



CGHE Annual Conference 22-23 May 2023 **Session Details**

PARALLEL SESSION 2 - The Long View in Tertiary Education

22 May 2023, 2:15pm - 3:15pm (UK)

Chair: Diana Laurillard

CGHE Project 6: Being a researcher in uncertain times: challenges, opportunities, futures

Contributors: Mike Shattock, Jürgen Enders, Aniko Horvath

This project was designed to be complementary to our previous research on the governance of British higher education published in 2020. It studies five European countries, including the UK, selected for their representative character both from national and institutional perspectives. In each country we interviewed policymakers and a representative set of universities –180 interviews in all. The research identified major shifts in relationships between the states and the institutions and within institutional governance structures themselves. It went on to explore the issue as to whether systems were converging or diverging from any kind of European model. The results have been published in January 2023 under the title *The Governance of European Higher Education—Convergence or Divergence?*

CGHE Project 7: Long-term trends in funding and staffing

Facilitator: Vincent Carpentier

This session proposes to offer a historical lens on the contemporary trends and debates regarding the development of the academic workforce in higher education. Looking particularly at the UK and French contexts, CGHE project 7 has developed new historical datasets on HE staffing and compared them to previous long-term accounts of HE enrollment and funding associated with an earlier CGHE project. The study identified recurrent tensions between the historical trajectories of staff recruitment, student enrolment and funding with strong implications for the evolution of spending per student and student-staff ratio. A closer look reveals a strong association in both countries between the expansion of the academic profession and its segmentation which does not only reflect the diversification of activities but also a process of casualisation. The study also shows structural changes in the workforce strongly associated with a process of institutional differentiation which not only mirrors the diversity of missions but also the stratification of HE systems characterised by unequal distribution of resources. Overall, the long-view points to significant interconnections between the processes of expansion, segmentation and differentiation of the academic workforce and to historical contingency suggesting that the extent to which they might reflect diversity rather than inequalities is an open process.