

Changing Conditions and Changing Approaches of Academic Work

The Academics and the Role of the Service Function

- plenary session -

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Reflections on the (role) of service...

HEIs should develop innovative schemes of collaboration with different sectors of society to ensure that higher education and research programmes effectively contribute to local, regional and national development.

(UNESCO Framework for priority action for change and development of higher education, 1998)



Reflections on the (role) of service...

Higher education should **reinforce its role of service to society**, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and diseases...

(UNESCO World Declaration on HE for 21st century)



Reflections on the (role) of service...

HEIs should rearrange their structures aiming at entrepreneurship, technology interchanges and their interplay with regional industry...

(OECD report The Response of Higher Education Institutions to Regional Needs, 1999)



Reflections on the (role) of service...

University **engagement with the non-university world** implies strenuous, thoughtful and argumentative interaction in at least four spheres: (I) setting universities' aims, purposes and priorities, (II) relating teaching and learning to the wider world, (III) dialogue between researchers and practitioners and (IV) **taking on wider responsibilities as neighbors and citizens.**

(Commonwealth Association of Universities, 2001)



Reflections on the (role) of service...

Europe must strengthen the three poles of its knowledge triangle: education, research and **innovation**.

(COM 2005, 152, Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy)



Reflections on the (role) of service...

Universities should develop **structured partnerships with the world of enterprise** in order to become significant players in the economy, able to respond better and faster to the demands of the market...

(COM 2006, 208, Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation)



Reflections on the (role) of service...

Universities, with their triple roles as providers of the highest levels of education, advanced research and **path-breaking innovation**, are at the heart of Europe's knowledge triangle...

(COM 2009, 158, A New Partnership for the Modernisation of Universities: the EU Forum for University Business Dialogue)



Reflections on the (role) of service...

HEIs exist to **serve and strengthen the society** of which they are part (...) HEIs carry a unique obligation to listen, understand and **contribute to social transformation and development of local, national and global communities.**

(The Talloires Declaration On the Civic Roles and Social Responsibilities of Higher Education, 2005)



Reflections on the (role) of service...

Universities face rising expectations in creating insights of direct relevance to society, and engaging in commercial activity. The new role of **universities as entrepreneurs and contributors to social and economic development** comes in addition to the traditional functions of universities...

(World Bank Policy Research Working Paper 4002, 2006)



Reflection on the (role) of service...

- different terms, concepts and interpretations
- little consensus on what service stands for
- various and different activities/roles
 - internal services
 - technology transfer/innovation/commercial activities
 - civic/voluntary activities
 - organised (university) service functions
- confusion among academics (Macfarlane, 2005)



Some relevant aspects of service

- contributing to different communities
- connecting teaching and research to community problems
- connecting university resources to community problems
- transfer and application of (academic) knowledge and expertise
- academic, social, economical and political activities & networks
- professional, collegial and civic duty





LET KNOWLEDGE SERVE THE CITY

ZNANOST NARODV



Research methodology

- 12 European countries
- common questionnaire (2007/2008 + 2010)
- elements subsumed under the ‘service’
 - service to clients/patients
 - (un)paid consultancy
 - academic, community, political service
 - voluntary service
- academic status and institutional type
- factors associated with time in service
- community engagement – interviews (2010/2011)



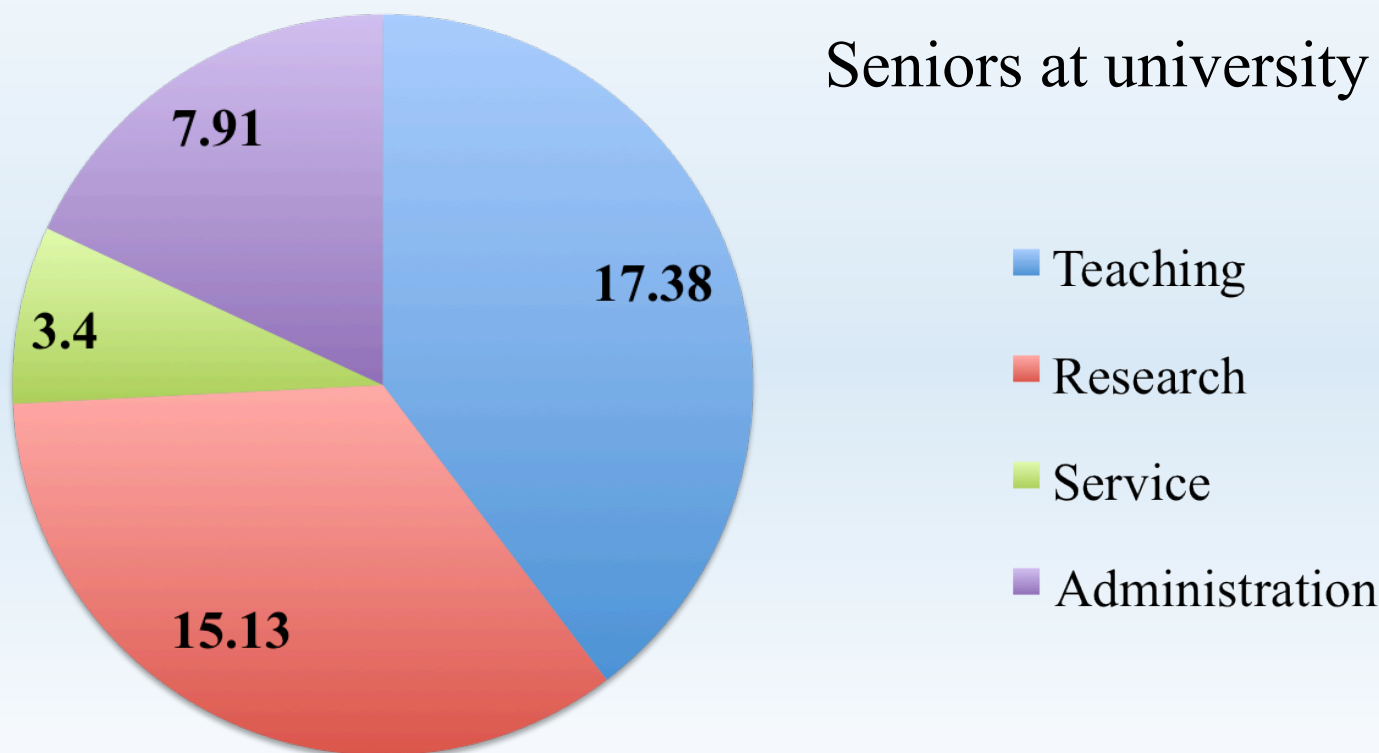
Short look into...

- workload in service
- the nature of service activities
- ‘service character’ in research and teaching
- teaching-service nexus
- views on the scholarship of service
- institutional strategies encouraging service
- factors associated with time spent in service
- some aspects of community engagement



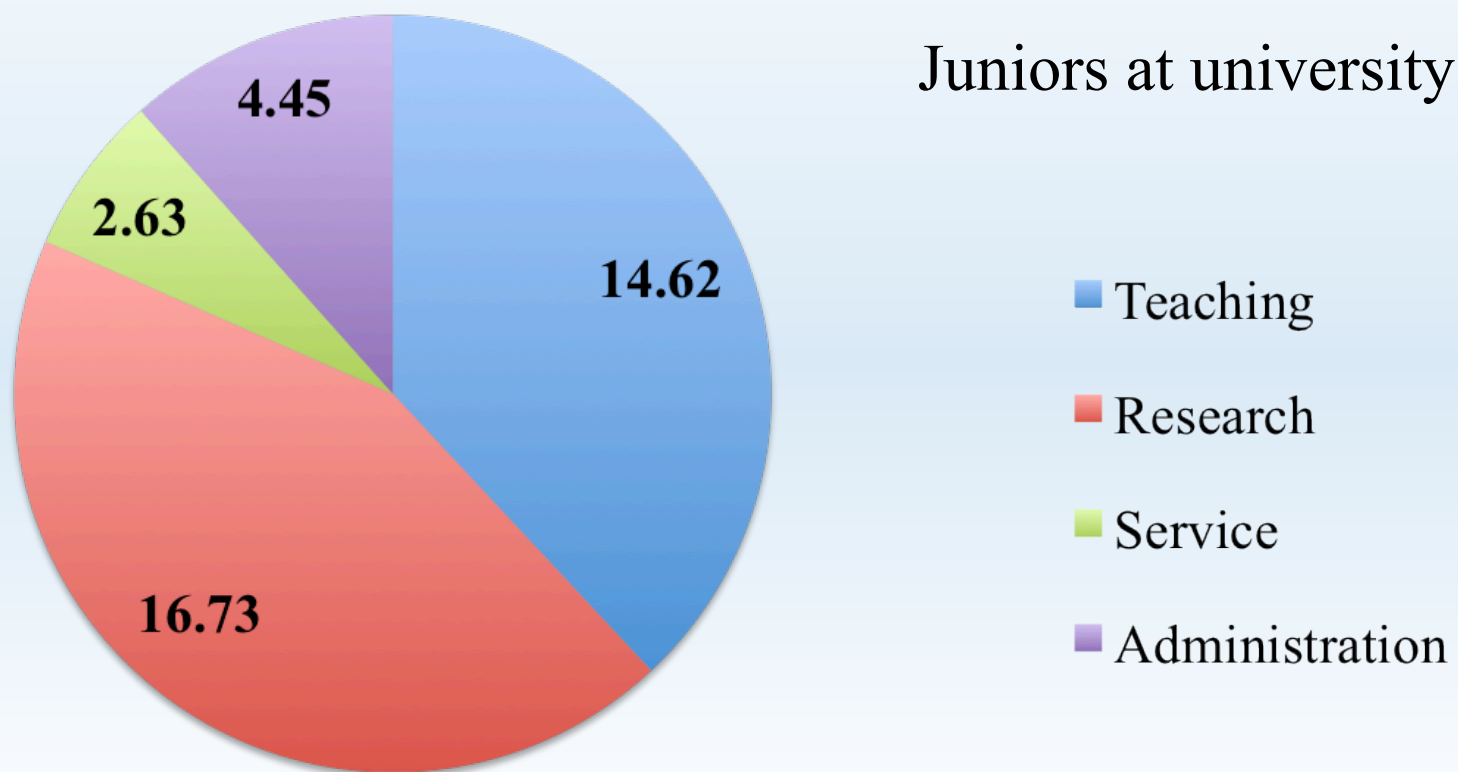
Workload in service

Graph 1. Weekly hours spent on service activities while classes are in session (arithmetic mean)



Workload in service

Graph 2. Weekly hours spent on service activities while classes are in session (arithmetic mean)



Workload in service

Senior academics / university

- classes in session -

Country	Time spent hours per week
Germany	6.8
Austria	6
Norway	2.1
Netherlands	2.1
UK	2
Portugal	1.8

Junior academics / university

- classes in session -

Country	Time spent hours per week
Germany	6
Austria	5.2
Norway	0.7
Netherlands	1.6
UK	1.1
Portugal	1.8



The nature of service activities

ACADEMIC SERVICE	<p>Scientific committees / boards</p> <p>Peer reviewer</p> <p>Journal/Book editor</p> <p>Leaders of academic/professional associations</p>
COMMUNITY SERVICE	<p>Membership in community associations and community-based projects</p> <p>Worked with local, national or international social service agencies</p>
POLITICAL SERVICE	<p>Involved in local, national or international politics</p> <p>Elected officer/union leader</p>



‘Service character’ in research

Applied / practically oriented

- PL - 54% ... HR - 81%
- other HEIs > universities

Socially oriented

- DE - 26% ... HR - 55%

Commercially oriented

- AT - 11% ... HR - 23%
- other HEIs > universities

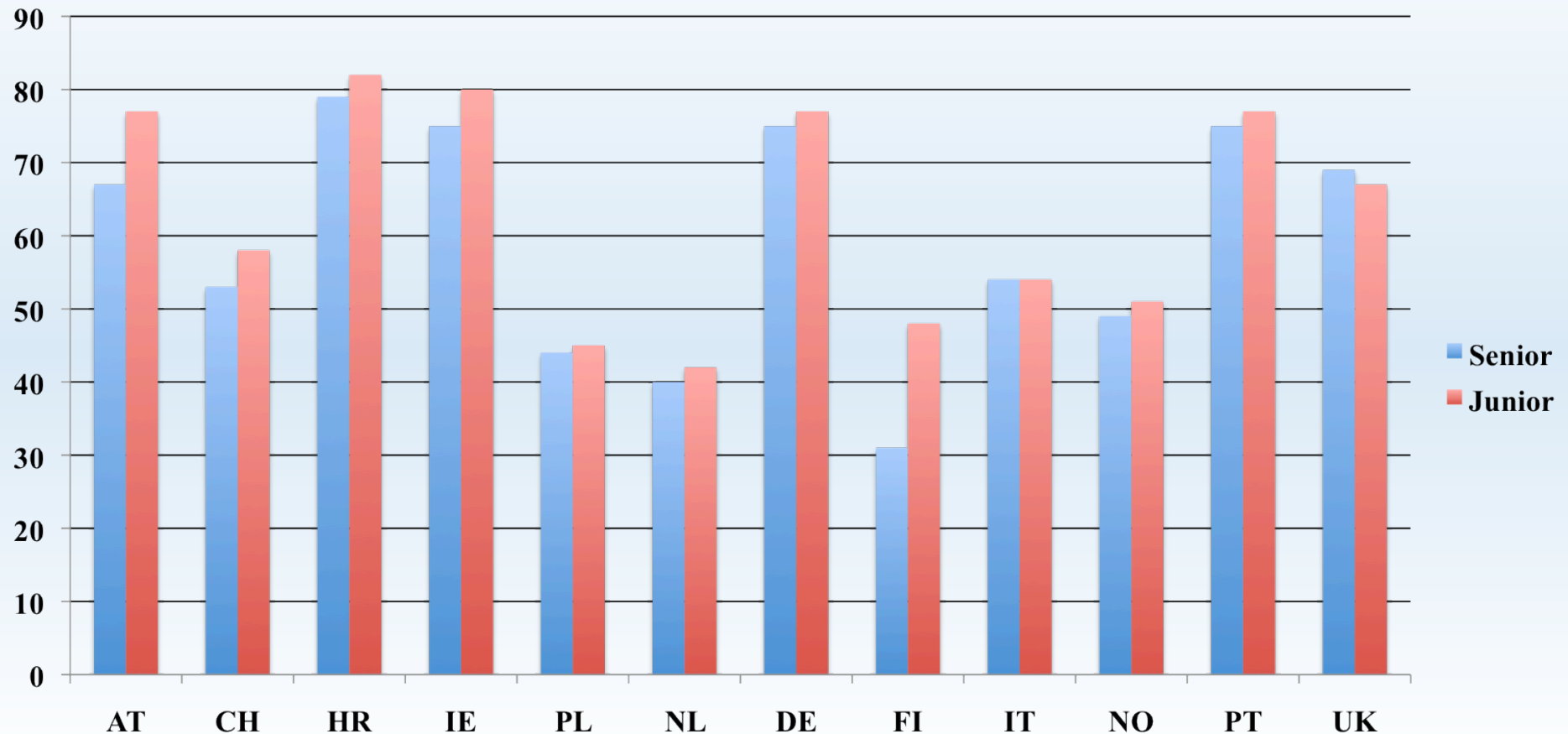
Technology transfer

- J - 12% ... S - 18%
- seniors > juniors
- other HEIs > universities
- FI, DE, CH, UK



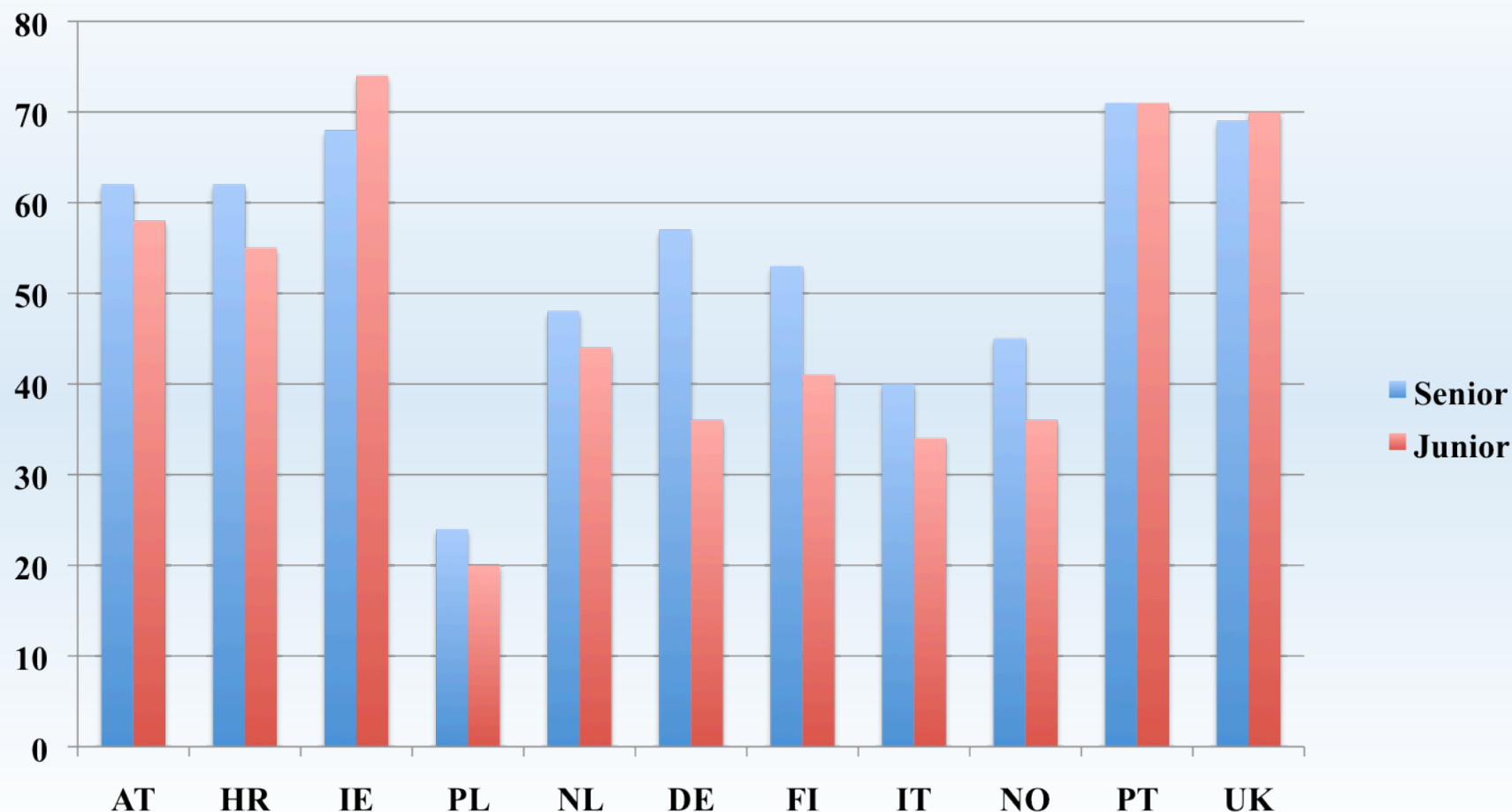
‘Service character’ in teaching at university

Graph 3. Emphasis on practical knowledge in teaching (percentage of respondents*)



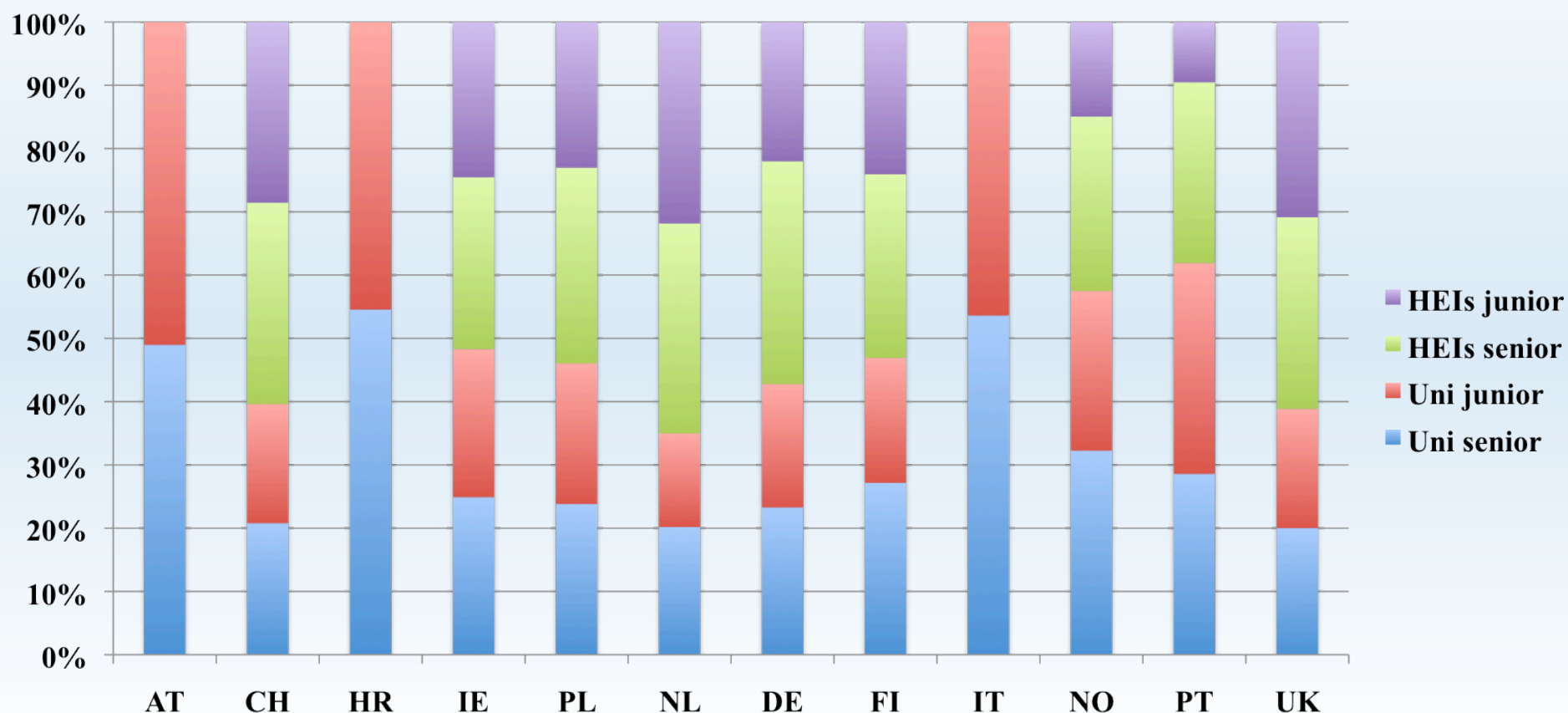
‘Service character’ in teaching at university

Graph 4. Emphasis on values and ethics in teaching (percentage of respondents*)



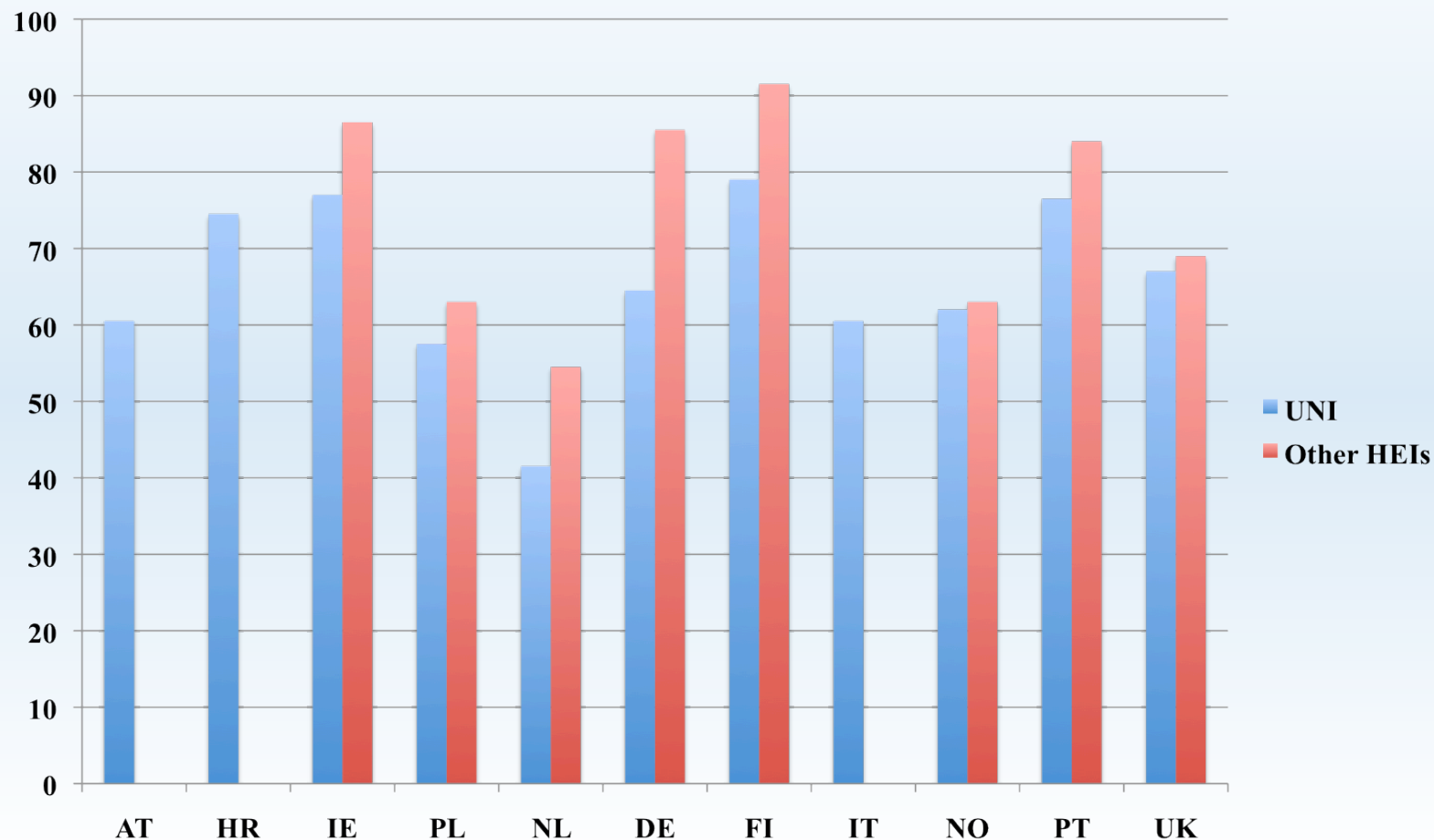
Teaching-service nexus

Graph 5. Perceived reinforcement of teaching by service activities
(percentages of responses*)



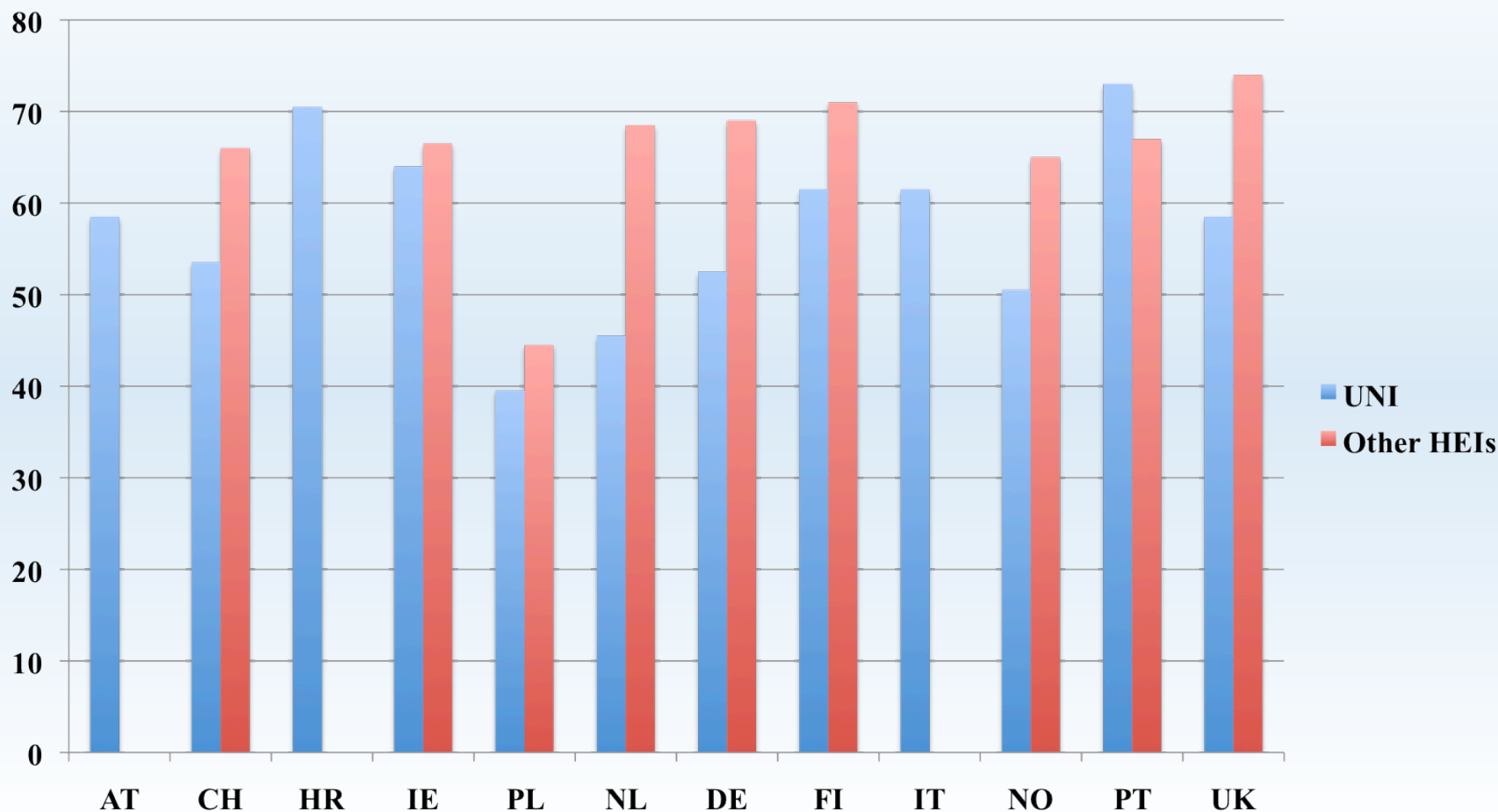
Views on the scholarship of service

Graph 6. Scholarship includes the application of academic knowledge in real-life settings (percentages of responses*)



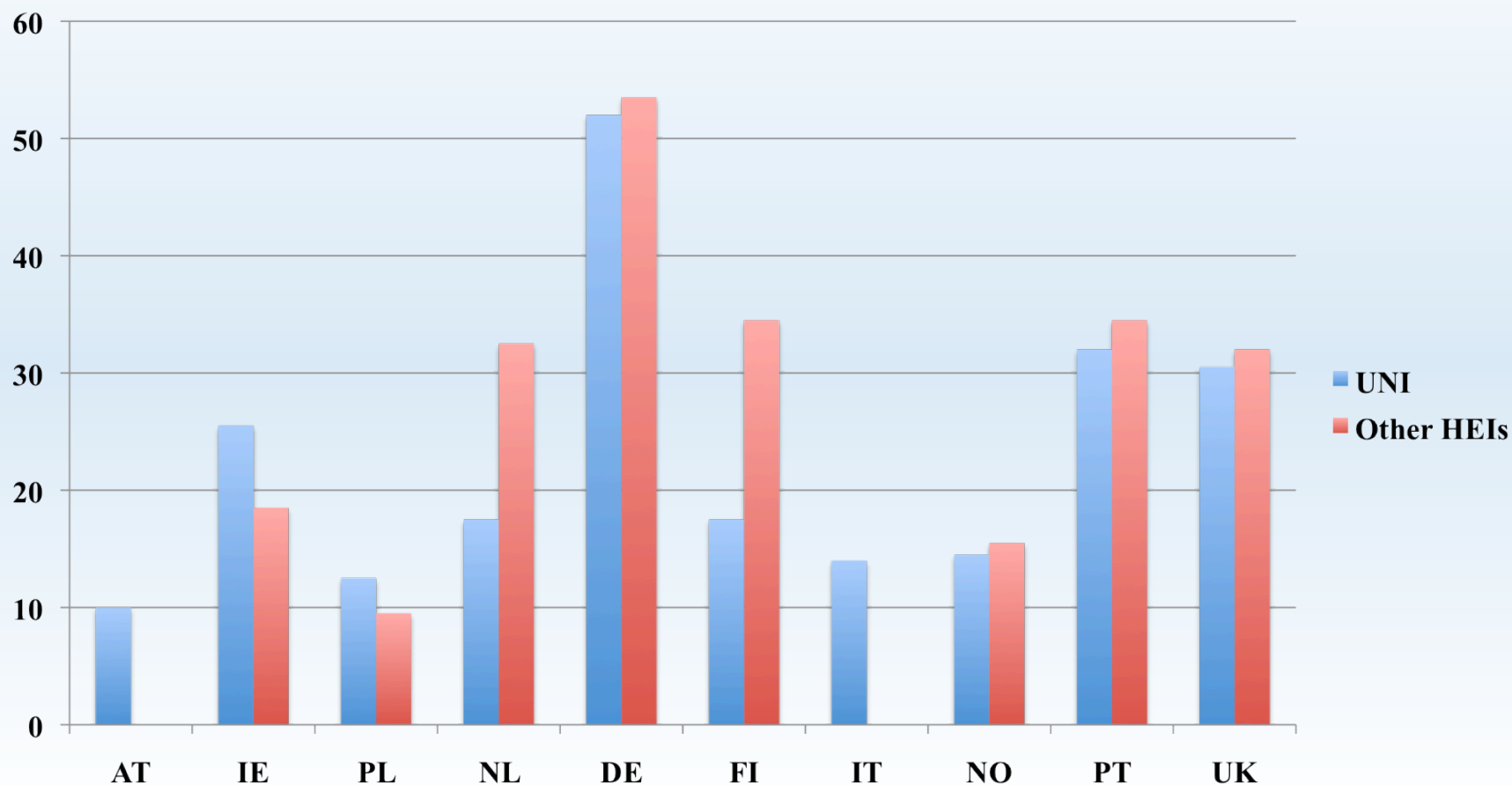
Views on the scholarship of service

Graph 7. Faculty in my discipline have a professional obligation to apply their knowledge to problems in society (percentages of responses*)



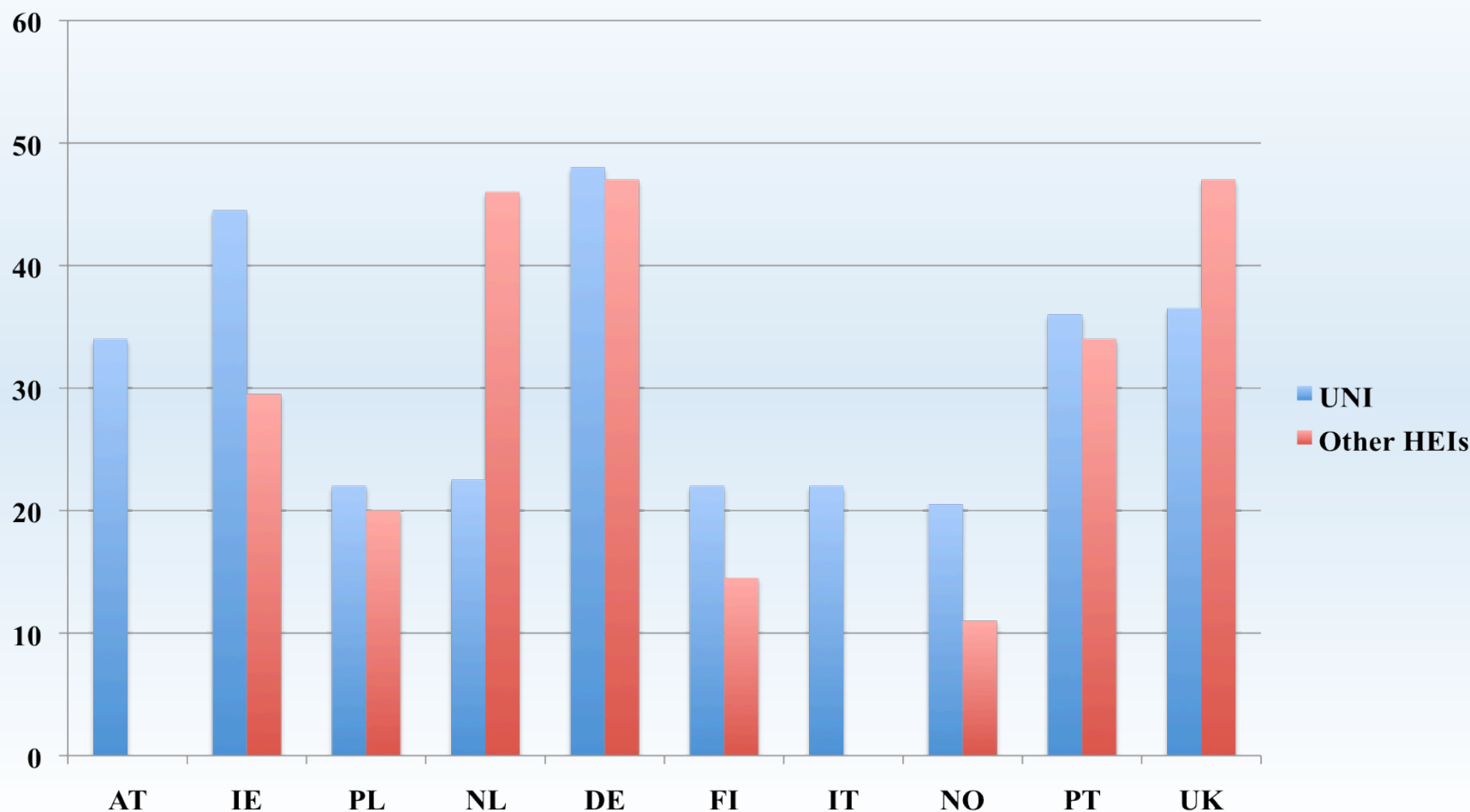
Institutional strategies and service

Graph 8. My institution encourages academics to adopt service/entrepreneurial activities outside the institution (percentages of responses*)



Institutional strategies and service

Graph 9. My institution encourages individuals, businesses, foundations, etc. to contribute more to HE (percentages of responses*)



Factors associated with time in service

1. **Academic status/rank** - significant role in HR, NO, UK
2. **Gender** - no significant role in most countries
3. **Discipline** - business & law < social sciences and humanities
- life science and medicine > others (IT, AT, DE, FI, CH)
4. **Research-orientation** - less time in service
5. **Involvement in technology transfer** - more time in service
6. **Institutional factors/strategies** - marginal role



Community engagement...deeper insight

Perceived expectations from society?

- interviews – 8 countries (AT, HR, FI, DE, IE, PL, RO, CH)

Engagement in the community?

- interviews – 3 countries (DE, IE, HR)



The nature of community engagement

1. academic service-learning and students placements
2. community-based research
3. outreach programs
4. volunteering and *pro bono* work
5. organised university services
6. consulting, advising
7. political engagement



Country specifics...challenges

- voluntary vs. mandatory service
- formal vs. informal vs. no recognition
- ‘out of the academic box’ engagement – community service as a threat to academic career
- short-term (1 day/night) vs. long-term activities
- partners vs. visitors and promoters



Concluding remarks

- absence of a common notion of ‘service’
- positive views on the service relevance
- ‘European’ average - 3 hours/week for service
- hierarchy vs. interdependence of the academic functions
- substantial differences among countries



Open questions...

Service as...

- national / regional / local issue?
- institutional issue?
- individual issue?

