“University of the Future”

Notes by David Ackerman

Although this document is written for an Australian context, we can at least skim a few ideas that can be applied across the region. I found helpful the upper sections on the five drivers of change.

1. Democratisation of Knowledge and Access
	* Increase in lay people wanting training
	* Growth in extension education (PNG, SEANBC, Philippines)
2. Contestability of Markets and Funding
	* Changing business models: Do our schools have bloated administrations?
	* What are the trends for WEF support for schools?
	* Where does most of WEF (or other funding) go in our educational systems (buildings, faculty, staff, etc.)? Do regional resources (travel, meetings, etc.) consume substantial resources from educational needs?
	* What kind of overhead do our schools have? What is the ration of support staff to faculty?
3. Digital Technologies
	* Are our schools equipped to teach online? Do they have the technology to do this? Are faculty trained for this?
	* Rise and use of video (synchronous and asynchronous)
	* Can we have a regional online Course of Study not attached to a school?
	* Accessibility to Knowledge: schools need to shift from content to context and competency (application and skills).
4. Global Mobility
* How has globalization affected Nazarene education?
* Why has NTC Manchester grown so much with students from all over the world? Is this a useful model for the denomination? Can APNTS or NTC Australia do something similar?
* Is there still a need for region-wide schools?
* How can a multi-disciplinary approach help strengthen education?
1. Integration with Industry
* The “industry” is the church.
* How can life-long learning be integrated into the educational scheme?
* What is the relation of church and institution?
* How can our institutions both teach students and also research for the future ministry?

“Can the universities of today lead learning for tomorrow?”

With this in mind, we suggest universities

should consider the potential to:

• Embark on double transformation to optimise and grow

• Make the shift from being faculty-focused to learner-centric

• Integrate with industry to co-create and collaborate

• Re-imagine the physical campus for the digital world

• Unbundle degree programs and the university value chain

Section #3 on Evolving Digital Behavior

How different will the learning and social behavior be of digital natives from previous

generations?

Will educational services move steadily and massively online?

Will the student experience be more important than the course content?

Is the technology of our schools sufficient for the demands?

Do our schools have adequate websites?

#5 Rise of Continuous Learning

Retooling people who have been in ministry a while

Offering courses, seminars, additional degrees, etc.

Do our Nazarene schools still educate based on models from the 1960’s?

How do students prefer to learn now? Not just young students but all ages?

**Future Scenarios**

For “government” read “denomination”:

1. Scenario 1: Champion University: traditional degree programs, 18-25 year olds, colleges must stream line and improve quality to stay competitive and relevant.
2. Scenario 2: Commercial University: independent and self-funded institution, probably funded by other degree programs (teachers, basic/elementary K-12, English program). Does this change the central mission of these schools? The role of the denomination/region shrinks with less financial involvement. Schools need to find new sources of funding, raise quality of programs to stay competitive, use innovative methodologies.
3. Scenario 3: Disruptor University: New market of modular education, de-centralization. Degrees are not important. More important is the training and ordination. More people are involved in education.
4. Scenario 4: Virtual University: flexibility with technology and more modular format. Few of our schools are to the point of doing this: lack of technology infrastructure, lack of trained faculty, low support for the technology, language and translation problems. Can there be a regional effort without a school or focus on developing one school?

Helpful chart on p. 26 we could review.

Ideas for Nazarene institutions (p. 30):

1. Double transformation: reposition school of today while preparing models for the future
2. Shift from faculty-focused to learner-centric
3. Integrate with industry (local church and district) to co-create and collaborate
4. Reimagine the physical campus for a virtual world; what role will the campus have in the future?
5. Experiment with unbundling degrees programs and deconstructing the value chain: students can build their own degrees, programs, courses, requirements—as long as objectives (Regional Sourcebook) are met.

It would be interesting to redesign a questionnaire like on p. 31 for the ANESAP meeting.