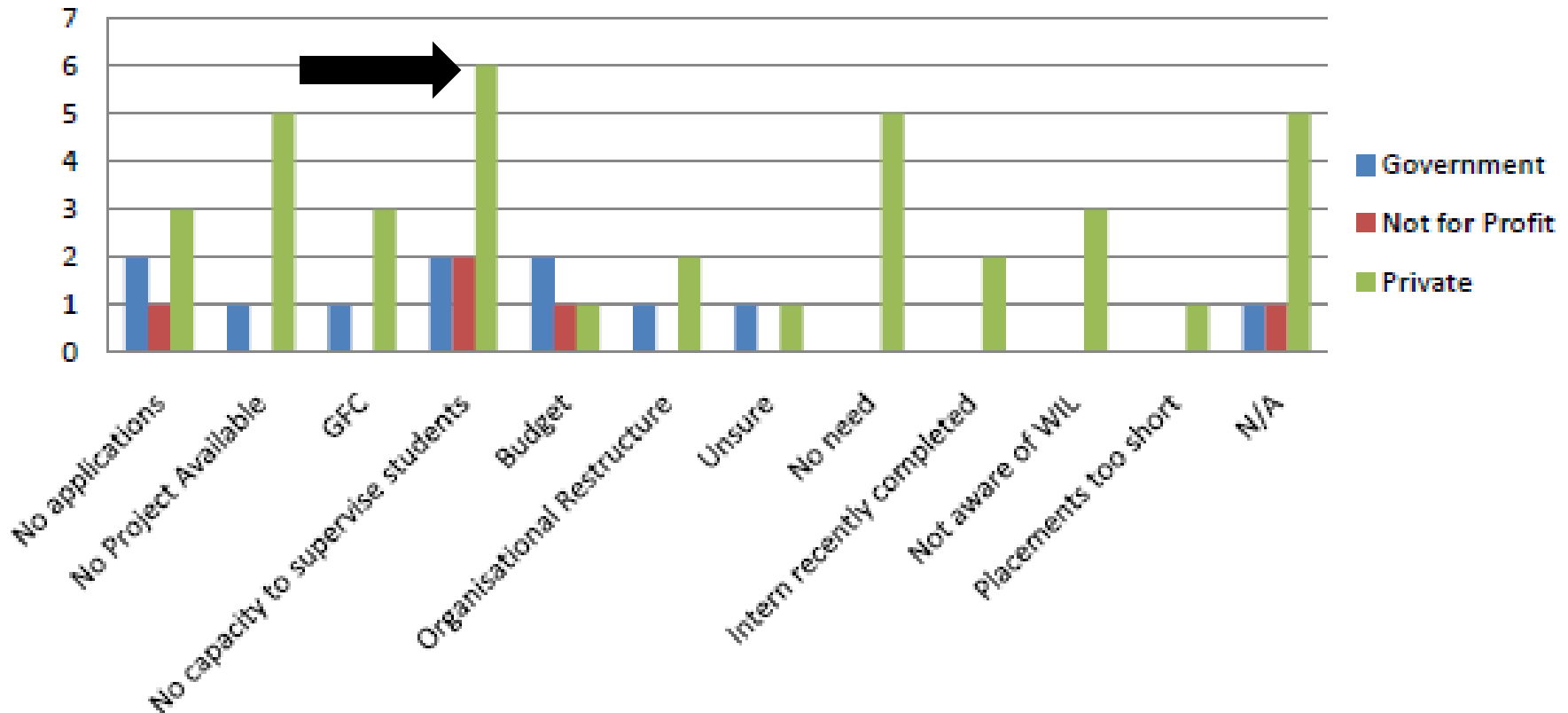
*Teacher as **field ..or extension worker**, helping diffuse innovations across industry and facilitating peer learning.*



# COMPANIES ALSO NEED TO CHANGE

## VU AND ACEN SURVEYED 315 EMPLOYERS IN AUSTRALIA

Reasons why organisation is not currently hosting WIL placements



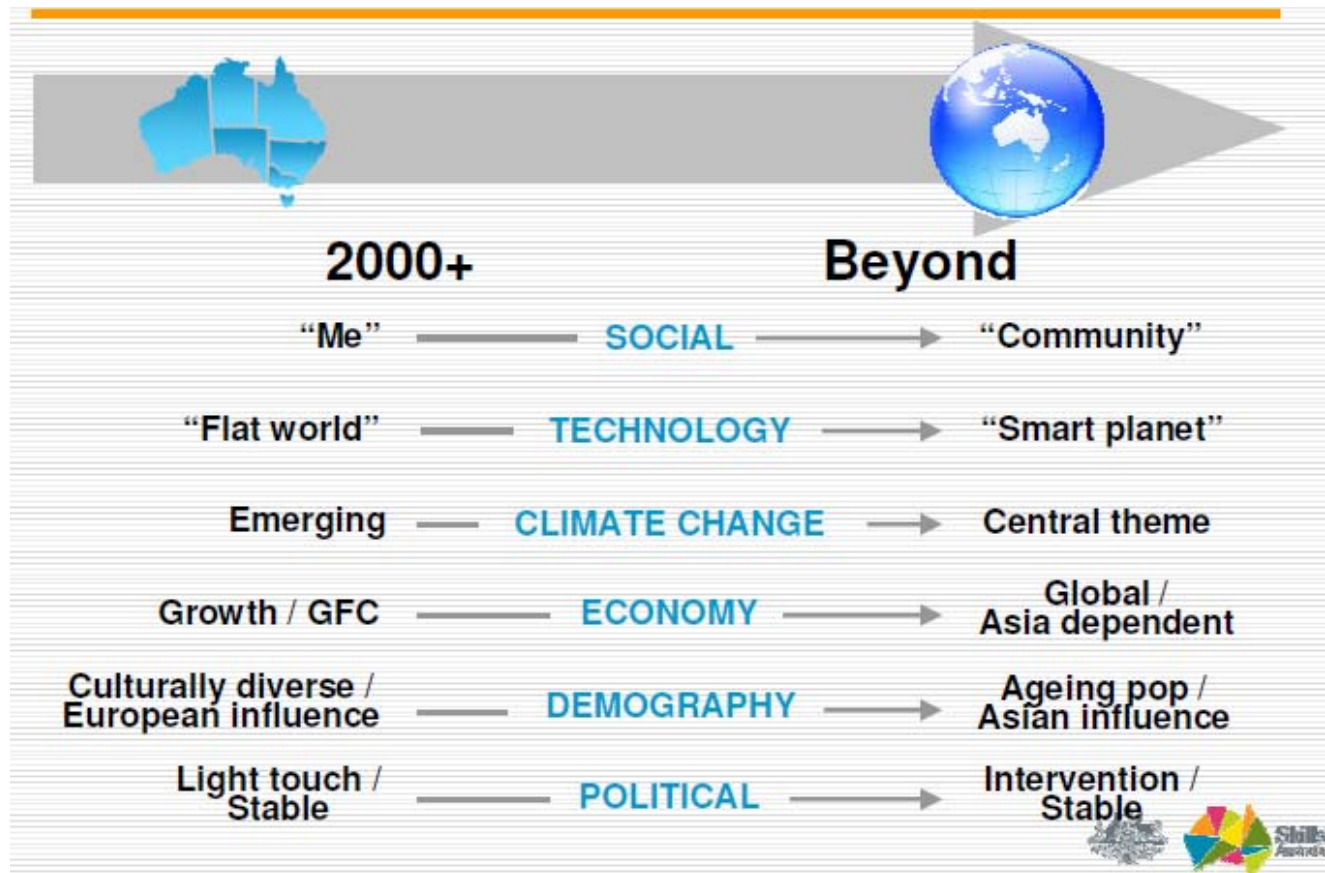
# TODAY'S GRADUATES EXPECT A DIFFERENT WORKING WORLD

		Total	China	US	UK
Do you believe you will work across geographic borders more than your parents did?	Yes	93.9%	97.2%	92.1%	92.9%
	No	6.1%	2.8%	7.9%	7.1%
Do you envisage using a language other than your first language at work?	Yes	52.7%	89.4%	32%	35.3%
	No	47.2%	10.4%	68%	64.7%
Will you deliberately seek to work for employers whose corporate responsibility behaviour reflects your own values?	Yes	86.9%	87.2%	90.2%	71.2%
	No	13%	12.6%	9.6%	28.8%
Do you think you'll work...?	A mix of locations	74%	75.7%	71.8%	79%
	Mainly from home	4.6%	7.4%	3.8%	0.6%
	Mainly in an office	21.2%	16.7%	24.3%	20.4%
	Not answered	0.1%	0.1%	0%	0%

(Source: 2007 survey of 2739 graduates from China, UK and US by PwC in *Managing Tomorrow's People: The Future of Work to 2020*)



# SKILLS AUSTRALIA SUMMARISES DRIVERS OF CHANGE



(Source: Philip Bullock, *The academic workforce in Higher Education: Workforce Futures*, 2009)

# THE PARTNERSHIP IN LEARNING IS MORE COMPLEX AND COLLABORATIVE

Enterprises  
Operate across  
borders

Academic faculty  
work in teams



International  
teams for  
student  
placement  
with  
employers

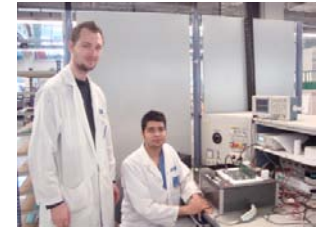
Students 'buddied'  
with others



# VU AND FH JOANNEUM



VU & FH Joanneum student 'buddies'



**LIEBHERR**



teachers



industry

# LIW – VU AND FH JOANNEUM

*'I was employed in Liebherr Leinz...I worked in the Production Management department on a project...which will reduce costs for the company by up to 20,000 euro per year. This was a great experience as I could put all of the knowledge gained from university into practice and also learn new skills which can only be gained from a workplace such as interpersonal skills. In the workplace I was buddied with a student from FH Joanneum which was a great assistance in getting the most from my experience.'*

**VU Student, Edi Vancina**



# ITS YOUR TURN FOR COMMENTS





# A FEW OF THE CHALLENGES FOR THE PARTNERS

- Collaboration on curricula, assessment and supervision is not a trivial issue – but is worth doing well
- Adapting to opportunities offered by technology
- Managing cultural competence better
- Using peak bodies to build the partnership
- Providing the evidence and building research capabilities
- Which partner pays?



# TECHNOLOGY IS HELPING TO CONNECT STUDENTS TO EMPLOYERS VIA PORTALS

- Association of Cooperative Education for BC/Yukon Portal  
18 universities linking employers in British Columbia, Canada to  
Universities via [www.co-op.bc.ca](http://www.co-op.bc.ca)
- National Work Integrated Learning Portal : Australia  
Will link 34 Universities with employers
- Graduate Talent Pool : United Kingdom :  
Links graduates to small to medium employers for fixed term  
projects



# TECHNOLOGY COULD EXPAND WORKPLACES AND TEACHING WORKFORCE OF UNIVERSITIES AND COMPANIES

- **QUT Virtual Placement Project** – an online virtual law-firm for law students
- Why not a global set of industry supervisors and a global set of students?



# TECHNOLOGY AND THE GENERATIONAL CHALLENGE

Skilling up the academic workforce means learning skills to work both with industry and technology.

	Traditionalist	Boomer	Generation X	Generation Y
Training	The hard way	Too much and I'll leave	Required to keep me	Continuous & expected
Learning style	Classroom	Facilitated	Independent	Collaborative & networked
Communication	Top down	Guarded	Hub & spoke	Collaborative
Feedback	No news is good news	Once per year	Weekly/daily	On demand
Technology use	Uncomfortable	Unsure	Unable to work without it	Unfathomable if not provided
Job changing	Unwise	Sets me back	Necessary	Part of my daily routine

(Source: David Wortley, 'The Changing Landscape', *Learning Magazine*, Summer 2009)



# CULTURAL COMPETENCE MEANS MORE NEW SKILLS FOR PARTNERS

1. Milton Bennett's message of **DIVERSITY & CULTURAL COMPETENCE** is an important one – requires trained staff and effective interventions at university and in the workplace
2. There is a more fundamental Australian challenge now on the agenda – to ensure that students are equipped with **ENGLISH LANGUAGE, LITERACY AND NUMERACY (LLN)**
  - Overseas students from non-English speaking background
  - Low income, refugee, migrant and Indigenous student communities
  - **for Australian workers and workplace education**



# BROKERING BETTER RELATIONSHIPS WITH UNIVESTIES VIA PEAK BODIES

AUSTRALIAN Industry Group (AIG)  
partners with the group of  
Australian Universities that are part  
of the ATN to connect enterprises  
and students

## Business-Higher Education Roundtable (B-HERT)

- Set up to join forces with industry to broker the identification of skill shortage industries and match education providers to company needs



# WORK-BASED EDUCATION RESEARCH CENTRE

## WERC conducts research to build leading practice in vocational and work-based education

- Contributes to emerging scholarship, policy development and practice in vocational and work-based education
- Attracts research students and VET practitioners
- Leads a national and international perspective on work-based education
- Analyses information on emerging international workforce and training trends
- Contributes to Victoria University's commitment to :
  - increase its links with industry
  - to provide 25% of student learning in the workplace



# HOW TO FUND WORK INTEGRATED LEARNING?

- It is an expensive form of pedagogy
- Will become more expensive with global student placements
- Government should pay? –*Universities Australia* option
- Companies pay?
- Universities pay?
- Students pay?





# ITS YOUR TURN FOR COMMENTS

