

Catalysing an integrated quality-driven productive 'space' for higher education

Christopher Vas

The Australian National University, Canberra, Australia
christopher.vas@anu.edu.au

Thomas Koruth

University of New South Wales, Kensington, Australia
tkoruth@think.edu.au

Change is inevitable. Higher education offerings across the world have transcended from an on-campus to online mode, from (inter) national to transnational settings. An uncertain future abounds for universities as places of learning. In the face of uncertainty, research exploring the role of a university in mode 1 (teaching and knowledge production), mode 2 (co-production of knowledge with heterogeneous groups) and mode 3 (encompassing social responsibility) is growing. Two aspects stand out for higher education providers to be resilient and nimble - one, embracing an entrepreneurial ethos that exceeds teaching and research to integrate collaborative societal relationships beyond institutional boundaries; and, second, ensuring the quality of education is integrated and value-laden for its learners, subsequently ensuring system robustness and sustained existence. Acknowledging emerging changes in the sector, this paper undertakes a comprehensive meta-analysis of the research literature in discussing space-based qualities for universities that also aspire to be preferred spaces of learning. An examination of the place of policies on 'quality' – historical and emergent - in relation to higher education teaching and academic development is also pursued.