Academia in the 21st century: An analysis of trends and perspectives in higher education and research

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Abstract

What are worldwide the main trends that will or should have an impact on the future of academia? What is expected from academia by different stakeholders in the years to come? These and related questions are addressed in CHEPS’s report ‘Academia in the 21st century. An analysis of trends and perspectives in higher education and research’. The report is the outcome of a challenging project commissioned by the Advisory Council for Science and Technology Policy (Dutch abbreviation AWT). In the report the following seven trends in higher education have been analysed: 1) the development of information and communication technologies, 2) the marketisation in higher education and science, including the changing roles of governments, 3) globalisation, internationalisation and regionalisation, 4) and advancing network society (e.g. rise of consortia, strategic alliances, etc.), 5) an advancing knowledge society, 6) socio-cultural trends, and 7) demographical trends. In the concluding chapter general observations and reflections have been put forward. They concern the issues of differentiation at the system and organisational level, excellence and diversity, and the role of universities in a knowledge society.
Higher education has therefore seen a surge in the number and diversity of applicants. Colleges once tended to enroll 18- to 22-year-olds from middle- and upper-income families but now serve a more diverse population. Since 2000 the number of low-income students enrolled in college has increased 15 percent, the number of female, Asian/Pacific Islander, and Native American/Alaskan Native students has each increased 29 percent, the number of black students is up 73 percent, and the number of Hispanic students, 126 percent. Labs have always been part of courses in the natural sciences. But now students are also doing textual analysis and original research in their humanities and social-science courses. Advance praise for Richard D. Lewis’, The Cultural Imperative: Global Trends in the 21st Century Richard Lewis’ approach has been an absolutely marvelous way to get my students to appreciate how and why cultures are different, and how to benefit from this. It is great to see him now turn his practical wisdom to the future in such a spellbinding, readable and timely new book. A real imperative for understanding cultural trends! —Ulla Ladau-Harjulin, Principal Lecturer FRSA Swedish School of Economics and Business Administration Helsinki, Finland. —Arie Y. Lewin, Professor Director, Center for International Business Education and Research The Fuqua School of Business, Duke University. This research focuses on the advancement of women in academia from an interdisciplinary perspective. It examines the leisure activities of faculty from various departments from a gender-based point of view, with regard to the association between time devoted to research and teaching and time devoted to family and social life. Using content analysis of documents, this research attempts to gain insight of adult education in the context of Mozambique. The findings reveal that adult education in the perspective of change and development as it is in Mozambique is linked to the objectives of poverty reduction and social inclusion.