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Shaping Things to Come

Original Citation

Hunt, Emma (2011) Shaping Things to Come. In: Shaping Things to Come: ADM-HEA Annual Forum 2011, May 2011, Royal Institute of British Architects. London.

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Shaping Things to Come

HEA – ADM

Emma Hunt

May 2011

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The bad press...

- Creativity on the Rack
- Cuts in Culture
- HE Genocide
- £000's of dept
- Cuts in courses, institutions, mergers and acquisitions
- Coalition to blame for HE 'mess'
- Tuition fees too high, too low
- Preserve of the rich and the few...etc

Closing remarks of the Chancellors budget speech (March 2011)

- So this is our plan for growth. We want the words:
- 'Made in Britain'
- 'Created in Britain'
- 'Designed in Britain'
- 'Invented in Britain'
- To drive our nation forward.
- A Britain carried aloft by the march of the makers.

That is how we will create jobs and support families.
We have put fuel into the tank of the British economy.
And I commend this Budget to the House.

Dick Powell writing in Design Week.

17/03/11

- ‘ a looming problem that on the one hand, the government makes great play of the importance of our creative industries (to innovation in particular) while on the other hand, the education system which produced those industries and is now required to sustain them is about to be cut off at the knees!’

The road to recovery..

- Positive thinking entices clients back to design education (Design Week 28/04/11)
- Britain will continue to be a creative powerhouse. It will just have to work harder at making sure the fruits of its labour pay (ST 01/05/11)

Tensions have been around for a long time

- Opportunity not crisis
- Positive predictions
- CHEAD mantra of influencing the influencers to help each other

What does the future hold

- ICFAD Delphi project – 2008 until 2018
- LFHE project – ICHEM -2025
- CHEAD New Forms New Forces conference
- Parliamentary Design Commission

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- As apparent today, a shift toward nongovernmental funding will continue
- for the vast majority of higher education's budget. In a decade, the decrease
- in government support will affect higher education and the arts---a double
- deficit for the profession. Increases in government grants will continue
- to shift to support K-12 school improvement, basic literacy and STEM
- competencies. Corporate and foundation gifts will lean toward social and
- health causes, to the neglect of the arts, as well. And there will be steady
- competition for the same dollar among the arts in higher education and
- cultural organizations.
- Thus, arts programs will have greater reliance on individual donors,
- as public institutions' streams of revenue mirror private institutions.
- This will have some unintended consequences. For example, the academy
- will experience an increase in influence over student and faculty work
- by external funders. Research, performance, and exhibition will undergo
- constant public scrutiny. There will also be a rise in self-censorships. On the
- other hand, private philanthropy will help foster needed curricular change.
- Arts programs will be more responsive in meeting the needs of industry
- through curricular reform that will prepare students for industry standards
- more efficiently.
- Philanthropic partnerships will be instrumental to institutional relationships

Its not the future its happening now anyway....

- e.art schools – (IDI, OCA etc)
- Private providers (interior design schools, short courses, the art centre courses)
- Mobility of space(provision in museums, international partners, collaborators, industry)
- Philanthropy – new premises for Design Museum/Conran foundation
- Global competition (franchising, branch campuses etc
- Demographic changes (fewer 18 year olds, longer schooling)
- No monopoly on creative courses (creative technologies, computing, engineering, business etc)
- Leadership trends, fundraising, succession planning, partnership focus.

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Cont..its happening anyway

- Course closures – maybe they are not very good?- strategic niche making?
- Strategic networks and partnerships at all levels
- European money
- Student outward mobility
- Fees increase
- Research income decrease
- HEIF – 30 institutions not to receive funding
- Revenue from private sources
- Mixed economy mixed provision mixed attributes (the strength of the A&D sector.

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CHEAD conference outcomes

- HE Art and Design many years has been the strength as the engine of UK creativity and it is set to continue – we are shaking off the sense of VICTIMHOOD
-
- We know already the detailed issues/debates (to be expanded upon) with The Academy (e.g. purpose of a university education etc) and within Government – we will set out our stall for the type of society we want to be part of in the future
-
- Our diversity (of HE A&D provision) as a membership organisation and our history as a sector provides a rich opportunity to be part of the future the UK Government wants us to be – economically prosperous, happy and tolerant, and community minded. We can revisit, in part, the 19th Century definitions of an Art and Design Education and the culture of philanthropy that formed the basis of the great universities and museums and look to the future (e.g. The Conran Foundation and the new Design Museum)
-
- On reflection we have robust arguments and can articulate with confidence our value to society and the economy. In the words of one VC : *'To not fund the creative arts for example seems counterproductive when it is this creativity that leads to the development of new products that in turn will help the economy recover.* We can be part of the changes to UK HE because of our diversity: eg responding to marketisation, globalisation and commodification

Pedagogic practices to preserve

- Mixed landscape of provision
- Collaboration, networking, sharing
- In finding a valued place in society our curriculum will have:-
 -
 - Explicit moral arguments and understanding
 - Clarity of language that all can understand
 - Show cause and benefit
 - Will not let the government ' off the hook'
 - Respond to the grand challenges
 - Will be comfortable with the position of ambiguity and uncertainty
 - Demonstrate the importance of A&D in a recessior

Practices to nurture and develop

- Accurate representation of what we do – course information
- Increase messages as to why its important to go to university – what makes it a university experience
- RESEARCH
- Academic freedom, cultural expression
- Raise our game in terms of research, and research pooling for collaboration for a more coherent provision for the 21st century to encourage innovation, and even serendipity
-
- A&D will be empathetic, innovative, working with and for society, but will not attempt to hold the monopoly on creativity
-
- A&D understands it a different sort of vocational education – and is concerned to provide for a well educated citizenship
-
- Student choice will be taken seriously
-
- Leadership skills will be developed as a key skill for the future landscape of employment
-

What can we afford to ditch

Sensationalist press at the expense of other providers

Infighting

Blandness in the provision constructed as a result of ensuring standards

poor quality provision

Unpaid internships in the creative industries

Research

- We must be research led – distinguish the value and status of our discipline
- Strong submission to the REF
- Leads to distinction of provision
- Boundaries between teaching only or research only will blur into one post REF 2013

Dick Powell again..

- ‘ I see this as an opportunity to take a deep breath and have a serious look at our design education system and fundamentally reshape it (and its funding) to meet our future needs.
- Its a design problem, and design problems are best solved by figuring out where you are, and then by marching off into the future and establishing a strategic vision for what your product or service ought to look like to meet future needsthe recently formed Parliamentary Commission for Design taking this on gives me hope...because I think it is needed...

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Design Commission

Inquiry: Design Education

Terms of Reference

- Inquiry opportunity to investigate the economic rationale for design education both specialised and embedded in other disciplines
- This is a fairly simple and logical argument but not one that has been fully articulated yet, or with which many people outside of the design world will be familiar

Call for evidence

- This will be done by examining
 - 1- whether design could be said to be strategically important to the UK – to the economy, to business, to society and the individual.
 - 2- Whether design education, and in what forms, could therefore be said to be strategically important to the UK –
 - 3- Whether design education is in anyway ‘vulnerable’ both in the narrow sense meant by HEFCE, at other points in the design pipeline and in comparison to international competitors.

The inquiry will therefore consider design in the whole education system, with a particular focus or potential vulnerability has been identified.

Inquiry: Design Education

- Hypothesis
- To improve public services and support economic growth in the UK, design education should be a priority within the whole education system; both as a complementary discipline to STEM subjects, and embedded in a range of other disciplines and credentials.

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Prospective students

- Need convincing
- Educating about the new tuition fees, loans etc
- Trend of uncertainty backed by various research
- Shocking poll of those students not likely to go to university:- Women in the North of England, those with 3 grade B or less, from poorer backgrounds, think employment is a better option.
- Those studying arts, humanities and languages were more put off than those taking science subjects.

Hold our nerve

- Difficult times, but we must look for our own opportunities to exploit – its a strength of our discipline lets use it!
- Students will be the centre of the system – a person to engage with and not a passive consumer of education, or a commodity for industry to buy as ‘oven ready’ goods
- HEFCE call for evidence strategically importance or vulnerable subjects – end of May deadline
- Change our relationship with Industry and the professions – update, invite, consolidate and promote

Thankyou

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