

A CONCEPT OF THE (FUTURE) UNIVERSITY: Elements of **Quality Literacy** in Strategy, Management, Practice and Culture Or: Some **Sysyphosian** Considerations

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UNGEWISSEN ZEITEN”**

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- **Challenges & Threats for the Contemporary University**
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 - **Role Models & Competencies of HEI Leadership**
- **(Future) Action Competencies – Academia and Students**
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Challenges and Threats for the Contemporary University

There is an “**ongoing debate regarding the purpose and function of institutions of higher education**” (Saichaie & Morpew 2014, 499).

[particularly in the US, Australia and UK but not only there ... e.g. continental Europe, Hungary, Turkey, ...]

(also cf. Anderson 2010; Barnett 2016; Barnett 2018; Buller 2014; Escotet 2012; Etzkowitz et al. 2000; Giroux 2002; Granados 2015; Harkavy 2006; Kreimendahl et al. 2014; Leiber 2019a; Marginson 2007; Marginson 2016; Rhoades & Stensaker 2017; Scott 2006; Seeber et al. 2017; Stekeler-Weithofer 2008; Tetens 2008)



Challenges and Threats for the Contemporary University

Challenges to the University as Functioning Organisation



- **Multiple-hybrid** character (e.g. many tasks, responsibilities and stakeholders, partially in permanent contradiction and competition for resources)
- **Massification** of HE
- Growing importance of **Transformative Digitalisation** and **remote** learning and teaching
- **Incompetent HEI leaders & managers** (3 types of incompetence: ineffective behavior; dysfunctional b.; unauthentic b.; see Patel & Hamlin 2017)
- **Deficient academic self-governance**
- Significance decrease of (higher) educational qualifications
- Deficient promotion of young academics & artists
- HE(I)-alien HEI councils
- HE(I)-alien HE politics & politicians
- . . .

Challenges and Threats for the Contemporary University



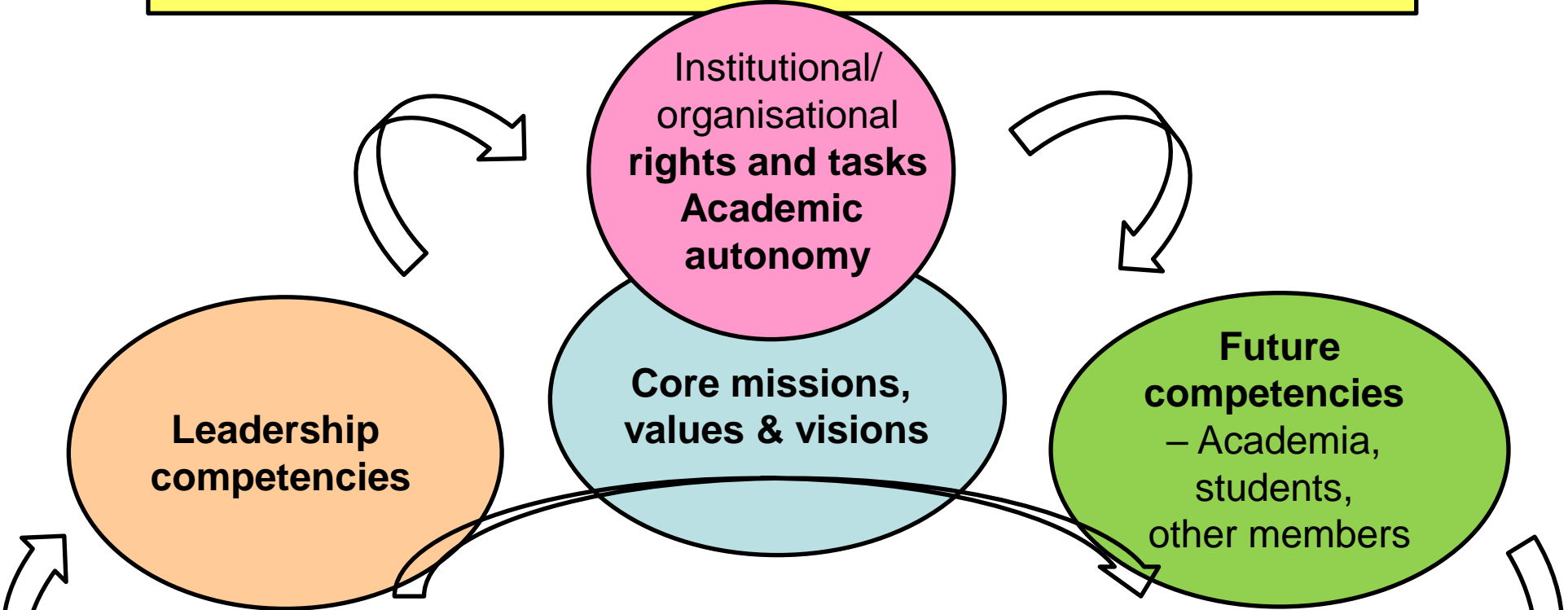
Threats to the University as a Critical Institution

- **Non- or anti-democratic context** (e.g. dictatorial states; dominant religions; surveillance, especially of the digitalised university)
- **Anti-scientific and anti-enlightenment populism** (e.g. distribution of fake news; conspiracy ideologies)
- **Deficient provision/promotion of personality formation** including education in **ethics, philosophy of science, sustainable development and basics of sciences**
- **Other erosion of freedom of education (learning and teaching) and research** (e.g. **economical/ entrepreneurial instrumentalisation** of HEIs; reduction to vocational training and transfer of skills; students as teaching-recipients/customers instead of self-directed learners)

• ...

How are universities prepared to meet these challenges and threats? Which are the ingredients of the concept of the (Future) University?

QUALITY LITERACY
Strategy; Management; Practice; Culture



PERFORMANCE INDICATORS
Assessment of achievements (assurance, enhancement)

Research Questions and Methodology



- **Networked concept of quality literacy** (own publication)
- **Core values, missions and visions identified** (case study, qualitative content analysis, exploratory 'hands-on' coding)
 - from sample HEIs (**mission statements** of 9 German universities, 20 German universities of applied sciences & 10 international universities)
 - **Magna Charta Universitatem** (1988/2020)
 - contemporary **scholarly literature** (e.g. EUA's '*Universities without walls*', research papers)
- **Leadership competencies and future competencies** – academia, students and other members (scholarly literature)
- **Performance indicators** (e.g. Erasmus+ project SQELT <https://evalag.de/sqelt>); scholarly literature)
- **Concept of the University** – past, contemporary and future (scholarly literature)

Table 3a. Conceptual framework of quality literacy in higher education, part 1: internal actors

Main goals of higher education stakeholders	Quality literacy			
	Quality strategy competencies	Quality management competencies	Quality practice competencies	Quality culture competencies
<p>Students aim to achieve: future competencies including personality development; academic qualification and skills; fitness for employability; fitness for society; fitness for continuing education (comprehensive holistic approach)</p>	<p>Attempt to participate in the development of consistent & coherent strategies in learning & teaching (L&T)</p>	<p>Support design & implementation of performance indicator-based evaluations of L&T including Learning Analytics</p>	<p>Gather & improve subject & methodological knowledge; develop personality & social skills; realise transformative & holistic continuous self-directed learning (THCSDL; Du Troit-Brits, 2018; Leiber, 2019a); learn to improve fitness for employability</p> <p>Participate in performance indicator-based evaluations of L&T</p>	<p>Share espoused values, expectations & commitment to quality (enhancement) in L&T (cf. Sattler and Sonntag, 2018) according to strategic, management & practical competencies</p> <p>Advocate values of civil rights & academic freedom of L&T which are ultimately based on the Universal Declaration of Human Rights (UNGA, 2008) and moral and legal code</p>

Table 3a. Conceptual framework of quality literacy in higher education, part 1: internal actors

Main goals of higher education stakeholders	Quality literacy			
	Quality strategy competencies	Quality management competencies	Quality practice competencies	Quality culture competencies
<p>Teachers aim to enable & support: future competencies including personality development; academic qualification & skills; fitness for employability; fitness for society; fitness for continuing education (comprehensive holistic approach)</p>	<p>Observe permanent requirements for compliance of L&T with</p> <ul style="list-style-type: none"> - performance indicator-related L&T standards - motivating students for THCSDL - enhancement orientation - fitness for/of purpose - value for money 	<p>Support design & implementation of quality enhancement to meet the requirements for compliance of L&T with</p> <ul style="list-style-type: none"> - L&T standards - motivating students for THCSDL - enhancement orientation - fitness for/of purpose - value for money <p>Show responsibility/ accountability for L&T quality</p>	<p>Apply didactics (e.g. L&T theories; pedagogies) & L&T technologies that foster THCSDL & collaborative learning</p> <p>Develop & improve study programmes & courses based on quantitative & qualitative performance indicators</p> <p>Participate in performance indicator-based evaluations of L&T</p>	<p>Share espoused values, expectations & commitment to quality (enhancement) in L&T according to strategic, management & practical competencies</p> <p>Advocate values of civil rights & academic freedom of L&T which are ultimately based on the Universal Declaration of Human Rights (UNGA, 2008) and moral and legal codes in accordance with it</p>

Main goals of higher education stakeholders	Quality literacy			
	Quality strategy competencies	Quality management competencies	Quality practice competencies	Quality culture competencies
<p>Researchers aim to enable & support: academic qualification oriented at future competencies</p> <p>(including, if appropriate, personality development; fitness for employability; fitness for society; continuing education)</p>	<p>Observe permanent requirements for compliance of research with</p> <ul style="list-style-type: none"> - performance indicator-related research standards (intellectual & ethical values & virtues) - motivating graduate & PhD students for self-directed research - progress orientation - fitness for/of purpose - value for money 	<p>Support design & implementation of quality enhancement to meet the requirements for compliance of research with</p> <ul style="list-style-type: none"> - research standards - motivating graduate & PhD students for self-directed research - progress orientation - fitness for/of purpose - value for money <p>Show responsibility/ accountability for L&T quality</p>	<p>Apply research methodologies & technologies that foster progressive, self-directed & critical & collaborative research</p> <p>Support research-based L&T & study programmes & courses</p> <p>Participate in performance indicator-based evaluations of research</p>	<p>Share espoused values, expectations & commitment to quality (enhancement) in research according to strategic, management & practical competencies</p> <p>Advocate values of civil rights & academic freedom of research which are ultimately based on the Universal Declaration of Human Rights (UNGA, 2008) and moral and legal codes in accordance with it</p>

Main goals of higher education stakeholders	Quality literacy			
	Quality strategy competencies	Quality management competencies	Quality practice competencies	Quality culture competencies
<p>Quality managers aim to achieve: evidence-informed organisational development including quality management (cf. Leiber, 2019b) oriented at future competencies</p>	<p>Develop institutional performance data management policy (for research, L&T, Third Mission) (cf. e.g. SQELT-GL, 2020)</p> <p>Observe permanent requirements for compliance of research, L&T, Third Mission, QM with</p> <ul style="list-style-type: none"> - performance indicator-related standards - enhancement orientation - fitness for/of purpose - value for money 	<p>Implement institutional performance data management policy</p> <p>Participate in quasi-market competition of HEIs (e.g., participate in rankings)</p> <p>Implement institutional risk management (e.g., cyber crime & information security; GDPR; financial risks; risks of demographic development; economical risks; pandemic risks)</p>	<p>Organise & apply relevant, reliable & participative, performance indicator-based accreditations, evaluations, audits etc. in all performance areas (according to PDCA cycle or Seven Step Action Research Process Model (SSARPM) of organisational development)</p> <p>Carry out risk management</p>	<p>Share espoused values, expectations & commitment to quality (enhancement) in all performance areas according to strategic, management & practical competencies</p> <p>Advocate values of civil rights & academic freedom based on the Universal Declaration of Human Rights (UNGA, 2008) and moral and legal codes in accordance with it</p>

Table 3a. Conceptual framework of quality literacy in higher education, part 1: internal actors

Main goals of higher education stakeholders	Quality literacy			
	Quality strategy competencies	Quality management competencies	Quality practice competencies	Quality culture competencies
<p>Organisational managers & leadership aim to achieve: evidence-informed organisational development including quality management (cf. Leiber, 2019b) oriented at future competencies</p>	<p>Develop institutional performance data governance & management policy (for research, L&T, Third Mission) (cf. e.g. SQELT-GL, 2020)</p> <p>Observe permanent requirements for compliance of leadership with leadership competencies (including strategy development, inclusion, budgeting)</p>	<p>Implement institutional performance data governance & management policy & carry out performance data governance & management</p> <p>Implement governance of risk management</p>	<p>Communicate with & engage relevant stakeholders (e.g. quality managers, teachers, students) (according to PDCA cycle or Seven Step Action Research Process Model (SSARPM) of organisational development)</p>	<p>Share espoused values, expectations & commitment to quality (enhancement) in all performance areas according to strategic, management & practical competencies</p> <p>Advocate values of civil rights & academic freedom of all performance areas based on the Universal Declaration of Human Rights (UNGA, 2008) and moral and legal codes in accordance with it</p>

Table 3b. Conceptual framework of quality literacy in higher education, part 2: external actors

Main goals of higher education stakeholders	Quality literacy			
	Q strategy competencies	Q management competencies	Q practice competencies	Q culture competencies
<p>Employers aim to find: applicants that are fit for employment & capable of future competencies</p>
<p>Policy makers aim to support: development of competitive HEIs and generation of qualified graduates that are fit for the (national) employment market (value for money)</p>				
<p>Informed public, in particular taxpayers including parents aim to receive: value for money (investment of private wealth, have graduates that have developed personalities and who become part of civil society)</p>				

Core Virtues & Missions

Explorative, suggestive summary: 37 core missions of the Future University

Two early (900/1000-1200 ff.)

- **TEACHING & LEARNING** (AvH; [Observatory Magna Charta Universitatum/OMCU](#))
- **Community of teachers and learners** (*universitas magistrorum et scholarium*; academic community; “Republic of scholars and students”) (AvH; [OMCU](#))

Nine further classics (1200-1900 ff.)

- **RESEARCH [f!]** (generator of knowledge & technology) (e.g. Roger Bacon et al.; Early Modern Age onwards) (AvH; [OMCU](#))
- **Academic Freedom [ff!]** (right to self-government with the possibility of independent preparation and execution of curricula and research projects) (AvH; [OMCU](#))
- **Close linkage (“unity”; (AvH; [OMCU](#))) of research & teaching**

- **Promotion of young academics & artists** incl. privilege of awarding publicly recognized academic degrees (e.g. diploma or doctoral degree) (AvH; [OMCU](#))
- **PERSONALITY FORMATION** (e.g. ethical principles & values; moral leadership and citizenship; “Global Citizenship Education” (e.g. Bosio & Torres 2019)) [ff!] (AvH; [EUA 2021](#))
- **INNOVATION/ CREATIVITY & CULTURE OF CRITICISM [ff!]** (AvH; [OMCU 2020](#))
- **SCIENTIFICATION [ff!]** (Enlightenment; knowledge based on rationality & empiricism, not dogma; good scientific practice) (AvH; [OMCU 2020](#))
- **SOCIAL PROGRESS/SERVICE TO SOCIETY** (e.g. Francis Bacon, Science Academies founded 17th to 20th century) (aspects of this mission are virtually included in most other missions) ([OMCU 2020](#))
- **DEMOCRATISATION & JUSTICE [ff!]** (e.g. USA 8 Ivy League Universities founded 17th century; promote integration into free, democratic & (social) state of law; gender justice)

Core Virtues & Missions

Explorative, suggestive summary: 37 core missions of the Future University

Eight even more recent ones (1970-present)

- **Internationalisation** (e.g. staff; students; research) (OMCU)
- **INTERDISCIPLINARITY [ff!]** (e.g. curricula; research projects) (EUA 2021)
- **TRANSDISCIPLINARITY [ff!]** (e.g. curricula; research projects; societal cooperation)
- **SUSTAINABILITY [fff!]** (AvH; OMCU 2020)
- **ACADEMIC COMPETITION & INTER-ORGANISATIONAL COOPERATION** (EUA 2021)
- **Market-like competition & entrepreneurial dimension(s)**
- **Development-oriented governance [f!]**
 - **Organisational development through quality management** (e.g. organisational autonomy; accountability; learning organisation; HRD)
- **Pluralism & diversity [ff!]** (EUA 2021)

Five more recent differentiations and focuses (2000-present)

- **SERVE TO SOCIETY** (AvH; OMCU)
 - **EDUCATION/(Vocational) TRAINING FOR EMPLOYABILITY**
 - **Knowledge exploitation & technology transfer**
- **Learning & Teaching [ff!]**
 - **UNDERSTANDING OF STUDENT NEEDS AND EXPECTATIONS/ Foster student support in all areas**
 - **DIGITAL LEARNING MANAGEMENT**
 - **Foster lifelong learning** (OMCU 1988)

Core Virtues & Missions

Explorative, suggestive summary: 37 core missions of the Future University

13 very rare or missing ones (present-future)

- **Development-oriented governance [f!]**
 - Operate staff (career) development (EUA 2021: ‘Reform academic careers’)
 - Operate financial management
 - Operate risk management*
 - Develop novel institutional structures*
 - PROMOTE PROFESSIONALISATION/ EDUCATION/ TRAINING OF HEI LEADERSHIP*
 - Promote leadership education for society (cf. Seemiller 2016)
 - Promote profile-building of HEI
 - Promote proactivity/ visions/ future orientations (e.g. “Strategic Observatory“ with strong anticipative abilities)*
 - Promote Performance Data Analytics (learning; teaching; research)*
- Promote awareness of scientific, social, economic & cultural responsibility
- Foster an Academic Community & Institutional Autonomy, integrated into a democratic state (“Strategic Open Republic of Scholars and Students”)
- Expressis verbis-commitment to (the Universal Declaration of) Human Rights (or a related national Constitution) (AvH; OMCU 2020)
- **STIMULATE AN UNDERSTANDING OF ETHICAL & CULTURAL VALUES (EUA 2021)**

*Not or extremely rarely represented in investigated CIMs

Role Models & Competencies of HEI Leadership

- **Good evidence** that an (open) **universal set of desirable competencies of leadership/management** exists, which applies universally across different types of (larger) **soci(et)al organisations** as well as across socio-cultural specificities
- (Presumably **universal**) **deficits of leadership (competencies)** in (larger) social organisations (e.g. France, UK, Hungary, Argentina, Mexico, UAE, Egypt, Colombia) are **observed & reported**

(Black et al. 2011; Black 2015; Hamlin & Patel 2017, particularly 6 ff.; Eversole et al. 2016; Lekchiri et al. 2018; Patel & Hamlin 2017; Patel et al. 2018; Ruiz & Hamlin 2018; Torres et al. 2015)

- Many of these deficits are **decisive/critical for carrying out the core mission tasks**

<https://www.canada.ca/en/treasury-board-secretariat/services/professional-development/key-leadership-competency-profile.html>





Role Models & Competencies of HEI Leadership

Desirable competencies of HEI leadership, among them **transformative (tf)**, **transactional (ta)**, **collaborative (c)**, adopted from (Black 2015, 61-62, Table 2)

Vision & goals

1. Establish a **stable, shared long-term vision** and a **common sense of purpose (tf)**
3. **Set** clear, short-term achievable **goals**
5. **Consider views** of stakeholders and partners **(c)**
7. **Ensure staff embrace institutional aims & culture** (values, goals, vision, understand the system) **(c; ta; tf)**
8. **Get people to measure performance relative to aims** in teaching, research and enterprise **(c)**

Hands-on leadership

14. **Know people's strengths**; channel their energy and passion to maximum effect **(ta)**
18. **Place responsibility and control of information in the hands of people who do the work (c; ta; tf)**
20. Have **two-way communication** meetings, with an emphasis on clarifying, testing & listening **(c; ta)**

Role Models & Competencies of HEI Leadership



Desirable competencies of HEI leadership, among them **transformative (tf)**, **transactional (ta)**, **collaborative (c)**, adopted from (Black 2015, 61-62, Table 2)

Improvement & learning

25. Expect, and support staff, to **strive for high standards**

28. Judge the system rather than people; manage morale, celebrate success, learn from failures (tf)

31. Allow people doing the work freedom to experiment with method to improve performance (ta; tf)

Work details & the big picture

34. Establish budgets and a clear fund-raising strategy (grants, fees, philanthropy, sponsorship)

41. Determine whether data on staff, communities or society would be useful to the institution

Role Models & Competencies of HEI Leadership

Mission-related tasks/challenges	Corresponding competencies of HEI leadership (from Tables 1a-1d)
Innovation/culture of criticism & creativity	1, 4, 13, 14, 23, 24 , 25, 27 , 31
Internationalisation (& globalisation)	15 , 26, 32, 33, 37
Interdisciplinarity, collaboration & partnership	5 , 11, 12, 17, 20 , 23, 24, 31, 32, 37, 39
Learning & teaching (e.g. enhancing the student experience, learner-centred approaches, teaching, extra-curricular, employability)	1, 2, 5, 7, 8, 19, 29
...	...
Governance Operate staff (career) development Operate financial & risk management Promote proactivity/ visions/ future orientations Promote Performance Data Analytics	30, 31, 37 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, 20, 21, 23, 24, 26, 27, 31, 33, 34, 35 38 2, 8, 17, 18, 29, 41
Foster a “Strategic, Open Republic of Scholars and Students”	1, 7, 15, 17, 20, 21, 24, 32, 33, 34, 35, 37, 38, 39, 40, 41

(Future) Action Competencies – Academia and Students

Education (*Bildung*) goals and requirements of (not only) the Future University

Action competencies			
		Personality competencies	
Subject c.	Methodological c.	Social c.	Self-competencies
Knowledge & skills			
Oriented at academic subject; strongly work-related, if applicable; interdisciplinary, if applicable	Inter- & transdisciplinary ; profession-related, if applicable	Transdisciplinary ; primarily personality-related	
Subject-specific & interdisciplinary knowledge & skills	E.g. methodological knowledge; instrumental & systemic skills	E.g. competencies of communication ; leadership ; acting emphatically; team building ; cooperation ; conflict coping ; ethical behaviour	E.g. competencies of acting sovereignly; self-determination ; learning (SDL) ; decision-making ; acting flexibly ; reflection/critical thinking
Digital transformation c.			

(Leiber 2016b, 9 ff.; Krämer & Müller-Naevecke 2014; Meyer 2011; John et al. 2008; Ehlers 2020)



Performance Indicators

Performance Indicators of **Learning Outcomes and Learning Gain and Their Assessment** referring to **Future Competencies**

STUDENTS' EXAMINATION and ASSESSMENT RESULTS WITH RESPECT TO **SUBJECT-MATTER COMPETENCES** (e.g. final grades; assessments of individual exams and performances such as presentations, homework, workshops within study courses and study modules)

STUDENTS' LEARNING GAIN IN HIGHER EDUCATION FOR **SUSTAINABILITY DEVELOPMENT (HESD) COMPETENCES** (e.g. according to the UNESCO's 17 [Sustainability Development Goals](#))

STUDENTS' EXAMINATION and ASSESSMENT RESULTS WITH RESPECT TO **METHODOLOGICAL COMPETENCES** (e.g. final grades; assessments of individual exams and performances such as presentations, homework, workshops within study courses and study module)

STUDENTS' LEARNING GAIN IN **REFLECTIVE COMPETENCES** (e.g. [systemic thinking](#), [forward thinking](#), [critical thinking](#), [self-perception](#) competence)

STUDENTS' LEARNING GAIN IN LEARNING STRATEGIES AND **SELF-LEARNING COMPETENCES** (e.g. knowledge of [learning theories and practice](#); [collaborative](#) learning)

STUDENTS' EXAMINATION and ASSESSMENT RESULTS WITH RESPECT TO **QUANTITATIVE REASONING** (e.g. knowledge and skills of [mathematical](#) and [statistical](#) methodologies)



Performance Indicators

Performance Indicators of **Learning Outcomes and Learning Gain and Their Assessment** referring to **Future Competencies**

STUDENTS' EXAMINATION and ASSESSMENT RESULTS WITH RESPECT TO **INTERDISCIPLINARY COMPETENCIES** (e.g. ability to **combine and synthesize** knowledge and methodologies from different disciplines)

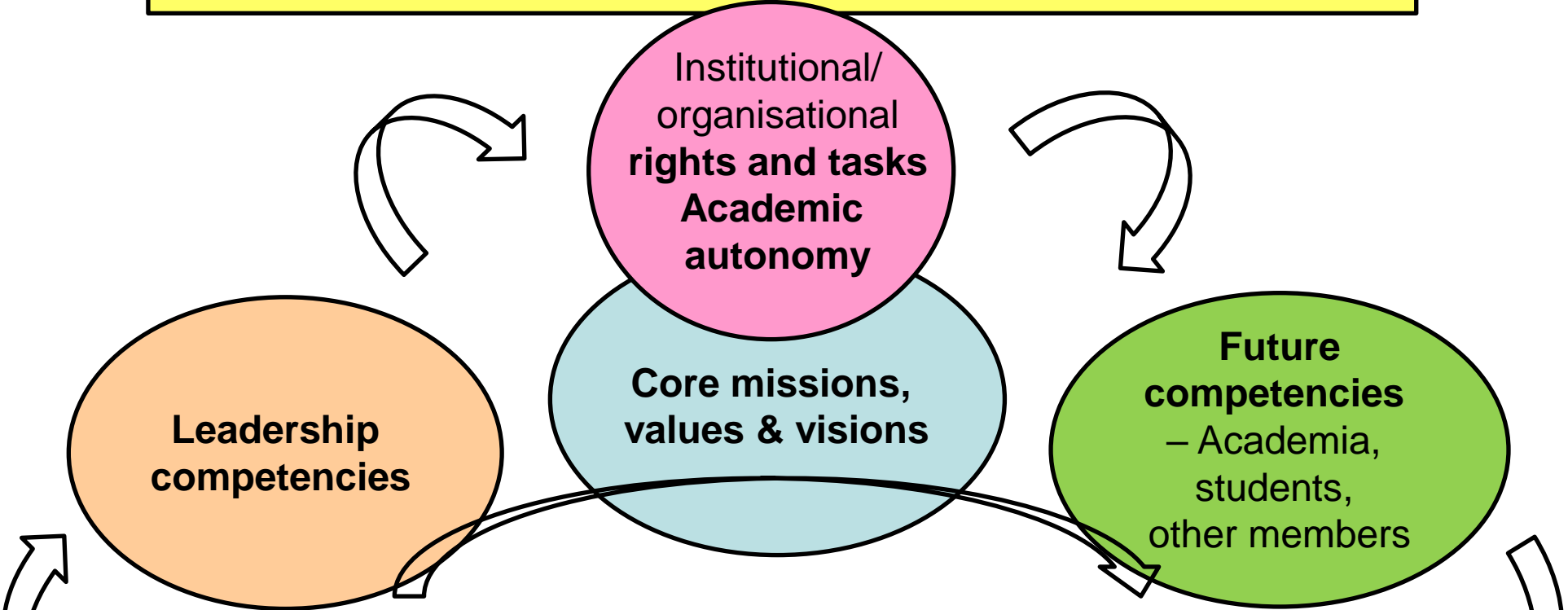
STUDENTS' LEARNING GAIN WITH RESPECT TO **SOCIAL COMPETENCIES** (e.g. **team, communication** and **leadership** competences; **empathy**; ability to **cooperate**; ability to **solve conflicts**)

STUDENTS' LEARNING GAIN WITH RESPECT TO **SELF-COMPETENCIES** (e.g. **self-determination**; capability of **decision** and **learning (SDL)**; **flexibility** of action; ability to **reflect**; **sovereignty**)

Dozens or more cases possible (see e.g. SQELT-PI 2020) including further competencies of quality strategy, management, practice and culture (e.g. leadership, academic, intellectual, ethical competencies)

How are universities prepared to meet these challenges and threats? Which are the ingredients of the concept of the (Future) University?

QUALITY LITERACY
Strategy; Management; Practice; Culture



PERFORMANCE INDICATORS
Assessment of achievements (assurance, enhancement)

The University as Strategic Open Republic of Scholars and Students



Thus, the **UNIVERSITY** is the **social biotope for science** (humanities, natural sciences, music and art) – “a mode of life of practical, reflected, theoretical expertise” (Tenorth 2014, 59), its members (directly involved in science) are **committed to**

- Universal Declaration of **HUMAN RIGHTS** & related **moral values/virtues**
- Certain **ideals of SCIENCE** and correlated **intellectual values/virtues = epistemic responsibilities**
- **Organise RESEARCH** processes as **continual, open & free controversial cooperation & debates**
- **Organise TEACHING & LEARNING** processes as **continual, open & free controversial cooperation & debates** between teachers & students & amongst students

The University as Strategic Open Republic of Scholars and Students

- Sciences systematically and methodologically explore and research all important that is the case and why it is the case guided by **five intellectual ideals of science** or **intellectual virtues**, respectively (cf. Tetens 2008; Leiber 2007):
 - **Truth, or reliability** – To discover & overcome as much as possible all deception, every error, every prejudice, every form of mere wishful thinking
 - **Justification** – To prove that an opinion about the world is actually true, reliable
 - **Explanation & understanding** – To prove how facts hang together (structures, patterns, rules, natural laws)
 - **Self-reflection** – To explore & research scientific exploration & research (“Which concepts, justifications, explanations are the most reliable & valuable in epistemological & ethical terms?”)
 - **Intersubjectivity** – No secret knowledge of a privileged minority; **science is essentially a cooperative endeavour**, a through and through **collective and social undertaking**; scientific research & teaching & learning shall foster **knowledge, personality development & professional abilities** “for all”

These **intellectual virtues** are **represented in missions & future competencies** such as **teaching & learning, community of teachers & learners, research, personality formation, culture of criticism, scientification, service to society, democratisation**, etc., see above

The University as Strategic Open Republic of Scholars and Students

Ergo: **working definition** of the concept of the **University as “multiple hybrid incomplete learning organisation”**

- Hybrid of: **Strategic, open Republic of Scholars & Students** (“statutory corporation”) & **Societal educational institution** (“state institution”), committed to certain **values** & endowed with certain **rights** & related **tasks/responsibilities**:
 - **Value & work community**
 - **Scholars strive for** getting a **qualification** to **teach & pass scholars & students & administration on acquired wisdom**
 - **Students** aim to get a **broad education for life (education for independent thinking, judgments and decisions/creativity; pre-professional education)**, which usually includes achieving an **academic qualification** (in sciences, humanities, or arts) to be enabled to take up a **qualified employment** or profession (including becoming an academic scholar)
 - Institution of higher learning & teaching engaged with **pushing out the frontiers of knowledge** (on basis of a decent range of subjects of study and research)



The University as Strategic Open Republic of Scholars and Students

- Right of academic freedom, i.e. the institution is endowed with some guarantee for the **freedom of teaching and research**, which again is correlated to certain **human rights**, possibly constitutional rights and societal responsibilities (Hamlyn 1996, pp. 207, 213, 214).
- Right to award own degrees & set own standards of assessment, subject to the institutional arrangements that govern the preservation of the standards community of higher education, which is embedded in a democratic society (related: responsibility for QA of assessments and degrees)



The University as Strategic Open Republic of Scholars and Students

- **Right to optimal possible organisational autonomy** ('self-government') (incl., e.g., strategies in research and L&T; curricula; staff & student recruitment; internal quality management by peer/peer-assessment; ...)

At the level of the individual, autonomy directly corresponds to reflected and **content-rich self-determination (successful self-development) through goal-tracking**, which considers **intrinsic** (if not innate) **psychological needs** for competence, self-determination, and relatedness (Deci & Ryan 2000).

- Right to organisational autonomy must be **harmonious with the public interest** which should be represented by some lay personel (e.g. university council; board of lay trustees) – lay and expert personel and their organisational bodies should not be intermingled but meet in continuing, open, transparent and critical discourse

“Thus, the university cannot become an arm of the state, the handmaiden of the church, or the servant of industry without threatening its autonomy, indeed its status as a university”

(Brubacher 1967, p. 239).



Idea of the Multiple-Hybrid University in Diversified HE Systems

HE system options for the “Idea of the Multiple-Hybrid University”



- Create/foster **functionally diversified HE systems** with functional division of tasks and labour comprising (also cf. Behrenbeck 2018, 88ff.)
 - **Elite research universities** (public & private)
 - **Public universities with a decent range of subjects & broad offers of research & teaching** (“comprehensive universities”)
 - **Universities of music and art** (public & private)
 - **Public universities of pedagogy**
 - **Publicly funded research institutes** (e.g. state-funded societies; foundations under public law)
 - **Universities of applied sciences** (public & private)
 - **Institutions of vocational training** (e.g. dual education; industry and technology education)
 - **Publicly (co-)funded institutes of applied research & quasi-industrial small batch production of innovative high-tech products & technology exchange**, thus bridging the gap to industry etc. (e.g. “Johannes-Rau- Research Community NRW”; “Innovation Alliance Baden-Wuerttemberg”; “Cyber Valley Stuttgart-Tuebingen Region”)

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