

of the future. To shape this impulse and vision we can think in terms of being BIO: bold, integrated and open.

are open to innovative, often disruptive ideas, and are values-driven: they emphasise freedom, rigour, creativity, equality and diversity, and never succumb to intellectual inertia.

Integrated: universities are driven by a shared

cooperation with external partners, both locally

and globally. They are firmly embedded in their

complex ecosystems and support interdisciplinary

mission combining research, education and

endeavours to catalyse optimal growth and

Bold: universities lead rather than follow. They

Under the pressures of commercialisation, crises of trust, instrumentalist atti-

tudes driving reductive measurements of our worth, there is a need for a new

impulse and a broad, innovative vision for universities facing the challenge

responsible use and creation of knowledge. **Open:** universities embody hope for a just, inclusive, educated future. They are transparent in their actions, committed to the open society, making knowledge shareable with all who have

a stake in it, actively engaging citizens

trust in their mission and operation.

in research and education and building social

of the future to work The contemporary world offers us many challenges, from environmental crisis through economic instability and mass migrations to the COVID pandemic. In such a context universities need to consider their role and take action on fundamental aspects of their functioning. At the same time, policy makers

might include the following indicative actions.

Putting the university

How we act: BIO

Values may be promoted by: embedding value-related training into academic programmes and using this as an opportunity to reflect on existing graduate attributes and their viability in Europe and beyond developing a Values Lab where the academic community has safe space to revisit and reinterpret these values in the face of emerging pressures and opportunities across a range of spaces and sectors

and funders at national and EU level need to provide the necessary enabling

frameworks and funding for universities to support them to act with 'BIO'. These

implementing the idea of protected spaces; main-

taining and broadening the number of Univer-

sities of Sanctuary; and widening participation

openly implementing citizen science and citizen

humanities formats alongside comprehensive

communication strategies and communal spac-

from marginalised groups

es for civic engagement

structure so that it is based not only around disciplines but also around clusters of problems further aligning graduate outcomes and curricular activity to the Sustainable Development Goals

Sustainability may be promoted by:

developing a Sustainability Lab to allow for bold

experimentation and innovation around models

of sustainability, particularly for exploring syste-

mic issues (such as poverty), for providing lead-

ership in response to a range of critical questions

(such as climate change), alternative models for

financing universities, and health and wellbeing

supporting integration by adapting university

dedicated political and social advocacy at national and international levels continued divestment from sectors and spaces that diverge from our values

> interdisciplinary engagement with climate science and carbon innovation in research and around the development and sustainability

of researchers, teachers, staff, and students

An equitable and just bringing together of our

physical and digital spaces may be promoted by:

treating our campuses as citizen spaces fully

opening our built spaces to local citizens and

supporting a new Digital Lab, committed to co-

designing and co-governing a digital architec-

ture which enables the free exchange of ideas

in a way which is beneficial to the well-being

creating new ways for diverse groups to parti-

embedded and open to their local contexts

cipate in our community

of educational technology • the development of digital spaces that draw together the European community and foster

the development of research, teaching, and

peer support networks, spaces that resist logics

of surveillance and unnecessary monitoring

- co-designing with students and staff a support network to counter toxicity, trolling, and victimization online developing, with students, applications that allow for students to work creatively with their own learning data to understand issues around its

Therefore, our goals are:

university ecosystem

use and ownership

to groundbreaking ideas, formats of cooperation, and institutional improvements that can also influence and reshape the present day.

Overview

Unique methodology

The Una Europa Future UniLab is a space for strategic reflection and innova-

tion. In the day-to-day functioning of the universities there is little time to con-

sider the challenges to higher education and research which might materialise

in the future. Meanwhile, universities must be prepared to face such challenges.

The consideration of potential future threats and opportunities may lead

Our ambition is to become an important source of innovative ideas and inspiration for Una Europa and, more generally, European universities.

of the university's mission

to rethink the role and functioning of the univer-

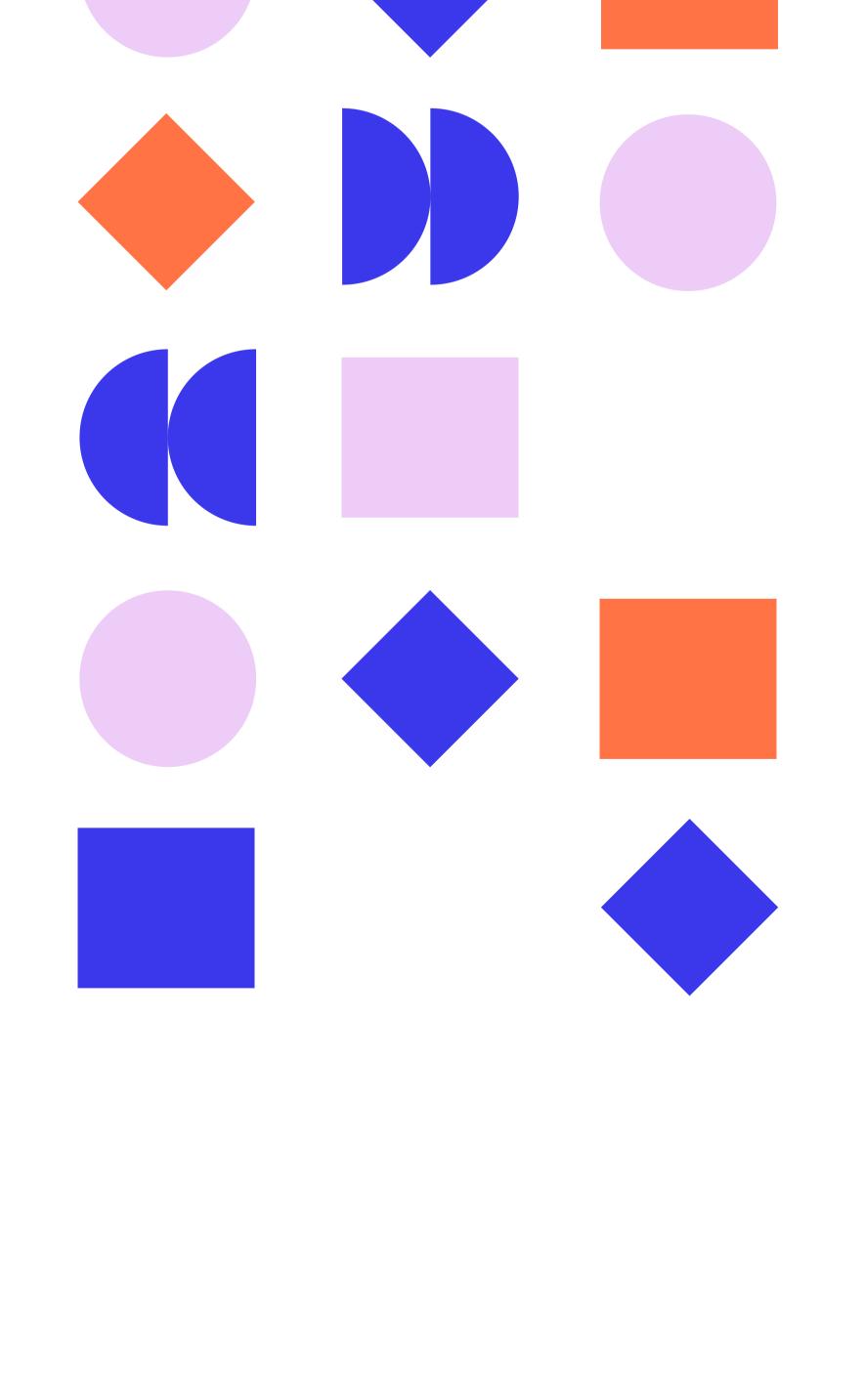
to develop innovative instruments to foster co-

to initiate and moderate discussion within Una

Europa and beyond, pertaining to all aspects

operation and creativity within a truly European

sities in the near and more distant future



The Future University Lab embodies a unique methodology which gives rise to innovative, out-of-the-box thinking and problem-solving. We identify fundamental problems connected to the functioning of the universities and appoint visionaries teams, consisting of creative specialists from within and outside academia, to offer innovative solutions to the problems. These visionary ideas are translated into workable, scalable, and translatable formats by the teams of implementers, i.e. people who are well-versed in the legal

and procedural aspects of the functioning of the universities.

Authors

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