**European Universities – Critical Futures**

**Existing Knowledge – Combined Publications of the 17 Partners**

**Theme 1 : The role of universities in European social and political integration (social mobility, refuges, democracy)**

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| 1. Centro de Investigação de Políticas do Ensino Superior**(**CIPES)   CIIE, Centre for Research and Intervention in Education, Department of Education, Faculty of Psychology and Education Sciences | António M. Magalhães, Head of the Department of Education Sciences  Amélia Veiga, Assistant Professor | University of Porto, Portugal |

Veiga, A. (forthcoming). “Unthinking the European Higher Education Area - differentiated integration of a European Higher Education policy and Bologna’s different configurations”. Innovation: The European Journal of Social Science Research.

Magalhães, A (2018), "A Reconfiguração do Mandato Político Endereçado à Educação Superior Europeia", EccoS – Revista Científica, nº 47, 127-148.

Veiga, A., Magalhães, A., & Amaral, A. (2018). “Disentangling policy convergence within the European Higher Education Area”. European Educational Research Journal. <https://doi.org/10.1177/1474904118804429>

Veiga, A., Magalhães, A. (2017) “Four ‘I’s configuring European governance in higher education” in Ivar Bleiklie, Jürgen Enders, and Benedetto Lepori (orgs.), Managing Universities: Policy and Organizational Change from a Western European Comparative Perspective. Londres: Palgrave Macmillan. Pp 191-215.

Veiga, A. (2017). “Internationalisation of higher education between strategy and tactics: business as usual…”, A mosaic of cultures: understanding the past, EAIR: Rotterdam, pp. 11-16.

Magalhães, A., Veiga, A., Ribeiro, F.M., Sousa, S. & Santiago, R., (2013). "Creating a common grammar for European higher education governance", Higher Education, vol. 65, no.1, pp 95-112. DOI: 10.1007/s10734-012-9583-7.

Magalhães, A., & Veiga, A. (2013), “What about education in higher education?” in Larry Smith (Org.), Higher Education: Recent Trends, Emerging Issues and Future Outlook (pp. 57-72). New York: Nova Science Publishers.

Magalhães, A., Veiga, A., Sousa, S., & Ribeiro, F. (2012). “How is European governance configuring the EHEA?” European Journal of Higher Education, 2(2-3), pp 160-173, doi:10.1080/21568235.2012.693843.

Veiga, A., & Amaral, A., (2012) “Soft law and the implementation problems of the Bologna process”. Educação, Sociedade & Culturas, No. 36, pp 121-140.

Amaral, A., & Veiga, A. (2012). “The European Higher Education Area: Various Perspectives on the Complexities of a Multi-Level Governance system”. Educação, Sociedade & Culturas, No. 36, pp 25-48.

Project

1 - "Rec-Mat: Recognition Matters" (Erasmus+ programme’s action 2 Capacity Building Higher Education) (https://rec-mat.up.pt)

Partners will work in the field of academic recognition, with the objective of contributing to facilitate the mobility of students between Latin America and Europe and reduce barriers related to the process of academic recognition. The Rec-Mat project is based on the vast experience of partners in the LA region, and the challenges identified over time, in relation to different Educational Systems, principles, practices and tools to support of academic recognition. The project brings proven innovation through its activities, linking the political and practical dimensions inherent to the recognition of academic training, during student mobility (teaching staff training activities, piloting of case studies and policy debate activities).

Rec-Mat’s methodology is also original in the proposed target audiences and actors involved: not only the International Relations and Academic departments, but also professors (coordinators and programme directors), authorities identified as key decision makers in the process of recognition, as well as IT technical staff involved in developing support tools/information systems.

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| 2.Internationalisation and Globalisation of Education | Aline Courtois | Bath University, UK |

O’Keefe, T. and A. Courtois (forthcoming). ‘Not one of the family’: Gender and precarious work in the neoliberal university. Gender, Work and Organizations.

Courtois, A. 2018. Study abroad as governmentality: The construction of hypermobile subjectivities in higher education. *Journal of Education Policy.* <https://doi.org/10.1080/02680939.2018.1543809>

Courtois, A. 2018. From ‘academic concern’ to work readiness: Student mobility, employability and the devaluation of academic capital. *British Journal of Sociology of Education.* <https://doi.org/10.1080/01425692.2018.1522241>

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Courtois, A. and T. O’Keefe. 2015. Precarity in the ivory cage: neoliberalism and casualization of work in Irish higher education. *Journal of Critical Education Policy Studies* 13 (1): 43-66.

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| 3.Center for Higher Education Policy Studies (CHEPS) | Don Westerheijden | University of Twente, Netherlands |

·         HEREL (the relevance of higher education (in Europe)

Vossensteyn, H. . J. J., Huisman, J., Muehleck, K., Kolster, R., Seeber, M., Gwosc, C., ... File, J. M. (2018). Promoting the relevance of higher education: Main report. European Union. DOI: 10.2766/048735 (text attached)

[Dropout and completion in higher education in Europe: main report](https://research.utwente.nl/en/publications/dropout-and-completion-in-higher-education-in-europe-main-report) - [Vossensteyn, J. J.](https://research.utwente.nl/en/persons/hans-vossensteyn), [Kottmann, A.](https://research.utwente.nl/en/persons/andrea-kottmann), [Jongbloed, B. W. A.](https://research.utwente.nl/en/persons/ben-jongbloed), [Kaiser, F.](https://research.utwente.nl/en/persons/frans-kaiser), Cremonini, L., Stensaker, B., Hovdhaugen, E. & Wollscheid, S. 2015 [European Union](https://research.utwente.nl/en/persons/hans-vossensteyn/publications/).

·         U-Multirank (internationalization dimension and the new dimension that is constructed around “the social dimension of HE”)

See: <https://www.umultirank.org>

·         Portability of student financial support (former research line in CHEPS)

e.g.  [University funding and student funding: international comparisons](https://research.utwente.nl/en/publications/university-funding-and-student-funding-international-comparisons) - [Jongbloed, B. W. A.](https://research.utwente.nl/en/persons/ben-jongbloed) & [Vossensteyn, J. J.](https://research.utwente.nl/en/persons/hans-vossensteyn) 2016 In : [Oxford review of economic policy.](https://research.utwente.nl/en/persons/hans-vossensteyn/publications/) 32, 4, p. 576-595

·         The integration of refugees in higher education

# Study to design a programme / Clearinghouse providing access to higher education for Syrian refugees and internal displaced persons: final report - Irene Lorisika, Leon Cremonini, Malaz Safar Jalani (text attached)

·         Current JRC project on social inclusion in (higher) education

·         Access and expansion

## [Access and Expansion Post-Massification: Opportunities and Barriers to Further Growth in Higher Education Participation](https://research.utwente.nl/en/publications/access-and-expansion-post-massification-opportunities-and-barrier) - [Jongbloed, B. W. A.](https://research.utwente.nl/en/persons/ben-jongbloed) & [Vossensteyn, J. J.](https://research.utwente.nl/en/persons/hans-vossensteyn) 2016 New York: [Routledge](https://research.utwente.nl/en/persons/ben-jongbloed/publications/). 260 p.

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| 4.Higher Education Policy Research Unit (HEPRU) | Ellen Hazelkorn, Director/Senior Research Fellow | Dublin Institute of Technology, Ireland |

J. Goddard, **E**. Hazelkorn with S. Upton & T. Boland (2018) *Maximising universities’ civic contribution. A policy paper*. Cardiff: Wales Centre for Public Policy. <https://www.bhassociates.eu/blog/maximising-universities-civic-mission>

E. Hazelkorn & A. Gibson (2018) Public good and public policy: what is public good, and who and what decides? *Higher Edu*cation, DOI 10.1007/s10734-018-0341-3

Grau, F.X., J. Goddard, B. Hall, E. Hazelkorn and R. Tandon (Eds) (2017) Towards a Socially Responsible University: Balancing the Global with the Local. Barcelona: Global University Network for Innovation (GUNi).  <http://www.guninetwork.org/files/download_full_report.pdf>

J. Goddard, E. Hazelkorn, L. Kempton and P. Vallance (eds.) (2016) The Civic University: the policy and leadership challenges. Edward Elgar, UK.

E. Hazelkorn, C. Ryan et al (2015) Science Education for Responsible Citizenship, Report of the Science Education Expert Group (SEEG), EU DG Research and Innovation, Brussels. <http://ec.europa.eu/research/swafs/index.cfm>

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| 5.[Critical University Studies](https://forskning.ruc.dk/en/organisations/critical-university-studies), [Center for Gender, Power and Diversity](https://forskning.ruc.dk/en/organisations/center-for-k%C3%B8n-magt-og-mangfoldighed) | Eva Bendix Petersen  Simon Warren | University of Roskilde, Denmark |

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| 6.Laboratoire d’Economie et de Sociologie du Travail (LEST) | Corine Eyraud, Senior Lecturer in Sociology | University of Aix-Marseille |

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| 7.Finnish Institute for Educational Research | Jussi Välimaa, Professor and Director  Leasa Weimer | University of Jyväskylä, Finland |

Hoffman, D., & Välimaa, J. (Eds.). Re-Becoming Universities?: Higher Education Institutions in Networked Knowledge Societies. Springer (2016). doi:10.1007/978-94-017-7369-0

In the 2016 book edited by Jussi and I, we advanced a very challenging way to think about especially the 1st & 3rd themes you’re mentioning, main the 3rd. I’d make the argument it’s challenging because we conceptually problematized a very different way of thinking about ‘competition’.” (Also in Theme 3)

<https://www.springer.com/gp/book/9789401773683>

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Project: SIMHE - Supporting Immigrants in Higher Education in Finland

<https://www.jyu.fi/en/apply/get-to-know-us/guidance-for-migrants/higher-education-institutions-in-responsible-of-simhe>

Project:INTEGRA – University studies as part of the integration path

<https://kielikeskus.jyu.fi/en/development/integra>

Project:European Lifelong Guidance Policy Network (ELGPN) Raimo Vuorinen, Project Manager

“I was wondering whether the work of the European Lifelong Guidance Policy Network (ELGPN) falls into the first theme. We did not conduct new research, we were doing desk studies on existing policy documents and existing research on career guidance services in the EU Member States. As an outcome we were producing evidence base for national and EU level policy making in education, employment, youth and social sectors. According to our impact evaluation the role of lifelong guidance (including mobility issues) were included in national educational and labour market strategies. Our work has been referenced in the Commission staff working documents on key competences for lifelong learning and validation of prior learning.

The role of our university was to lead this process using Open Method of Co-ordination and provide also scientific support for the 10-year policy learning process. This is the only monopoly network funded by the Commission and from this perspective it is quite unique example of the so called third task of the university in addition to training and research. I am attaching a summary book chapter on our work.”

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| 8.Yehuda Elkana Center for Higher Education | Kata Orosz, Associate Research Fellow | Central European University, Hungary |

Torotcoi Simona 2017 Increasing access to higher education and the reproduction of social inequalities: The case of Roma university students in Eastern and South-Eastern Europe https://www.tandfonline.com/doi/abs/10.1080/10564934.[2017.1280334](https://www.tandfonline.com/doi/abs/10.1080/10564934.2017.1280334)

Simona Torotcoi, Marko Pecak 2018 -ongoing Path to higher education: Combating antigypsyim through building Roma students’ aspirations and resilience http://zentralrat.sintiundroma.de/buchprojekt-mit-enar[h -zu-antiziganismus/](http://zentralrat.sintiundroma.de/buchprojekt-mit-enar-zu-antiziganismus/)

Simona Torotcoi 2017 What work(s) for Roma? <http://ergonetwork.org/employment/>

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| Simona Torotcoi 2018 Bachelor’s and master’s degrees: One and the same thing? A case study of  implementing the degree system in Romania <http://nfkk.uni-corvinus.hu/index.php?id=65479> |

Pusa Nastase 2018 Hidden in plain sight: student fund-raising and organisation in Romanian universities <http://nfkk.uni-corvinus.hu/index.php?id=65479>

Pusa Nastase 2018 Institutional perspective on lifelong learning: Evidence from Romania and Hungary upcoming in the journal “Neveléstudomány” 2018 fall issue

Pusa Nastase, Matyas Szabo 2017 Good practices in student centred learning in Central and Eastern Europe <http://unipub.lib.uni-corvinus.hu/3682/1/2nd_CEHEC_Proceedings_2016_04.pdf>

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| 9.Centre for Global Higher Education | Simon Marginson, Professor of International Higher Education  Giulio Marini, Post Doc Researcher  Horvath, Aniko, Post Doc Researcher | University College London/Oxford University, England |

Ignatieff M. (2018) Academic freedom and the future of Europe, *CGHE WP* n40: <https://www.researchcghe.org/perch/resources/publications/wp40.pdf>

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Anna Mountford-Zimdars & Neil Harrison (2016) *Access to Higher Education: Theoretical perspectives and contemporary challenges*. SRHE.

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McArthur J (2015) Assessment for social justice: the role of assessment in achieving social justice *Assessment & Evaluation in Higher Education* [doi.org/10.1080/02602938.2015.1053429](https://doi.org/10.1080/02602938.2015.1053429)

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Kennedy E. (2017) *Developing the Higher Education curriculum: research-based education in practice*. UCL Press, London.

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Callender, C (2017) 'Fear of debt really is deterring the poorest from university' Woke Blog: <https://wonkhe.com/blogs/comment-fear-of-debt-is-deterring-the-poorest-from-university/>

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de Gayardon, A. (2018) Graduate indebtedness: its perceived effects on behaviour and life choices - a literature review. CGHE WP 38 <https://www.researchcghe.org/perch/resources/publications/wp38.pdf>

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**Recent Presentations:**

(2018) Marini G. Academic Freedom in a Globalising Era: the Intangible Asset of Higher Education. CHER, Moscow, August [Poster]

(2017) Public Intellectuals in universities as generators of Common Good in post-truth societies. CHER Conference, Jyväskylä Finland

I am likely to produce updates about staff by nationality (and in case students as well) and Brexit

**List of CGHE projects for “Critical Futures”**

Numbers in curled brackets identify the “Critical Futures” prevalent stream

For full descriptions please go to[**https://www.researchcghe.org/research/**](https://www.researchcghe.org/research/)

[Social and economic impact of higher education](https://www.researchcghe.org/research/social-and-economic-impact-of-higher-education/)

*Project 2.1*

Higher education participation and macro-economic fluctuations: a historical and comparative study {1}

*Project 2.2*

HE choices and post-HE destinations to age 25: parental background and effects of higher education funding reform in the UK {1}

*Project 2.3*

The heterogeneity of the graduate labour market in UK and Europe {1}

*Project 2.4*

The effects of student loan debt on graduates' financial and life decisions in the UK and USA {1}

*Project 2.5*

Issues in the economics of higher education financing {1}

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| 10.National Centre for Competence in Research: Overcoming Vulnerability – Lifecourse Perspectives (NCCR: LIVES) | Marie Sautier, PhD fellow  Gaële Goastellec, Professor of Sociology,Faculty of Social and Political Sciences, | University of Lausanne, Switzerland |

**1.1 on refugees’s access**

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| 11.Centre for Education Policy Studies (CEPS) | [Pavel Zgaga](mailto:Pavel.Zgaga@guest.arnes.si), Professor and Director | University of Ljubljana, Slovenia |

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| 12.Expert Cultures and Institutional Dynamics: studies in higher education and work (ExCID) | Peter Maassen, Professor Bjørn Stensaker, Professor  Philipp Friedrich, Doctoral Research Fellow  Jens Patrick Wilhelm Jungblut <j.p.w.jungblut@stv.uio.no> | University of Oslo,  Norway |

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| 13.Centre for Higher Education Futures (CHEF) | Wright, Susan Professor of Educational Anthropology, Director  Jakob Williams Ørberg, Post Doc Researcher and Manager  Miriam Madsen , PhD fellow | Aarhus University, Denmark |

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| 14.Center for Public Policy Studies (Institutional Research and Higher Education Policy). | Krystian Szadkowski , Assistant Professor, Institute of Philosophy | University of Poznan, Poland |

Krystian Szadkowski 2018 The common in higher education: a conceptual approach

*Higher Education* <https://doi.org/10.1007/s10734-018-0340-4> (text attached)

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| 15.International Centre for Higher Education Research (INCHER) | Tim Seidenschnur, Research Associate | University of Kassel, Germany |

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| 16.Centre for the Study of Higher Education | Vassiliki Papatsiba, Senior Lecturer in Higher Education and Director | University of Sheffield, UK |

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| 17.[Faculty of Law, Economics and Governance](https://www.uu.nl/staff/PageOrganisatieonderdeel.aspx?Id=48) | Wende, Marijk van der, Distinguished Professor of Higher Education Systems | University of Utrecht, Netherlands |