The British Approach

- Cornwall Polytechnic Society (1832)/Royal Polytechnic Institution (1837)
- Post WWII – technical colleges with humanities courses nailed on separately.
- Tech side influences Oz/NZ/Eastern Canada
- Polytechnics become universities in 1992
The European Approach

- Two streams: Central European and Nordic
  - HBO
  - Fachhocschule
  - Ammattikorkeakoulu

- Early 2000s – Finnish re-classification
- Bologna – degrees for everyone!
- “Universities of Applied Science”

The Canadian Approach

- Ryerson Polytechnic University
- Very large community colleges
- Engaging in Euro-style research
- Offering degrees in a non-university setting
The Father of Basic Research

Justification for public research comes from Nelson (1959) and Arrow (1961).

Value proposition for publicly-funded research comes from it being “basic” and “risky”.

Great case-study Silicon Valley
The anecdote that keeps on giving

But...

- Is university research really risky?
- Does university research really raise productivity?
- Is it likely to do so in the near future?
Pasteur’s Quadrant

Bridges to Business
Polytechnic Teaching

- The big differentiator is credentials, not pedagogy
- Work-integrated learning
- To some extent, subject-matter differentiates (the new vocationalism)
- Classroom economics excellent

Skills Shortages Easing
The Big Winners, 1997-2014

The Big Losers, 1997-2014
Skills for the Future

- Not about specific fields of study, more about competencies
- Transition to the labour market has changed
- The Nordstrom philologist

The Future of Teaching

- Policy frameworks are moving towards older workers
- Need new credentials with real labour-market value
- Polytechnics are best-placed to deliver these credentials – but common approaches needed.
Keeping in Touch

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