How universities are inclusive across all aspects of their work and identity

A transaction al, rigid, and exclusionary HE sector that perpetuates hierarchies and exclusion and fundamentally undervalues engagement.

At the heart of our consultations was a sense of addressing the systemic exclusionary foundations and practices of the HE sector. Accompanied by an interest in a sector that is inclusive for staff, students, communities, and all those who they work with and alongside. Inclusion is therefore the animating principle behind all aspects of the consultation- And is reflected across all of the strands below.

A relational, agile and fully engaged HE sector that enables belonging for all and diverse forms of learning.

Research, teaching and learning re-imagined

Elitist and exclusive models of academia with a narrow view of what counts as valid knowledge

Absent, broken or extractive relationships between knowledge generation and wider communities

The impulse towards digit is at ion devalues relational, lived experience and engaged approaches and knowledges

A disjointed
educational
system from
school, to
further
education, to
life-long
learning

HE is inclusive, accessible and adaptable throughout people's lives and for all abilities and walks of life, resulting in a diverse student body

A transformed research culture where knowledge is open-access and accepted in all its divers e forms, people and Al enhance each other, and there is time and space for deeper collective thinking, imagination, curiosity and learning.

Education is holistic and reconnects learners heads, he arts and hands

What a university is and what it stands for

Lack of inspiring shared vision, societal purpose and accountability for HE that fully harnesses students' and staff's engagement and passion

HE perpetuates historic legacies of hierarchy and exclusion Engagement is fundamentally under- appreciated and under- supported across HE and its funding

HEIs can clearly articulate their negative impacts of the past (e.g. in colonialism) and learn from them

HE is porous, inclusive and integrated within local places and communities, with open, vibrant spaces (physical and online) that enable connection

Engagement and a strong societal purpose are central to HE culture, with equitable powersharing a cross university partnerships a nd collaborations

Collaboration across disciplines, faculties, departments and with external organisations including universities is the norm

What universities are like to work for and with

HEI processes are bureaucratic, inefficient, siloed and rigid Working in the HE sector is often stressful, unhealthy, precarious and frustrating The HE sector is a healthy and attractive place to work with and for that cares for people's wellbeing and values their strengths

HEIs are agile, proactive, adaptive and a dventurous, with a more experimental approach that learns from mistakes Everyone is recognised as a leader, both potential and actual, in the HE system and is supported to be one.

Universities are easy to access, with effective systems in place to enable external organisations to develop and work with them.

How universities are funded and resourced

HEI funding models are unfit for purpose and limit meaningful engagement HE is commodified, instrumentalise d and homogenised, with cashstrapped HEIs in competition rather than collaboration

Universities are resourced in a long-term way that values and encourages slow research, risktaking and collaboration

HE is independent from big business and harmful industries The roles of funders are radically revised as convenors, en ablers, and collaborators