

If we are to think of the university of the future, be it 10 years from now or 15 years from now or 25 or even more, we easily start to grasp some very clear contradictions. And this is the thing I would point out initially. We expect to live in more uncertainty, we expect to live in a more rapid change in the innovation cycle, in what is happening around us in society, and this will impact the university of the future. So I believe it will be the matter of how we balance these issues. Firstly, we do know that right now there is a clear tendency of having more personalized, more customizable education. And this has been a trend that for sure will be disrupted by the digitalization, which has been with us for a while, but right now we understand more and more the impact, the use, the advantages, but also the risks. And also, of course, something that everyone talks about now, the artificial intelligence. So these disruptions will for sure create a context for more individualized learning paths. However, this will not necessarily lead to a unique path. It will lead to flexibility, but flexibility means the opportunity to have universities where you actually have a community of learners and you share ideas together and you learn using these kind of tools, but also means that you can have a very individual learning where the teachers are not actually the ones that are traditionally teaching content, but they are coaches guiding students through already a plethora of learning resources collected through AI or through open data, etc. We see a university which at the beginning may sound a university of contradictions, but it is not. It is actually a university of flexibility, a university which is socially aware, which understands the fast-paced change of the world, and which offers this kind of permeability of learning. The university of the future will be for sure a university where we will have the formal learning as we know it today, but we will actually have a recognition of non-formal learning and we will understand the holistic picture of learning because we will have so many new skills coming in the market, in the labor market, but in society as a whole that probably the universities won't be able to speak to the traditional disciplines as we have them now. They won't die out. My opinion is that they will still be here and I don't have this image of fully disrupting the traditional way of learning and the traditional organization of the universities. However, for sure they will be disrupted by these developments. And even the skills mismatch will be supported by AI and the teaching methods for sure as well. We can see the University of the future also as the networking of the universities of the future. Because for what it looks like now, students would be and should be able to take some classes from this university and online other classes from other universities across Europe or why not across the world. So it will be also the matter of how universities integrate themselves in this kind of networks. And now we see a testbed with the European University alliances, but five years ago they were not even here. This is why the universities need to be prepared for this kind of integration for what would happen in 20 years. Another issue that would be something to be considered in the university of the future would be the security concerns. These are more and more important now at the individual level, but also at the systemic level of whom universities cooperate with, how universities ensure the resilience of their systems, and also how they promote democracy, especially for the universities of the future, as we understand the broad impact and the broad missions of the

universities, it will be something that for sure will need to be considered, together with other factors. So the demographic changes, the episodicity of learning, because students may want to learn shortly for a couple of years, not for a long degree now, and then start a job, then continue learning after five years, start a job, continue learning again in different formats. So universities need to be prepared for this type of not only lifelong learning, but short learning lifelong. So that's something that of course will impact the university of the future. And in assessment policies, we can see bad developments or possibly bad developments and possibly good developments. We don't have a clear image yet. The universities may understand the value of the holistic assessment, of assessing through more periods of time, not having only short terms or periods where you assess everything, like we do now still in a traditional way to say so, but also we may see that proctoring systems are universal and that may go against the security concerns that I was mentioning before. Also regarding the labour market, universities of the future may understand it very narrowly as very technical specific skills, which are of course needed, but in the University of the Future, the understanding of the environmental issues, of social issues, of the whole systemic issues would be definitely something that will be linked to the understanding of the University of the Future. And all of this basically will create a new understanding actually of what universities are for. are for.

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