Being a global university- Perspectives from HRDs

"When planet-wide problems do not recognise either national boarders or the boundaries that have traditionally separated academic disciplines, universities must adapt"

World economic forum, Nicholas Dirks, Chancellor, University of California, Berkeley

Indi Seehra

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Source

- Literature Review
- League tables
- Russell Group HRDs
- Presenters' experiences (LSE/ Cambridge)
- Case studies
  - International Growth Centre Management/ LSE & Oxford University
  - African Leadership Programme/ LSE
  - Liverpool online partnership programme
  - Sheffield / AMRC and Boeing
  - Edinburgh Global Academy

University ranking measures- "Global outlook"

These include -

- Student representation

- Staff and Faculty representation

- International Alumni representation/ donations

- Curriculum design

- International Collaborations

- Research grant sources

- Research Impact
  - e.g. political decision making, improved wellbeing through technological advancement

How Global is "Global?" – literature review

Some challenges to being global-

- Student representation/reach including online programmes- ("international students are not an extension of the business model")
- Faculty representation- Gender/ ethnicity
- Cultural openness
- Industry/ University interface
- Teaching/ Research
- Historic prestige/ emerging (Brand)
- Organic emergence/ planned growth & impact

What do we mean by a "Global University?"

Level 1
- Student/ post doc/ faculty population
- Partnerships; teaching
- Partnerships' research

Level 2
- Physical presence
- Administration partnerships to represent a "joint intent"
- Being Global is a "cause" for the university
- Alumni impact

Level 3 (assumes some of Level 1 and 2 plus…)
- Policy impact on political and social issues of our time
- Environmental sustainability
- Research outcome impact/ reach

Global Human capital trends (Deloitte- 2014)

2500 businesses operating internationally across all sectors participated

Summary findings-

- Leadership- biggest challenge

- Technology/analytics

- Skill gaps & meeting these i.e. talent management/ mobility

- Engagement and retention

HR professionals are more confident that these can be met than general management (CEOs, Vice Chancellors)

Trends in HR in more advanced sectors of globalisation

Reducing manual effort (increased use of IT)

Social media-communication strategy

Diversity in workforce

Work/life balance

Specialised applications*

*see next slide

Rachana Shilpan Vyas - 2016

Specialised Applications for HR – Most quoted

- Different labour markets- (local verses expat/ contract verses employed)
- Mobility problems- legal, economic, cultural barriers
- Immigration and taxation laws
- Differing management styles
- Varied compensation packages (medical insurance, housing, schooling)
- Labour law variations and increasing changes/ amendments
- Exchange rate movements
- Political instability

Implication for skill set for HR professionals in HE (1)

- Knowledge and expertise of country differences on employment/immigration law
  - Pragmatic approach to compliance?

- HR policy support from a distance- communication approaches

- Existing policies and practices need to be applied flexibly with greater judgement for the higher number of unknown issues

- Use of new technology to deliver services

Implication for skill set for HR professionals in HE (2)

- More delivery through outstanding negotiation, client management and influencing skills
  - Greater involvement in non-HR activities/ collaboration with other professions

- More devolved "decision makers" within HR (and more outsourced partnerships)

- Greater expertise in managing varied Employee Relations Frameworks

- Culture and diversity at a forefront of HR policy and application

Strategic Competencies for HR Professionals

- Relationship building across cultural boundaries
- Knowledge/ expertise on "Global Mobility"
- Talent management adapted for cultural norms
- Data and analytics increasingly used for people resource decisions – e.g. analytics driven talent sourcing and deployment
- Communication expertise – language, medium etc.
- Engagement and Reward landscape- more specialism/capability
- Risk management- approach to risk/ regular reviewing of decisions

Operational Competencies for HR Practitioners – Direction of development

- Single-language ⟶ Multi-language

- Understanding culture/diversity of organisation ⟶ Understanding cultural norms/diversity across borders

- Expert knowledge ⟶ Expert on accessing knowledge

- Understanding mobility issues in staff going abroad ⟶ Understanding of "Global Mobility"

- Face to face relationship building ⟶ Distance relationship building

- Risk management – Compliance ⟶ Risk management – business focussed

- Reward knowledge focused primarily on pay ⟶ Reward knowledge of total benefits of employment or association

Reading Material/ References

- How are universities adapting to globalisation
- Nicholas Dires, chancellor, university of California, Berkeley (January 2015- World Economic Forum)
- Effects of Globalisation on Human Resources Management
- Jeremy Bradley, Chron.com (March 2017)
- Fire main function of Global Human Resources Management
- Jeremy Bradley, Chron.com (March 2017)
- Trials for a global university
- Colleen Walsh, Harvard Gazette (January 2017)
- What does it mean to be a global university?
- Anthony Finkelstein- Prof series (2013)
- Trends among global universities
- Rachana Shilpan Vyas (2016) - Thesis
- Impact of Globalisation on Human Resource Management
- Bhushan Kapoor, Professor and Chair, Information Systems & Decision Sciences, Cal State University, Fullerton, USA
- International HR Adviser (UK) Issue 69, Spring 2017 – Deloitte article on global workforce agility

Thank you - Any questions?

Case Studies

Case study 1
LSE – African Leadership Programme

- Gift from Firoz Lalji gave LSE the opportunity to build a world leading social-science centre for research and teaching with an African perspective

- The mission: work in partnership with Africa, bringing more African researchers (and other academics) to LSE and to academic and public debates

- Centre is an open platform for academics, students and alumni alike and helps the School to reach out more effectively to Africa

- Unique position to draw on a range of knowledge and expertise across LSE to enrich and inspire students, researchers and academics from Africa

Case Study 2
The LSE – Oxford International Growth Centre
A Distinctive, Embedded Approach to Policy Influence (1)

- The IGC enables international, local researchers and policymakers to work together to deliver rigorous, high-impact research that addresses the need for national and regional growth policies.

- Builds demand for research by engaging directly with local policymakers to identify and create awareness around growth policy challenges, and encourages them to work collaboratively with IGC researchers to address them.

- Identifies promising local research talent, and connects them to the wider IGC network of policymakers and international researchers

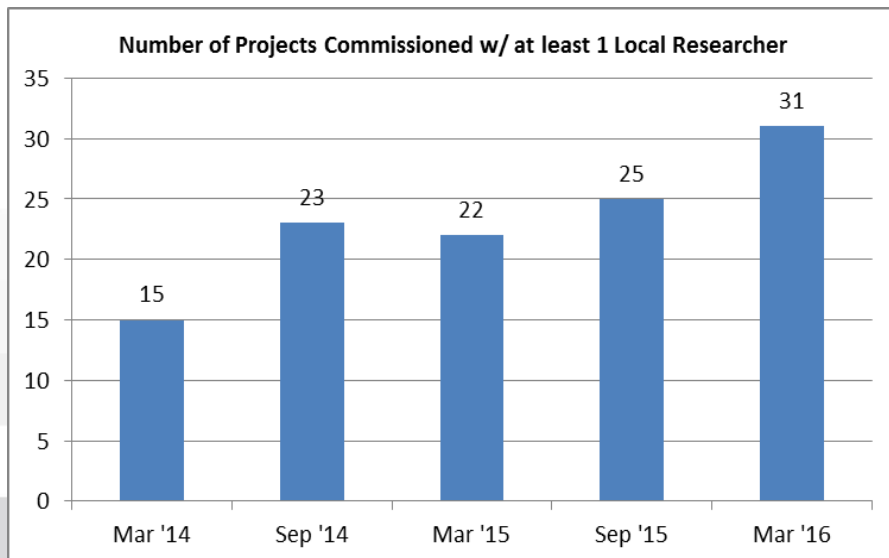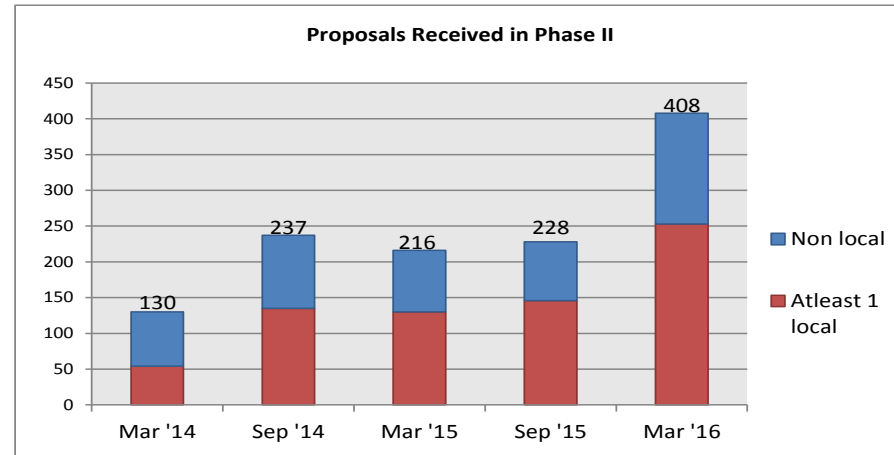# The LSE – Oxford International Growth Centre
A Distinctive, Embedded Approach to Policy Influence (2)

- Funds for research projects , through open and direct commissioning that takes into account a project's ability to contribute to local capacity.

- Provides support to unsuccessful local applicants by giving feedback on research proposals, and encouraging them to re-apply

- Provides training to local PhD students on quantitative research methods, economic theory, and communicating results for policy.

The LSE – Oxford International Growth Centre
A Distinctive, Embedded Approach to Policy Influence

The number of proposals received from local researchers has shown consistent growth -

Proposals Received in Phase II

Legend: Non local; Atleast 1 local

Values: Mar '14: 130; Sep '14: 237; Mar '15: 216; Sep '15: 228; Mar '16: 408

Number of Projects Commissioned w/ at least 1 Local Researcher

Values: Mar '14: 15; Sep '14: 23; Mar '15: 22; Sep '15: 25; Mar '16: 31

As has the number of commissioned projects by local researchers -

The LSE – Oxford International Growth Centre

Pre Registration

- Operate in 13 countries (Registered as a company in 7)

- c.40 people working as "Contractors"
  - Country Director or Lead Academic – part time & not all national or in country
  - Country Economists – mix of national and non-national
  - Office managers – all national, some provided through host organisation

- IGC is largely funded by DFID with Phase 3 funding tender later in 2017

Case Study 3
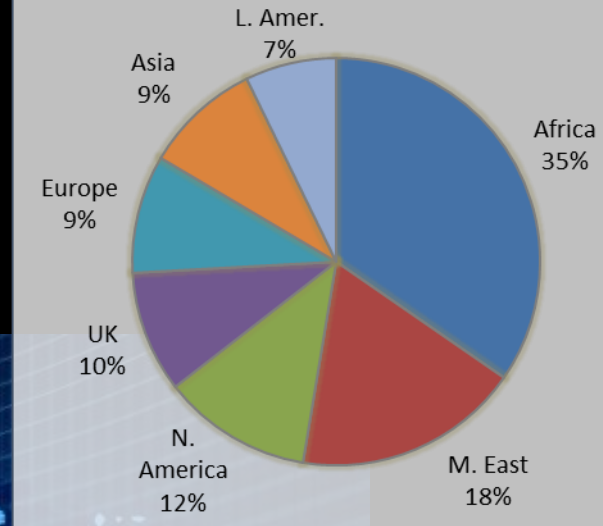## Liverpool Online University of Liverpool & Laureate

- Liverpool Online is part of the University's international partnerships and presence strategy (others in China, Singapore, Malawi etc.)

- Partnership with Laureate since 2004

- Online collaborative and interactive postgraduate -certificates, masters and doctorates - (Globally c. 10,000 students, 9,000 graduates)

- A partnership that uses Laureate business capabilities and Liverpool brand, academic vision, programme development and QA
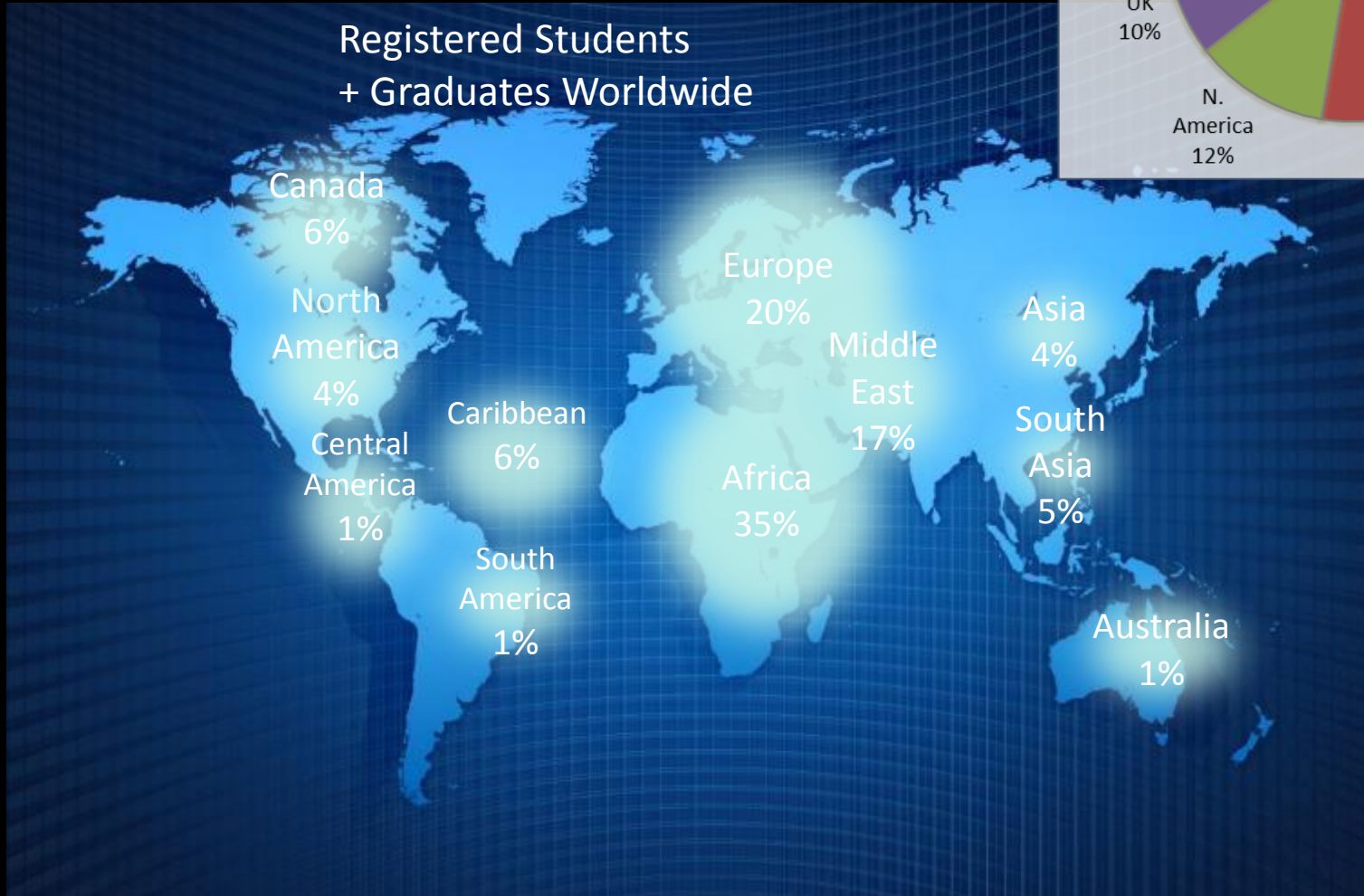
Liverpool Online University of Liverpool & Laureate

Some People issues

- Navigating the different cultures involved – academic, corporate, international

- Partner employed with Liverpool honorary status

- Partner staff management but Liverpool reputation

- Development of programmes at scale and delivery model – demanding workload for Liverpool & Laureate staff

Case Study 4
The University of Sheffield AMRC with Boeing

A world-class centre for advanced manufacturing

- Established in 2001 as a collaboration between Boeing & University of Sheffield, the University of Sheffield Advanced Manufacturing Research Centre (AMRC) with Boeing helps manufacturers of any size to become more competitive by introducing advanced techniques, technologies and processes.

- It specialises in carrying out world-leading research into advanced machining, manufacturing and materials, which is of practical use to industry.

- The AMRC Training Centre provides training in the practical and academic skills that engineering / manufacturing companies need to compete globally, from apprenticeship through to higher education.
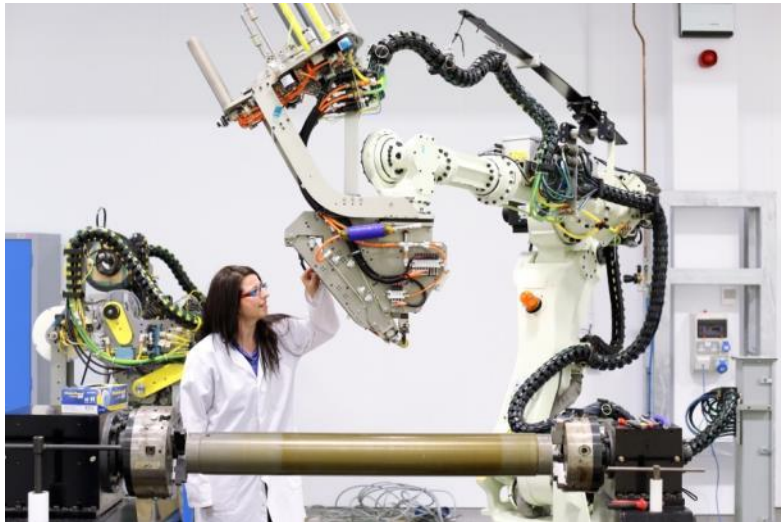
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Case Study 5
The University of Edinburgh Global Academies

- Driven by a recognition that global challenges need interdisciplinary responses.
- Global Academy key objectives are to:
  - offer world leading interdisciplinary on-campus and online postgraduate degrees to help combat global challenges
  - engage in global collaborative research to make life better
  - participate and lead in the creation of global networks and partnerships

- What they do:
  - Global Academies provide a participatory and open community for scholars to work together across boundaries and in partnership
  - Grants, courses, etc. still 'owned' by the contributing academic units (Schools, etc.)

THE UNIVERSITY of EDINBURGH

The University of Edinburgh Global Academies
Grappling with global challenges through interdisciplinary innovation

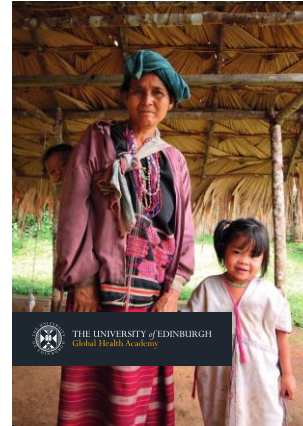- An integrated set of Global Academies –

  2009 - Health
  2010 - Development
  2011 - Environment & Society
  2013 - Justice
  2017 - Agriculture & Food Security

The University of Edinburgh Global Academies
Global Academy outcomes

- Research collaborations
  - New grants (Grand Challenges Research Fund, UK Department for International Development DfID), etc.
- Partnerships
  - Joint programmes; academia-industry-policymaker collaborations; etc.
- Impact
  - Projects cited by UK Centre for Development Studies UKCDS in the top 20 impact stories from REF 2014.
- Training & scholarships
  - Numerous new postgraduate online degrees;
  - Cohorts of scholarships (postgrad and doctoral). Leverhume Trust, Commonwealth Scholarships Commission, etc.