

Panel 1: Tertiary education and research amid global crises

23 May 2023



00:27:59 James Robson: Please add your questions in the chat here.

00:34:50 Ka Ho Mok_LU: Thanks for the talk, it is sad to see what happens to HE in the UK. But the impact of COVID-19 on the academic communities may be different. My experience in Hong Kong is different though we cannot excuse from the impact of COVID-19. In the last few years, we have recruited faculty members from overseas to join HK universities. I think one major reason accounting for attracting talent is closely related to the state / government investment in HE. The Government of Hong Kong has continued to invest in the sector, hence we have resources to create more jobs in the sector. Meanwhile, we also see some Asian states keep investing in HE during the COVID-19 era. I believe the role of the state is crucial though diversifying funding support to the growth of the sector is equally important.

00:37:16 Celia Whitchurch: Was there a distinction between academic and professional staff in attitudes/ intention to leave/success in finding alternative employment?

Celia Whitchurch

00:37:52 David Mills: I like the idea of generative HE!

00:38:57 Eliel: Replying to "I like the idea of g..."

See Ron Barnett's use of Bhaskar's concept of generativity! :)

00:41:10 Marta Kozłowska: I love it, too! I've taken notes re: generative accountability. Inspired both yesterday & today :)

00:41:35 David Mills: Following on from Celia, I wonder if there are particular patterns in the data by institutional type?

00:52:23 Celia Whitchurch: In our CGHE study 3.2 on academic careers we found that those who said they had an intention to leave HE were more likely to . Be p/t . Have a PhD. Work over their contracted hours. Be teaching only . Have worked outside HE. Did any of these reasons resonate with Richard's study? Celia W.

00:59:28 James Robson: Please add questions for Xin here

01:03:54 David Mills: Thanks Xin this is fascinating. I wonder if the China-majority world research links are probably stronger and deeper than the data suggests, because of the skew in the indexes? And also China is doing, at least with Africa through FOCAC, huge amounts of technical training and capacity-building, and shorter educational exchanges.

01:09:14 CGHE Webinars: Thank you for joining this session. Our next session, 'Panel 2: The 'public' character of tertiary education', will begin at 11:45am (UK). Join here: <https://zoom.us/j/91780678817?pwd=UGxxN2pxcG1xVIRvOHBNzBjQk1MZz09>

01:10:01 Marta Kozłowska: Replying to "I like the idea of g..."

@Elie! I've got to admit my own ignorance here. Is it a good start?

https://books.google.co.uk/books/about/A_Realist_Theory_of_Science.html?id=LIY_AQAAIAAJ&redir_esc=y

01:10:16 Marta Kozłowska: Replying to "I like the idea of g..."

Recommendations welcome. 😊 Thank you.

01:10:42 Olga Mun: Thank you for an insightful presentation, Xin!

01:12:50 Xin Xu: Replying to "Thanks Xin this is f..."

Thank you David for your comment - that is definitely the case! Publication data (based on certain databases) does not show the full picture of collaborations that are happening, and the FOCAC activities are great examples

01:14:58 Katie: Excellent presentations thank you