

Canadian Association for Graduate Studies

**2011 Annual Conference –
Jean-Pierre Gaboury Lecture**

DISCLAIMER

- **The presentation was delivered at the 2011 CAGS conference in Vancouver on 3 November 2011.**
- **The presentation shall be considered incomplete without oral clarification.**
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HOUSEKEEPING

- **The lecture will be introduced by John Doering from the University of Manitoba (President, CAGS).**
- **The presentation section is set up for 45 minutes.**
- **About 25 minutes are allocated for discussion.**
- **The presentation is available for download at www.icg.ac (homepage, November news ticker), as well as from CAGS.**

AGENDA

Introduction

Setting the Stage – Canadian Graduate Education in Context

Trends and Change Dynamics

From Internationalization to Globalization

Educating for a Knowledge Economy Workforce

Competing for Talent

Talent Dilution

Technology Changes

The Rise of Politics

Culture and Collegiality

Discussion

INTRODUCTION

- **The title of the lecture has been adjusted ever so slightly from “Educating for the Future” to “Graduate Education in the near Future”.**
- **The lecture reflects on research, analysis, and experienced from around the world.**
- **It reflects on years of engagement in Canada from Vancouver to St. John’s.**
- **Forward-looking perspectives are based on trends and change dynamics already in play.**
- **The goal is to elicit debate about the implications of the commented-on change dynamics.**

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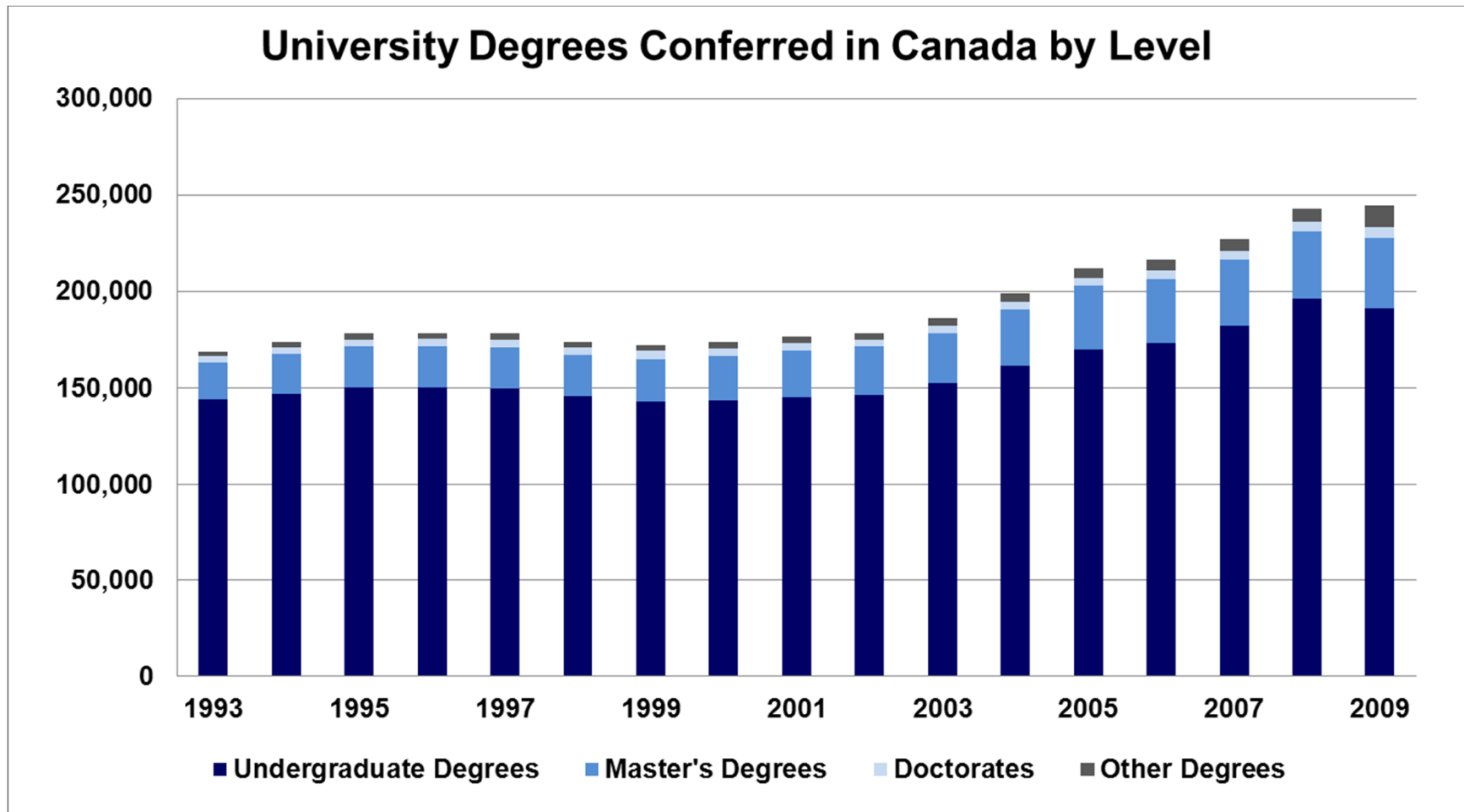
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CANADIAN GRADUATE EDUCATION IN CONTEXT (I)



Demographics drove a strong expansion in the last decade

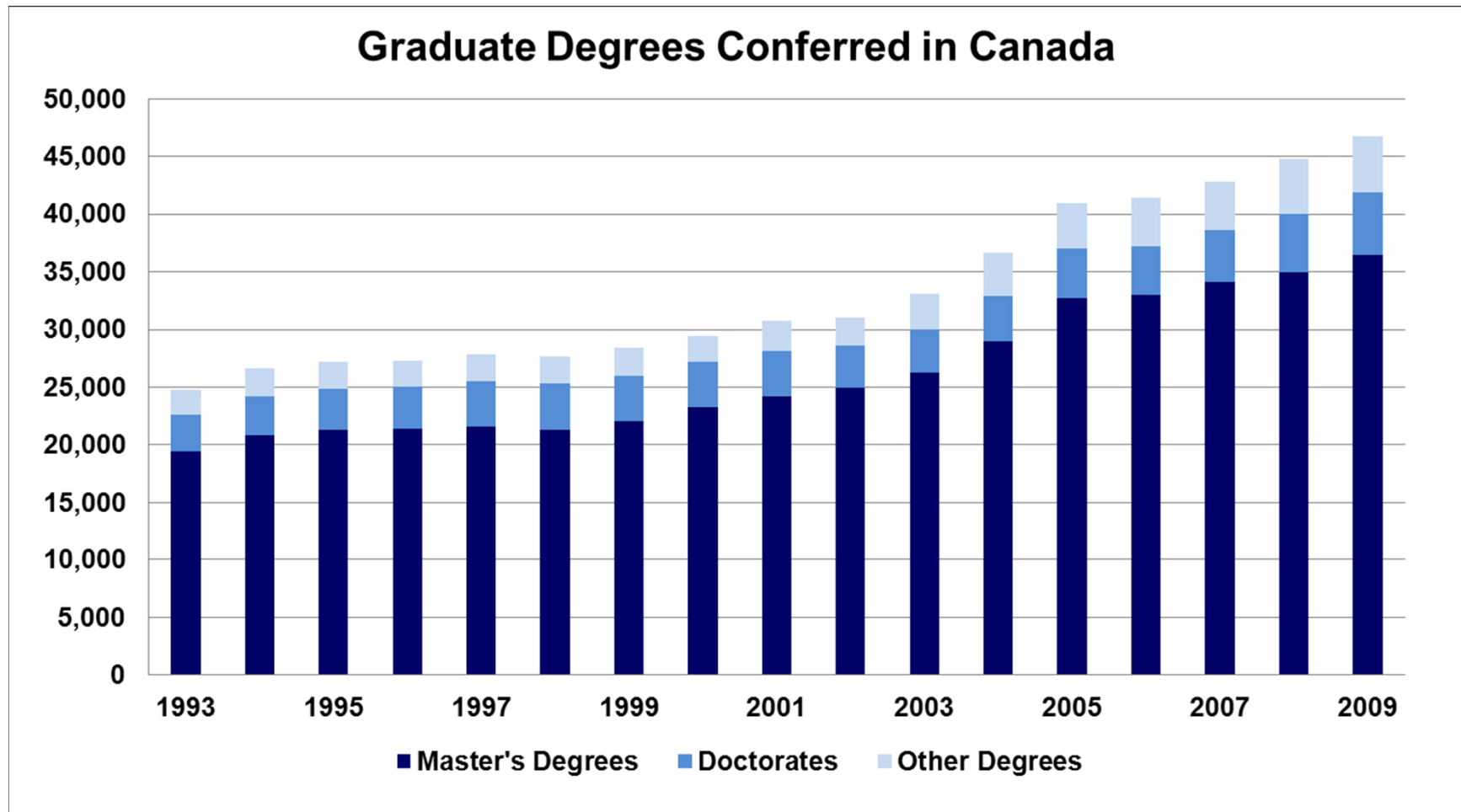
Source: Statistics Canada.

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7

CANADIAN GRADUATE EDUCATION IN CONTEXT (II)



Conferred Master's Degrees nearly doubled since 1993

Source: Statistics Canada.

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8

CANADIAN GRADUATE EDUCATION IN CONTEXT (III)

Graduate Degrees awarded as a Share of the Population in Canada and the USA					
	2004	2005	2006	2007	2008
Canada: Master's	0.103%	0.103%	0.105%	0.107%	0.110%
USA: Master's	0.194%	0.198%	0.200%	0.205%	0.213%
Canada: Doctorate	0.013%	0.013%	0.014%	0.015%	0.016%
USA: Doctorate	0.018%	0.019%	0.020%	0.021%	0.022%

From a population-at-large standpoint, a general growth story

Sources: IES, United Nations, Statistics Canada.

CANADIAN GRADUATE EDUCATION IN CONTEXT (IV)

ARWU Ranking of World Universities (2011)

Country	Top20	Top100	Top200	Top300	Top400	Top500
United States	17	53	89	110	137	151
United Kingdom	3	10	19	29	33	37
Germany	0	6	14	23	32	39
Japan	0	5	9	10	16	23
Canada	0	4	8	18	18	22
Australia	0	4	7	9	13	19
Switzerland	0	4	6	7	7	7
France	0	3	8	13	17	21
Sweden	0	3	4	8	10	11
Netherlands	0	2	9	10	12	13
Denmark	0	2	3	4	4	4
Belgium	0	1	4	6	6	7
Israel	0	1	4	4	6	7
Norway	0	1	1	3	3	4
Finland	0	1	1	1	3	5
Russia	0	1	1	1	2	2
Italy	0	0	4	8	13	22
China	0	0	3	13	21	35

Source: ARWU.

CANADIAN GRADUATE EDUCATION IN CONTEXT (IV)

- **Canada's graduate education landscape has grown – but still has plenty more room to grow even further.**
- **Master's degrees are an area in which Canada could, probably should, and most likely will have to graduate a lot more students.**
- **Any further future growth will bring about differentiation and quality assurance pressures.**
- **From a quality stand point, Canada is well prepared.**

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- **Over the last couple of years, internationalization as a “new” trend has swept across North America.**
- **In many ways, this “new” trend is a very old hat.**
- **Science, research, collaboration, technology, talent movements, etc. have already been internationalized for many decades.**
- **Starting with the duality of the fall of the iron curtain and the economic rise of Asian countries, internationalization already has given way to globalization.**
- **The implications are simple:**
 - **More volatility**
 - **New and different demands to engage with the world**
 - **More students**
 - **More talent**
 - **Less talent**

- **A few trends are already quite visible. These include:**
 - **Master's are the "new" Bachelor's**
 - **Custom-built curricula**
 - **Integration of high skill and/or employment experiences into study tracks**
 - **Real life long learning**
- **Employers will drive significant changes in the way graduate schools educate students. The pressure to graduate job-ready problem solvers will rise.**
- **Master's Degrees will experience even more differentiation pressures and one-year programs are bound to rise. Who will be first to offer a half-year Master's Degree?**
- **Credentialism, with all its attendant motivation and quality issues, will become more of a problem, partially driven by the increase of international students.**

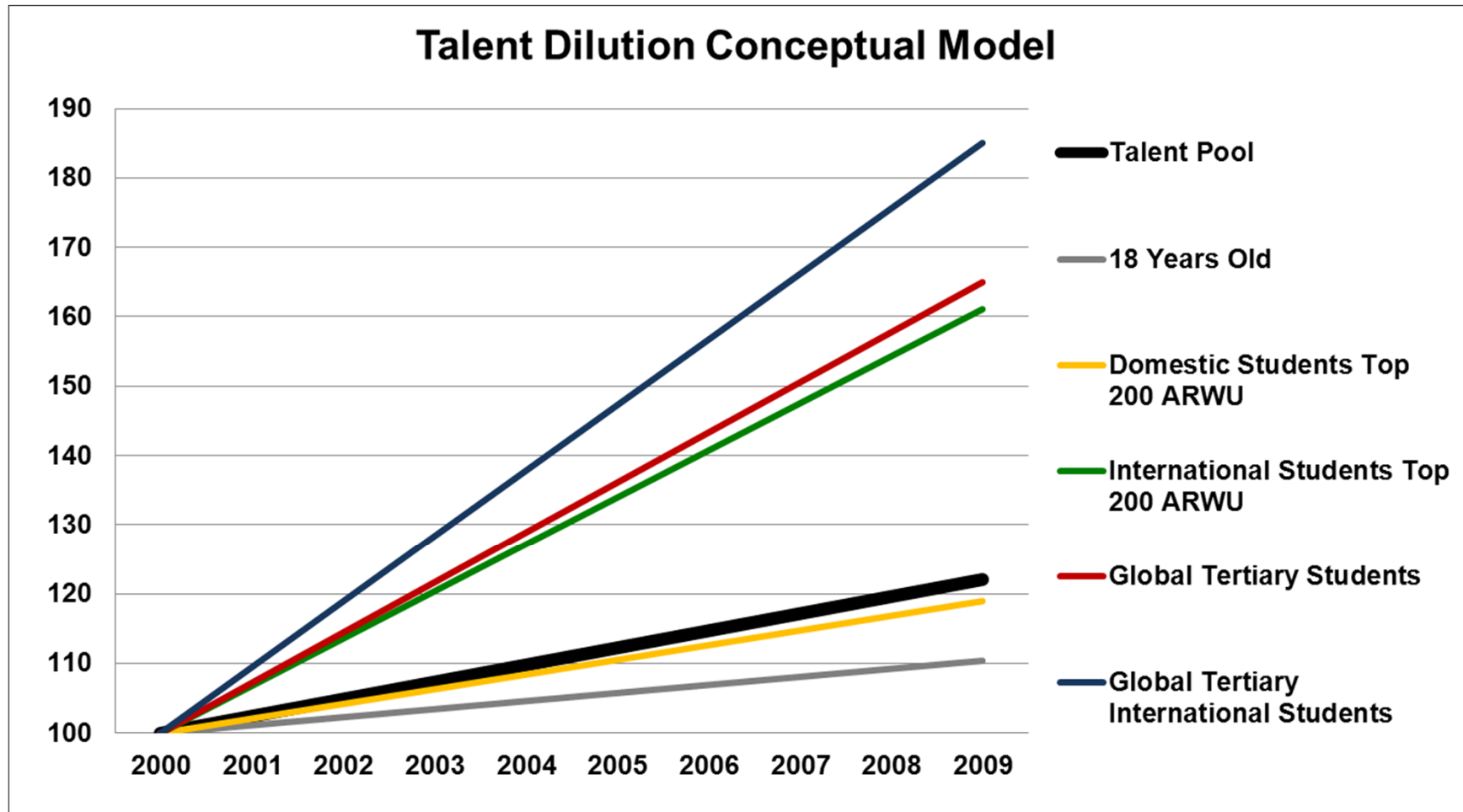
COMPETING FOR TALENT

- **On a domestic level, inter-provincial competition for graduate students is bound to rise, albeit driven by very different dynamics (from filling seats to recruiting the best/most employable talent).**
- **Competition between institutions will also rise, reflecting that the expansion of graduate education is unlikely to be able to draw on an equally increasing talent pool.**
- **Talent acquisition as a practice will have to become more granular and diversified:**
 - **Domestic – under-represented but capable groups**
 - **Domestic – qualified but economically challenged students**
 - **Domestic – fast track students**
 - **International – a more active and targeted approach**
 - **International – a more diverse approach**
 - **General – more network centric, usage of alumni as talent scouts, jointly with businesses, work permit and migration options, etc.**
- **More aggressive**

Talent Dilution:

- Denotes high quality universities enrolling students today they would not have enrolled a decade ago.
- The definition of “high quality” is malleable, but centers on the leading global ~1,000 universities. This includes the majority of Canadian universities.
- The result of talent dilution is a host of well-observed, documented, and increasingly researched issues.
 - Academic underperformance/failure
 - Non-integration into society/culture
 - Workplace underperformance
 - Sanctions (ineligibility, alumni)
 - More...
- Talent dilution has two possible outcomes: A global re-setting of what is an accepted student performance/capability – or brand impairment.

TALENT DILUTION (II)



Notes: This index-based talent dilution conceptual model does not claim final precision. It's aim is to discern any delta between the International Students at the Top 200 ARWU universities (sampled) relative to the global talent pool of 18 year olds. By definition, this model relies on estimates and approximations. Any negative delta larger than 15% of the International Students at the Top 200 ARWU universities index score is assumed to signal talent dilution.

Sources: OECD Education At A Glance 2010, UNESCO Education Statistics, IELTS Test Scores, United Nations Population Statistics, Academic Ranking of World Universities 2011, Universities' Institutional Enrollment Data (2000, 2009), DEEWR, OECD Pisa Test Scores.

TECHNOLOGY CHANGES

- **The advent of the Internet as a ubiquitous and cheap information access infrastructure has already transformed education at all levels:**
 - **Collaboration of researchers**
 - **Online application systems**
 - **Professional grade plagiarism**
 - **Ever-evolving Learning Management Systems (from Blackboard to Moodle)**
 - **Constant flow of ideas**
 - **Facebook...**
- **Technology has become both cheaper and more expensive, resulting in much wider application but also a financial arms race.**
- **Technology (again, the Internet) is a great enabler. It has leveled the playing field in theory, yet in practice inequalities are more evident than before.**
- **The ability to teach students to productively use technology (rather than play use) is a major challenge many higher education institutions have simply not successfully addressed yet.**

THE RISE OF POLITICS

- **Higher education institutions in Canada are subject to a diverse set of provincial policy-making. While it is difficult to generalize, a few common trends are emerging.**
- **Education has become too big in the policy discourse to be left on its own anymore. Especially international education has recently drawn a lot of attention (e.g. Ontario, British Columbia, Manitoba).**
- **Policy-makers have discovered the education file. Not all policy-makers, however, are steeped in education issues, or consider the specific nature of education as “not just another industry”.**
- **Public scrutiny of universities, including that of the media, will continue to rise. This applies especially in situation in which institutional decisions become political footballs (e.g. admissions decisions).**
- **Intra-institutional politics will increasingly reflect these external pressures, making governance more challenging.**

CULTURE AND COLLEGIALLY

- **The “world apart” nature of universities is increasingly a thing of the past. Organizational cultures are changing as evidenced by the rise of managerialism and accountability demands.**
- **Collegiality between academics and between higher education institutions has always separated the academic sector from the business world.**
- **Unfortunately, precedents in highly commercialized education systems or institutions signals a weakening of this trait. Examples stretch from researchers being marginalized to commercial interests trumping academic self-governance.**
- **The impending baby boomer retirement wave, coupled with domestic student shortages in certain subjects, is bound to lead to departments with a plurality or even majority of faculty members with a non-Canadian background. This will induce cultural and leadership challenges.**

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FINAL COMMENTS

- **Graduate schools in Canada have done well over the last decade.**
- **There is no reason why they cannot continue to thrive.**
- **In order to thrive, a more proactive, strategic, and in some ways professionalized approach will be needed.**
- **At the end, a larger, more diverse, more relevant – and more interesting landscape will have emerged.**

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