



Higher Education and the Future of Learning Life and Work

Visioning the future university

Expertise	
Principles	Description ('what would that look like'):
Universities value intellectual rigour and expertise that is inclusive of diverse knowledges	Educators as disciplinary specialists; Nuanced methods of evidencing practice – the evidence base is drawn from diverse 'ways of knowing'; Inclusive of diverse knowledges.
Research and scholarship are inspired by pushing boundaries. Universities are risk tolerant and value unintentional outcomes	Sites for research and scholarship that inspire by pushing boundaries; Space for mistakes; Value of unintentional outcomes; Risk tolerance.

<p>Learning and teaching draws on specialist disciplinary knowledge while encouraging porosity across disciplines and is future capable</p>	<p>Re-engaging the academy; Expertise with respect for the bigger picture; Valuing of intellectual rigour ad deep expertise in research and Learning & Teaching; Discipline based with porous boundaries; Academically led, specialist experience, future capable.</p>
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<h2>Ethics & Impact</h2>	
Principles	Description ('what would that look like'):
<p>Universities strive to improve society and the planet</p>	<p>Societal giving; Always striving to improve society and the planet; Social actors with a deep connection to the community.</p>
<p>Human connectivity and ethical understanding underscores university operations and practices</p>	<p>Think about the spirit of the university as a human, caring, ethical space as guidance; Authenticity.</p>
<p>Universities acts as change agents, leading social action, innovation and economic trends</p>	<p>Change agents; Higher Education Sector are leaders in social actors and economic trends; Industry partnerships (not dictated by, or economically driven).</p>

Scholarly

Principles	Description ('what would that look like'):
Educators are learning facilitators, committed to the development of learner capabilities and agency through learner-centred design	Educators as learning facilitators; Learning process is at the centre / learner centred design; Enabling learning to develop human capabilities; Scaffolded and lifelong learning Diversity and inclusion; Student agency capability.
Universities facilitate early connections between research and undergraduate learning	Connections between research and undergraduate learning.

Civic

Principles	Description ('what would that look like'):
Universities are locally engaged, enabling reciprocal connections between higher education and the community	Local mission; Serving local area / locally engaged; Learning, research and community enterprise serves the local community; Social actors with a deep connection to the community; Reciprocity of connection between Higher Education and the community.

<p>Organisational structures, operations and practices reflect the diverse local and global needs of their communities</p>	<p>Strong identity that has a civic focus; No one size fits all university; Multiple sites, different needs – local / global – co-location; A community hub: sites for learning and community enterprise.</p>
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<h2 style="background-color: #0070C0; color: white; padding: 5px;">Identity</h2>	
<p>Principles</p>	<p>Description ('what would that look like'):</p>
<p>The whole of the university is aware of its collective value</p>	<p>The whole of the university is aware of its collective value and can articulate it.</p>
<p>Research, teaching, community and practice is permeable and part of the same enterprise</p>	<p>Permeability / enmeshed / part of the same enterprise (research, teaching, community, practice).</p>
<p>Digital innovations and affordances are used as tools to <i>augment</i> the mission, strategy and objectives of the university</p>	<p>Embrace digital affordances to enhance and enable.</p>
<p>Universities cultivate a culture that promotes authentic, considered collaboration and values an active, curiosity-driven process.</p>	<p>Foster enquiry, curiosity and innovation: curiosity driven; Trust in your people to lead; Authenticity; Value in the process and unintentional outcomes; Active, continued, striving; Considered collaboration.</p>