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## UNIVERSITIES FOR FUTURE: PERSPECTIVE IDEAS AND DEVELOPMENT MODELS

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### ABSTRACT

Universities are considered as a social institution that provides knowledge production and intelligence renewal. "Universities crisis" is discussed in the context of necessary transition to cognitive university as new its type. Prospects for the universities' development are associated with formation of "cognitive society".

The work is based on the cultural and historical analysis of the universities' existence and transformation; universities are understood as a social form of intellectuals' self-organization in different epochs. In some historical periods universities operate as a progressive force, ensuring the society development; in others they focus on self-reproduction processes and become a conservative force. So the first generation of university which arose in the middle age later (in the "new age") had become a media of scholastic way of thinking that did not correspond to the changed world requirements.

"Humboldt model" universities arose as institutionalization of new types thinking and activity, generated by the XVIII-XIX centuries' scientific and technological revolution and as an alternative to scholastic universities.

Industrial phase universities were focused on the natural sciences, engineering and technical knowledge production, and the new types of research, engineering, and technology activities creation.

Emerging currently socio-economic and socio-cultural reality described by the authors as a "cognitive society" characterized by the growth of the intellectual activity scope, the conversion of collective intelligence in society leading productive force. "Collective intelligence" is manifested as forms of public self-government, widespread use of expert knowledge, «think tanks» activities, intellectual activity of social networks which pass from messaging to collective problems solution, Big Data systems and others. Digital revolution achievements become a "cognitive society" technology base, which allows transferring any kind of information into a digital signal and transmitting it "without borders".

Expanding the range of cognitive technologies is discussed in the article. Cognitive humanitarian technologies that provide man intellectual functions' exteriorization and the functioning of the collective distributed intelligence, the cognitive infrastructure of consciousness and thinking formation must become a new technology package.

The article discusses the "Task" for the universities' development and new generation of universities formation and their mission which includes the following: 1) generation of new problematic and agenda for different actors in society; 2) creation and deployment

of new practices in economy, culture, human development, etc; 3) human evolution support in individual educational trajectory format.

Different model variants of university in cognitive world are discussed in the article: 1) "cognitive continent"; 2) scientific-educational-industrial cluster; 3) University – "smart grid".

**Keywords:** the future of universities, cognitive society, collective intelligence, university as an institution of society, the development of higher education.

## INTRODUCTION

Historical and cultural analysis of universities as special social institutions producing knowledge and reproducing intelligence is particularly relevant in a situation of post-industrial transition and formation of a new economic and social reality.

Some researchers consider universities' current state as uncertainty and "crisis of universities" [2], [6]. They specify that universities no longer follow the mission of providing social development, lose cognitive relation to the world, their academic independence and turn into a business corporation. At the same time university leaderships occupy manager positions and manage university as a business organization while professors go into a subordinate position and university transforms from "temple of science" to "market place" [11]. There is a reducing of universities' activity - they start to specialize in certain technology areas; focus on basic researches or innovations production; or became oriented to the educational services provision. The crisis of universities has a cultural and historical character and occurs simultaneously in many countries worldwide.

This crisis of universities can be considered as a symptom of coming transition from university of industrial society to university complying with post-industrial society requirements. The period of uncertainty and crisis experiencing by universities is not the first in history - there were a few transitional periods and each time universities were finding an opportunity to renew their activity meaning and content [1], [6], [9]. For understanding the causes of crisis and for building the prospects for new university development it is necessary to reconstruct the university activity (its meanings, products, systems of internal and external cooperation and other) and to develop a "task" for the universities development according to new perspectives.

### **University as a social institution: historical excursus**

With regard to the first universities Jacques Le Goff showed that they formed "at the intersection" of processes related to interests and needs of two social groups: "intellectuals" (people of intellectual labor) on the one hand and urban communities which needed intellectuals' (lawyers', doctors', priests') labor on the other [7].

University had arisen as a form of intellectuals' self-organization and their "social existence" form modeled on existing at that time institutions as craftsmen guilds and monasteries. Craftsmen guild was an sample for existence and reproduction of community including people with certain qualification via selection of potential pupils, their training, craftsmanship confirmation, further growth with passage of certain stages. Monastery showed how can be created a special environment and way of life that ensure intensity and continuity of spiritual life. Both craftsmen guild and monastery were

examples displaying how a particular group of people can jointly survive in a medieval world building its “border”. It was symbolic border in the form of rituals and attributes, physical one (monastery walls) and regulatory one (rights and privileges in front of monarchs, urban communities, and so on).

The first universities created the basic construction of ideas (knowledge) generation, development and transmission. Lectures, debates, library, final qualifying work were its elements. Thereby, institutional form of intelligence existence and reproduction, actually university, was formed based on natural forms of intelligence existence as reading, questioning, dialogue and debate. Its institutional contours were prescribed in charter, internal rules, symbols and rituals, university acceptance by external subjects as city, monarch and others.

Universities in their formation period were a progressive force that worked for society development. Further university focused more on the self-reproduction processes. And after 300-400 years universities have already perceived as a conservative force carrying scholastic culture and scholastic way of thinking in a changed world.

Next generation of universities arose as a result of new types of thinking and activity institutionalization which have been generated by scientific and technological revolution of XVIII-XIX centuries [4]. New generation of university-leaders (“Humboldt” model universities) was formed as an alternative to scholastic universities and became a guide for entire university community.

Industrial production being a new form of economic activity was set up on the basis of scientific discoveries and new technologies. For industrial development there were necessary: 1) engineers and technicians owning sciences and technical knowledge and able to apply that knowledge in practice; 2) workers owning basic literacy and able to work in factories. In accordance with this mass secondary school, new generation of universities and technical schools were formed. These processes were supported by new technological possibilities as book printing development without which mass education was impossible.

In scientific-technical revolution situation universities were focused on providing socially important processes such as scientific experimental knowledge production necessary for scientific and practical activity’ development, scientific and technical personnel training. At the same time institutionalization of these processes was occurred so only university possessed laboratories could be “modern”. New university organizational structure included: chairs (groups of scientists and teachers working in a particular scientific and educational area); faculties (platforms for mass education in form of lectures and seminars, exams and final works); research laboratories as a form of resources’ assembly (scientists, laboratory technicians, equipment for experiments).

The result was a classic university in a familiar for us form. This was an university implementing fundamental researches, conducting training on a wide range of natural and exact sciences, including a number of humanities. At the same time humanities at university of industrial era also were oriented on the “positive” (based on empirical research) knowledge ideal.

End of industrial transition and Modernity cultural era result in classical universities’ crisis [12] connected with the crisis of classical knowledge and natural science ontology, destruction of “Modernity Man” ideal image. Forms of intelligence existence

were also changed i.e. intellectual activity began to “flow away” from universities to industrial laboratories, consulting firms, think tanks, expert communities and so on. Communication and knowledge exchange began to occur outside the universities and without their participation [15].

Following historical logic, the end of industrial age and transition to new economy formats, technological revolution and unfolding of next technological mode at the boundary of XX-XXI centuries should bring to life next generation of universities or alternative forms of intelligence existence, knowledge generation, education, human formation.

### **«Cognitive society»**

Emerging socio-economic and socio-cultural reality is been described by philosophers and researchers as a “post-industrial society”, “knowledge society”, “network society” [2], [5], [8], [14] cognitive phase of society development [10], “cognitive society” [3].

This society is characterized by expansion of activity sectors related to production of knowledge, know-how, new technologies and innovations (R&D), production of new meanings, pattern and lifestyles (creative industries). Production of innovation in various types as new products, technologies, business processes, innovations in management and shaping markets become a key factor in industry and services development. Collective intelligence is becoming a key productive force of economy.

Expanding access to knowledge through creation open Internet-resources as well as including a wide range of people in knowledge and innovation production become important. At the same time higher education became mass and intellectual component’s importance within production process increase.

Economy and society “cognitization” become a key trend; it means knowledge saturation of work and leisure, people mass inclusion in cognitive activities. At the same time typical for industrial world division into those who produce knowledge (professional researchers) and those who only use the knowledge is being removed.

“Society collective intelligence” is forming: 1) social self-government, citizens’ participation in decision-making is developing; 2) society’ communicative coherence is increasing (e.g. in online media content is being created not only by professional journalists, but also by users); 3) “collective intelligence” become institutionalized at the state or municipal level (collection, analysis and use of expert knowledge and inhabitants’ opinions); 4) “think tanks” as a new institutional form of collective expert intelligence appear; 5) some social networks whose members switch over from messaging and online self-presentation to collective formulation and solution of cognitive or practical problems become “collective intelligence”; 5) technological and organizational basis for “Big Data” (systems for large amounts of various kinds information collecting, storing and processing) are being created.

Digital revolution achievements which make it possible to transfer information of any kind into a digital signal and transmit it on telecommunication networks practically “without borders”, replicate it in any scales become technological basis for deployment of holistic, comprehensive “cognitive world” starting from these knowledge society’ features [10]. In the coming decades, we should expect “closure” of new socio-economic and socio-cultural organization on a digital technology platform: socio-

cultural “organism” will receive adequate technology form for its realization and deployment.

### **Expanding the range of cognitive technologies**

Currently, as “cognitive technologies” are generally discussed technologies related to data processing and transmission, computer memory, artificial intelligence, computer-brain interfaces. It appears that these technology packages will expand by cognitive human-aided technologies (CHT). These technologies will support exteriorization of human intellectual functions so these functions being taken out on external “screens” and into the communicational field will be subjected to a rational restructuring and technologizing. Cognitive human-aided technologies will provide assemblage and functioning of collective distributed intelligence including knowledge (thinking), communication, activity configuring. Cognitive infrastructure for consciousness and intellection will ensure liberation for human from the routine intellectual functions and will provide an opportunity to focus on creative tasks.

### **Cognitive society formation and task for universities development**

The prospect of cognitive society formation defines “task for development” for universities as social institutions (for their new institutionalization). Meanwhile universities have to “privatize” new forms of intellectual activity and thereby resume its existence as a societal relevant institute.

New subjects and forms of intellectual activity are: 1) generation of new problematic and agenda for different social actors; 2) creation and deployment of new practices in the economy, culture, human development and so on; 3) support of person formation processes in individual educational trajectory format, including intentions formulation, definition of educational goals and objectives.

With regard to new agenda generation, it is important to understand that necessary activity configuration cannot be generated by any business corporation or government (state, regional or municipal). The first is acting in economic logic, the second is acting in socio-political logic, and both are hidebound at the ontology level and in aspect of usual for them organizational schemes and technologies. Universal subject is required which freely operates with positions, ontologies, organizational schemes. In this context, the idea of “Universitas” as a special type of community can become relevant again.

### **University model variants in cognitive world**

We emphasize the difference between universities’ roles and positions in industrial society and in cognitive society. In the mature industrial society universities are providers, they execute orders from industry, social sphere, governance for qualified staff, knowledge and development. In cognitive society universities become important actors of production i.e. production of ideas, knowledge, technologies and innovations. Universities are not only executors of other actors’ orders, but they actively promote their products which can outstrip current needs; they create new activities, new needs and markets. Universities become significant consumers of qualified personnel, and furthermore become key generators of socially significant meanings and public content for a wide range of all ages customers, comparable to modern media.



The basic model variants of university in the cognitive world are: University as “cognitive continent”; University as scientific-educational-productive cluster; University as “smart grid”.

1. **“Cognitive continent”**. In this model university becomes the “local cognitive world” formation epicenter surrounded by other economic systems (industrial, agricultural). At the same time university generates within itself complete infrastructure for research, innovation, education, enterprise and production activity. University creates external interfaces for interaction with the surrounding world of industrial or service economy.

An example of “cognitive continent” is Stanford University and his “Silicon Valley” which have become technological center of the Digital Revolution ensuring the production of new information and communication technologies. During this center formation have been achieved: 1) concentrated communications, 2) joint use of resources (material, technical, human, financial) by labs and startups, 3) competitiveness of closely cooperating “project teams”. University becomes a kind of “reactor”, i.e. inside it intensive production of knowledge, innovation, new products occur due to the concentration of intelligence, communications, business activity and resources above a certain critical mass.

2. University as **scientific-educational- productive cluster** is a “weaker” version of the “cognitive continent” model, because it ensures cost reduction but does not produce the intellectual activity self-generation effect.

3. University as a **“smart grid”** is a cooperation network of R&D centers and educational organizations. At the same time socialization of resources occur and innovation production increases, costs decrease, various synergistic effects appear.

Also, there will be university models similar to university model of industrial society, but in a certain extent adapted to new socio-economic conditions. E.g. such models are university accomplishing fundamental researches (particular intellectual function in cognitive society), university as educational content generator, center for teaching and research staff certification. However, other society’s cognitive functions including goal setting, generation of meanings, images and new practices are implemented outside the universities in this case.

Barriers for cognitive universities formation and their transformation into centers of “network social intelligence” may be:

- ineffective communication, e.g. insignificant situations become a subject of discussion, conflict relations dominate, a large number of “trash information” is produced; so involving a large number of people in communication needs specially structuring and technologizing and transition to the “positional communication” format [13];
- existing practice of intellectual property protection, which forced authors to abandon the public debates or search solutions for topical social problems; it will be necessary to create new rules for intellectual property protection, or to accept alternative norm when intellectual products are “public good”;
- ineffective communication interfaces that are not corresponding to tasks of meanings exchange, work on problems, meanings “packaging”; that is typical for traditional academic conferences, online forums, operational meetings and other;

- inadequate mental attitudes of university community that often sees itself as a separate and opposed to society; in the cognitive world university has to be opened to surrounding society and willing to communicate with various government, business and society representatives.

### **Conclusion**

The future of universities, prospects of their development should be considered in the context of unfolding phase transition and “cognitive society” formation. The phase transition is inevitable accompanied by crises in many areas including education, which can be overcome only through establishment and institutionalization of new processes (economic, socio-cultural) and associated relations. Institutional forms of intelligence, knowledge generation, person formation in society are changing. Thereby there are substantial bases for new universities’ models that should not be just a product of organizational creativity in education system, but they have to become institutional forms adequate to the becoming cognitive society.

In cognitive society collective intelligence becomes a key productive force, and content of the phase transition is largely associated with searching for institutional forms of its existence. Economic, technological, social, cultural and political prerequisites for cognitive society are already created across the world: they are an innovative economy, matrix and network organizational structures in economy and society, political practices (“smart government”, public self-government), mass higher education. Technological shift (the Digital Revolution) “pushes” formation of cognitive society socio-cultural organism. Developing and realization of proper cognitive technologies for collective distributed intelligence assemblage and functioning become relevant.

University in these conditions can become a platform for the following processes: new agenda generation; creation and deployment of new practices in economy, culture and person development. Leading universities thus have to work in the advancing mode, becoming not just economy and society orders implementer, but major subject producing ideas, knowledge, technology, innovations and forming new activities, needs and markets.

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