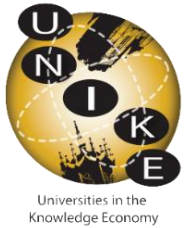


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# **The realities of a neo-liberalised higher education system in the UK and Australia: Envisioning a heterodox university model**

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# Principle Research Question

**How might heterodox university forms, as distinct from the currently dominant orthodox models of university ownership/control, governance, financing and organisation, contribute to educational and thereby wider socially, economically and culturally beneficial outcomes?**

# Methodology

- Site visits of 4 unorthodox universities/colleges
- Interviews
- Focus Group Meetings
- Observations

Orthodox Model	Heterodox Model
Management controlled	Worker and student owned
Universities aligned to knowledge economy for employable graduates	University will network with businesses for the benefit of students
Universities run on a business model; top down management	University as a social model with democratic governance and participative management
Have become producers/suppliers of human capital	Development of holistic individual - students learn and work in the institution gaining useful leadership and other skills to become leading members of the complex knowledge economy
Provides industry with economically exploitable knowledge	Produces knowledge to benefit society
Higher education repositioned as a private good	Higher education for the benefit of all by serving the wider region within which the university operates and empowering young people
Diminished authority of academic staff	Academics as partners
Students as customers (must pay for their education)	Students as active partners; they are integrally involved in the decision making process.
Transactional relationship between university/faculty and students and less so a commitment for their personal development	Partnership between faculty and students with vested interest of faculty
High tuition fees	Addresses social inequalities - low tuition to no tuition
Increased competition, marketization of education services	No need for competition
Students under pressure to get the right jobs (cost/benefit analysis)	Equip students with the skills and knowledge to impact the world positively
Access and affordability leads to indebtedness of students	Access for all - reduced student indebtedness
Standardized curriculum	Curriculum developed with students
Overcrowded lectures and class sizes	Controlled lectures and small class sizes

# Features of a Heterodox Model

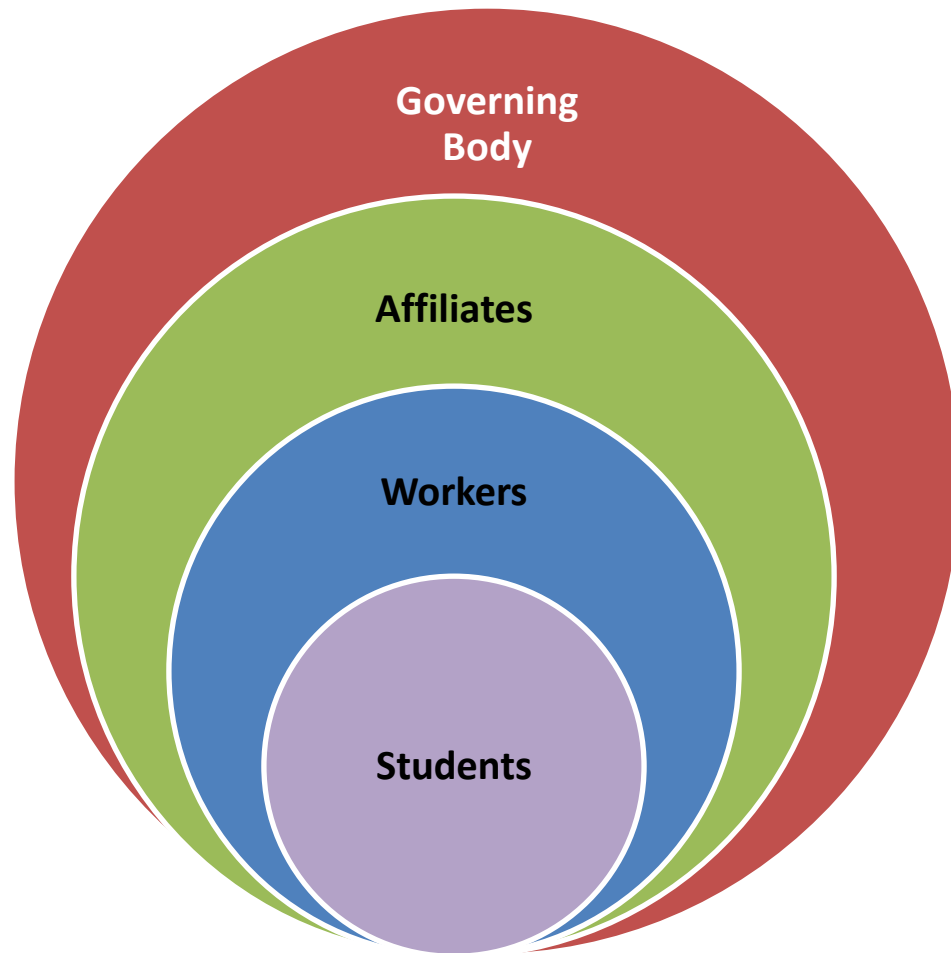
❖ Unorthodoxically owned/controlled

❖ Accessible to all

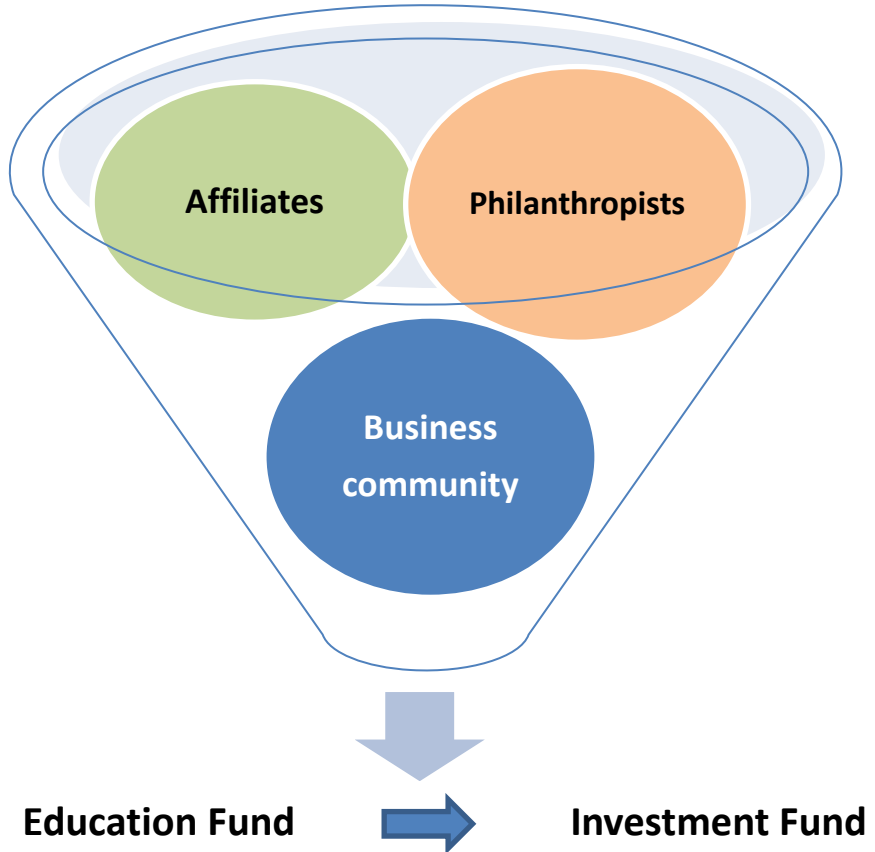
❖ Capacity

❖ Sustainable

# Framework



# Financing Mechanism



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**End of presentation**

**THANK You**