4th INTREPID Report
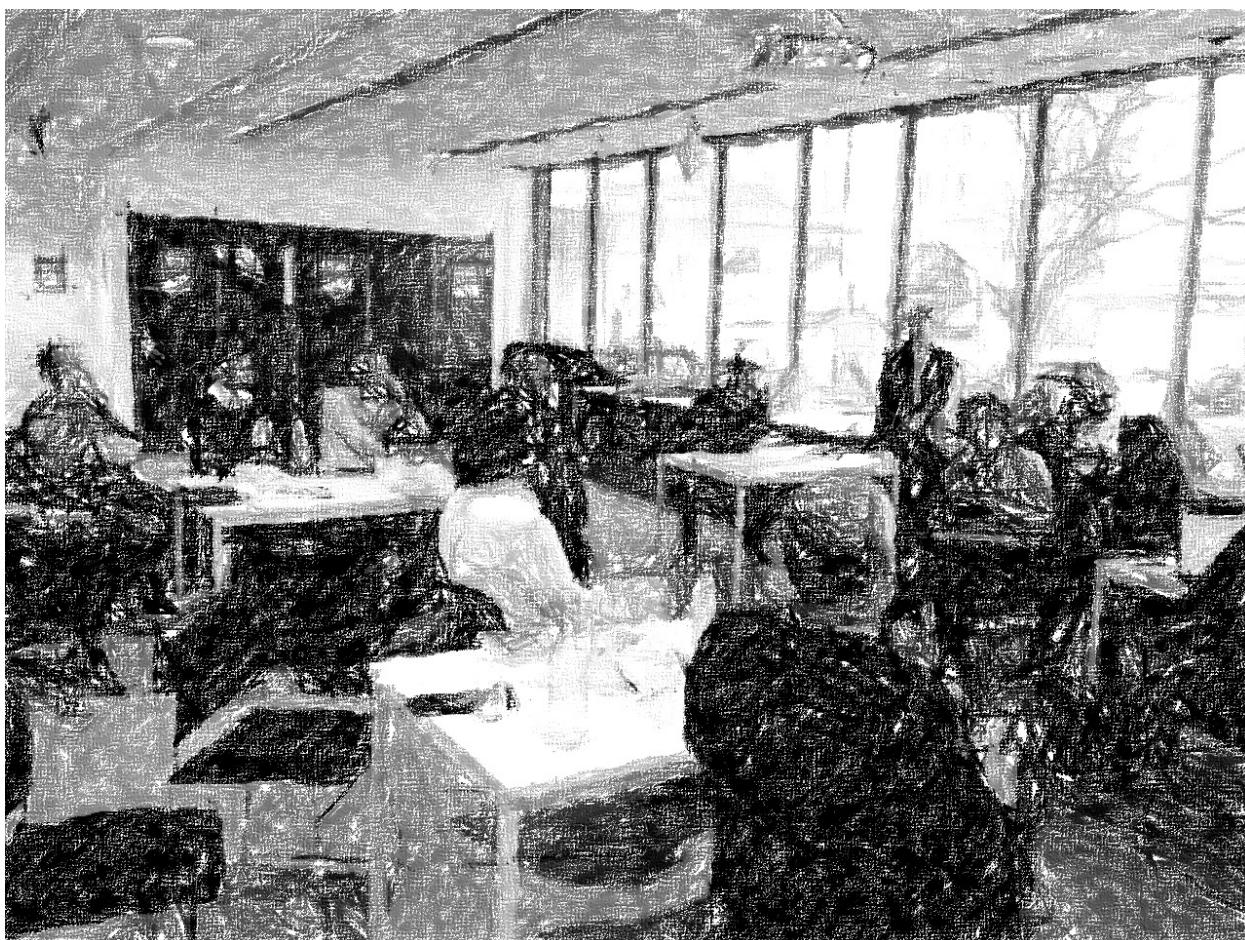**INTREPID Futures Initiative**
Universities and Knowledge for Sustainable Urban
Futures: as if inter and trans-disciplinarity mattered

**Olivia Bina, Giulio Verdini, Andy Inch, Marta Varanda,
Marite Guevara, and Prue Chiles**

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EUROPEAN COOPERATION
IN SCIENCE AND TECHNOLOGY

CONTENTS

Introduction

Background to this Workshop

This Workshop is organised as part of an EU-funded Network (COST Action)[1]: INTREPID – whose objective is to inspire change in how we understand knowledge and build leadership for interdisciplinarity http://www.intrepid-cost.eu/. INTREPID addresses 3 challenges:

- Challenge 1 – Understand Change: Reflecting and Learning
- Challenge 2 – Critical Mass: Building Networks and Cooperation
- Challenge 3 – Enable Change: Enabling interdisciplinarity and transdisciplinarity.

It has been exploring the discourse and practice of **interdisciplinarity and transdisciplinarity (ID and TD)[2]** in research policy, programming and funding in the EU and its member states, and has been looking specifically into the obstacles to, and enablers of, ID and TD in urban-related research.

This Network is funded for four years. We are now entering the last two and, one of the next tasks is to reflect on "The Future of Academia and Universities: as if ID and TD mattered" (INTREPID Futures Initiative). The idea is to make a contribution over the next two years, towards shaping the **space** and **terms** of **knowledge production** in a way that **enables** more **sustainable urban futures**. Thus, we will engage with the future of academia and universities from the perspective of urban studies and urban-related research.

Aim of the London Workshop

This London Workshop is meant to advance the agenda of "Universities and Knowledge for Sustainable Urban Futures: as if ID and TD mattered", by helping us to define the scope of our contribution, and of the activities we might fund for 2017-2019. Intention statement: 'To contribute to the shaping of tomorrow's universities & their urban curricula: as if inter and transdisciplinary ways of knowing actually mattered'.

For this purpose, the Workshop was a one-day gathering of experts and practitioners with diverse experience and disciplinary backgrounds.

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[1] COST Actions are intended to fund a range of activities (workshops, training course, conferences) and thus facilitate networking and exchange of ideas. They do not fund research directly.

[2] INTREPID's *working* definitions are:

ID: Definitions of interdisciplinary vary. It is clear that this is research that spans across different disciplines and may create interaction between these different disciplines, and these disciplines may opt for a clear integration or collaboration. In addition, these can have common goals and aims, or collaborate on the creation of joint solutions. While some researchers recognize the relevance of extra-academic knowledge here, we propose that this is not essential.

TD: Extra-academic knowledge is often seen as important in transdisciplinary research, and may serve as the main distinguishing factor compared to interdisciplinarity.

Agenda

Morning (Giulio Verdini Chairs)	
	Coffee and tea
10:00	**Welcome** by Johan Woltjer, Head of Planning and Transport, University of Westminster
10:05	Olivia Bina & Giulio Verdini–introduce **INTREPID**, today's **aims** and **agenda**
10:20	**Round of introductions**: who, where, what
10:35	Small groups: **Where is the challenge**?
10:55	**Context** and a few initial thoughts (Olivia)
11:15	Coffee and tea & **WORLD CAFÉ' x 4: why change is needed and how can it happen? (**Olivia)

Afternoon (Olivia Bina Chairs)	
13:00	**Lunch**: small group discussion: "what is my personal connection to the issue? What expectations of University?"
14:00	**SYNTHESIS**: elements of a vision, scenarios and key themes (Andy Inch)
15:30	Coffee and tea
16:00	**REFLECTION AND NEXT STEPS**: "*how to spend it*" & will you want to join us? (Marta Varanda)
17:30	Wrapping up and drinks! (Giulio and Olivia)

Three Group discussions: status quo, values, drivers and uncertainties

This session lasted approx. 1.5 hours, and was based on the following instructions:

Universities and Knowledge for Sustainable Urban Futures: why change is needed and how can it happen?

BRAINSTORMING (11.20-13.00)	TOPICS / ACTIVITIES
• Participants in groups of 4-5 spend 15 minutes brainstorming on each of the topics on the right, collating their ideas on flip-chart paper and/ or post-it notes. 5 minutes is used for feedback on key themes from each group.	• Characterizing the status quo (20mins) • Drivers of/for change (20 mins) • Values to guide change (20 mins) • Uncertainties, obstacles, opportunities (20 mins)

Group 1 – Andy et al.

Characterizing the status quo

Our group, comprising mainly UK based academic and non-academic participants focused extensively on intensifying processes of marketisation that are reshaping both research and teaching practices. In relation to the latter this involves the pressures to view students as customers in a market for services, bringing increased pressures to educate for employability and the perceived needs of job markets (even though these are predicted to change massively over the course of any current student's future working life).

Institutionally/ internally, the group also characterised universities in terms of organisational silos that divide disciplines and teaching/ research functions in ways that often work against innovation or responsiveness to problems in the world.

Whilst the group was generally critical of these developments it was also highlighted that there are potentially positive unintended consequences of marketisation, at least in so far as this can be associated with a democratic widening of access to HE, and potentially disruptive pressures to engage with and be accountable to organisations and agencies outside of traditional 'ivory towers' (however, problematic the latter term was acknowledged to be, we saw it as useful shorthand for a traditional, elite form of HE that was being justifiably challenged.).

Drivers of/for change

Following from the above, marketization was acknowledged as a process that continues to drive extensive change.

This was linked to ongoing struggles over the commodification of knowledge and current challenges around 'open access' to the products of academic labour, including research outputs (e.g. journal articles) and teaching resources (e.g. MIT opening up access to teaching materials if not to the credentials that come with an MIT degree).

Proliferation of data was seen as part of a wider acceleration of academic life and knowledge production that raised significant challenges for academic cultures and working time.

There was concern that the fashion for 'big data' often worked against attempts to attain real wisdom which should be core to the mission of HE. This is represented in the diagram below, where the mission of HE should be understood to sit at the top of the pyramid.
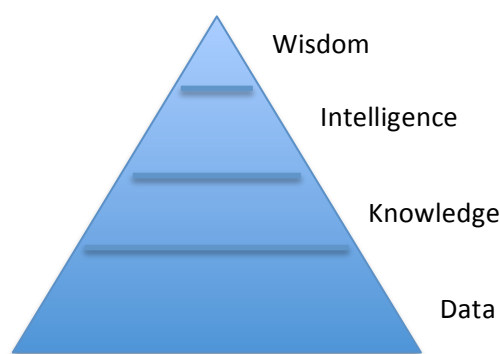
Further discussion also considered how research funders' priorities were a major driver of academic behavior, often very wastefully given how much effort is expended unsuccessfully chasing highly competitive funding. How funders' priorities are set raised questions around who defines the problems that research should address. It was felt that current priorities are not favourable to SSH subjects and are often the product of economic interests and political influence.

Some external drivers of change were also identified, including the likely impacts of automation on job markets and what this means for the nature of higher education.

Values to guide change

Independence was considered a fundamental value of the university, in part measured by an ability to stand back from immediate pressures. This was felt to be under threat in the accelerated academy where much research activity (and employability-centred teaching) focuses on instrumental problem solving rather than on defining the problems that should be addressed in the first place.

Following from this a key value is *democratization* which was discussed in relation to the potential realization of what Appadurai labels a '*right to research'*. Beyond this it was suggested that a key principle for a democratic university would be that there was democratic/ public access to research agendas and the framing of research problems. This was illustrated by an example of how broadly similar research problems can be posed in fundamentally different ways so as to either serve *common /public interests* and social justice purposes or narrow corporate interests (e.g. 'how do we ensure access to safe and healthy food for all' vs. 'how do we solve the problem of global food supply in a changing climate', where the latter is a question set by Monsanto, the former is the question food justice activists would ask).

There was also discussion of the university as a '*protected critical space*' which all members of society could access in order to learn the skills required for critical citizenship and democracy; *empowering people to ask the right questions*. This encompasses elements of John Dewey's vision of universities and arguably suggests something like a broad 'liberal arts' approach to education as opposed to the ever narrowing specialisation demanded by job markets.

It was also recognized, however, that this needed to be balanced against a need for *porous* boundaries to ensure accessibility and responsiveness to societal demands for knowledge, and the need to tackle the challenges inherent in Brewer's phrase that 'the world has problems but universities have departments'.

Any such protected space needed also to introduce greater control over the speed of academic labour, promoting *variable speeds* of work appropriate to different types of task.

All of this should be aimed at increasing the store of *wisdom* in society (as represented in the pyramid above).

Uncertainties, obstacles, opportunities

Discussion here considered issues of *accountability*: who decides on the goals and purposes, research and teaching priorities of Universities and how is that made accountable to society more widely?

In addition, we discussed how learning opportunities might be reconceptualised throughout the life course, opening up the spaces of the university to people in much more flexible ways in response to potential post-work futures that may render traditional education for employment much less relevant (a UK-style Open University for the 21st century). This had echoes of the idea of the 'ragged university' (https://www.raggeduniversity.co.uk/)

The discussion also considered what it is that gives Universities their continuing societal legitimacy. Superficially, the MIT open course project suggests that this is about a role in education and promoting widespread societal learning. However, MIT retain control over the award of degrees and clearly consider their power to offer 'credentials' their key economic asset. This suggests two different directions for universities, in opening up and democratizing learning or in continuing to credential and commodify degrees as 'products'.

Finally, there was some discussion of how post-disciplinary futures may open up more creative approaches to tackling societal challenges.

Group 2 – Giulio et al.

Group Giulio and Jean Paul

Olivia Bina•ICS-ULisboa

COST Action TD1408: Interdisciplinarity in research programming and funding cycles (INTREPID)

Cost is supported by the EU Framework Programme Horitzon 2020

Characterizing the status quo

The 'status quo' of University and knowledge has been placed within the overall societal shift towards (mass) individualism, which is increasingly affecting the way of producing knowledge. University, on the other hand, will need to 'open its doors to the societies' more than in the past to tackle issues of inter and trans disciplinarity. This openness can therefore be a very critical aspect.

Universities are in fact failing to create 'commons' (knowledge as commons) but, on the contrary, are reproducing particular dominant interests of the society. Such interests are entirely reshaping institutions and, in some cases, this is affecting the traditional role of Universities to foresee processes of changes and to employ long-term critical views.

This has an impact in various academic aspects:

- There is a narrowly defined notion of 'employability', which is used as a ranking instrument. This is determining short-sighted teaching strategies to 'meet immediate market demands' failing to equip students with tools to cope with flexible and mutating markets (TEACHING);
- There is an often uncritical advocacy for the contribution that Universities can give to the society. This requires the finding of practical solutions and the applications of problem-solving approaches. This fits very well with the

utilitarianism of neoliberal agendas (service to communities), often failing to define adequately what can be the real societal contribution than a University can give in terms of research production (RESEARCH);

While teaching is becoming more market-orientated and research more utilitarian, Universities still characterize themselves as places of certain intellectual freedom. This can act as an instrument of resistance. In the discourse of the future of Universities and knowledge for sustainable urban futures, regional differences also will matter.

Drivers of/for change

Current global transformations are already acting as drivers for change of entire societies, and this is reflected in Universities.

Climate change and economic change (or crisis) are reshaping meanings and emotional values of entire societal sectors. As a consequence, such sectors are increasingly demanding changes. Education might respond to that, addressing positive values.

Values to guide change

Values to guide changes are related to the need of tackling together primarily issues related to climate changes and economic crisis or disruptions (with associated problems of international migrations and so on). Therefore, there are uncertainties on what will guide change: positive values as a results of awareness or emotional reactions influenced by fear (Trump or Brexit effect).

Uncertainties, obstacles, opportunities

Phases of uncertainties, as the current one, carry together obstacles and opportunities for the future of university and knowledge.

The engagement of the civil society in process of knowledge production, as advocated by trans-disciplinary approaches, is threatened by the diffused fragmentation of the society (due to precarious employment conditions, migrations and so on). The University will have to open its door to the outside world being, at the same time, capable to interpret an increasingly complex social landscape.

Accountability of knowledge production (for whom and why) will be central to the future of University.

In relationship to this issue, technological innovation (associated with the topic of proximity) cannot be underestimated. It might provide a platform for knowledge innovation (for example in fostering place-based engagement) or a disruptive tool to reinforce exclusionary societal processes.

Group 3 – Marta et al.

Group Marta and Prue
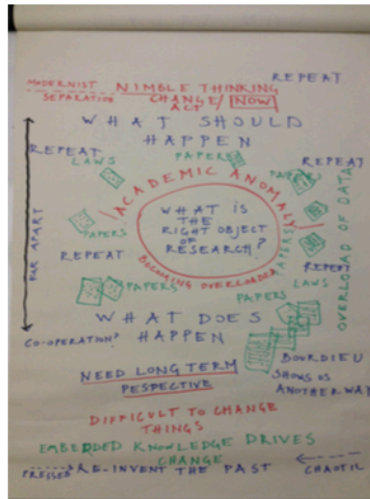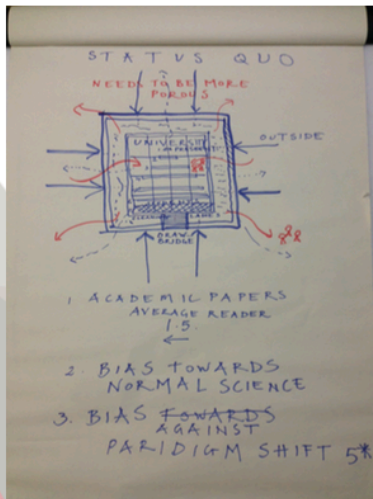
Group Marta and Prue
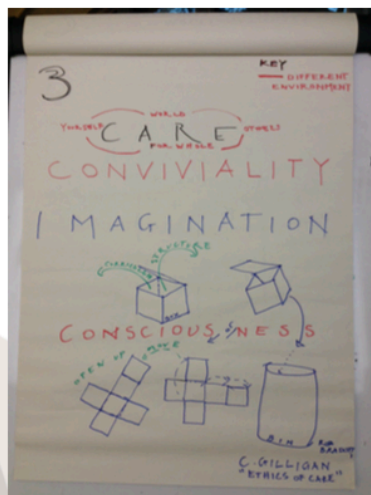
Characterizing the status quo (20mins):

For our group the University was visualized as a fortress; in need of being more porous; there are insufficient links/bridges to the outside and too little of the outside permeating into the university.

University as a huge hierarchical bureaucracy – 7 layers from the president to cleaning services.

University main research outputs are academic papers, which are read on average by about 1.5 people

University is still biased towards "normal science"

Internationally rated "paradigm shifting" research is seen as most important, whereas sometimes more locally relevant research may be "better."

References used in this discussion

- The books of Stefan Collini *"Speaking of Universities"* 2017 and *"what are Universities for"* 2012 and *TheGreat University Gamble* by Andrew Mcgettigan
- Are good for characterizing the status quo and what is happening to universities today. The whole commercialization of teaching and research - and research that is politically worthwhile is discussed.
- I think *Slow Professor, challenging the culture of speed in the Academy* by Berg and Seeber was also mentioned.
- Actually a search on amazon there are a myriad of "new future of the University" books.

Drivers of/for change (20 mins)

In our group we were looking for how we can address the "Grand Challenges' of today more effectively

The drivers towards change are coming mainly from outside the university but have to face/confront the "FORMA", the same old structure, and an inbuilt immune system, a reluctance to change. Based on Simmel sociological thinking social change is resulting from the conflict between life and form, where the form is bounding, controlling the activity of life.

Universities operate on many levels and scales.

The outside influences include:

- Central and local government
- Companies training trends (ex. Google University, Apple University,…)
- NGO's; charities; community;
- Other political or social drivers
- Privatized research - requests for research by multi- nationals
- societal challenges (rising inequalities, climate change, increasing national sentiment, aging population, urbanization …).

Universities live in a wider social, economic, political system which includes:

- The younger generations, in general, want new approaches, new ways of doing things, something different
- New-life
- anarchic elements
- contaminations ('strange' unorthodox characters and careers)
- new thinking

Universities themselves have a chaotic life with contradictory forces at different scales of influence:

- grassroots student initiatives
- thought leaders
- decisions makers.

Values to guide change (20 mins)

Four main values for the future of universities and research and teaching values:

- CARE : for yourself, for others, for the world, for the whole
- CONVIVIALITY a good environment to work in.
- IMAGINATION
- CONSCIOUSNESS of the contexts we should work in.

We consider the current University as a box- a cube with corners and edges- to represent the structure (see figure, above). But the university **also includes** Curricula (life , people) . Structure and curricula are the metaphor of two components of University which are in permanent tension   In short , the curricula are the expression of vitality, of life. The structure, in our case, the box University

In Simmels' sociological thinking, the social change is resulting from the conflict between life and form, where the form is bounding, controlling the activity of life (i.e. curricula).

The best way to make possible the introduction of new thinking (paradigm shift) in the University is to open up the box/cube-University.

This box should be disposed of (placed in the waste bin), opened up and move around taking in consideration these values.

Uncertainties, obstacles), opportunities (20mins)

Critical thinking about universities:

What should happen at universities and what does happen is very far apart.

We need to have a long-term perspective, not short-term thinking.

We need to try and move towards positive, not negative change.

Universities are not free as long as they will follow/obey accreditation systems

They need to be able to operate on many different levels of education and reward. (Marta's note to Prue: not sure what does this mean)

Academic work focused on papers + papers is an academic anomaly which overloads academics and drives attention away form "what is the right object of research?" (data drives the research)

Therefore we need to be more relevant, we need to look at real issues, grass roots issues "real-world "institutes and laboratories working on projects like "Transition Towns and working with alternative City organisations like:

For example:

- REOS,
- City Mine(d)
- The Social Labs Revolution

Universities are important for public organizations and businesses innovation, education and recruitment. But there are barriers that prevent cooperation. Each stakeholder (HEI, Businesses, Academics, Government Agencies,…) have their own motivation to cooperate. Trusted relationships drive cooperation, but trust is based on the acceptance of the differences.

The modernist separation- the grand narratives of the past needs to change to a nimble thinking that will lead to change – there is a need to act NOW

What should happen?

Even if it difficult to change things, intellectuals like Bourdieu and Lefebvre help theorize another way.

Opportunities

Humans can transform things; systems are loosely coupled and humans can make a difference in them and universities have to be a part of this.

Embedded knowledge drives change and needs to be the pre-dominant way of working. Even if it is difficult to change things, Bourdieu shows us another way.

There are many new types of organization and creative thinking bodies that are leading the way. Some inside universities and some outside.

What should happen?

Universities collaboration in sustainable development is not simply achieved through more knowledge, more innovation and more educated experts who transfer potential solutions to citizens.

The speed of technological innovation challenge universities. There is a need for curriculum redesign if we don't want to be at the service of machines instead of making machines serving us.

Universities should become more "engaged" with society, developing more links with partners in their home city and region, and adopt service learning, experiential learning methods, in which students learn by working on real-life problems.

Sustainability at a global, regional or urban scale is also about values, participation, social learning and a dialogue between different domains of knowledge and legitimate interests (UNESCO, 2005; Sneddon *et al.*, 2006)
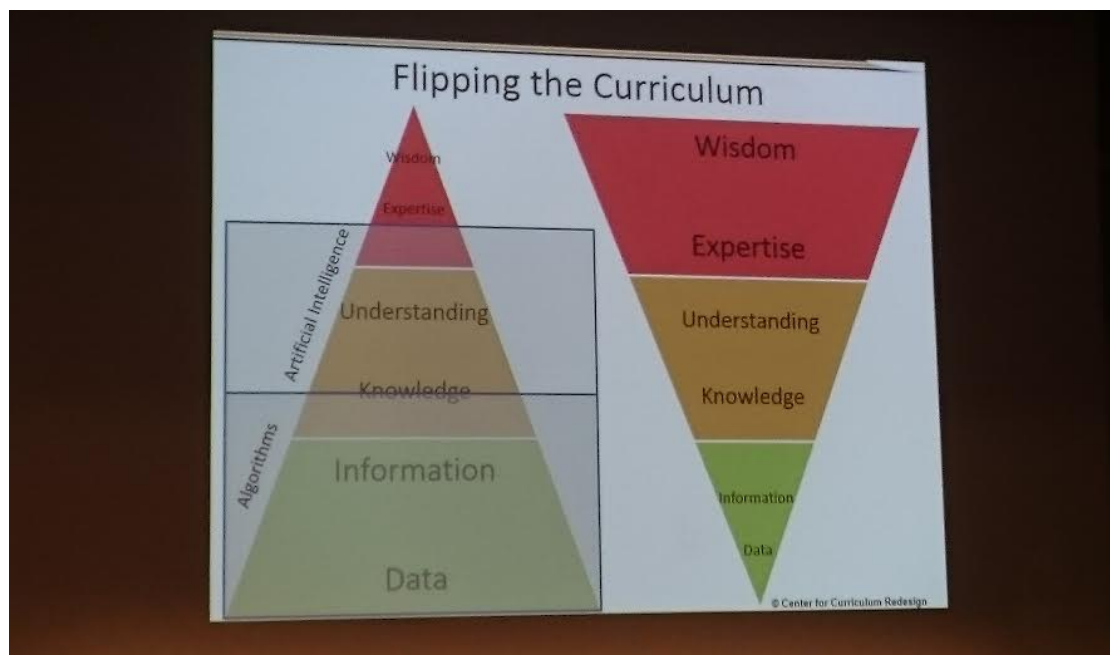
Overview: joint discussion (based on the three groups)

Based on feedback from each of the three group discussions, Olivia noted some of the key messages on 4 sheets (see below). We then gathered around these for further reflection and with the aim of identifying a set of issues around which to focus INTREPID's next steps.
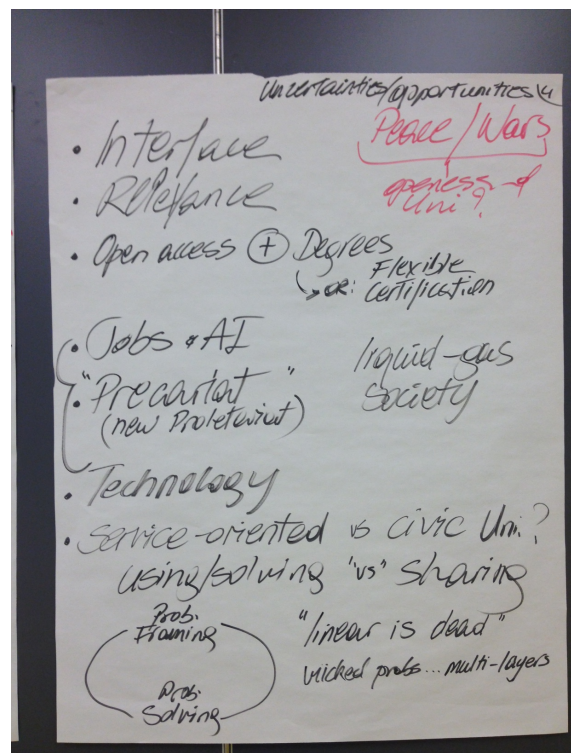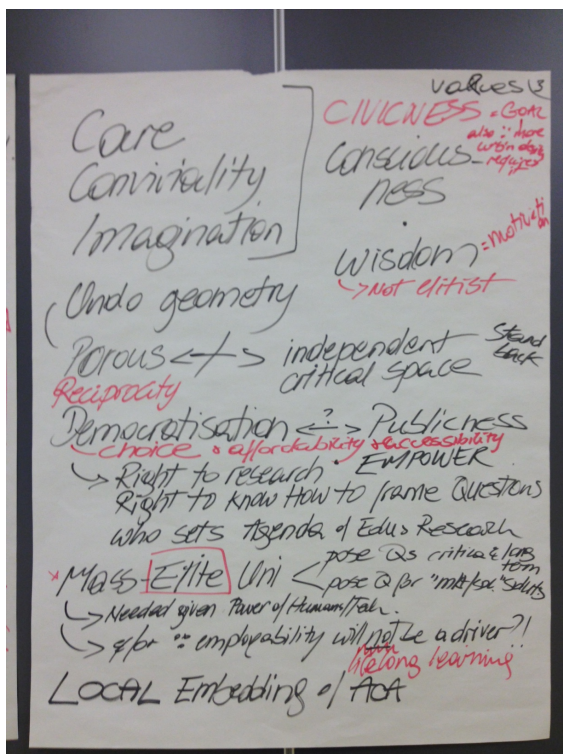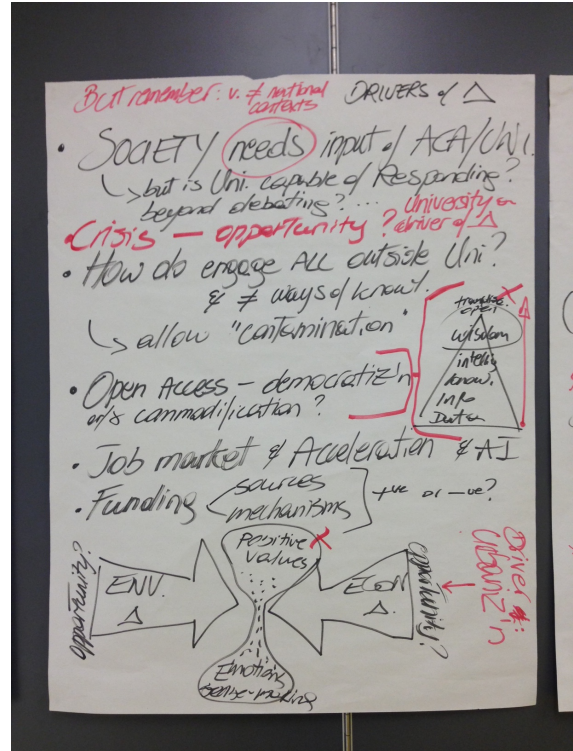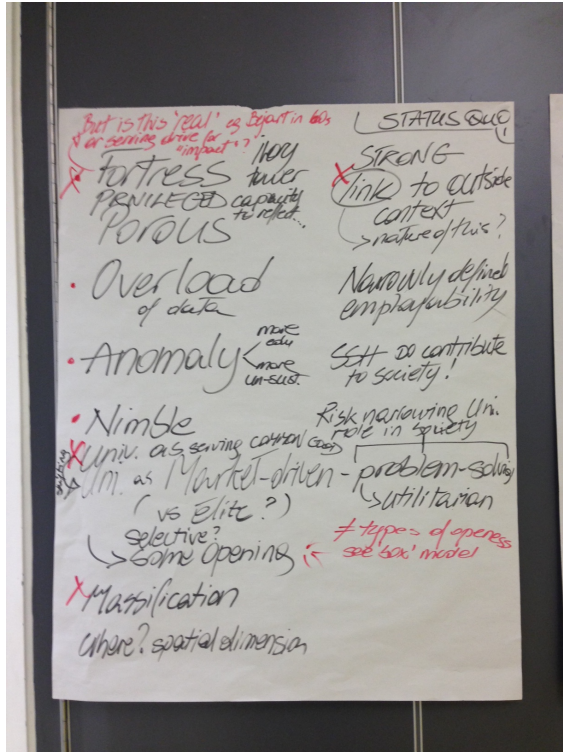
Introducing the idea of The Future of Universities (Future-of-U)

Concerns and Uncertainties

A general concern related to the fact that we discussed the status quo, drivers, values and uncertainties mainly from the perspective of academia. An essential next step would have to be to broaden the range of voices.

The following is a **list of concerns** and **uncertainties** that were considered important:

- **Data**: 'big data', data overload (overwhelming?), (un)democratic, (un)controlled
- **Funding**: influence of sources and funding mechanisms
- **Massification** and **Open access**:
  - Does they imply democratisation or commodification of knowledge?
  - Is the current trend of a rising percentage of people holding a university degrees sustainable and desirable?
  - Does massification imply the loss of a critical approach?
- **Uncertainty** in the future of the job market (acceleration, artificial intelligence etc): are **education** and **technology** in a race? Everything that is easy to deliver and quantify is likely to be automated in the future.
- **Place and non-place:** The task of teaching curricula (delivering information and knowledge) is likely to be increasingly taken up by digital platforms, and thus partly automated. A fundamental question arises: what will make the place-based university in the future still be relevant?
- **Urbanisation** as a major driver of change and one that is closely linked to acceleration, artificial intelligence, internet of things etc.
- **Role** of universities in society: are we witnessing a general (global) shifting from universities being a common good to being market-driven, problem-solving institution?
- "**Linear** is dead"
- New forms of proletarisation: **Precariat**

University and society: systemic and tactical change?

Can we envisage the Future-of-U making it an opportunity to serve society? The aspiration becomes one of the university becoming **itself a driver of change**, rather than being the target (victim) of change.

There is a view that the university system and pedagogy are in **crisis** and that this is an **opportunity to introduce innovation** (disturbance). Alternatively, others argued that rather than crisis, universities are constantly subject to **tensions**, and opportunities, and the

question becomes 'where can we **intervene** [within the university system] to push the **values** that we want to promote?'

Can we [INTREPID] find spaces and, or, projects that can promote similar opportunities? Echoing ideas of tactical urbanism, what would be **tactical interventions** within academia?

University and the City: a question of reciprocity?

Following on from the questions of **openness to** and **connectedness with**, society, we also discussed the immediate context of universities: their (mostly) urban locations and to what extent ideas of a civic university could mean **a university open to the city**, for the common good and for sharing, co-designing and co-creating.

How can (should?) this **co-exist with the current (dominant?) model** of a market driven, service oriented university, and the agenda of massification (which potentially conflicts with the need for local, place-based, understanding)?

This also raised questions of **reciprocity**, **affordability** and **accessibility**.

Purpose

Introducing the idea of purpose[3]

What should be the role of universities in society? What is the need for academia today? Is university responding, and to what need(s)?

Perhaps we could start by arguing that university appears **unfit** for purpose: as Molz and Assenza (2016)[4] have noted, there is an 'anomaly' in today's world, which has the highest number of people completing higher education studies, and yet is facing the greatest crises in ecological, social and economic terms.

Employability has been an important reason for studying for a degree. In the Future-of-U this may be challenged by an increasingly **uncertain** future of jobs as we know them, as multiple forms of artificial intelligence and robotics replace human jobs, leading to question the purpose of universities. Preparing the next generations for **versatility** in the **way they think** and **resilience** by equipping them with the skills to **constantly learn** and update themselves arises as one possible new focus (a new perspective for lifelong learning?).

Related questions:

- Will (should) the future university promote cooperation above competition?
- Will the next generations learn to use what they know to build a just and sustainable world?

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[3] We note that our distinction between purpose and desirable qualities needs further thinking.
[4] Molz, M. and Assenza, G. (2016) Two paradigms of Higher Education - Modernist and trasnformative, Working Paper #1, 7 September, University for the Future Initiative.

Purpose pyramids

> Moving towards wisdom is something we could aspire to?
>
> Can universities aspire to drive change, rather than be driven by it?

The exponential growth in data calls for a democratisation (massification?) of higher education enable people to make sense of a data-driven world. See image above 'Flipping the curriculum' (above).

What will be a '**good university'**, beyond ideas of international rankings as currently adopted? (@14.20~ of the recording) Lee answered his own question half asking whether '**moving towards wisdom** is something we could aspire to'. This felt almost like a cathartic moment: the whole group applauded the idea and mission. Although it was also argued that the future university will still claim diversity, including diversity of purpose, it seemed that it should seek to enable and empower individuals to become full **citizens**, with a high sense of **civicness** and a **character** shaped by capacity for **self reflection**. These at least, were some of the aspects that we combined under the label of wisdom.

The aim is to enhance humanities capabilities and potential so as to ensure a **just and sustainable future**.

Can the Future-of-U be (again?) a space and place of 'wisdom'? Greater openness in the Future-of-U and a **transdisciplinar** approach seem to be essential to a project that sees the future university as one to deliver 'wisdom'. It was felt that wisdom could only become a core part of universities if these allowed for **interdisciplinarity, openness and porosity** when it came to defining, negotiating, shaping and promoting 'wisdom'.

Related to this, is the question of whether (should?) the future university promote the capabilities that enhance **cooperation** above **competition**? In a world that is increasingly **interdependent**, as well as **interconnected**, wisdom may depend on a (re)discovery of cooperation. This is also a crucial skill for all efforts towards greater **interdisciplinarity**.

Values related to Purpose
- Empower individuals, sense-making (enlightened as opposed to in an Age of enlightenment?)[5]
- Right to research
- Raise consciousness
- Promote wisdom and ethics (but care not to be elitist)
- Positive values

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[5] Kant (1784) What Is Enlightenment? http://www.columbia.edu/acis/ets/CCREAD/etscc/kant.html

- Space for emotions and reflection
- Beyond linear idea of delivering employability towards life long learning

Desirable qualities

The 'open question'

One of the main questions that seemed to arise from the 'status quo' was: '**how open or porous should the future university be?**'

There was a general rejection of the Future-of-U being a future version of 'fortress', 'ivory tower' enterprise, suggesting that **some degree of openness and porosity will be an essential quality** of the future university. This however led some to note that the idea that today's university is a 'fortress' or 'ivory tower' should be discussed with care: we may also be buying into a labelling and critique that is designed more to undermine academia, than to describe it. Or, we may be supporting the drive towards justifying the existence of universities through the sole measure of economic and social impact?

Reference to the role of Bejart in French universities in the 60s was made to disprove the single narrative of 'ivory towers'. Partly linked to this critique, we discussed the idea of universities as an important place where to exercise the '**privilege of critical reflection**', expecting this to be an even more important task in future universities.

The general feeling was that the Future-of-U would enatil **strong links** with the world 'outside', but we were not able to define 'links' at this stage. The following two terms were considered essential:

Openness	Lack of restriction; accessibility.
	(openness to) Acceptance of or receptiveness to change or new ideas.
	Lack of secrecy or concealment; frankness.
Porosity	(of a rock or other material) having minute interstices through which liquid or air may pass.
	Not retentive or secure.
	Synonyms: permeable, penetrable, pervious

https://en.oxforddictionaries.com/

Open or porous to what? To whom?
- The notion of **transdisciplinarity** was central: basically referring to the embracing of multiple and diverse forms, sources and agents of knowledge, when shaping problems, solutions and the understanding of reality. The future university would be open to such **multiplicity** and **diversity**, emphasising the need to mix forms, sources and agents of knowledge.
- See '**box model'** (next figure) referred to by Prue and colleagues: open up the **structures** and **curricula**. The possibility of shaping the space and place of multiple knowledge, for new jobs and markets and non-market realities

- **Engagement**: are universities capable of wider, deeper engagement with the outside world, especially the city and region in which they are located? Will there still be a notion of an 'outside' in the Future-of-U?
- Linked to this: **co-design** and **co-creation** of knowledge.
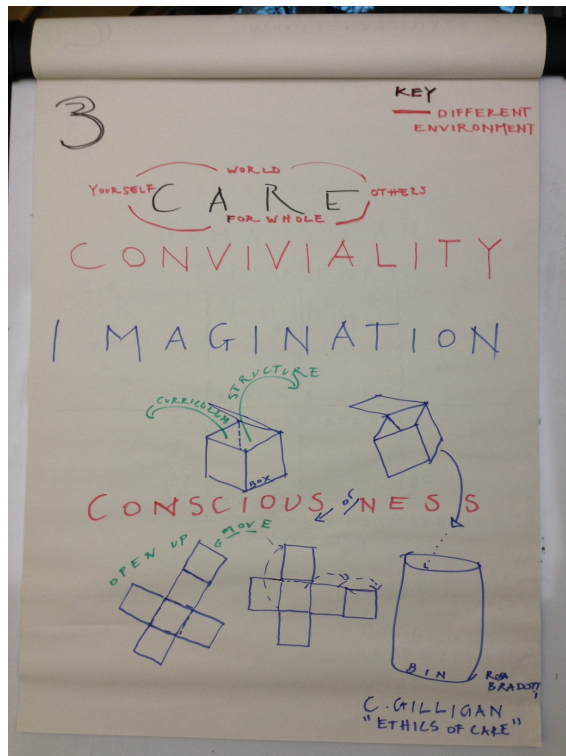
Values related to desirable qualities
- Openness and porosity[6]
- Reciprocity: exchange, sharing (co-design, co-create)
- Accessibility
- Local (& regional) embedding
- Independence
- Civicness[7]
- Critical space (ability to stand back)
- Democratisation of the education and research agendas, questions
- Balance the long-term perspective and inquiry with the urgency of market and societal solutions.

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[6] Reference to Kant (1795) Perpetual Peace: A Philosophical Sketch
isites.harvard.edu/fs/docs/icb.../Kant%20Perpetual%20Peace%20section%20II.pdf

[7] Dekker (2009) Civicness: From Civil Society to Civic Services?
https://link.springer.com/article/10.1007/s11266-009-9089-9

Tensions

The main tensions currently affecting universities are:

- democratization (people oriented) vs commodification (mkt oriented)
- long vs short term
- wisdom vs data
- people (life) vs structure(form)
- porosity vs fortress
- liberal arts vs techno-econ science.

The big squeeze – or emergent values?

Are the multiple drivers of change, and related crises, and in particular the ecological and economic crises and rapid changes putting pressure on the ballooning body of knowledge and knowledge production activities, thus pushing forward (making more prominent) the following two dimensions of understanding, that would otherwise continue to recede into the background (and into oblivion)?

- Positive values
- Emotions and sense-making.

Universities that contribute to building wisdom, and thus individual's **characters**, should engage with all dimensions of the human being: **mind, heart and body.**

Are crises thus an opportunity?

See figure by Jean-Paul and colleagues.
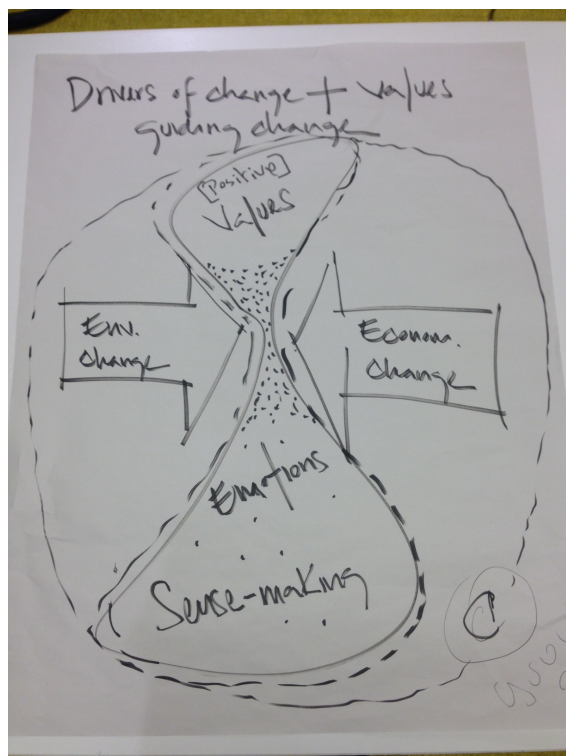
The ethos of the Future-of-U

- Care (of Self, others, the whole, World)
- Just and sustainable worlds
- Conviviality
- Imagination
- Life long learning

In summary: Ethos, Purpose and Desirable qualities

We identified a range of themes (originally under the idea of values for the Future-of-U), which can be tentatively categorised under ethos, purpose and qualities:

Ethos	Purpose	Desirable qualities
- Care (of Self, others, the whole, World) - Just and sustainable worlds - Conviviality - Imagination - Life long learning	- Empower individuals, sense-making (enlightened as opposed to in an Age of enlightenment?)[8] - Right to research - Raise consciousness - Promote wisdom and ethics (but care not to be elitist) - Positive values - Space for emotions and reflection - Beyond linear idea of delivering	- Openness and porosity[9] - Reciprocity: exchange, sharing (co-design, co-create) - Accessibility - Local (& regional) embedding - Independence - Civicness[10] - Critical space (ability to stand back) - Democratisation of the education and research agendas, questions - Balance the long-term perspective and inquiry with the urgency of market and societal solutions

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[8] Kant (1784) What Is Enlightenment? http://www.columbia.edu/acis/ets/CCREAD/etscc/kant.html

[9] Reference to Kant (1795) Perpetual Peace: A Philosophical Sketch
isites.harvard.edu/fs/docs/icb.../Kant%20Perpetual%20Peace%20section%20II.pdf

[10] Dekker (2009) Civicness: From Civil Society to Civic Services?
https://link.springer.com/article/10.1007/s11266-009-9089-9

	employability towards life long learning	

Two possible ways forward

In our final session we identified a number of possible ways forward for INTREPID.

The urban curriculum of the future

There was support for the idea (originally presented in Barcelona) of exploring the themes of the Future-of-U through the design of an urban studies-related curriculum.

1. BACKGROUND: Civic design and citizenship models and traditions (which traditionally emphasised civicness in urban planning, e.g. Patrick Geddes) should be revisited – almost as heritage: 'histories of disciplinary formation' (and the quantitative turn, also witnessed in sociology more in general);
2. CASES: identify a number of existing pre-figurative practices and curricula (eg SOAS – issue of decolonization of knowledge? Westminister?)
3. PROTOTYPE: co-design a new curriculum, the kind of students that would take it, the physical environment (the future university) that would host them.
   a. One option: involve academics only to facilitate the process, and enable citizens and stakeholders to shape the prototype?
   b. Check out INET's testing of new economics curricula.[11]
4. TEST: apply it. Eg. through a summer school aimed at senior city planners?
5. Potential INTREPID actions: workshops + training schools
6. FUNDING: Involve C40 or Covenant of Mayors?

An exercise in envisioning the Future-of-U: INTREPID's co-created vision?

The above exercise could or should be embedded in a wider exploration of the kind of university that could deliver such new curriculum.

Here, additional ideas for further exploration included the revisiting of the idea of a scenarisation exercise, which could be held in a number of INTREPID members' universities and others based on a common template. This common template will focus on issues such as the purpose and desired qualities shaping the Future-of-U, the main drivers of change with particular emphasis on values. These are initial ideas not fully explored in the workshop. One main challenge will be to leverage INTREPID's funds, as these will be insufficient:

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[11] https://www.ineteconomics.org/perspectives/videos/young-scholars-initiative-the-next-generation-of-new-economic-thinkers

- CHALLENGE 1: envision the Future-of-U as one driven by the goals of sustainability, wisdom and character building – thus exploring the qualities, shape, and dynamics of universities imagined as a place that enables human capabilities for a sustainable future.
- CHALLENGE 2: define what a university is, and how it *does*, *could* and *should* relate to society and contribute to knowledge production, maybe by breaking down 'the university' into some of its constituent parts or qualities and asking how they might change?
- OTHER focus?
- APPROACH: co creatively design a vision of the Future-of-U for a sustainable society that could be tested for improvements in a number of universities of INTREPID members and others.
- CO-CREATION: involve a wide range of stakeholders in the process of envisioning.
- DESIGN: could we design the spatial dimensions of a future university? (see above)
- SURVEY: Nicky Chalmers offered to support a brief survey through her platform of global contacts.
- Potential INTREPID actions: Short fellowship missions in universities (STSM's); workshops; training school on scenario building;

Issues of scale: the Future-of-U can be explored, and implies, multiple scales of analysis – which should we target?

- The network of individuals involved in making the university, its departments and so forth;
- The network of individuals linking academics and other producers and users of knowledge;
- The physical space (eg MIT video by Otto Sharmer);
- The network between a university and other academic and non-academic entities;
- Other?

Some **other elements** worth considering were:

- Civic design and citizenship models and traditions (above) may provide an interesting entry point;
- Maintain the focus on inter and transdisciplinarity when exploring ideas and visions of the Future-of-U;
- Combining utopia (Ruth Levitas) and future studies (H G Wells) to envision the Future-of-U;

- linking the exploration of wisdom and civic university with the shift from homo economicus to homo consciens.

Next step

Some INTREPID members will be meeting at the TD Net conference to take this forward:

http://www.transdisciplinarity.ch/td-net/Konferenzen/ITD-2017.html

Annex 1: Participants

Name	Surname	Country
Olivia	Bina	PT
Giulio	Verdini	UK
Prue	Chiles	UK
Marta	Varanda	PT
Andy	Inch	PT
Bertie	Russell	UK,
Carlos	Lopez-Galviz	UK
Lee	Crookes	UK,
Nicky	Chambers	UK
Jean-Paul	Vanderlinden	FR
Marite	Guevara	ES
Anna	MacGillivray	UK
Silvano	Custoza	IT
Markus	Molz	LUX
Johan	Woltjier	UK
Michael	Neuman	UK
Enrica	Papa	UK
Alessandra	Mossa	UK

Annex 2: the background information sent out to participants

We propose to take a very specific lens: imagining the curriculum for Urban Studies in 2047, that is 30 years from now. From this specific angle, we would then expect to rethink some of the key aspects of **content**, **pedagogy**, but also core **institutional** and **structural** aspects of knowledge production. We could also explore the link, synergies and contributions to the UN's agenda for Education for Sustainable Development (ESD) and its related Goals for 2030.[12]

We expect to focus our discussion around (__some__) of the following questions:

• **What** knowledge and learning is needed to create more just and sustainable
   futures?

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[12] UNESCO (2016) Education for People and Planet: Creating Sustainable Futures for All, UN Educational, Scientific and Cultural Organisation (UNESCO), Paris, http://unesdoc.unesco.org/images/0024/002457/245752e.pdf;
Mader, C. and Rammel, C. (2015) Transforming Higher Education for Sustainable Development, UN Sustainable Development Knowledge Platform: sustainabledevelopment.un.org, (accessed: 20/2/17);
and specifically on urban studies: Bina, O., Balula, L., Varanda, M. and Fokdal, J. (2016) Urban studies and the challenge of embedding sustainability: A review of international master programmes, Journal of Cleaner Production, 137, 20, 330–346, 10.1016/j.jclepro.2016.07.034.

- what range and scope of topics need to be covered to realise the futures we want?

• **How** will knowledge be generated, distributed, owned and used in the urban future?
  - What skills and competencies will need to be cultivated?
  - Will Western science be integrated with ways of knowing beyond traditional academic disciplines and ways of knowing (e.g. traditional, customary, local or indigenous forms of knowledge)?

• **Who** will generate, distribute, own and use this knowledge?
  - will intellectual property remain? Can a future education contribute to what Arjun Appadurai calls the 'right to research', building a 'capacity to aspire' and thus serving society as a whole?
  -
• **Where** will knowledge be generated, distributed, owned and used?
  - What role will universities and other institutions play in these developments?
  - Will universities continue to exist and be based on physical campuses? What organisational and physical shape will they have? How will they relate to their (urban?) surroundings?
  - Will there be faculties, subjects and departments? Will current hierarchical structures remain?

Expected outcomes
- A list of priority themes for discussion and inquiry over the next two years
- Identification of possible synergies between INTREPID and participants's own initiatives
- Ideas about how best to use INTREPID's funds in order to contribute to advance this inquiry: workshops, training, publications, conference etc.

Practicalities
INTREPID will cover your travel and subsistence costs. The workshop is intended to cover the whole day of Friday 24th March. The venue will be Westminister University, London. Details to be confirmed.

Annex 3: Initial thoughts on "The Future of Academia and Universities: as if ID and TD mattered"

In our Network's last meeting in Barcelona (17 February 2017), we had a preliminary 'brainstorm' session aimed at scoping some of the broad contextual issues linked to this Initiative. We started by discussing the role of academia and universities in producing knowledge for sustainable futures. We ended up with what looks like two possible narratives of the future, one more likely to lead to dystopian conditions, the other aspiring

to more utopian ones. These are highlighted in the figure below and summarised in rather simplistic and preliminary terms here:

- A potentially dystopian future marked by techno-scientific utopias driven by knowledge production that serves innovation, growth and acceleration in all aspects of life. Predominance is given to natural and life sciences in both disciplinary and ID terms, with input from the arts and humanities and social sciences in-so-far as they can serve the techno-science agenda (a narrow scope for ID). Knowledge is produced by academic and non-academic actors, with a focus on sources that can contribute to the techno-scientific agenda) (a narrow scope for TD). This is expected to serve the desire to accumulate power and control, thus shifting into dystopian impulses.

- A potentially utopian future marked by a focus on values and a common desire for sustainable wellbeing. Here knowledge production is designed to serve a just and sustainable future for all life on the planet. Knowledge production allows for the combination and integration of all disciplines and ways of knowing (broad ID) and includes actors from all walks of life (broad TD). The arts are recognised as a critical source of inspiration ad hope, and a way of promoting connectedness.

PURPOSE:
We felt that INTREPID should take a purposive stance in relation to the topic, by asking what Academia and Universities can do to promote knowledge for a sustainable development-oriented mindset and future. To do this, we could link to UNESCO's agenda for Education for

SD, and we could also link to SDGs agendas[13] and - for urban issues - to the work by UN Habitat. But we may also consider these frameworks too conservative and explore other paths.

CHALLENGES:
As a result of our discussions, we identified a number of challenges that must be acknowledged, though they do not need to be the focus of our work:

- The **limited practice of ID and TD**, and the related issue of limited and declining promotion of the Arts, Humanities and Social sciences (**the 9/95 ratio** of H2020)
- The partly related situation whereby we have an increase in techno-scientific **innovation**, that is constantly accelerating leaving many behind in terms of their capacity to understand what lies behind the 'service' (big data etc) - and that is poorly (if at all) accompanied by **ethical** scrutiny.
- We felt that ethics was problematic not just for its limited application but also because we see this domain of knowledge as being actively **underdeveloped**, with potentially serious consequences for the direction of knowledge and science; but also for privacy, and fundamental freedoms, and sustainability (geoengineering?).
- We explored notions of **connectedness** and **DIS**-connectedness: apart from the obvious disciplinary boundaries, extreme specialisation and Taylorism. We talked of the disconnection between knowledge and its consequences (links to the above on ethics…), we also mentioned disconnected lives, perceptions, disembodied existence (focus in the mind vs body)
- Drivers of the above: **acceleration**, driven by **growth** expectations, driven by desire for **power accumulation**, driven by **ego**-centrism.
- **Alternatives**: question existing systems, create alternative **values** and **mindsets**, promote care, trust, respect, hope, love?

FOCUS:
It was suggested that INTREPID should focus its contribution by "**Imagining the curriculum for Urban Studies in 2047**", and using the vehicle of a curriculum to explore and discuss some of the broader challenges around "Universities and Knowledge for Sustainable Urban Futures: as if inter and trans-disciplinarity mattered"

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[13] For example: Mader, C. and Rammel, C. (2015) Transforming Higher Education for Sustainable Development, UN Sustainable Development Knowledge Platform: sustainabledevelopment.un.org, (accessed: 20/2/17).