



COMMIT

Committing to the social dimension in universities



The challenge of implementing a new mission in higher education institutions

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20 May 2014
Barcelona

Project co-ordinated by:   Project funded with support from the European Commission. This presentation reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Personal approach towards the social dimension

- ❑ Twofold origin of LLL: employability and active citizenship/participation
- ❑ Strategic guidelines of LLL:
 - Life span-orientation
 - Learner centered
 - Life long guidance
 - Outcome-competence-orientation
 - Support of participation and access

Individualization - one of the central approaches

Social reasons

- ❑ Life span orientation
- ❑ Different diverse biografies

-> the need to integrate learning into different stages of life

Methods of learning

Competence orientation

From teaching to learning

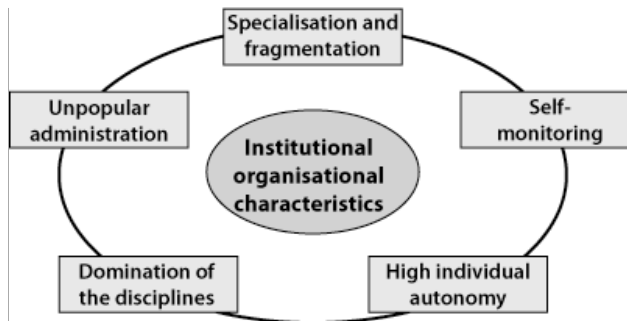
Valuing experience

Building learning architectures

The context – the logic of expert organizations

- ❑ Universities: Fragmented, loosely coupled organisations with individualised performance
- ❑ Invisible college as important factor
- ❑ twofold matrix: organisation and discipline
- ❑ professional identity closely linked to discipline; performance reviews follow the logic of the discipline
- ❑ Supply oriented - not demand driven,
- ❑ Grass root change processes, institutional change extremely difficult
- ❑ Change has always been forced from the outside

The expert organisation



Areas of intervention for institutional development...

- Structures
- Processes
- Culture

... and main instruments:

- Financial resources
- Personnel management
- Information management

Structures

- information structures
- communication structures
- decision-making structures
- division of labour into specialised roles, functions and units
- development of units and functions, i.e. comprehensive leadership teams

Processes

- processes of communication
- decision making
- relationships between people
- personnel management and guidance

Culture

- ❑ what members of the organisation think and feel with respect to their work and their attitude towards their work
- ❑ symbolic and normative management
- ❑ development of an organisational vision
- ❑ clear presentation of institutional values

Perspectives

- ❑ Using the logic of the expert organisation
- ❑ Securing institutional learning and transfer for other areas of universities
- ❑ Learning how to set up adequately structured networks and collaboration models
- ❑ Adjust quality assurance models
- ❑ Think of structures, processes, attitudes
- ❑ Institutional recognition of social responsibility activities