

(June, 2011)

Professor Ronald Barnett
DLit(Ed), PhD, MPhil, BA, AcDipEd, PGCE, AcSS, FSRHE, FHEA

Curriculum Vitae

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[Publications, Conference Papers and Talks: separate document]

1: Education and Qualifications

Name: Professor Ronald Anthony Barnett

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Nationality: British

Education:

1967-70 St Cuthbert's Society, University of Durham
1970-71 St Mary's College, Twickenham, Middlesex
1971-84 University of London, Institute of Education (part time)

Qualifications:

1970 BA Hons, Division B (philosophy, psychology, sociology)
1971 PGCE (social studies)
1973 (Academic) DipEd (philosophy of education; comparative education)
1978 MPhil ('Knowledge and Ideology in Higher Education')
1984 PhD ('The Legitimation of Higher Education')
1998 DLit(Ed) [*higher doctorate, conferred by University of London*]

1997- *Fellow, Society for Research into Higher Education (FRSHE)*
2005- *Fellow, Higher Education Academy (FHEA)*

Prizes/ awards

(in addition to the [earned] DLit(Ed), the FRSHE and national book prizes – as shown elsewhere):

2005:

- First recipient of annual 'Distinguished Scholar' prize offered by the European Association for Institutional Research.

2008:

- Academician of Association of Social Sciences (AcSS).
- Honorary Fellow, St Mary's University College, Strawberry Hill.

2010:

- Life Achievement Award, University of Surrey, Surrey Centre for Excellence in Professional Training and Education.

Current position: Emeritus Professor of Higher Education and Consultant

Former positions at Institute of Education, University of London

Oct 2005- **Pro-Director (Longer Term Strategy)**

Sept 1995 - **Professor of Higher Education** (School of Lifelong Education and International Development)
My main interest is the conceptual understanding of higher education and the nature of the university in the modern world. Have spoken in over 25 countries. A conference was devoted to my work in 2001.

Other former responsibilities

Past Immediate Chair, Society for Research into Higher Education
Chair, Research Degrees Committee, University of London.
Chair, Meeting of Professors, Institute of Education

Chair, Academic Council, Inter-American University, London.

1995-2002 ***Dean of Professional Development***, responsible for Master's modular system (60+ courses); Quality Matters across the Institute; Staff development, both academic and support staff; Learning and Teaching Strategy

2: Career progression

Institute of Education, University of London

1990-91	Lecturer in Higher Education
1991-93	Senior Lecturer in Higher Education
1993-95	Reader in Higher Education
1994-2001	Dean of Professional Development
1995-08	Professor of Higher Education
2005-8	Pro-Director (Longer Term Strategy)

Council for National Academic Awards

Sept 78-
Aug 90

Wide range of posts as an officer at CNAAC, including:

Information Services:

- Editor, CNAAC Digest
- Produced other CNAAC publications
- Designed and led workshops for external examiners

Reviews Coordination Group:

- Link officer for 30+ institutions;
- Organised institutional review visits and drafted ensuing reports.

Development Services:

- Contributed to a promotion of CNAAC's Development Fund;
- Oversight of a range of R&D projects.

Science and Technology Unit:

- Assisted in coordinating work of 27 subject boards;
- Served course visits to institutions.

Academic Policy:

- Served policy formation committees;
- Worked on CNAAC's academic policies;
- Produced CNAAC's first Handbook;
- Advised institutions on CNAAC's regulations

Polytechnic of North London

73-78

Various administrative posts, including:

- Admissions Officer
- Secretary to Education Faculty;
- Secretary to a range of Committees of the Academic Board.

72-73

Research Assistant, Department of Sociology (national survey of polytechnic staff & students).

3: Management Achievements and Experience

Achievements at the Institute of Education have included:

The Institute's postgraduate courses

- Imparting a structure to the management of the Institute's 60 postgraduate courses.

Developing self-critical capabilities among the course teams;

- Rationalizing a previously unmanaged offer and increasing teaching efficiency;
- Introducing a corporate sense of current quality standards;
- Producing a coherent offer across the Institute's courses;
- Introducing a formal course review system involving an external element;
- Achieving a climate of continuous collective improvement;
- Encouraging a responsiveness towards flexible forms of learning, esp. ICT-based.

Learning and Teaching:

- Developed the Institute's first Learning and Teaching Strategy;
- Instrumental in many developments to raise the profile of teaching within the Institute.

Staff Development and Appraisal

- Substantially enlarging the staff development programme (across all staff), making it responsive to internal client needs;
- Reviewing the staff appraisal system and seeing through a revamped system.

Responsibilities, Institute of Education, as Dean of Professional Development:

Reporting to the Director, my portfolio included:

- i *Member of Planning & Resources Committee (Senior Management Team);*
- ii *Managing the development of the Institute's postgraduate courses;*
- iii *Oversight of the Institute's staff development and staff appraisal programme (covering all staff);*
- iv *Quality assurance matters across the Institute (both academic and administrative matters);*
- v *Learning and Teaching Strategy: developed the Strategy and overseeing its implementation;*
- vi *Overseeing the Institute's links with the UK's Institute for Learning and Teaching;*
- vii *Leading the Institute's preparations for Subject Review, Jan. 2001 (on all 60 postgrad. courses).*

Chair:

- Professional Development Board (oversees postgraduate courses);
- Committee for Quality Affairs;
- Staff Development Committee;
- Meeting of (50+) Course Leaders.

Member of:

Senate; Council; Finance & GP Committee; Information Strategy Committee; Publications Committee.

Line management responsibilities:

- Appointing 50+ course leaders, who were responsible to me.
- I also have had working to me a number of staff, both academic and administrative, in relation to quality audit, & improving teaching & learning.

My other management and administrative experience (elsewhere) has included:

- University of London: For the past three years, Chair of Higher Degrees Committee.
- Society for Research into Higher Education (SRHE): Chair (2003-)
- Chaired Committees in Professional Associations (SRHE); Higher Education Foundation);
- Member of Management Committee, SRHE, for ten years;

Serviced Boards and Committees at national and institutional levels:

- Working with senior staff across the sector;
- Participating in development of policy at the CNAA;
- Organising and participating in audit and validation visits to polytechnics;
- Writing scores of policy papers for committees.

Academic Development:

I am proactive in bringing about academic development, *examples of which include:*

Institute of Education

- Establishing a Teaching & Learning Task Group (to identify good practice);
- Supporting distance learning (whether IT-based or materials based);
- Giving a higher profile to the improvement of teaching;
- Developing course review so that it sponsors educational improvement;
- Enhancing the level and quality of information available to students;
- Acting on reports from external examiners so as to improve course quality;
- Clarifying the 'student entitlement';
- Producing more systematic student feedback on their course experience;
- Requiring course aims to be more specific within course proposals;
- Considering the implementation of a scheme for accrediting teaching competence;
- Overseeing Student Charter;
- Directing the production of a Quality Handbook.

CNAA

- Convening a residential seminar on the Development of Undergraduate Awards;
- Assisting the commissioning of developmental projects (across polytechnics);
- Designed and directed workshops for external examiners.

HEQC

- Member of its Graduate Standards Committee;
- Institute's representative in HEQC's Quality Assurance Network;
- Orchestrated Institute's preparations for Quality Audit.

4: Funded Research

Funded research projects

As Director:

- April 97-March 99 ESRC- funded study of the Changing Undergraduate UK Curricula:
£75,000
- Oct 96-April 97 National Committee of Inquiry into Higher Education (Dearing
Committee): £85,000
- Director of evaluation of responses to Committee's public consultation;
principal author of report; (team of 7).
- Autumn 1994 Directed pilot study ((£2,300 awarded by Institute in preparation for an
application to ESRC to examine the curriculum in UK
undergraduate programmes of study).
- Oct 93-Jan 94 Director, Evaluation of Quality Assessment approach of the Funding
Councils of England & Wales, leading team of 5 (£30,000) (leading to
the so-called *Barnett report*)

Other project involvement:

- Autumn 99-
Spring 2000 (HEFCE Project)
Relationships between Research and Teaching, member of consortium
working to HEFCE's review of Research Policy.
- Spring-1996
Oct 92 (HEFCE Project)
Improving the Quality of Programmes of Study in Sweden, with Bertil
Rolf and Eskil Esktedt, a report on quality assurance in Sweden.
- Oct 88-July 89 Institutional course-validation processes: Director of CNAА-funded
inquiry to identify examples of "good practice" in course review in the
polytechnic sector.
- Oct 85-March 86 Part-time students: institutions' provision and facilities, with T Bourner
(Director) et al, CNAА-funded survey of HE institutions in public
sector.
- Jan 85-Sept 85 Models of Professional Preparation, DES research project, with
Professor T Becher (Director) and Miss Cork.
- April 72-Sept 73 People in Polytechnics, Polytechnic of North London, research assistant
on national survey of polytechnic staff and students.

5: Consultancies

1993

Scottish Higher Education Funding Council

- Review of the SHEFC teaching quality assessment methodology.
Report: Quality Assessment: An Evaluation (Edinburgh: SHEFC)

1994

Higher Education Funding Council for England; Higher Education Funding Council for Wales. (£35,000 grant)

Review of the English and Welsh teaching quality assessment methodologies.

Report: Assessment of the Quality of Higher Education: A Review and an Evaluation
(Bristol, HEFCE). [The so-called *Barnett Report*]

This report led to fundamental changes in the approach to teaching quality assessment in England, in particular, through the adoption of a profiling approach.

Committee of Vice-Chancellors and Principals:

- Convenor of Invitation Workshop

1994, 1995

Central School of Speech and Drama

- Independent Assessor for internal departmental reviews.
- In 1995-96, acted as a continuing assessor for the whole of the annual cycle of departmental reviews.

1995

University of the West Indies

- Design of a teaching quality assurance system.
Report (unpublished): *Assessing Teaching Quality at the University of the West Indies.*

Committee of Scottish Higher Education Principals

- Report for COSHEP on the development of teaching quality arrangements in Scotland.

1996

Standing Conference of Principals (SCOP)

- *Report for the Council of Management of the SCOP* (unpublished): (Svava Bjarnason and Ronald Barnett): HEQC Audit Reports: A Review and Analysis

1997

'Dearing Inquiry' into Higher Education

- National Committee of Inquiry into Higher Education (chaired by Sir Ron Dearing): led team analysing the responses to the Committee's public consultation and wrote ensuing report, which appears as Appendix 1 to the Committee's Report.

Queen Margaret College, Edinburgh

- Review for the Department of Occupational Therapy, Queen Margaret College, Edinburgh, of its teaching approaches, observing lecturers' teaching over a two-day period. Produced report for the Department.

1998

Institute for Learning and Teaching in Higher Education (ILTHe)

- Member of Coopers & Lybrand team, working up draft corporate plan for the ILTHE.

1999

HEFCE

- (with Professor Gareth Williams), 'scoping study' on relationships between research and teaching, including literature review.

Royal Pharmaceutical Society of Great Britain

- Advisory report on taking forward the Society's new scheme for Continuing Professional Development for its members.

2000

HEFCE

- Part of consortium looking at relationships between research and teaching (as part of HEFCE's review of research policy).

2003

University of Westminster

- (With Professor Gill Nicholls), assisting the University - over 6 months - in developing its programme of pedagogical research projects conducted by members of its staff.

Missenden Centre for the Development of Higher Education

- Co-Director of 2-day seminar on postgraduate research degree programmes.

2005

HEFCE

- Member of research team and educational consultant to consortium conducting suite of projects on *space management* in institutions of higher education. With a colleague, have explored and produced a report on universities' future space needs.

2009

Parliamentary Select Committee – Inquiry into Students and Universities

- Special Adviser

2010

University of Surrey

- *Senior Research Consultant*: assisting in developing an agenda around the idea of 'lifewide learning' (conducting a small-scale research project, and being involved in the SCEPTRe conference on the topic).

2011

- LSE/ Tata Institute of Social Sciences (TISS - in India): an evaluation of an LSE/TISS collaboration (involving a visit to TISS in Mumbai, including to the funder of the collaboration, the TATA corporation).
- University of Vienna, Austria: Member of review team evaluating work of the University's Teaching and Learning Centre.

Other smaller income generating activities (workshops etc) include:

- Cranfield University

- University of Bournemouth
- University of Liverpool
- Northampton University

6: Teaching

- (i) **Course leader, MA Higher & Professional Education (1990-1994):**
(Course taken by experienced practitioners in professions and professional education)
- Led complete redesign of course;
 - Redesigned course documentation and course handbooks (to match or surpass best practice anywhere in world);
 - Chaired course committee; serviced Board of Examiners.

(ii) **MBA course on Higher Education Management**

- a Member of course team;
- b Coordinator of Quality module;
- c Act as tutor to some 12 students.

(iii) **Teach on EdD programme**

- a Foundations of Educational Professionalism;
- b Postcompulsory Education specialist strand;
- c Advanced Methods of Inquiry.

(iv) **Supervise fourteen research students in the fields of higher & professional education, the topics of whose research include:**

- The Student Experience;
- Scholarship and the Relationship between Research & Teaching;
- Critical thinking in the Health Professions;
- Modular curricula;
- Business Studies;
- Tourism Education;
- Educational Relationships in Midwifery Education;
- F R Leavis and the Idea of the University.

8 successful PhD students

General approach to teaching:

I bring three dimensions to my teaching:

- a *Student voice:* In my 'teaching', I aim to provoke, to engage, to give the students courage to voice their views and, in their writing, to develop those views. In one module that I ran, I placed responsibility on the students to lead and take forward the discussion.
- b *Provocation and empathy:* I deliberately set out to provoke students and to lead them

into unsettling situations but in a setting of empathy and understanding.

- c. *Standards*: I try to enable my students to become analytical practitioners so that they take on sophisticated powers of theoretical analysis. I look to them to become creative thinkers, injecting divergent forms of understanding into their professional situations. This approach can lead to practical, personal and intellectual transformations.

Some students' comment on my teaching:

'inspirational course'

[Your technique] 'started with a "bang" and was an extremely powerful way of evoking reactions'

'I am using your method of ... I will never forget it'

'The format is unusual (maybe unique) but I feel that it does work well ... '

'... the help and encouragement you have given me ... seem to have opened a door, and made me feel able to contemplate trying things I thought were beyond me.'

'Thank you for providing a stimulating course that rebuilt my self-esteem.'

'The course has been a joy - the 'mind stretching' that has taken place for me is a constant wonder.'

7: Professional Standing and Activities

Media appearances

Radio

- 1996: Panel discussion on setting up of National Inquiry into Higher Education (Dearing Inquiry);
- 1997: Panel discussion on future of higher education;
- 1999: Interview on New Zealand radio, in the context of my latest book;
- 2003: Panel discussion on admission policies in universities.

TV:

- 1998: Interview for programme on innovation in higher education
- 2000: Interview for Sky News on 'elitism' in higher education.
- 2009: Panel discussion on Open University, Colombia on the occasion of a conference in Bogota focused on my work.

Invitation seminars (have included):

- *House of Commons Education Sub-Committee* seminar on higher education, 1 March, 2000: presentation to launch the seminar and offer an overview of issues to the Committee.
- *11 Downing Street*: participation in series of seminars on higher education (organized by the Smith Institute & the Higher Education Policy Institute).
- *Regular member at seminars hosted by the Higher Education Policy Institute* – and held at the House of Commons.

Other indicators of impact and personal standing:

- An interview with me being included in a book of interviews on UK higher education conducted by a Japanese author;
- My being interviewed on my work by three scholars, the interview appearing as a paper in a leading journal;
- Being invited to write prefaces in books;
- Being invited to write back page 'puffs' for books/ journals;
- Being frequently invited to participate in closed high level policy seminars on higher education both in UK and in continental Europe (including an invitation seminar organized by the *Guardian* newspaper).
- Being invited to participate in National Commission on Education, 1993 & 2003.
- Papers in academic journals given over principally to reviewing my work (eg, Aidan Curzon-Hobson, 'Higher Education in a World of Radical Unknowability: an extension of the challenge of Ronald Barnett', *Teaching in Higher Education*, 7 (2) 179-182).
- Having a section in an academic dictionary given over principally to my work

University of London

- Member, Court
- Member, Senate
- **Chair, Research Degrees Committee**
- Member, Governance Committee
- Member, Convocation Trust Committee
- Member, External System Lead Colleges Committee

Bloomsbury colleges:

- Conducted review/ produced report on ways of developing links among the colleges of the University of London in and around Bloomsbury.

Institute of Education:

- Lead Editor, *Learning Matters*
- Jt Chair, School Quality Assurance/ Quality Enhancement Committee
- Chair, Board of Examiners, MA Distance Education
- Chair of various course/ programme reviews, eg, Chair of review of the Institute's EdD programme

School of Advanced Study (University of London)

- Member of Quality Assurance Committee

University College, Twickenham

- Research and Scholarship Committee

External Examinerships:

- BSc Occupational Therapy, Nene College of Higher Education;
- Pg Cert in Professional Practice - Academic Administration, AUA/ Open University;
- MA Comparative Higher Education, University of Reading
- Recent external examinerships for research degree theses have included:
(*PhD*) Universities of Melbourne; Sydney; Queensland; Durham; Aberdeen; South Bank; Wolverhampton; Sheffield (2); Manchester; Open University, Liverpool; Henley Management College/ Brunel; Kings College London (2); Bath; Brighton; Sussex; Surrey; Oxford (3); UCL; (*EdD*) Hertfordshire; Leicester, . (*MPhil*) North London.

Visiting Professorships

2001-6	University of Bournemouth
2004-9	Beijing Normal University
2006-8	Thames Valley University
2010	Charles Sturt University, Australia

Visiting Fellow:

1985-87	Centre for Staff Development in Higher Education, University of London,
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Institute of Education

Series editor

2002-08 Co-editor (with Gill Nicholls) of book series on Higher education, Routledge.

Journal Editor:

1990-95 *Studies in Higher Education*

2005-9 *London Review of Education*

Journal Editorial Boards/Advisory Boards:

- *Language and Intercultural Communication*
- *South African Journal of Higher Education*
- *Teaching in Higher Education*
- *Studies in Higher Education*
- *Journal of Higher Education Policy & Management*
- *London Review of Education*
- *Studies for the Learning Society*
- *Journal of Modern University Education*
- *Frontiers of Education in China*
- *Modern University Education (Chinese publication)*

Refereeing activities:

Journals: *Higher Education Quarterly; Higher Education; Higher Education Research and Development; Oxford Review of Education; Teaching and Teacher Education; Journal of Policy Studies, Assessment in Education, Studies in Higher Education, Teaching in Higher Education, Science and Public Policy; London Review of Education, Journal of Education Policy.*

Books: Frequently referee book manuscripts for publishers, eg, McGraw-Hill/ Open University Press, Kogan Page; Routledge; Peter Lang.

Also: Referee research applicants for ESRC; Leverhulme Trust and other such bodies

Research Assessment Exercise:

- Specialist Adviser to Law Panel, 2001

Also, frequently invited:

- to offer an opinion on candidates for chairs;
- to serve on appointment panels in UK universities for senior positions.

NB:

Over the past 20 years or so, I have provided an 'expert opinion' around 500 times - journal papers/ professorial candidates/ assessing reports to organizations/ assessing research proposals/ book proposals and so on.

Professional body activities

Society for Research into Higher Education

2004-7	-	Chair
1981-	-	Member, Governing Council
1987-93, 2001-3	-	Vice-Chair (3 terms)
1982-86	-	Honorary Secretary (2 terms)

Higher Education Foundation

1991-	Trustee
1991-93	Chair, Development Committee
1988-91	Chair, Conferences Committee

2003	Chair (and organizer), Joint Study Day with Higher Education Policy Institute on <i>The Responsible University</i> .
2005	Chair , invitation consultation, Salisbury Cathedral.

Membership of other bodies:

- Education Association for Institutional Research (EAIR)
- Consortium of Higher Education Researchers (CHER)
- (by invitation) Higher Education Studies Group
- (by invitation) Research and Teaching Group
- Philosophy of Education Society
- Royal Society for Arts (Fellow);
- Staff and Educational Development Association
- MOSAIC
- Standing Conference on Studies in Education
- Society for Values in Higher Education (USA)

Responsibilities with other organizations:

1993-96	<u>University of Lancashire</u> : member of Quality Forum.
1992-95	<u>College of Occupational Therapists</u> , Education and Research Board;
2004-	Chair, Academic Advisory Committee, <u>American Inter-Continental University</u> , London
1999-2004	Governor, <u>North London Collegiate School</u>
2000-2005	Member, Professorial Titles Committee, <u>Southampton Institute</u>
2002-	<u>Kings College, London</u> : External Assessor, Kings Institute for Learning and Teaching.
1995-2000	<u>University College, London</u> : member of various academic review panels
2007-	Advisory Board, <i>eSharp</i> , online postgraduate journal, University of Glasgow.

Responses to Consultations

- eg:
- (Institute of Education response to) HEFCE consultation, 2001: Supply and Demand in Higher Education;
 - Personal response to University of Brighton Consultation on its Corporate Plan,

Book Endorsements (back page puffs etc)

- Michael Peters (ed) *Cognitive Capitalism, Education and Digital Labour*. Peter

Lang.

- Joelle Fanghenhal, (2012) *Being an Academic*. Routledge
- Mike Pedler (ed) (2011) *Action Learning in Practice* (4th Edition). Gower Publishing.
- Brenda Johnston, Peter Ford, Rosamond Mitchell, and Florence Myles (2011) *Student Criticality in Higher Education*. Continuum books.
- Trevor Kerry (ed) *Meeting the Challenge of Change in Postgraduate Education*, Continuum books (2010)
- 2nd edition (2009) of Rowena Murray's *Writing for Academic Journals* (McGraw-Hill)
- Maggi Savin-Baden (2000) *Problem-based Learning in Higher Education: Untold Stories*. Buckingham: Open University Press/ SRHE.
- Greg Light & Roy Cox (2001) *Learning and Teaching in Higher Education*, London: Paul Chapman
- Gerard Delanty (2001) *Challenging Knowledge: The University in the Knowledge Society*. Buckingham: Open University Press/ SRHE.

8: National Committees and National Task Groups

ESRC

- 2001-6 ESRC: Learning and Teaching Programme: Member of Steering Committee
 2001 ESRC: member of Steering Committee

Higher Education Academy

- Academic Committee
 Council
 2006: HEA: Constitution Working Group

Higher Education Funding Council(s)

- 1999 HEFCE Task Group on *Institutional Learning and Teaching Strategies*
 1993-94 Funding Councils' Joint Working Group on Performance Indicators in Teaching and Learning.

Learning and Teaching Support Network

- 2001- Member, Advisory Group to Generic Centre
 2003- Member, External Examining Project: Institutional Working Group

Institute for Learning and Teaching in Higher Education (ILT)

- 1998-9 National Planning Group, designing the accreditation system for the emerging *Institute for Learning and Teaching in Higher Education*;

Council of University Deans of Arts and Humanities

- 1997-9 Member of *Council of University Deans of Arts and Humanities*; also a member of its Executive Committee.

Higher Education Quality Council

- 1996-97 *Graduate Standards Committee*
 1994 Working Group on *The New Vocational Qualifications*.
 1991-93 Higher Education Quality Council: Professor Peter Scott's study on "Academic Values and Institutional Culture" (part of national CATS Project).

National Institute for Adult Continuing Education

- 1989-90 Member of Council;
 1990 Higher Education Policy Working Group (producing report on Adults in Higher Education).
 1993-94 Working Group on Adults in Higher Education (producing report on An Adult Higher Education: A Vision).

Council for National Academic Awards

- 1989-93 CNAA/Higher Education Quality Council: Project Steering Groups for Professor Mantz Yorke's projects on Performance Indicators.
 1989-90 Steering Group for Professor Graham Gibbs' project on improving student learning.

Other:

- 2006 QAA: Working Group on Levels and Characteristics of Postgraduate Qualifications
 1990-93 Universities Council for Adult & Continuing Education, Member of Council
 1994 Universities' Staff Development Unit: member of Working Group producing 'Quality Matters: Towards a Policy of Staff Development on Teaching in Universities'.
 1981-83 SRHE/Leverhulme Enquiry into Higher Education: member of Steering Group.