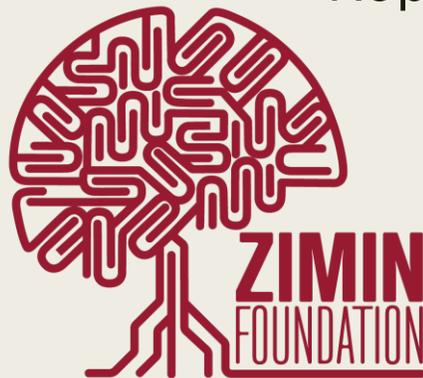


DEFINING THE NEXT GENERATION UNIVERSITY MODEL

Report on study funded by Zimin Foundation



Methods

- Desk research
- Expert interviews
 - *20 experts from: Sweden, Italy, Ireland, Denmark, Belgium, France, Spain, USA, Singapore, and Russia*
 - *45-60 minutes recorded interviews*
- Focus-group study (Validata)
 - *Parents of prospective students and students currently studying in Europe*
 - *4 groups of 6-8 respondents in Moscow and Minsk*



Globalization and increased competition as factors in spawning inequality

*«I think that there is a stratification dilemma here, as in the whole world. What will happen – on the one hand, large universities will still exist – elite universities that will respond to certain needs, either intellectual or practical. But here the role of the middle ones, as if becoming the case all over the world (in other spheres), disappears; the middle class – it goes away everywhere. The same thing happens with universities. [...] Polarization and stratification, this is a slightly different topic... **Big and small will remain, and the middle-sized ones will go away.**»*

*«Differentiation is an integral part of the evolution that is taking place now. In this sense, there won't be a typical successful university. You should generally refuse to think in this paradigm. **There won't be a universal model.**»*



University - an autonomous and independent from the state center of intellectual power

*«The university is not merely an institution for training, it is not only a research institute, there should be a broader way of thinking, augmented by the capacity to entertain and reflect on ideas from any scale, absolutely any scale – it is a very big ambition, and, unfortunately, this kind of thinking is intercepted by corporations, governments, many of whom deny that universities should have ideas, so it is already a **struggle for intellectual power.**»*

*«It's really important to realize that the world around us is changing, and universities should either **lead that change** or accept that they are going to be just some kind of service organization.»*

*«Universities should be autonomous from the state, included in the state, but **be independent corporations**, that is, the same as they were in the 12th - 13th centuries. History has made a circle of almost 1000 years.»*



Personalization of education

«The Gallup Group has found out that there're two questions that you ask Alumni that are highly addictive of well-being later in life. The first question is: when you were a student, did you live after **anyone who cared about you as a person**, who inspired your learning and who nurtured your dreams, yes or no? And the second question was: when you were a student, did you have an opportunity to apply what you've learnt in real world context, while you still were a student? If you answered "yes" and "yes", it turns out your well-being as measured by the Gallop well-being index, is a factor of two higher than average»

«The changes in the systems of education and training in the next 15-20 years will be quite dramatic. **The diploma will be «assembled» like Lego**: a person will be able to receive individual elements of training, moving from one point of the world to another, alternating education with the work cycles, having the opportunity to build on competences from modules.»



Return to the origins of liberal arts

«I believe that in our time it is very important to reaffirm the traditional goal — that *the university is the bearer of the European humanistic tradition*, to recognize the importance of the breadth of education along with the specialization and focus on the global intellectual progress of society.»

«The crisis of higher education deepens, it is too long and expensive and does not give what is needed. *Education again should become broad and profound, as in ancient Greece.*»

«To continue teaching as actively as before in the fields where a human being can be replaced completely or for the most part by a computer, is senseless enough. We cannot fight with artificial intelligence and its computing power, it will be an ineffective investment of our energy, whereas it will, by contrast, be more effective to invest in areas where machines cannot replace us yet. That sphere is really more connected with *liberal arts, with various so skills and patterns of academic endeavor, and this is more connected with the humanitarian part.*»



Truly multidisciplinary education in humanities and IT

«I would like to see the new university embrace this new understanding of reality and devote itself to truly multidisciplinary education and research in complex socio-technical systems, embracing, for example: ecology, economics, social science, computer science and electrical engineering, cognitive science. Within these, there are cross-cutting subjects such as data science, cyber-physical systems, complex networks, among others»

«I would create a good department for a sociology degree, but with a very heavy emphasis on all of the quantitative methods, data analysis, and that would require a very selective process because you would want to get only good students»

«Some kind of combination programs, for example, combination data science and medicine, data science and process control, data science and criminology, anything to do with data science and something else. It may be even data science and arts, you know...»

Distributed and cross-border campus

«If you are in a **city center or in a remote area**, I would recommend both of them, I mean a city central campus – easy to get to, with easy access from ground connections in the city, maximum interaction with existing community and people going here and there [...] but also with a house or a settlement outside of the city. A house in a village usually is not very expensive but can be well-equipped and well-maintained, and one that can accommodate 10-20 guests for seminars would be a good option in parallel with developing a central city campus. [...] Then you immediately start with a dynamic and moving system»

«I think it's important that people don't disappear, so that people actually have places where they meet a lot and where they can be. I think it's also important that companies can come there or have more startups at the same area. If you put a campus **in the middle of nowhere**, it's less attractive to students because there is also no jobs. [...] the students they are most slower to move, they often stay where they are. So to be in an area where is a lot of companies is helpful»

