



EUROPEAN UNIVERSITIES – CRITICAL FUTURES

‘European Universities – Critical Futures’ Project Inaugural Meeting A Search Conference and Workshop

May 6-8, 2019
Copenhagen, Denmark

Search Facilitators:

Davydd Greenwood
and
Susan Wright

Support staff for the search:

Dalir Barkhoda
Iulia Iordache-Bryant
Lea Stær Eskesen
Todd John Wallenius

CONTENT

Participant list	3
Conference programme	4
Introduction to the search conference	7
Searching and Search Conferences	8
<i>The Search Question</i>	<i>9</i>
<i>How the participants were chosen</i>	<i>9</i>
The Search	9
<i>Ground rules</i>	<i>10</i>
<i>Design Principles</i>	<i>11</i>
<i>Stages of the Search</i>	<i>12</i>
Shared history	14
<i>Probable Future</i>	<i>24</i>
<i>Ideal Futures</i>	<i>26</i>
<i>Keep, Drop, Create</i>	<i>27</i>
<i>Multi-voting on the Keep, Drop and Create lists</i>	<i>31</i>
<i>Force-field Analysis:</i>	<i>33</i>
<i>Action Planning</i>	<i>38</i>
<i>Evaluation and synthesis of the search conference</i>	<i>49</i>
Sessions on Research Themes 1, 2 & 3	50
Research Theme 1	51
Research Theme 3	71
Lecture: Methods of future making(?)	91
Ph.D. School – project presentations	103
Future workshops	109

List of Participants

First name	Last name	Research Centre/University
Melina	Aarnikoivu	Centre for Applied Language Studies, Jyväskylä U
Dalir	Barkhoda	Friedrich Alexander University Erlangen-Nuremberg
Rachel	Fishberg	Roskilde University
Jie	Gao	CHEF, Aarhus University
Zsuzsanna	Géring	Future of Higher Education, Budapest Business School
Gaele	Goastellec	University of Lausanne
Davydd	Greenwood	CORNELL UNIVERSITY
Dan	Hirslund	University of Copenhagen
Iulia	Iordache	DPU, Aarhus University
Steffen	Johncke	DPU, Aarhus University
Jens	Jungblut	University of Oslo
Gábor	Király	Future of Higher Education, Budapest Business School
Daniel	Kontowski	University of Winchester
Giulio	Marini	IoE UCL
Pusa	Nastase	Central European University, Yehuda Elkana Center for HE
Gritt	Nielsen	DPU, Aarhus University
Sijbolt	Noorda	Universiteit van Amsterdam
Tim	Seidenschnur	INCHER (University of Kassel)
Lea	Stær Eskesen	DPU, Aarhus University
Nika	Šušterič	University of Ljubljana, Faculty of Education
Krystian	Szadkowski	Centre for Public Policy Studies
Kasper	Sørensen	Roskilde University
Simona	Torotcoi	Central European University
Marijk	van der Wende	Utrecht University
Amélia	Veiga	CIIE / CIPES University of Porto
Todd John	Wallenius	Danish School of Education, Aarhus University
Simon	Warren	Critical Universities Studies, RUC
Leasa	Weimer	Finnish Institute for Educational Research, Jyväskylä U.
Sue	Wright	DPU, Aarhus University
Pavel	Zgaga	CEPS, University of Ljubljana

Conference programme

Day 1: 6 May 2019 Room D170

Search Conference - Collaborative thinking on universities' critical futures

Arrival

12.00-12.30 Sandwich lunch

12.30-13.00 Introductions

13.00-14.00 Search Conference Phase 1: Shared history - creation

14.00-14.45 Phase 2: Shared history - explanation

14.45-15.00 Coffee available

14.45-15.30 Phase 3: Probable future

15.30-16.15 Phase 4: Ideal future

16.15-16.30 Instructions for Day 2 – Evening homework: “Keep-Drop-Create”

16.30-17.30 Refreshments on the terrace

17.30-19.00 Dinner

19.00- 20.30 **Room A200**

Lecture and discussion: Changing values of European universities

Dr Sijbolt Noorda, President of the Magna Charta Observatory, Bologna

Former president Universiteit van Amsterdam and VSNU (Dutch universities association)

Day 2: 7 May – Room A200**Collaborative thinking on universities' critical futures****Search conference - Continued**

9.00-10.00. Phase 5: "Keep-Drop-Create"

10.00-10.30 Phase 6: Thematising/prioritising topics emerging from "Keep-Drop-Create" and form groups.

10.30-10.45 Coffee and goodies

10.45- 11.45 Phase 7: Group work on Force-Field analysis on identified topics

11.45-12.30 Plenary

12.30-13.15 Lunch

13.15-14.15 Phase 8: Group work on Action planning

14.15-15.15 Plenary - Report back – Search Conference ends.

15.15-15.30 Break

Research Themes, Part 1

15.30- 16.15 Theme 1 The role of universities in European social and political integration (social mobility, refugees, democracy, etc) Tim Seidenschnur, Jens Jungblut, Sue Wright

16.15-17.00 Theme 1 – next steps Tim Seidenschnur, Jens Jungblut, Sue Wright

18.30-20.00 Dinner

Day 3: 8 May 2019 – Room A200

9.00-10.00 **Lecture: Methods of future making** (provisional title)

Marijk van der Wende

10.00-10.15 Break

10.15-11.30 **PhD projects on Themes 1, 2 and 3**

(Discussion of PhD students' projects in small groups with senior academics from each theme)

11.30-12.15 Lunch

Research Themes, Part 2

12.15-13.00 Theme 2 The roles of universities in integration of European research and higher education (global knowledge economy, ERA, EHEA, etc) Amelia Veiga, Krystian Szadkowski

13.00-13.45 Theme 2 – next steps Amelia Veiga, Krystian Szadkowski, Sue Wright

13.45-14.00 Break

14.00-14.45 Theme 3 European universities in a shifting global context (China's rise and other countries' competing global strategies) Marijk van der Wende, Jie Gao (Freya)

14.45-15.30 Theme 3 – next steps Marijk van der Wende, Jie Gao (Freya), Sue Wright

15.30 -16.30 Plenary –Participatory process and planning ahead Sue Wright

Conference Ends

Introduction to the search conference

A combined kick-off conference and PhD course for the project, 'European Universities – Critical Futures' (funded by the Danish Independent Research Council) was held at the Danish School of Education, Copenhagen, Denmark on 6-8 May 2019.

Overall purpose of the project

The project's focal question is: *What are the future roles of universities in creating social and regional integration in Europe, in a shifting global context?*

To address this, a network of senior and early stage researchers includes members of 17 higher education research centres in Denmark and across Europe. They will hold a series of workshops incorporating PhD training events to share existing knowledge, develop new research and rethink the role of European universities in a situation of political, social and geopolitical upheaval. The objectives are collectively to reshape the research agenda on European university research and generate ideas for engaging with national and European policy makers on future higher education and research strategies.

The network will investigate the university as a 'critical' institution in two senses. First, universities' unique responsibility to act as 'critic and conscience of society' depends on fostering academics' and graduates' capacity to 'sustain open and critical thought', relentlessly scrutinise society and explore alternative ways of thinking and organising (Deem and Eggins 2017: 3). Second, universities are critical for European development, in terms of social and political integration, and in providing an institutional framework through which Europe acts in the world. In order to create new scientific concepts and methods for understanding and developing universities' social, political and strategic roles, in the midst of radically transforming European and global contexts, the network explores its focal question in three sub-themes:

1. The roles of universities in social and political integration.
2. The roles of universities in European integration.
3. European universities in a shifting global context.

Across these three themes we will consider what research, policy and organisational changes are needed? How can the network best promote public debate of its ideas and discussions with policy makers? How can the research generated be translated into action?

The overall purpose of the search conference

The project used a 'search conference' to begin the process of collectively reshaping the agenda on European university research and generating ideas for engaging with national and European

policy makers on future higher education and research strategies. To do this, the search conference had three aims:

1. To share existing knowledge
2. To create an inter-generational learning community - early stage researchers are integrated into the steering group and all agenda-setting activities
3. To re-set the conditions of dialogue between researchers, policy makers and other stakeholders.

The 'search conference' spanned the first two days of the integrated kick-off conference/PhD course and was facilitated by Professor Davydd Greenwood (Emeritus, Cornell University). This brought PhD students and other Early Stage Researchers (ESRs) together with senior researchers to share their knowledge and current research about the role of universities in Europe and to discuss their aspirations and research ideas for the future. In addition, there were sessions to discuss the interface between European and university values; and to reflect on different techniques of future making. The third day involved senior and early stage researchers focusing on each of the project's three themes to discuss PhD students' current projects, generate foci for subsequent workshops and plan collaborative activities.

Searching and Search Conferences

A Search Conference methodology was originally developed by Fred Emery and Eric Trist in the 1960s and further elaborated upon by Merrelyn Emery in the 1970s. It has since become recognized as an effective way to produce action plans quickly while, at the same time, producing commitment to follow through on the plans created. It is possible to achieve these results because the process is designed to tap the knowledge base of all participants, to make the most of group interaction, and to promote group learning.

A Search Conference uses a structured, systematic approach for a group to find their commonalities and differences in purpose and discover how to advance their respective interests toward a desired future. It is a collaborative rather than consensus model and recognizes that not all interests need to be reconciled for work to move forward. The interchanges about interests and perspectives on the future allow ideas to emerge that can accommodate different interests even though the actions will be taken in common.

What the participants experience in developing the ideas through listening and learning from each other becomes a powerful motivation for subsequent work to carry the effort forward.

Because the content of future planning develops at the Search Conference itself, the results are often:

- Creative because the diversity among participants allows for unique conversations and interchanges that do not typically occur and stimulates new learning.
- Non-linear, often looping back and repeating, which serves to validate and clarify.
- Process oriented in that the understanding and the learning about how to plan jointly are as important as specific outcomes. In fact, the specific outcomes may be modified in future discussions, as the planning becomes more detailed and more people are involved. The *general direction*, however, will have been set by the work at the search conference.

The Search Question

The search question provides the overall focus for the conference. In this sense, it describes the issue area within which discussions and planning will take place. The search question was:

“How can we rethink and restructure the roles that European universities can/should play in countering increasing socio-economic inequality and consolidating European research and education efforts in a dynamic global context?”

How the participants were chosen

The project involves senior and early stage researchers from 17 institutions, plus other PhD students working on these issues. The selection of participants aims to capture as broad a cross section of academic activities, generations, organisational structures, and modes of practice as possible. The project promotes cross institutional collaboration and actively engages early stage researchers with senior stage researchers in mentoring relationships. Additionally, selected policy makers and media were invited but were unable to participate at this stage.

The Search

The specific steps or stages of the search conference are documented in what follows. The content of each section comes directly from the work of the search participants. The aim is for this report to both act as a record for participants and to give a detailed picture of the process and results for those who could not attend. Wherever possible the exact wording as recorded by the groups on their flipcharts is used. This is in keeping with the philosophy of searching

which relies on the knowledge base of community members, not outside experts, to do the analysis and develop the plans.

Ground rules

For purposes of maximizing participation and making the conference as productive as possible, the following Rules of Democratic Dialogue were provided at the outset and reinforced by the orientation of the Search Managers and through written instructions for small group activities.

THE RULES OF DEMOCRATIC DIALOGUE

Action Research processes do not require or depend on consensus or on majority rule. Rather, action research seeks to bring the knowledge, experience, and commitments of the participants into public view, so each participant sees themselves in the context of the diverse experiences and aspirations of other members of the group. This process is based on the well-founded belief that the members of most organizations have greater knowledge and skills to contribute than most organizations ever tap.

To the extent possible, collaborative actions will be taken that “harmonize” the interests of all participants. Areas of fundamental disagreement will not be acted upon.

For this to be possible, there are basic rules of “democratic dialogue” that apply to all parts of the search process.

1. Speaking in plenaries and during group work involve taking a full turn around the group so that each person present makes some contribution to the discussion. After that, you make speak again and enter into dialogue.
2. When you think you don't agree with what another participant has said, you must begin an inquiry process by assuming that the problem is yours. Assume first that you don't understand what the other person is saying or perhaps that you don't have the experience to know why they feel as they do. Politely ask for clarification to check if you really understand and to give them a chance to restate the issue as they see it. Hiding your disagreement with someone else's statements either by ignoring them or by asking them sarcastic questions is unacceptable. (For example, "How could any sane person believe that..." is not acceptable in the context of a search conference).

3. If you notice that someone is dominating the airtime, make this observation publicly and attempt to bring the non-speakers into the discussion. Dominating the airtime deprives the group of learning opportunities.
4. Participants who remain mostly silent rob the group of the possibility of learning well from each other. In a search, you do not have the right to remain silent because your experiences, knowledge, and goals are key elements in designing meaningful group actions. If you notice someone being relatively silent, encourage them to enter into the discussion.
5. When points you make are written on flipcharts or interpreted verbally by others, make certain that they are correctly captured and, if not, correct them immediately.

The only guarantors of the integrity of these participatory process are you, the participants yourselves. The search facilitator can and will assist but if any participant stifles participation, it is your obligation of the other participants courteously to remind that person of the rules of democratic dialogue and to return the process to its proper course.

Design Principles

Some critical elements of the Search process were explained at the beginning of the conference:

- A Search is a beginning. The plans that emerge at the end of the process will require follow-through and commitment by the participants who have designed them. They cannot be simply handed off to someone or some department to implement because, like the ideas themselves, sustainable change comes through the active involvement of those who must change.
- All participants are there as equals. For the purposes of the discussion, every person is equally important, and their active participation is critical to the learning that is required to move forward.
- Everyone is there representing herself or himself, even if she or he holds a position of particular status in the university or community.
- The goal of the search is not necessarily to agree, but to bring out all views and develop understanding. The goal is not consensus, but collaboration on planning the future. The areas of collaboration that do emerge have action plans developed for immediate implementation.

Search Management

The facilitators of the Search Conference were Davydd Greenwood and Susan Wright. They were assisted by Dalir Barkhoda, Lea Stær Eskesen, Iulia Iordache-Bryant, and Todd John Wallenius. Search conferencing assumes that the requisite knowledge base for future planning resides with those that will be impacted by the changes identified, rather than outside “experts.” Consistent with this belief, the Search facilitators concentrate on the process of the Search Conference, rather than its content, leaving that as the domain of the group. What follows, then, is a record of what the group itself produced in the days it spent together.

Stages of the Search



Shared history

Before a group of people can begin to envision their future, it is important to review significant events from the group's past. This is done by creating a shared history – in our case, a shared understanding of the universities' history. To create a shared history is not a matter of negotiating truths or creating consensus. Instead, what is shared and put forward is every participant's own thoughts and understandings of the university's history. This produces a diverse and sometimes contradictory range of thoughts and statements that reflect the participants' views. Every participant is encouraged to contribute to the shared history by writing or drawing their thoughts on a large piece of paper. All is written in black to signal that every thought should receive an equal amount of attention. The pictures presented above are the overall result of the process.

The participants gathered around large sheets of white paper stuck across three windows and were asked to share their understandings of key events of the history of the universities, either from their own research or their personal experience. What happened at first was that the participants teamed up in pairs to discuss what to write on the paper. At first, notes were written on the wall chart as if on paper; neatly and in text, not taking up too much space. The participants wrote their statements and left to make room for the next in line. In a matter of minutes, the space in front of the paper became a place to meet and greet, and the area got more crowded. After approximately 15 minutes, a pair of participants made a large drawing that went across the different sections of the paper. Others seemed to get inspired, and the dynamic started to change. Now, text was written in larger script, pieces of text got circled or related to text that others had written. Hence, participants started to communicate through the paper, relating to each other or presenting alternative understandings – creating a shared history.

The results of this exercise are reported on the following pages (going through the wall chart from the top to the bottom, from the left-hand window to the middle then the right-hand one, in three columns). Although this chronological list captures key events, it cannot begin to approximate the detail and richness of the product nor the sense of discovery that emerged as the group worked together.

The beginning

- Lengthy degrees
- Need for degree harmonization
- Linked to freedom of movement in EU

- Labour market, education

Love-hate relation

Exciting / frustrating

New world / (time) pressure, problematic priorities

Development of

- capitalism
- democracy
- meritocracy

Social inequality;

- ➔ When did HE start caring?
- ➔ When did HE stop caring?

Diversity not harmony

Humboldtian model of university

Role of H.E. systems in European societies (plural)

- ➔ Which engagement?

Start of European expansion (14-15th century)

Birth of modernity (as co-constitutive of dominance/appropriation/enslavement) and enlightenment

First Atlantic economy

Pre-massified university

- ➔ Social elites
- ➔ Few disciplines/wide focus
- ➔ Knowledge transmission

GLOBAL INSTITUTION BUILDING & STATE FORMATION

1960's

- ➔ Opening up universities
 - ➔ Becoming a societal institution
 - ➔ More and diverse student body
- } -> New forms of organisation of universities
 } -> New tasks: Enabling social mobility

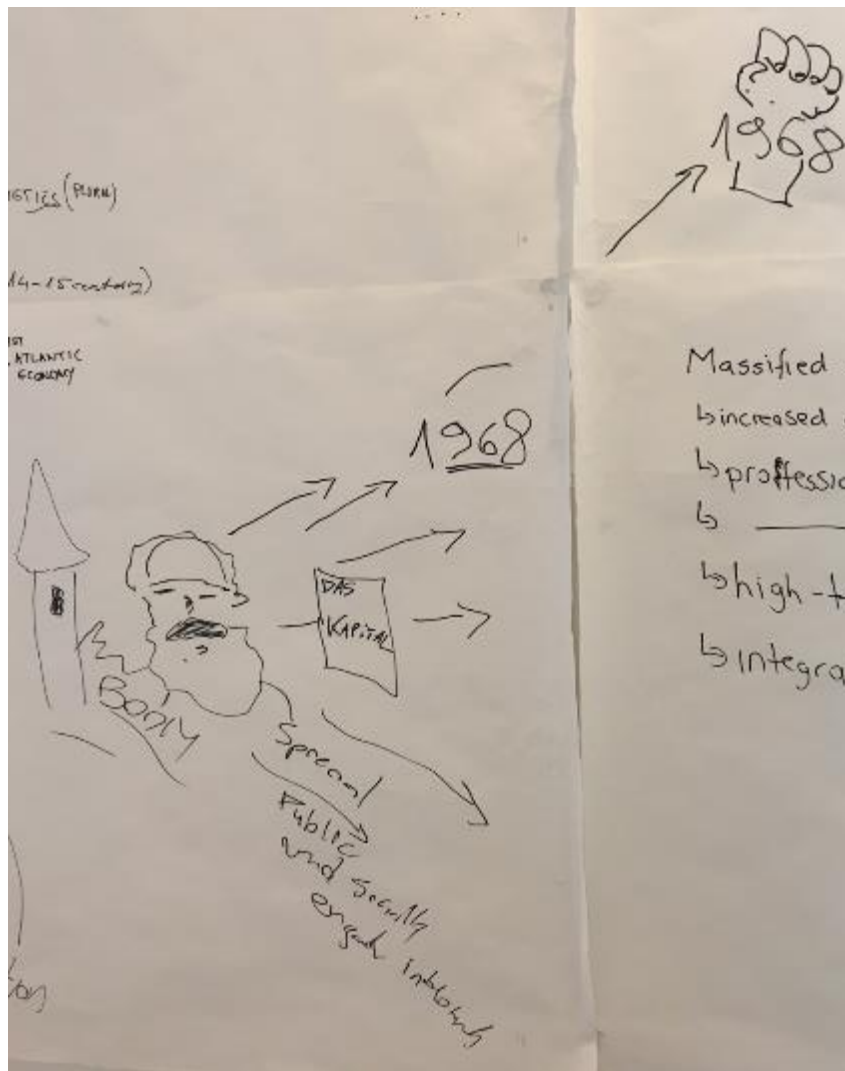
The Bologna Process

Political agenda to respond to globalisation, knowledge economy

13th century

- ➔ HE raised by “instituted” powers
 - ➔ “who” [has] access becomes an issue
 - Women
 - Religious groups

▪ ...



-----➔
'Disintegration + differentiation'

Historical events -> change who HE serves/ the social project HE is a part of
Ex Protestant reform, revolution, World War, Brexit?

New Atlantic economy – post 1965

Massified university

- ➔ Increased class diversity
- ➔ Professionalisation of disciplines
- ➔ Professionalisation of education
- ➔ High-tenure
- ➔ Integration R/T [research and teaching]

Research integrity meaning?

Global discourse

Nat – policy

Management system

Teaching

Learning

No dialogue

‘University’? What are we talking about?

A concept for policy?

Part of a system?

Institutional leadership?

Faculty?

Students?

Will the true university come forward?

Universities (no longer) perceived as an investment in democracy?

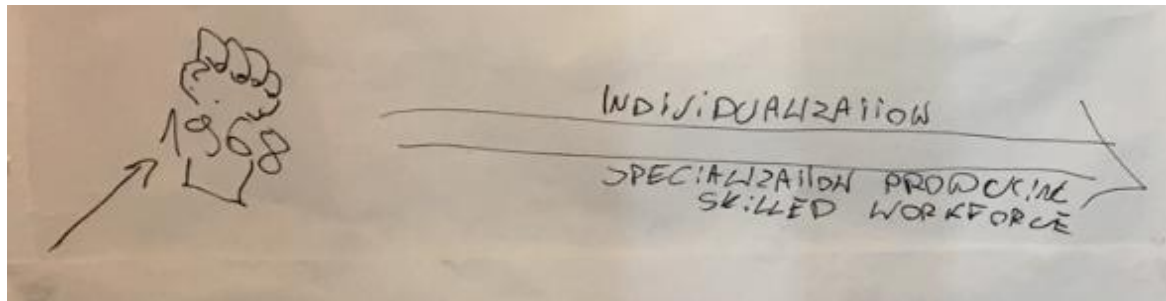
Dominance of growth and economic discourse

“Excellence”

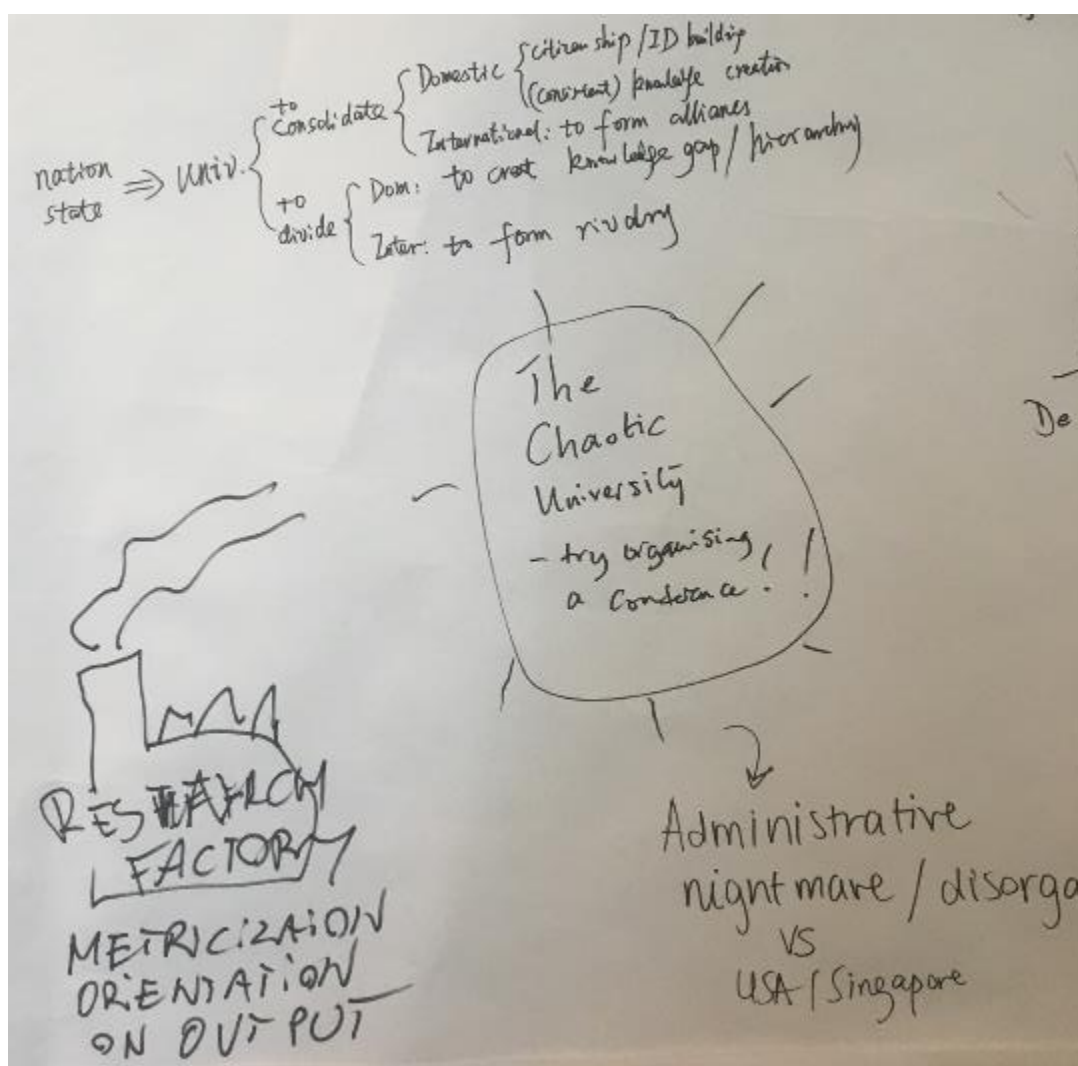
As a fairy tale,

An excuse for being picky

Or a statistical lie?



----->
Strengthening alternative discourse (e.g. de-growth)



Nation state \Rightarrow university

- To consolidate
 - o Domestic
 - Citizenship/ID building
 - (consistent) knowledge creation
 - o International: to form alliances
- To divide
 - o Domestic: to create knowledge gap/hierarchy
 - o International: to form rivalry

The chaotic university

- Try organising a conference!!
 - ➔ Administrative nightmare/disorganisation?
 - Vs
 - USA/Singapore

Post-massified university

- ➔ Increased diversity
 - ➔ Ethnicity
 - ➔ Life circumstances (students)
 - ➔ Academic preparedness
 - ➔ Motivation
- ➔ Increased heterogeneity
 - ➔ Forms of employment -> precarity -> low tenure
 - ➔ Educational programmes
 - ➔ Funding sources
- ➔ Increased administration
- ➔ Increased separation of R/T(?)

2010->

Reforms of 'alternative' universities becoming more 'mainstream'.

E.g. in Denmark:

- Dimensioning studies
- 'Speed up' reform = No interdisciplinarity

= No freedom in combining subjects and disciplines (only if they have high employability)

➔ (DK) Talk about having employability as funding metric (instead of student completion rates)

De-internationalisation

Bologna/Lisbon as continuation of colonial imagination

- The last gasps of Western/Northern economic/political/epistemic dominance?

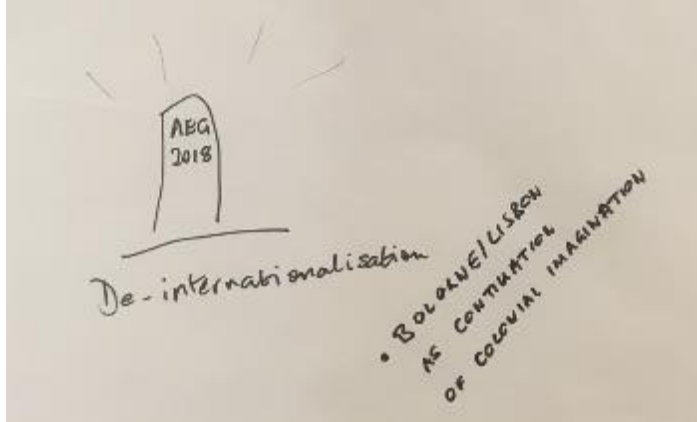
➔ Civilizational/nationalist politics as dark side of contemporary modernity?

- Issues with QA [quality assurance] – quantifying scientific and research work

How to make it work in a productive way: transparency - fairness

Why:

- Knowledge and science -> post-truth society?



The student experience

Teaching is a waste of (research) time?

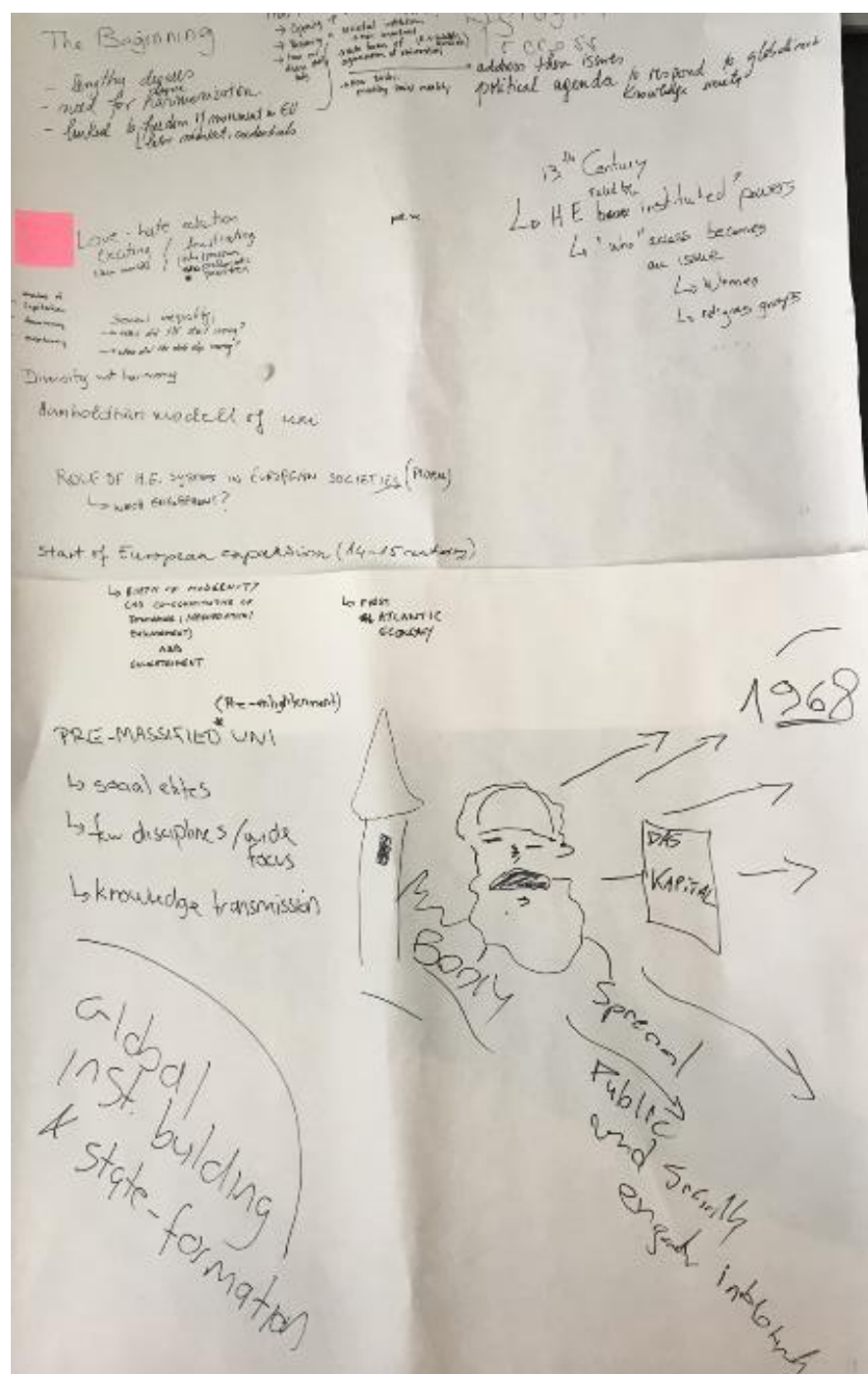
Money? Inequality?

After participants had written on the wall chart, the facilitator asked the author of each comment to explain and expand on their ideas. In the following, we briefly summarise the discussions that evolved out of these shared history notes.

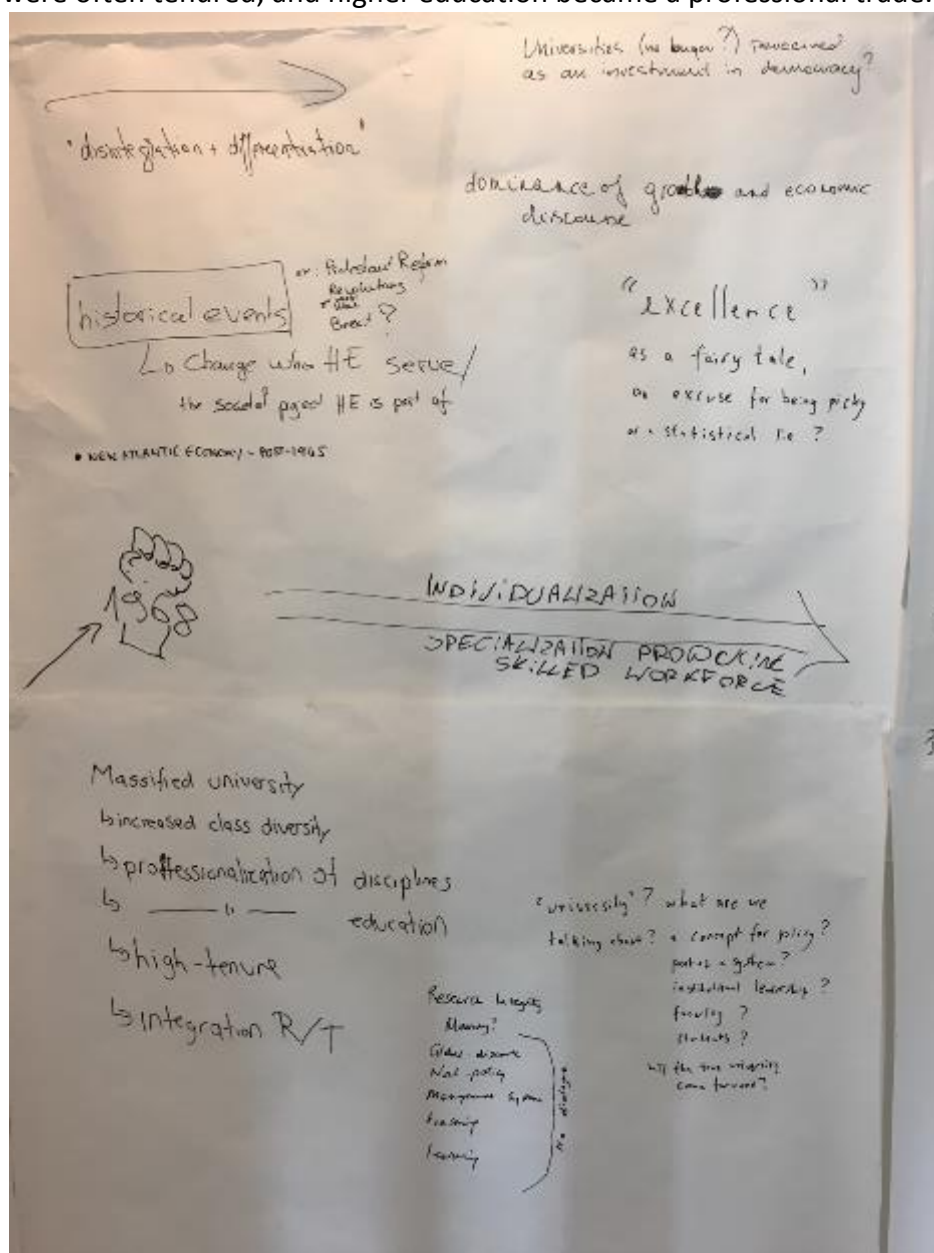
The first panel conveys the beginning of the Shared History. Discussants described a myriad of issues which have challenged universities in past decades through the present day. These issues include the lengthy time to degree at many institutions, the need for HR managers and employers to have a competent talent pool, a love/hate relationship with the university environment, and the feeling that things are getting worse. The importance of diversity yet the challenge of harmonization was also raised. One participant questioned the nature of the discussion itself, where we talking about the history of the university or the history of Europe? The discussant pointed out that when we interpret university ranking, we are in fact interpreting history. History, in this estimation, cannot be decoupled from the Atlantic economy and history of slavery.

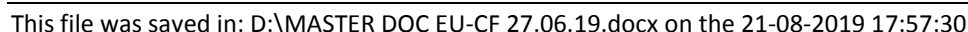
Other discussants who contributed to the first panel recalled the early days of universities in the 13th century. It was observed that universities formerly had fewer academic disciplines, with a broader intellectual base for each. Women had access to universities at that point.

Teaching was mainly focused on knowledge transmission in these settings. Yet, moving into the 19th and 20th centuries, intellectuals played more public roles. For example, at the bottom of panel one, a participant drew a picture of Karl Marx and an Ivory Tower. These images represented the involvement of academics in shaping the social fabric through their ideas.



Coming to the 20th century, participants discussed changes in the European university landscape. In the pre-massified higher education setting, universities were for social elites and were more apt to follow the Humboldtian ideal of *bildung*. The university served higher ideals of self-formation and the research-teaching nexus. Then, after the massification of higher education in the 20th century, increased class diversity brought changes in the curriculum and structure of universities. As a result, academic disciplines were professionalized, professors were often tenured, and higher education became a professional trade.





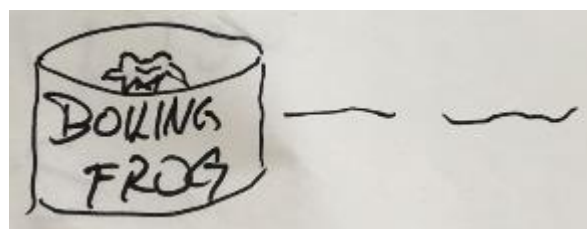
In the third panel, discussants explored the ramifications of changes approaching the present day. As individualization and professionalization took root, one participant observed that “the measurable became the asset” and “the rank-able became the essence of quality.” With performance indicators came the inflation number-oriented managerial regimes. Academics became entrepreneurial in order to survive and teaching became viewed as a potential waste of time compared to the ever-important research production. Thus, contemporary universities are ever-more characterized by frustrated feelings of competition, strife, and alienation. To describe this situation, participants relayed notions of the ‘chaotic university,’ ‘research factory,’ and the ‘orientation on output.’ An alternative view of a society with ‘no-growth’ or de-growth’ offered a different prospect for universities.

Probable Future

At the conclusion of the shared history creation, the group also shared their views of the probable future of the roles of universities in Europe. The idea of the probable future is to examine what the likely state of the universities’ role would be, if no major changes of direction or new initiatives were undertaken. In this session, different perceptions appeared – for example the drawing of a boiling frog, indicating that changes to the research systems happens in a slow and subtle way. Researchers do not react to these deteriorations as they happen gradually, just like a frog will not jump out of boiling water if the water is heated slowly.

The items that were surfaced by the group were the following:

- Incremental changes but by and large continue as “usual”
- The HEIs in “identity society” – nationalistic projects
- Reduction to HE economic role
- Academic platform capitalisation
- New elites
- New marketing competition
- System breakdown? [or blow up]
 - -> should we let it die? -Loss of native academic language to *lingua franca* (English)
- Reduction in student numbers
- Reproduction of “social inequality”
- New actors in education, research...
- Separation of T/R/S [Teaching/Research/Service]
 - Inside/outside the organisation



-
- Innovation – pedagogical innovation – education
 - Digital context
 - Academic freedom – autonomy
 - Competitive ‘HE’ economy based on W. Europe/N. America crashes in face of China as the dominant force in science/technology leading to elite institutions (E.g. Cambridge/Oxford)
Disarticulate from national setting
 - Breakdown between high-profile (internationalised) and basic (nationalised) research
 - Exit of national elites from academic employment
 - Full privatisation of high-level research
 - Losing role to thematise/frame public discourse
 - Increasing administrative staff numbers
 - Fragmental of academic activity
 - Division
 - STEM *Quantified excellence
 - New Public Management *Nationalist agendas
 - Low prestige of academics
 - Feminisation
 - AI and *Bildung*?

A variety of viewpoints were shared regarding the possibilities of the probable future for European universities. Some participants saw an acceleration of current trends—increased chaos, the separation of teaching, research, and service, the feminization of academia. This forecasted a gloomy future, with prestige of the academy in decline, a new elite professoriate riding on the backs of precariously employed adjuncts and increased disciplinary fragmentation. This probable future caused one discussant to ask, “should we blow up the system or should we let it die?”

Other discussants brought up changes in the context of higher education. New actors have emerged though the digital context. Artificial intelligence offers new directions for future teaching and research. Think-tanks and research institutes offer different academic platforms. In this changing context, one participant observed that there has been a breakdown between high-profile internationalized and basic nationalized research. Another added that a division exists between STEM research, which provides quantified excellence, and social sciences and humanities research, which may serve nationalistic agendas in the probable future. In this potential future, higher education has taken up roles in ‘identity-building’ nationalistic projects and the re-production of social inequality. In whichever future awaits, discussants agreed, academic freedom and autonomy are important to preserve.

Ideal Futures

This is the section of the Search Conference that sets the direction for future change. Here the group was asked to dream and to think creatively about what future they would prefer for the universities. At this stage of the search the objective is to paint *what* things should be like rather than *how* to get there.

- Mobility experts, e.g. tax travel [advice for mobile academics on tax arrangements and visas]
- Increased collaboration and cooperation between universities and other organisations in society
- Post-colonial HE policy/from European HE “domination” to global integration
- Post-capital policy?
- Real, secure jobs after Ph.D. to do stuff that matters & do it well
- The dis-organised university -> not the national (-ist) or regional (dominating) university.
- Open borders – how can a university ‘be’ without borders?
 - Organisations accepting & understanding complex mobilities
- Accountable universities to society
- Re-freshing, re-developing ties to higher ideals
 - What is the collective enterprise of academics? Truth?
 - Creating spaces and incentives to counter selfish striving
- “The ideal academic” -> learning how to “be” an academic in their education + practice - experience
 - Teacher
 - Researcher
 - Engaged citizen
- “The ideal career”
 - Cycles of activities
 - + diversity
- Recreating open space for joint “public” conversation informed/qualified (in depth) analysis
- Collaboration rather than competition
- Academic union
- Excitement beats frustration
- Governance based on common interests + dialogue
- Purpose of education and method
- Re-decommodification of HEI (anti-capitalism)
- Generalising and equalising the academic experience



Ideas regarding the ideal future were diverse. Some ideas included moves towards a post-colonial, post-capitalist higher education policy directed not towards European domination but rather towards global integration. These views pointed to the decommodification of universities and a shift in attitude away from competition and towards collaboration in an ideal future. In the context of this discussion, participants invoked the refreshing of Humboldtian ideals along with a renewed importance given to teaching and public activities for intellectuals. In the ideal future, the academic would be a teacher, researcher, and engaged citizen. Their career would be based on cycles of activities rather than outputs. Universities would again be accountable to society and begin rebuilding lost trust.

Other participants addressed the need for real, secure jobs after the PhD. The return of more tenure-track, stable employment options was also discussed. Universities would collaborate more often with other organizations in society. There would be paid ‘mobility experts’ on staff to assist with taxes and travel. In this scenario, universities would accept and understand the situation of complex mobilities and there would be a generalizing and equalizing of the academic experience.

All these ideas were brought forward into the next step: A Keep, Drop, Create analysis.

Keep, Drop, Create

In a Keep, Drop, Create analysis, all ideas, thoughts and comments are organized into three categories:

- Keep – What we are doing that is conducive to bringing about a more ideal future and that we should keep doing or give increased effort?
- Drop – What we are doing that is counterproductive to bringing about a more ideal future and that we should stop doing?
- Create – What we are not doing that would help bring about a more ideal future?

This session was for some participants the most exciting. Being able to label and work constructively with frustrations, ideas, hopes and dreams while sharing experiences and knowledge was considered a great success. We now present the lists that were produced in the exact wordings used by the participants. Only spelling mistakes and some abbreviations have been edited. Drawing heavily on a blog post written by participants Melina Aarnikoivu and Daniel Kontowski about the search conference, we furthermore include illustrative word clouds and short introductions to each list. To read more of Melina Aarnikoivu and Daniel Kontowski’s experience of participating in the search conference, please go to <https://www.echer.org/>

Keep: quality, community, diversity, FREEDOM!

Despite all the dissatisfaction with academic work, when participants started thinking about it, there were actually quite a lot of things they liked in academia or in their work. And that is extremely important to keep in mind, as the existing features of universities are the ones on top of which we build new features. This is the “keep list” participants created (though not necessarily agreed on):

Wider access programmes / Accountability structures / Excitement of being academic / Relative freedom in work / Professional responsibility / Trust in profession and institutions / Energy and will to get things better / Collaborative relationships / Environments that encourage collective nurturing / Broadening access for different types of students / The relationship between research and teaching / Discussing alternative futures - And connecting stakeholders through the process of inclusive teaching and managing differences / Doing research - About discourse about higher education inequality / keep alive native academic languages / train Ph.Ds. for different types of careers / Developing research in a university of applied sciences / providing working conditions that are equitable / FREEDOM! / Open inter-disciplinary structure of university / International collaboration / Principles of diversity and inclusion / Mass universal access to university / Loose coupling / Public engagement / Quality in higher education research / Motivated people (students, researchers, teachers, administration?) / Feeling of higher education community of researchers (e.g. early career) / University autonomy / Intl. cooperation (quality, openness, self-reflective, ethical, responsible, symbiotic relations) / JOY of teaching/learning/writing/research / Go broad/wide (diversity research) / Interdisciplinary nature of HE / Continue to ask critical research questions of HE / Civic dimension of HE / Diversity of participants / Ability to explore (test ideas) / Topics of industry, sustainability, ethical responsibility / Nexus between policy-practice-research / FRUSTRATION / Teaching/learning combo

Drop: Numbers, “excellence”, consumer/profit-oriented thinking

As Aarnikoivu and Kontowski put it, ‘When we got to the “drop” part, people’s frustrations started emerging. Despite of that, we still had a lot of fun when opening up about these frustrations to each other.’ This is what the “drop list” finally looked like:

"Internationalisation" as a great thing, always / Western centric focus / Anglo-Saxon / Limit social reproduction of academics - Measuring and evaluating everything quantitatively focus on publishing x papers in y famous journals / Never-ending reform / Hiring staff that increase faculty workload / "Ivory tower" feeling - no politics, just science / Existing system of measurement (rankings, metrics) / Top-down management / Over-emphasis on preparing people for market / Excellence / Casualisation of staff / Student as costumer / Isomorphism (US) / Distribution of teaching/research hours / Unequal quality of programmes / Domination of senior managers / Current Ph.D. selection process / Profit motive (every actors) / Competition / Overwhelming feeling of resignation / Frustration, irritation, pent-up anger / Governing by numbers / Academic exclusion from big universities and administrative decisions / Inappropriate and chaotic administrative structures / Feeling of haste for academics and students / Political institutions on university affairs / High fees / Administration behind locked doors / Disciplinary ghettoization / International cooperation - Profit-making oriented - Neo-liberal / Un-motivated people / "Standardized excellence" -> K. hierarchies / Competition fetish – Best practice / Useless statements -> Empty discourse / Organizational change (managerialism, constraints, governance, efficiency) / Intimacy with the governments/industries / University rankings / Irresponsible internationalisation / The obsession with rankings and metrics / Biased evaluation systems of academic activities / The attempt to reproduce Northern dominance / Over working academics / The idea that opportunity in academia is a zero sum game

Create: “Better”, “more”, “new”

In Aarnikoivu and Kontowski's view, 'The best part of the entire exercise, however, was to brainstorm how our ideal university and higher education system or research would look like in the future. What was particularly inspiring was the fact that there were many ideas, much more than in the two first lists. Many of them also seemed to be based on existing structures or practices, starting with the words “more” or “better”. This, we gathered, means that we're already doing something right but there's room for improvement'.

Accessible/free universities / Social interaction/work interaction / Organisational design that supports dialogue between e.g., leaders, students, academics / Extending a culture of collegiality / Explore the epistemic issues around the university (what “means” university) / Cater to multiple understandings of universities -> Multi-faceted universities / Less vague differentiation bottom/top / Better academic career structure / True interdisciplinary and organisational structures that support that / More equal partnerships and connection - Among countries - Students/teachers / Support for publication in different/multiple languages / Shared understanding of HE among actors if the university and beyond / Full range of purposes within the university for students / Collective decision-making / Bringing research into - Everyday life - Organisational life / Create full “human beings” in addition to skilled workers / Diverse formats for writing (6000 words!) and teaching (Lecture only can be okay!) / Recognition of diversity – Careers - Activities - people / increase weight of teaching in hiring practices - better balance between research and teaching / Create better teaching methods of supervision / More transparent university / Creating different assurance quality system / A new association representing academic staff based in European universities / Create and promote institutional models of universities based on cooperation / Better canteens / Peer-learning curricula - Pedagogies and community / More support and opportunity - Funding, methodologies / The nexus between research, practice, policy, society / More flexible ways of working / Organic international cooperation / Diversity reward system for academic /

Thoughtful integration of immigrants / More recognition for local knowledge/language / Imagination of radical futures / Positive feedback atmosphere / Creating balance between teaching and research in academic positions / Conceiving teaching as knowledge creation + recreation / Experimenting with new constellations between missions (R/T/S) / Putting existential threats and environmental depredation at centre of academic concerns / Re-imagining our system of academic value/ Changing the evaluation systems of individual and/or organisational performance / Delegating knowledge transmission to technologies and keeping the intellectual tasks

Multi-voting on the Keep, Drop and Create lists

In the next step, three groups of participants came forward to synthesize the keep list, the drop list and the create list into main themes. This produced three new lists: A list of Keep-themes, a list of Drop-themes and a list of Create-themes. The new themes were listed on a poster for everyone to read. Participants then had five votes each to prioritize the importance of the themes in terms of their own views and commitments.

Main themes and voting results were:

Keep:

1. Diversity/inclusion (9 votes)
2. Accountability/autonomy (8 votes)
3. Collaborative aspects (6 votes)
4. Public engagement (6 votes)
5. Open/critical research (5 votes)
6. Unity of research and teaching (3 votes)
7. Interdisciplinarity (3 votes)
8. Diversity within HE (2 votes)
9. Stimulating working conditions (0 votes)

Drop:

1. Governing by numbers/ Concept of excellence (12 votes)
2. Inappropriate organisational structures (7 votes)
3. Internationalisation as irresponsible excellence. Western dominance (6 votes)

-
4. Disciplinary ghettoization/Ivory tower (3 Votes)
 5. Never ending reform (2 votes)
 6. Fees (1 vote)
 7. Academic overwork + anger (0 votes)

Create:

1. Diverse institutional and organisational designs and formats of university (11 votes)
2. Interconnectedness and international cooperation + representation (10 votes)
3. New teaching, learning, educational forms (10 votes)
4. Connection between mission and evaluation systems (7 votes)
 - More theoretical
 - More practical level
5. Creating more opportunities to express diversity/different angles of diversity!) (5 votes)

Through a plenary discussion of this process, it was pointed out that the result was perhaps affected by the order that the lists were placed in. Thus, the result may have come out differently if the participants had read the lists in a different order when placing their vote. Another discussion reflected on the number of themes on the Create-list and the Drop-list. It appeared that the participants had been able to identify many keep-topics and relatively few create- and drop-topics. The question was whether the group had been able to convey their main concerns and critiques through the process? However, it was also pointed out that in general, what is missing actually says more about what is assumed to be unproblematic or not in threat than what is not important.

For the next stage, participants were asked to select a theme to work on from the Keep, Drop or Create lists. Interestingly, there were some transversal themes running across the three lists, e.g. a governance theme received a lot of votes. The working groups would then be composed of those who selected to work on a particular theme.

In plenary, the following themes were suggested:

1. Governance, the transversal issue of autonomy and accountability, governing by numbers in a broader perspective.
2. Inappropriate organisational structures.
3. Internationalisation and international cooperation.
4. Learning, new forms of learning, ratio between teaching, research and service.
5. Diversity.
6. New organisational designs, more flexible organisations.

Teams were formed around these themes to work through a force-field analysis.

Force-field Analysis:

When the participants had selected one of the 6 themes that they wanted to continue to work on, the next step was for the groups to identify the forces at work that were obstacles to moving in the direction of an ideal future, and the forces that promote actions that can help bring about such an ideal future. This analysis is done using a “Force-field Analysis” template (developed by Kurt Lewin).

The instructions on the force-field analysis were:

1. Select a discussion leader.
2. Select a reporter to keep track of the discussion on a flipchart to report in the subsequent plenary.
3. Take one full turn around the group with each person to name and briefly comment on this force field
4. Develop a force-field analysis including an identification of each restraining and driving force.
5. Begin discussing possible strategies for lowering the impact of the restraining forces and enhancing the impact of the driving forces.

The force-field analyses were documented on the force-field template. The results from each group are presented below.

Theme 1. The problem to solve:

Governing by numbers as a problematic way of demonstrating accountability

Driving Forces →		← Restraining Forces	
Need of legitimacy	T O D A Y	Ideology of control (NPM)	I D E A L F U T U R E
Lack of trust		Enabling lack of trust	
Outside organisations - Rankings - Provide data		New management structures	
Magic of members		Simplicity	
Demand for evidence		Lack of trust	
Increased interest		Massification	
Organisational autonomy		NPM	
Comparability and circularity		Rankings	

Possible solutions:

- ⇒ Dialogue with society
- ⇒ Focus on students and society
- ⇒ Balance international and regional engagement

Theme 2. The problem to solve:

Dysfunctional administration/organisation

Driving Forces →		← Restraining Forces	
University develop its own measures of accountability Use the knowledge, power of people in the university	T O D A Y	Demands of accountability Externally defined -> appointment of new teams – staff multiplied	I D E A L F U T U R E
Social engagement		Loss of trust that universities know what they are doing, and are doing it well	
Make budgets and plans transparent, including administrative salaries		Lack of transparency - not holding administrators to account – rewarding inefficiency (e.g. golden good-byes)	
Academics be involved in decisions		Academics not involved in purchasing decisions that help the finance office but cost academics time.	
Stop employing consultants		Consultants selling administration systems to the university (often already proven useless and not fit for purpose)	
Blended professions – need a career track that combines academic + administrative contracts and that are governed by similar rules (e.g. make administrative contracts that allow research)		Administrators are not evaluated on the same matrix as academics - not made responsible (for outputs and effectiveness)	
Get rid of fractured contracts		Complaints about individuals or the	

		system not working well are ignored. Admin impunity, not accountability	
Organisation of the university – senate should have oversight of budget and decision, and have power to question university management			
Circulation of documents			

Overall comments: Who are the value creators? Who needs to support whom? Change the balance of power between academics and administrators.

Theme 3. The problem to solve:
Irresponsible internationalisation

Driving Forces →		← Restraining Forces	
Instrumental aim to be an international university (profile)	T O D A Y	Ideology/politics (nationalism)	I D E A L F U T U R E
Money [economic rational]		Hegemony (maintain superiority in global order)	
Curiosity		Conditions, national borders/funding	
Competition		Resistance, threat to national identity. IHE -> one way	
National strategy/policies		Mission of the university	
Recruit international talent for labour market		Xenophobia	
To be a knowledge – economy		Hegemony epistemology methodological nationalism	
		Cultural imperialism	

Theme 4. The problem to solve:

Separation of academic tasks and functions

Driving Forces →		← Restraining Forces	
Intrinsic motivation in academics	T O D A Y	Lack of teacher's training	I D E A L F U T U R E
Opportunity for synergy and enrichment		Many specific career tracks (and being forced to choose)	
Increase relevance in teaching		Research bias of evaluation systems	
Career advancement at university		Growing lack of tenure positions	
Hope to alleviate time pressure		Ratio between research and teaching hours	
Time saving		Overwork	
Individual creativity		Different evaluation systems for research and teaching. (services for the society is not even on the list)	
Purpose and value-driven activities		Invading forces/logics of economy	
Responsibility towards students		Research dominance in career advancement and society	
Institutional values		"you get what you measure"	
Academic virtues: Freedom, courage, curiosity		Ranking systems	

Theme 5. The problem to solve:

How to ensure diversity gets embedded into the DNA of higher education institutions?

Driving Forces →		← Restraining Forces	
Autonomy/Bottom-up	T O D A Y	Excellence/standards	I D E A L F
(Students)		(Administrative Staff)Lack of awareness of work of academics	
Demographic issues		Values statements	
(Academics)		Elitist HEI's!	
Academic disciplines and cultures		(Students)	
(Curricula)			
Teaching methods in school			
(Administrative Staff)			

Professional background	D A Y	Recognition of degrees	U T U R E
(National) Access. Diversity of citizens			
		(Administrative Staff) Daily practices	
		(Academics) Too many activities	

Theme 6. The problem to solve:

Encouraging learning by creating diverse organisational forms/ learning organisations (organisational contexts)

Driving Forces →		← Restraining Forces	
General level Isomorphism Learning from best practices	T O D A Y	Copying without thinking	I D E A L F U T U R E
General level Accountability Social responsiveness [of institutions, transparency]		Ranking systems	
Making diversity intelligible, understandable		General level International frameworks EU-policies Harmonising, into apparent same-ness	
Innovation for good reason		General level Innovation for own sake	
Cross-structural, cross-faculty initiatives		Organisational level organisational structure structure that supresses flexibility	
Taking advantage of diversity and new ideas		Organisational level organisational life and management Rule-driven-ness	
Possibility to fail without punishment		Individual level Risk avoidance	

Comments: Interesting how forces can be negative and positive forces at the same time. Isomorphism is at both sides of the table, but with different 'implementation', that is, isomorphism is/could be a driving force if it is about learning from the best and from others, or is/could be a restraining force if it is copying without thinking (maybe isomorphism should be written in the restraining cell too?). Furthermore, the coloured level-signs (General, organisational, individual) are always relevant for both side at the given row, each row is in pair (the driving and the restraining force).

Action Planning

The Force-field Analyses were then followed by the Action Planning phase to bring the issues to a more concrete level. In the action planning phase, the point is to be specific, e.g. what is the objective, specific action steps, information on who is going to do what by when, who else needs to be involved, information required, resources, who will convene the contact between members of the group. This information was compiled on Action Planning Worksheets. The groups from the force-field analysis adjusted slightly and 5 working groups were formed (see below).

Action Planning Group 1: Alternative models of accountability and trust
ACTION PLANNING TEMPLATE

What is the objective?

Research article / provide alternative models how to demonstrate accountability and built up trust without relying on numbers

Obstacles to overcome

Time and research to collect the data

Sequence of Actions (Who is to do what by when?)

- Literature review of the problem
- Generating a framework for the problem
- Collecting the background information about the cases
- Designing a semi-structured questionnaire
- Finding time and resources to do the cases
- Synthesise the take-away – draft the article

Discuss with practitioners

Exercise in testing the models

Others to involve

Informants at the cases
 Practitioners
 Network

Information Needed

Info on cases

Resources Needed

Time
 Money (1000)

Actions before next workshop

- Numbers and metrix
- Trust and legitimacy
- Autonomy and accountability

Newtec[...] ...] universities – accountability
 Numbers and findings

Meeting Coordinator(s)

Krystian

Next Meeting Date: 26-7August

Location: Kassel

The aim is to produce a research article that provides alternative models how to demonstrate accountability and built up trust without relying on numbers

The working group will be looking at three concrete cases of institutions that dropped the model of governing by numbers: An institution that stepped out of international rankings, an institution that withdrew from regulating its relationships based on numbers, and a new cooperative model. Within the timeframe and resources available, the group will investigate how these institutions build trust and maintain accountability towards the wider society not using numbers. The overall aim is to establish models that can be used as a prism to look at different institutions to decide what is possible to change and what needs to be developed to go beyond governing by numbers.

Others to be involved will be practitioners, informants from the cases, and other knowledgeable researchers who can contribute, e.g. Dr Sijbolt Noorda, who presented a lecture on changing values of the European universities on Day 1 of the search conference.

Comments from other participants:

- University of Cambridge will perhaps refuse to take part in the research/teaching rankings – might be interesting to look into
- Judy Brown, critical accounting, Victoria University of Wellington, New Zealand is looking at non-numerical and democratic methods of developing accountability and trust in a range of organisations. There is a big movement in the US in which communities discuss what constitutes success. The projects have had interesting results that can be investigated further. Dutch Universities are moving away from governing by numbers, but their basic research is well-funded and not as dependent on external and competitive sources as in some other countries.

Action Planning Group 2: Inappropriate institutional structures

ACTION PLANNING TEMPLATE

What is the objective?

To expose, document and treat institutional autism

Obstacles to overcome

- Lack of evidence
- How to bring administration and academics to dialogue

Sequence of Actions (Who is to do what by when?)

- [Create a Form to collect accounts from administrators and academics of inappropriate administrative structures and any solutions to the problems]
- Bounce ideas for the form off this group
- Promote the forums through our networks
- Gather evidence
- Identify inflexion points -> find the best means and gatekeepers to involve in solutions/participatory action

Others to involve

- This group
- Their networks and colleagues
- Gatekeepers
- Chris Newfield

Information Needed

- Stories of bad and good practices
- Solutions

Resources Needed

- Time
- People power
- Enthusiasm
- Sustained anger

Actions before next workshop

- Generate form to be shared
- Gather evidence
- Involve Chris Newfield

Meeting Coordinator(s)

Pusa

Next Meeting Date: 26 Aug

Location: Kassel

Or skype before that?

The objective of this group was to expose, document and treat inappropriate and dysfunctional institutional structures.

First, they discussed frustrating procedures from their own universities:

Lack of communication between academic staff and administrative staff.

Different standards of evaluation (the administrative staff is rarely evaluated).

Academics being pushed out of decisions and have perhaps also pushed themselves out.

Could blended professionals perhaps bridge the gap?

The identified obstacles were:

- We do not know enough about the subject
- We need to bring the academic staff and the administrators into dialogue

As an instant initiative, the group would like to share a document with the conference participants to share stories of whatever issue they have encountered in their own institutions with the administration.

In the end, the group also want to involve administrators to discuss the topic to not make it one-sided or blaming, as systems and structures are the problem.

Perhaps also set up a website or a Twitter-account to reach beyond the conference participants, but that is not yet decided.

The group would like to bring results to the Kassel conference.

Comments from other participants:

- In regard to the blended professionals, some institutions have something called research assistant officers that are meant to understand what research is about to be able to support research activities. Maybe you can find good or bad cases in this field.
- Rajani Naidoo and Joergen Enders at Bath have worked on the rise of the administrative class in universities.

Action Planning Group 3: To come up with concrete ideas and practices to integrate academic tasks

ACTION PLANNING TEMPLATE

What is the objective? What can we do?

To come up with* concrete ideas and practices** to integrate*** academic tasks****

* Good practices to integrate teaching/research?

** promote teaching - make research and teaching more equal

*** better evaluation practices? Measurement

**** research, teaching, engagement with public

T
Nexus ?
R

Obstacles to overcome

- Good teaching being evaluated mostly in student evaluations
 - ➔ Peer evaluations? Approaches like project work
 - ➔ Promote research with teaching as the subject
 - ➔ Regain trust
- Evaluating nitty-gritty short-term outcomes of teaching (course by course) (insufficient ways of 'measuring'/'valuing' teaching)

Sequence of Actions (Who is to do what by when?)

- Thinking more about how research can be integrated in teaching (but also the other way around)
- More discussions on 'good teaching' (also long term)
- Look more into a toolbox (E.g. teachers including their empirical data for collective analysis)

Others to involve

- Colleges
- TL-centres
- Former students (course work etc.)
 - ➔ Broader understanding of good teaching and its outcomes

Information Needed

- Research based teaching movement in USA (revitalising education)
- EU-project on TL in HEA
- Study groups in AEG (Students reading a paper on study groups while doing study groups and having an aim to become facilitators)

Resources Needed

•

Actions before next workshop

? Maybe create a common platform with a brainstorm on teaching activities that integrate research, and research activities that integrate teaching

Meeting Coordinator(s)

Kasper

Next Meeting Date:

Location:

The main concern was that research is a very dominant component in academic work, and the question then was, what can we do to promote teaching?

One of the differences between research and teaching is that research has a well-grounded evaluation system of peer reviewing, whereas teaching is often a black box and is mainly evaluated through student evaluations. That is not supportive of the development of teaching. So, how can we change the evaluation system to discuss and support good teaching? The obstacles are mainly that teaching is only evaluated by students, and that the evaluations are often developed by administrators in the institutions. In addition, we only evaluate short-term on course-to-course level instead of focusing long-term.

However, instead of discussing big, structural changes, the group ended up discussing changes on an everyday level – that is, things that can make a difference tomorrow. First step is to open up discussions between academics. It would be beneficial to discuss the integration of research into teaching, but also how to integrate teaching into research practices. Examples could be to do research as a subject in courses on for example engineering.

We also need better discussions on what good teaching is, just like we discuss what good research is through peer reviewing. We have to find ways to facilitate that.

An overall aim of this working group could be to develop a toolbox of ideas for activities that could be used in teaching to promote the synergy between teaching and research, e.g. project oriented activities or how to integrate empirical data for collective analysis in the teaching.

Comments from other participants:

- There are good practices around.
- European University Association has done some good stuff on that.
- There is a big wave in the US right now on research based teaching that has just rediscovered John Dewey. John Tagg has also just published a book, *The Instruction Myth*. Hanne Adriansen introduced study groups on first semester of her AEG course. She did so on basis of research, she has also published on the subject.

Action Planning Group 4: The future of critical internationalization
ACTION PLANNING TEMPLATE

What is the objective?

The future of critical internationalization

Obstacles to overcome

Ideas: Re-imaging internationalisation

- Disrupting dominant ideas of internationalization to create space for new ways of thinking/doing it

Sequence of Actions (Who is to do what by when?)

- Interests of group members: Internationalization means something different depending on region, country, city, HEI, individual
- Relational ethics of practice
- Who is internationalising whom?
 - o Curricular design
 - o Global learning for ALL!
 - o Development of intercultural skills of local/domestic students/staff/society

Others to involve

"Ethical internationalization"
 project -> Sharon Stein
 "Critical internationalization"
 network

Information Needed

Resources Needed

More time to tease this out...

Actions before next workshop

Meet Wednesday for working lunch for further discussion

Meeting Coordinator(s)
 Leasa Weiner

Next Meeting Date:

Location:

- Who is internationalising who?
- Relational ethics
- The local perspective
- Erasmus-babies – what does that look like?

The group have an idea of *re-imagining* internationalisation from a critical standpoint.

The group continued to meet and discuss during the conference and will continue to meet and formulate its plans for shared projects.

Comments from other participants:

- It is important to take the perspectives of different generations, and also the dimensions of non-residential universities and the aspect of new technology.
- Davydd and colleagues have just finished a collective ethnography of the process of rethinking a study abroad programme and how to structure students' engagement and learning about another society. That is a good direction to look.
- Who is internationalising who? Why do we think of it as having a passive part and an active part? The group is looking at it from a different perspective.

Action Planning Group 5: Higher Education as a tool for universal integration and setting

ACTION PLANNING TEMPLATE

What is the objective?

Higher Education as a tool for universal integration and setting

Obstacles to overcome

- Limited role of HE in societies
- Elite system
- Professionally focused curriculum
- Uncertainty of academic careers that exclude diversity in recruitment and in research scope

Sequence of Actions (Who is to do what by when?)

- Raise awareness of politics regarding universal access (isomorphism?)
- Critical thinking classes as a transversal curriculum requirement + inclusive epistemology of discipline in relation to student diversity -> decolonize the university

How? Interdisciplinary work on curriculum within university → 2ndary education

Tool kit → ? transparency of ? criteria + diversity

Others to involve

Top-down management
“compulsory” interactions
Student’s Union
associations (→ curriculum design)
Primary and 2ndary schools
Stakeholders/external interests ?

Information Needed

Identify the “relais” that can be mobilized
→ Prof
→ Admin
→ Students
- Policies/tools already implemented

Resources Needed

Legitimacy from the HEI
- Funding for the classes
- Commercial ?
policy change
→ mandatory

Actions before next workshop

What universities are doing / diversity

Meeting Coordinator(s)

Decided not to continue

Next Meeting Date:

Location:

→ decolonizing the curriculum

→ Content wise

→ Practices wise

- Literature
- HEI's

1st year?

→ social sciences in other fields

Bachelor compulsory classes

What is taught besides the "core curriculum"? (in the social sciences?)

→ "decolonizing?"

"Interdisciplinary"

"De-professionalizing?"

Although this group decided not to continue to work on this topic, they raised important issues in their discussion. The group formulated their objectives as issues that needed to be dealt with to move closer towards an ideal HE system. Some of the issues were:

The problem with universities as elite systems

The problem with students as clients

A need to reduce career academies that are exclusive of certain minority groups

Sequence of action to move in this direction would be:

To raise awareness and solidarity

To improve critical thinking in classes (not only teaching the mainstream curriculum but acknowledging how this curriculum is also a result of history and exclusion)

To create interaction between classes and student unions

An aim of this process could be to produce a toolkit that can gather knowledge about what has already been done and how this can be spread out to different institutions. To do this, what is especially needed is legitimacy from institutions to change curriculums and excluding systemic ways of thinking.

Comments from other participants:

- There has been a European project that looked at toolkits to help institutions in relation to refugees
- The AEG programme at DPU promoted critical dialogue within the classroom and aimed for dialogue among students and agency in the way they were being educated.
- That programme also asked students to identify where the readings in their curriculum were created to showcase the Western bias and to make it clear that facts are constructed by people in a specific place with a history.
- How to apply this topic to STEM? That might be even more important to give their curricular facts 'places' of origin.
- Looking towards the European Student Union might help – they have done some projects on diversity.

Evaluation and synthesis of the search conference

At this point, after the last action planning group had presented their work, the search conference came to an end. As a last activity, the search process was evaluated in plenary. The comments were:

The early stage researchers have had a very positive experience of being included in the discussions and the overall community. They feel that their contributions have been valued, which is stated to be an important experience for young scholars.

The shared history process was exciting, because it disrupted the 'historical' chronology, but also it showed that the participants had different kinds and levels of understanding of the universities' histories. For example people had different emotions towards 'massification'. People also used the same word to talk about different things. It was also useful to fill in knowledge gaps for participants from other fields of expertise.

The shared history activity was very informative but it was placed too early in the process. Everybody was new to each other and to the setup at that point, and there was not enough time to talk to everyone. It could have been better if it had been placed later on, perhaps after the lecture.

It would have been better if all participants were present for all sessions. It makes it difficult to keep working on the basis of a shared history if certain contributors are not there later on.

There was not enough time to turn the keep, drop and create issues into themes and furthermore to decide where to put one's vote.

It was difficult to understand how to move from the force field analysis to action planning and move from research to policy. We need to better be able to connect those two parts.

During the three theme sessions that are coming up, hopefully we will be able to take/revisit the good ideas further into the process. Need to use these sessions to find out more about what projects people are already doing and how we can contribute to the collective project.

Sessions on Research Themes 1, 2 & 3

After the end of the search conference, three sessions were organised around three (widely defined) themes for the project:

- Theme 1: The role of universities in European social and political integration (social mobility, refugees, democracy, etc.)
- Theme 2: The roles of universities in integration of European research and higher education (global knowledge economy, ERA, EHEA, etc.)
- Theme 3: European universities in a shifting global context (China's rise and other countries' competing global strategies)

These themes were only loosely defined in the project application as the aim was to develop ideas for their content derived from

1. Existing knowledge. The partners (17 research centres on higher education in Europe) shared their research publications and projects on the three topics. These were compiled into three documents and pre-circulated. Available at <https://projects.au.dk/european-universities-critical-futures/kick-off-search-conferencephd-course/as> to carry forward.
2. Ideas about current problems and what needs to be studied and developed emerging from the search conference. Importantly, some of these ideas were developed in action plans, but there were also many other ideas.
3. Learning about PhD students' research projects.
4. Exchanging knowledge about other participants' current research and ideas about topics that need research in future.

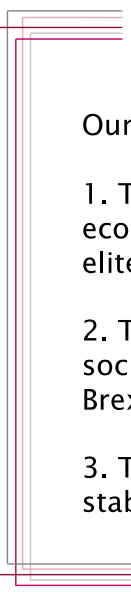
The aim of these sessions was for knowledge exchange and discussion on each of these themes to highlight topics for the organisers to focus on in subsequent workshops. The organisers of each theme made presentations as part of clarifying, gathering and building on participants' ongoing academic work, and, in addition, to bring about new issues or ideas that can be developed from the search conference and beyond.

Research Theme 1

by Jens Jungblut, Tim Seidenschnur

The role of universities in European social and political integration
(social mobility, refugees, democracy, etc.)

Focusing on the first theme, Jens Jungblut and Tim Seidenschnur presented their preliminary thoughts on the role of universities for social and political integration. Their PowerPoint presentation is made available in the following section with a summary of the comments that accompanied the presentation.



Working Package 1

Our own discussion led to a preliminary set of three issues:

1. The role of universities for social integration in the knowledge economy (e.g. social inequalities, social background, gender, elite).
2. The role of universities for cultural integration in times of societal challenges (e.g. universities and refugees, Brexit/European integration).
3. The role of universities for educating critical thinkers and stabilizing democratic values (e.g. educating democratic citizens).

17.03.2018 | 2

The topic on the future roles of the universities in a European context lead the presenters to formulate three issues, touching on different levels of the topic, that are further explained below:

1. The role of universities for social integration in the knowledge economy.

In knowledge economies, the codification of theoretical knowledge, the unfolding of new knowledge, and the education of knowledge workers is of major importance (Bell 1999).

Universities have to respond to unresolved challenges stemming from social inequalities in European societies (Teichler 2013).

- integrating people with different social origins and offer equal opportunities to participate in education in a knowledge society (see Courtois 2017; Marginson 2016).
- gender (Wright and Locke 2017), migration / refugees (Goastellec 2017), minorities (Torotcoi 2017) remain major societal challenges especially with regard to higher education in Europe.

Within Europe, further integration of people from different social backgrounds can be regarded as a necessary condition for the diffusion of university values and European integration.

17.03.2018 | 3

- the universities as responsible for integrating a diverse student body in the knowledge economy, in which a specific focus on minority students and people from different backgrounds is needed;

2. The role of universities for cultural integration in times of societal challenges.

"There has been a surge of support for ethno-nationalism of the blood-and-soil kind, fearful of global openness and resentful of globally connected persons, whether migrants, traders, or cross-border professors and students. This surge has been strong enough to take the UK out of the European Union and, against the odds, propel a white nationalist protectionist into the White House." (Marginson 2017).

- One example is migration to Europe and the integration of refugees through higher education. Nationalist parties question democratic values such as multiculturalism and tolerance. Such attempts challenge the self-image of a European identity and pose new challenges for European higher education (Jungblut 2017).
- Another example is the challenge Brexit exposed universities to. Actors come under pressure to develop organizational strategies how to deal with Brexit in terms of remaining competitive and at the same time renew a European identity in higher education and the belief in the worth of deeper cooperation (Courtois 2018).

Overall, we see universities as one core element of an efficient answer to the nationalist challenge in the sense of a European identity and therefore we regard this larger issue field as a central field for future research activity in higher education.

17.03.2018 | 4

- the universities are an important player in creating a shared, European identity in response to the nationalist movements and Brexit;

3. The role of universities for educating critical thinkers and stabilizing democratic values.

Universities are central for developing democratic citizens and critical thinkers in order to foster European democratic societies (UNESCO 2015:17; Wende 2017).

Universities have to shape the society in which they want to exist in the future → universities can “create” societal trust by properly fulfilling the function to educate democratic citizens who will be the ones that assess in how far universities are a worthy institution in society.

We propose to bring together existing research and projects that re-conceptualise universities’ third mission, public orientation, and their role for civic societies. Therefore, it is necessary to consider the universities’ identities and values within a broader development of European values over time (Koskenniemi & Stråth 2014) as well as the question in how far the changing leadership and management structure of universities at times (Krücken 2017; Levin & Greenwood 2016) hinder or contribute to European universities’ wider public orientations.

17.03.2018 | 5

- The universities as educational institutions who educate critical and democratic thinkers. This links back to issues previously discussed about trust and intimacy. The normative role is also a way of creating a positive feedback to each institution. To promote democratic values becomes a kind of self-interest.

Now, we were satisfied because we had a conceptual understanding of the issue... but...

17.03.2018 | 6

Moving from a conceptual framework to research findings, which is one of the primary aims of the European Universities – Critical futures -project, proves difficult when considering the size of the research field.

The list of literature

- About 200 titles from
- 17 HE research centres throughout Europe

→What now? Impossible to read all of this!

→Maybe a wordcloud of the titles helps...

To get some sense of the content of all of the literature, a word cloud was produced. The word cloud visualises the most frequent words by sizing the word in relation to its frequency.



The word cloud was produced by gathering all headlines of the background materials and then adding a coding that eliminates words that are considered irrelevant to the overall picture. From the result of this, it appears that the word cloud comes quite close to the topics that were discussed throughout the search conference, either in the exact wordings or as transversal concepts.

Inequality in detail	
Stratification	1
Public good	3
Finance	3
Social Justice	2
Social mobility	2
Resilience	1
Aspirations	1
Elites	3
Transition	1
Class	1

Terms that are noted only once but we have expected more often:

Solidarity

Dropout

Digitalization

Innovation

Relevance

Employability

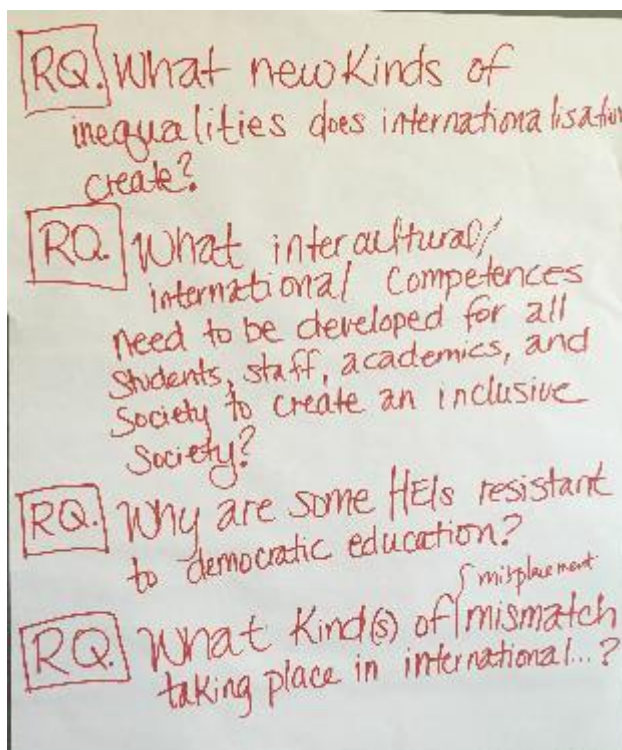
However, some terms were expected to be more present in the material than what was actually the case.

Group work

- Given all this knowledge we just presented, we would like to ask you to **work together in groups and try to elaborate** in each group a **set of research questions for future research projects**, related to our themes based on what you have worked on / are working on; these can be linked to one of the three clusters that we identified, but they can also open completely new avenues for research that you think are missing so far
- The questions can also be linked to what you have talked about today.

17.03.2018 | 11

Next step was to form groups to discuss and formulate research questions for future research to be further explored at the next workshop in Kassel. The participants formed groups and drafted their research questions on posters, which were afterwards presented in plenary.



RQ: What kind of inequality does internationalisation create?

RQ: What intercultural/international competences need to be developed for all students, staff, academics, and society to create an inclusive society?

RQ: Why are some HEIs resistant to democratic education?

RQ: What kind(s) of mismatch/misplacement taking place in international...?

- purpose of education
 - ↳ whole human beings vs employable people
- reclaiming the narrative
 - present a counter narrative
- Sustain conditions for thoughtful pluralism
 - creating critical thinkers
- reflexive actors

How?

→ Does liberal arts look the same in - US
create the same type of thinkers in - Asia
- Europe

→ How is a student located within a study program & within an organization? What do they need to change to flourish? How can they act upon the uni to achieve that? - Politically reflexive practitioners

- Purpose of education
- Whole human beings vs employable people
- R- Reclaiming the narrative
- Present a counter narrative
- S- Sustain conditions for thoughtful pluralism
- Creating critical thinkers
- R- Reflexive actors

How?

→ Does liberal arts
- Look the same - In Africa, US, Europe
- Create the same type of thinkers - In Africa, US, Europe

→ How is a student located within a study programme & within an organisation? What do they need to change to flourish? How can they act upon the uni to achieve that? - politically reflexive practitioners
→ How do different actors in the institution see the purpose of education and go about achieving it?

How to measure and compare inequalities in access?

What are the outcome of preparatory programmes in terms of enrolment?

17:57:30

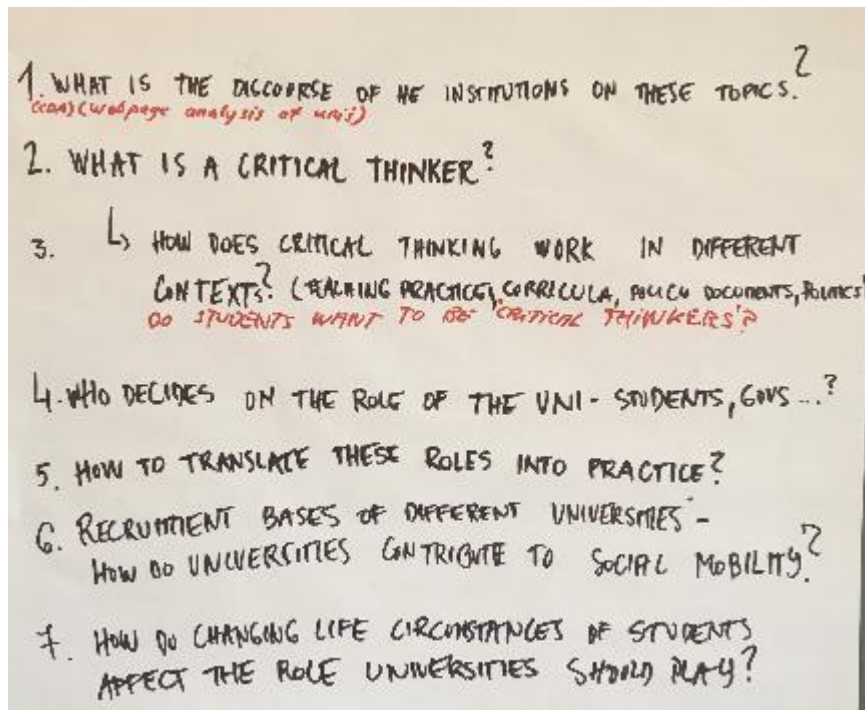
- RQs
- how to measure and compare inequalities in access?
 - What are the outcomes of preparatory programmes in terms of enrolment?
 - how can universities produce/educate critical thinkers?
 - What are the ~~barriers~~ barriers for refugee access lying at the encounter of HE, Immigration and social policies? (depending on countries)
 - how elites reproduce themselves in massified HE sector?
 - the reproduction of elite researchers and the dominant funding structure (of fields/themes)

How can universities produce/educate critical thinkers?

What are the barriers for refugees' access lying at the encounter of HE, immigration and social policies? (depending on countries)

How elites reproduce themselves in massified HE sector?

The reproduction of elite researchers and the dominant funding structure (fields/themes)



1. What is the discourse of the HE institutions on these topics?

2. What is a critical thinker?

3. How does critical thinking work in different contexts? (teaching practice, curricular, policy documents...)

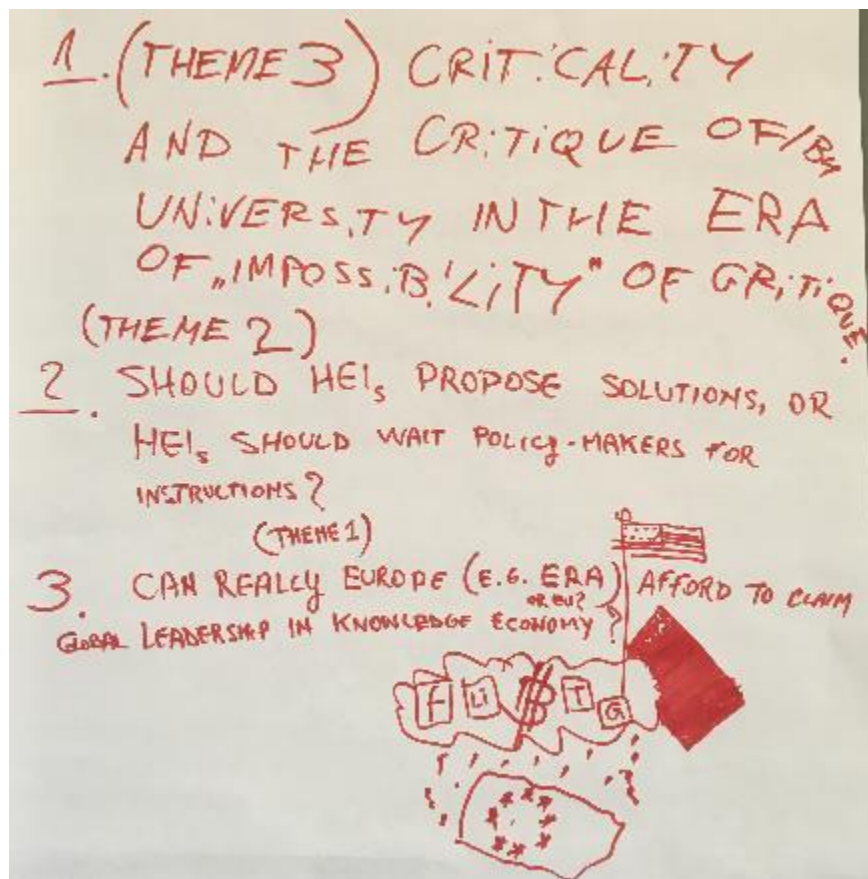
Do students want to be 'critical thinkers'?

4. Who decides on the role of the university - students, governments...?

5. How to translate these roles into practice?

6: Recruitment bases of different universities – How do universities contribute to social mobility?

7. How do changing life circumstances of students affect the role universities should play?



1 (Theme 3) Criticality and the critique of/by university in the era of 'impossibility' of critique

2 (Theme 2) Should HEI's propose solutions, or HEIs should wait policy-makers for instruction?

3 (Theme 1) Can really Europe (E.g. ERA) afford to claim global leadership in knowledge economy?

The session concluded with Jens and Tim offering to write a paper summarising the issues that had been raised. This would be circulated with a request for contributions to the Kassel workshop on this theme.

Research Theme 2

By Amélia Veiga and Krystian Szadkowski

The roles of universities in integration of European research and higher education
(global knowledge economy, ERA, EHEA, etc.)

Amelia and Krystian started with a presentation which covered a review of the background knowledge collected from the 17 research centres; issues raised in the search conference; and questions about the forms of integration in governance, research and education that might be developed in Europe in future.

Some of the questions that were raised in association with this theme were:

- Are the outcomes in terms of university governance in accordance with the policy objectives? Have ERA and EHEA led to more integration?
- Or, has European integration led to a deepening of national, institutional and individual differences – has it led to reproducing and legitimising inequalities? For example, the does the Bologna Process legitimate inequalities? Has ERA widened the gap between big and small players? Has EHEA demonstrated a limited capacity to act collectively?
- Those that best comply with standards are the best performers, but is that being politically challenged by national and political differences?
- What is the meaning of the European dimension in teaching and research? Does it mean universities that are open, critical and publicly engaged? Does it mean convergence around administrative procedures, following European guidelines? Do ‘we’ trust the procedures and each other – is there openness, trust and cooperation? Or is there rather a centrality of political values?
- Is ‘Differential integration’ a pattern for the future? A system that recognises that flexibility is necessary and that legitimates differences. Would flexibility afford a higher level of integration towards a collective purpose or goal – or would such a goal limit the possibilities to think differently?

When asked to work in groups about their own experiences of the European dimension of education and research, participants responded:

- It’s made it possible to go from Norway to study medicine in Krakow.
- In research there is now an expectation of strategy and collaboration. Transnational collaborations have reproduced stratification – who asks the research questions? Who sets the priorities and problematics?
- There are centres and peripheries in knowledge exchange and a pull to the centres.
- Universities have played a particular role in the transformation of Eastern Europe – they have produced the people for putting the country and capitalism on track.

- The Bologna Process' standardisation has led to technical adjustments, it has changed practices around a common pedagogical language, and a common BA/MA framework. Now it has hit a dichotomy between the drive for harmonisation as against comparability and compatibility.

Theme 2
**The roles of universities in integration of
European research and higher education**

Amélia Veiga, Krystian Szadkowski

CIIE-UP – Centre for Research and Intervention in Education
Faculty of Psychology and Education Sciences, University of Porto
Centre for Research in Higher Education Policies – CIPES
Portugal

Center for Public Policy Studies, Adam Mickiewicz University, Poznań
Poland

▶

Outline

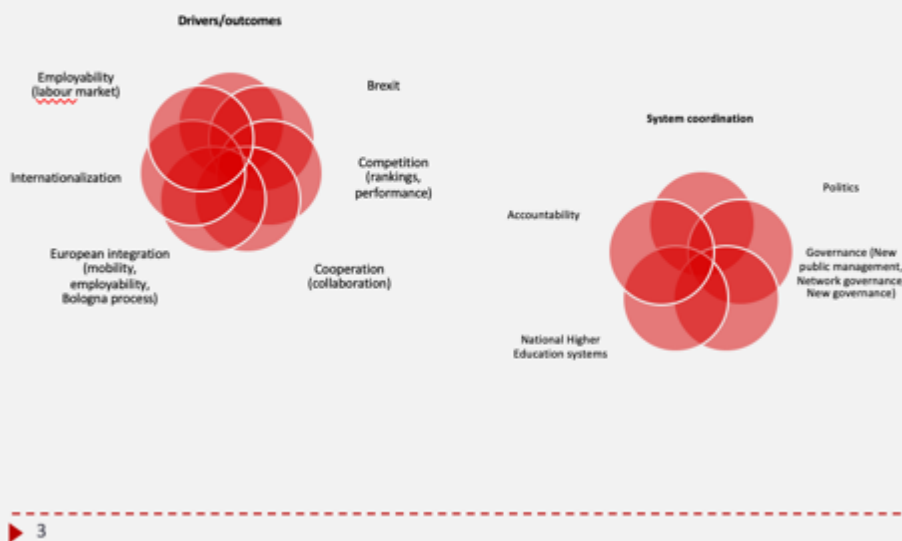
▶ Background knowledge

▶ Possible futures

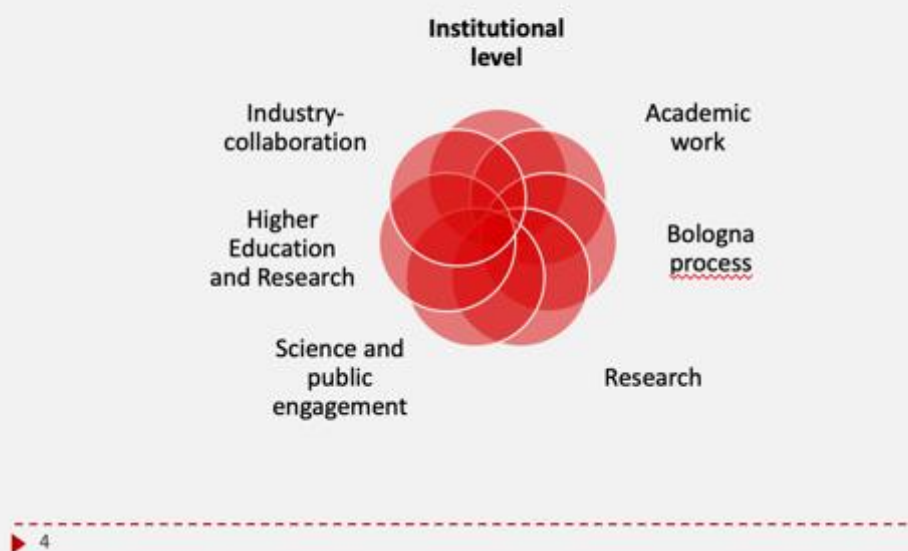
▶ Can the future be made?

▶ 2

Background knowledge



Background knowledge



Background knowledge

Background knowledge

- ▶ The processes of integration of higher education and science within Europe have also drivers external to the field itself.
- ▶ Emergence of important global actors that impact daily reality of academic labour.
- ▶ Processes of unbundling (also technologically mediated) and abstraction of academic labour activities through standardisation and metricisation.
- ▶ Process of precarisation of labour resembling wider transformations of labour in the capitalist knowledge economies at large.

▶ Shift from values to value

▶ 5

Background knowledge

- ▶ Are the outcomes of the governance system in accordance with overall policy objectives of European integration?
- ▶ The expansion of education systems evolved in the consolidation of the pillars of the European social model - political democracy, economic growth and social cohesion - in an unlikely reachable equilibrium.
- ▶ European integration processes are deepening national/institutional/individual 'differences' contributing to reproduce and legitimate inequalities.

▶ 6

Background knowledge

- ▶ **What are the limitations and possibilities of differentiation integration in European governance of knowledge policies?**
 - ▶ Differentiated integration is a *modus operandi* to justify/legitimate Bologna's different ways contributing to reproduce and legitimate inequalities.
 - ▶ The unity of the EHEA is not preserved as the gap between big and small players in the higher education field is increasing.
 - ▶ The capacity of the EHEA to act collectively is limited.
 - ▶ The absence of a European view about education and research is leaving in the hands of the market the future of European cooperation.

▶ 7

Background knowledge

- ▶ Nations, universities and individuals complying with established standards are the best performers and, therefore, better placed to be recognized. However, this recognition is being critically challenged by the claims of national/institutional/individual 'differences' to be recognized and politically managed.

▶ 8

[illegible]

- ▶ What is the meaning of European dimension in education and research?
 - ▶ Open/critical research, open educational resources? European languages, European (public) engagement?
 - ▶ Recognition of/engagement with 'differences' (e.g., academic degrees and diplomas, learning outcomes,...)?
 - ▶ Convergence around administrative procedures (e.g., European Standards and Guidelines, ...)? What about the centrality of political values such as 'trust', 'cooperation'?

Can the future be made?

- ▶ **What are your experiences and related perspectives on the European dimension of education and research?**

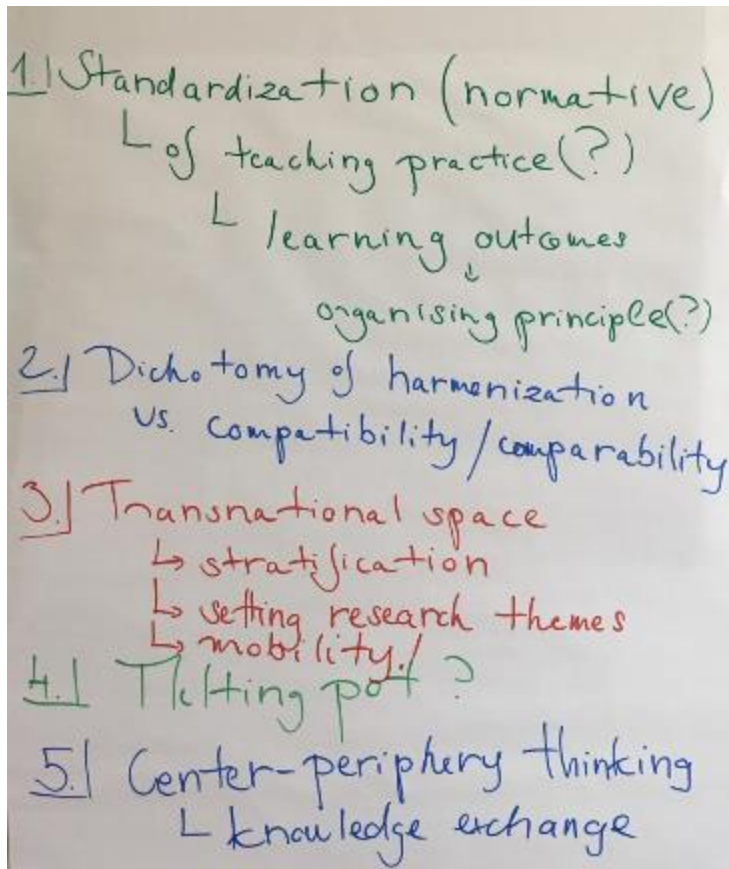
▶ 12

Can the future be made?

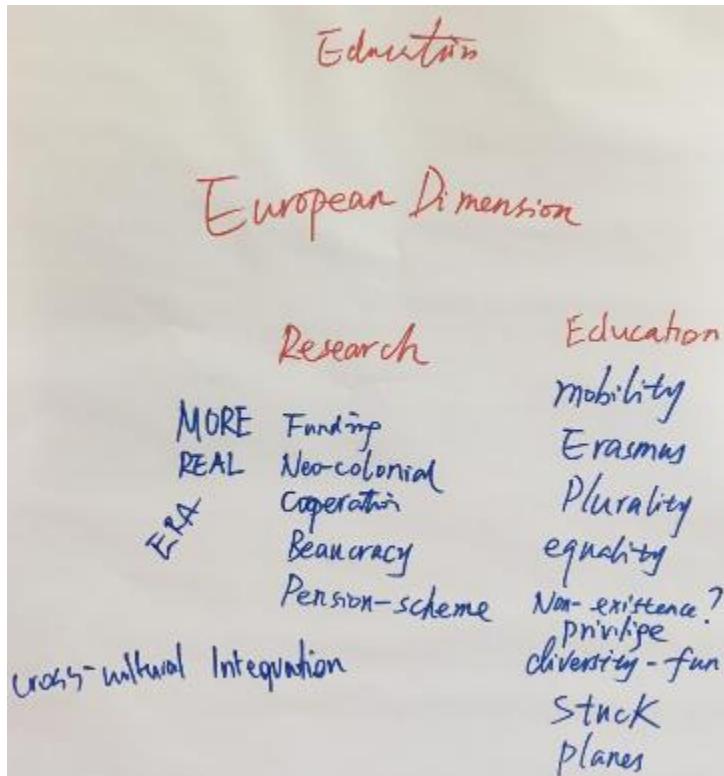
- ▶ What is beyond differentiated integration?
 - ▶ What are the possibilities to design alternative futures? How to incorporate 'different' forms of knowledge(s) into democracy and knowledge society? How to contribute to European citizenship around actual communities of practice?
- ▶ What are the collective and shared interests shaping European integration?
 - ▶ What are the underpinning values of European integration? Social inclusion? Sustainability? Social justice?

▶ 11

The details of the group work are recorded below.



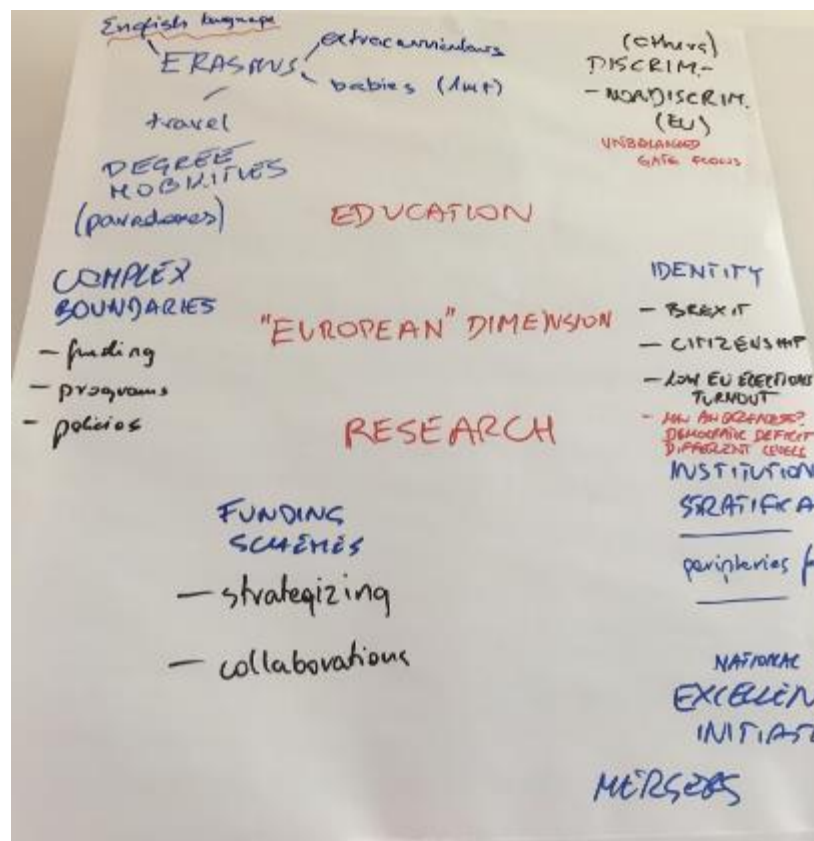
1. Standardisation (normative) of
 - teaching practice(?)
 - learning outcome →
 - organising principle(?)
2. Dichotomy of harmonisation vs. compatibility/comparability
3. Transnational space
 - ➔ Stratification
 - ➔ Setting research themes
 - ➔ Mobility!
4. Melting pot?
5. Center-periphery thinking
 - ➔ Knowledge exchange



Education
European Dimension

Research
MORE funding
REAL neo-colonial cooperation
ERA Bureaucracy
Pension scheme
Cross-cultural integration

Education
Mobility
Erasmus
Plurality
Equality
Non-existence?
Privilege
Diversity – fun
Stuck
Planes



Education

"European" dimension

Research

ERASMUS

- English language
- Extracurriculars
- Erasmus Babies (1mt)
- Travel

Degree mobilities (paradoxes)

Complex boundaries

- Funding

Programs

Policies

Funding societies

- Strategizing
- Collaborations

(Others)

- Discrimination/Non-discrimination (EU)

Identity

- Brexit

Citizenship

- Low EU elections turnout

- Low awareness? Democratic defect Different levels

Institutional stratification

peripheries funding

National excellence initiatives

Mergers



Research:

- ★ Research directions follow EU political priorities
- ★ Rise in comparative/cross-country studies

Management:

- ★ Modernization of universities (NPM)
(of management of uni's
(Lisbon strategy 2000, Bologna process 1998)
- ★ A change in relations between academics and administrators

Education:

- ★ Policies to create "the European dimension"
→ in curricular [Europe as topic 'European history' etc.]
(European citizenship) → mobility programs
→ competencies ("Christian" "Diversity" "Tolerance" "Liberal")
- ★ "European values"
 - What are they?
 - How are they 'lived'?
 - Are they?

Research Theme 3

by Jie Gao (Freya) and Marijk van der Wende

European universities in a shifting global context (China's rise and other countries' competing global strategies)

Marijk van der Wende started this session by giving a presentation about her current project on China's 'One Belt One Road' strategy. Jie Gao also presented an analysis of how China's policy towards joint campuses had changed over time, in keeping with the country's wider strategies towards economic development.

Groups then formed. Marijk asked them to discuss their biases in research, but one group used the time to share their existing knowledge and research on the role of universities in a changing global context, when Europe is faced with competing global strategies.

The group that discussed the role of European universities in changing global contexts, recorded the following points

- From the Central European University, one participant has been involved in Capacity building programs in 30 countries including Georgia and Myanmar.
 - From University of Lausanne, a participant has been involved in work on equity and access to higher education in South Africa, Indonesia, California and France among other countries.
 - All participants' universities had international programs but these need to be analysed critically (see the Action Plan to do this)
 - Some universities focused on Internationalization at home but this raised questions about:
 - How international students are treated? - Erasmus in Swiss
 - Diaspora
-
- Some Eastern European countries under communism had given scholarships for students from African dictatorships. After a hiatus, these are being revived, renewing ties with African countries.
-
- These are examples of the Soft power of HEIs Education diplomacy – which Freya also talked about in relation to China.
 - Some countries are putting caps on the number of international students (e.g. UK has vastly reduced the number of students from India – the Conservative government includes students in figures for immigration, which it committed to slashing)
 - Another example is Denmark's De-internationalization policy (The Danish Folk Party resists using Danish tax to pay for E European students' education, but could only do this by reducing total numbers of international students)
-

- As another form of soft diplomacy, research can play a role in opening up cross-country discussions where governments are in conflict, especially via international organisations (e.g. APRU, UNESCO)
- Instruments for the circulation of academics also diffuse cultural values.
- There are also limitations on internationalization through restricted work permits, or the opposite
 - Canadian speed-visa (→ Indian, Chinese)
 - Europe – ASEAN – HERCOSUR – US?



Universiteit Utrecht



EUROPEAN UNIVERSITIES – CRITICAL FUTURES

Theme 3 European universities in a shifting global context

Jie Gao & Marijk van der Wende

Inaugural Conference and integrated PhD Course

6-8 May 2019

Danish School of Education (DPU), Tuborgvej 164, 2400 Copenhagen NV, Denmark

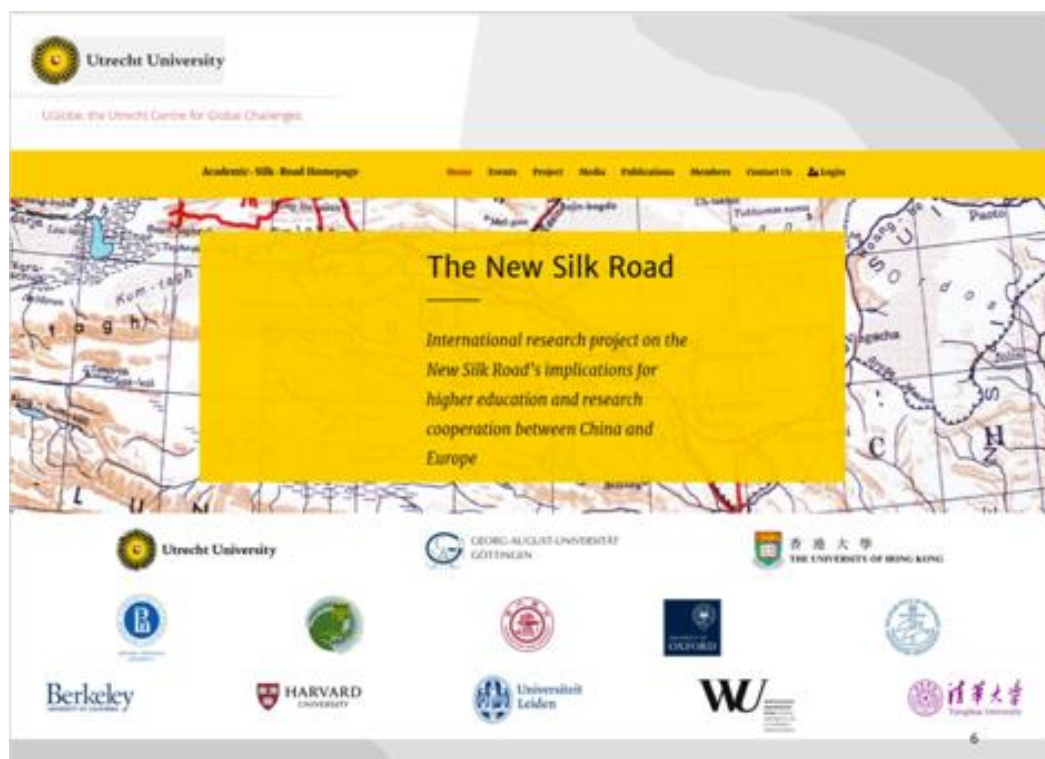


2



3





CHINA: FOLLOWER OR LEADER IN GLOBAL HIGHER EDUCATION?

中国：全球高等教育的追随者还是领导者？

*It is time to view China not just as a follower, but also look at its potential
role as a global leader in higher education.*

Marijk van der Wende
William Kirby
Jiabin Zhu
2015



Harvard Center Shanghai
哈佛上海中心



Changing Global Context

Recent geopolitical events such as Brexit and the US turning its back on multilateral trade and cooperation create waves of uncertainty in higher education regarding international cooperation, the free movement of students, academics, scientific knowledge and ideas.

At the same time China is launching new global initiatives with its New Silk Road (or One Belt One Road) project, which could potentially span and integrate major parts of the world across the Euro-Asian continents, but likely on new and different conditions, also for higher education.



8

Areas of Inquiry

A. What are the trends in academic "traffic" on the NSR?

Mapping of Flows of students, researchers, programmes, projects, funding (grants), data, innovations, etc.

B. How do HEIs respond to new opportunities?

Case studies on various forms of inter- and transnational higher education; networks, alliances, joint programmes and ventures, branch campuses, etc.

C. Under which conditions are these activities happening?

Who defines these conditions?

Analysis of policy documents & formal agreements between governments, institutions, professional bodies, etc.

D. Based on which values?

Values underpinning the "idea of the university": mission & model, institutional autonomy, academic freedom, scientific integrity, etc.

E. Impact on the global HE landscape and the role of the US HE sector therein

9

Relevance

The New Silk Road will carry more than consumer goods alone.

As in previous historical periods, people, ideas, and knowledge will travel along with mutual influence.

China's rise is among the most important geo-political trends that will characterize the (early) 21st century.

And like all previous major geopolitical trends and events, have impacted international cooperation in higher education (for better or for worse), this can also be expected to result from the NSR project.

The size of China's higher education and R&D system

and the speed at which it develops both to global standards, will impact that of its major competitors globally, not at least as it actively seeks to cooperate with academic partners along the Silk Road.

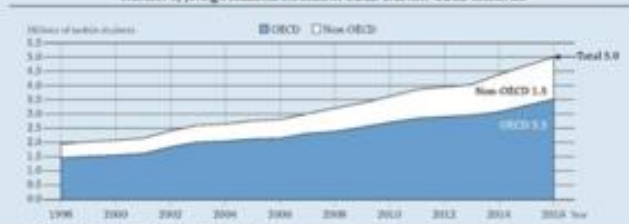
Need to improve our understanding of globalization.

Globalization in the East diverges from globalization in the West. Economic globalization becomes more Eastern-led and Easternization could become a force in international higher education (especially if a quarter of the world's best universities become Asian).

Shifts in global student flows

Figure B6.a. Growth in international or foreign enrolment in tertiary education worldwide (1998 to 2016)

Number of foreign students enrolled in OECD and non-OECD countries

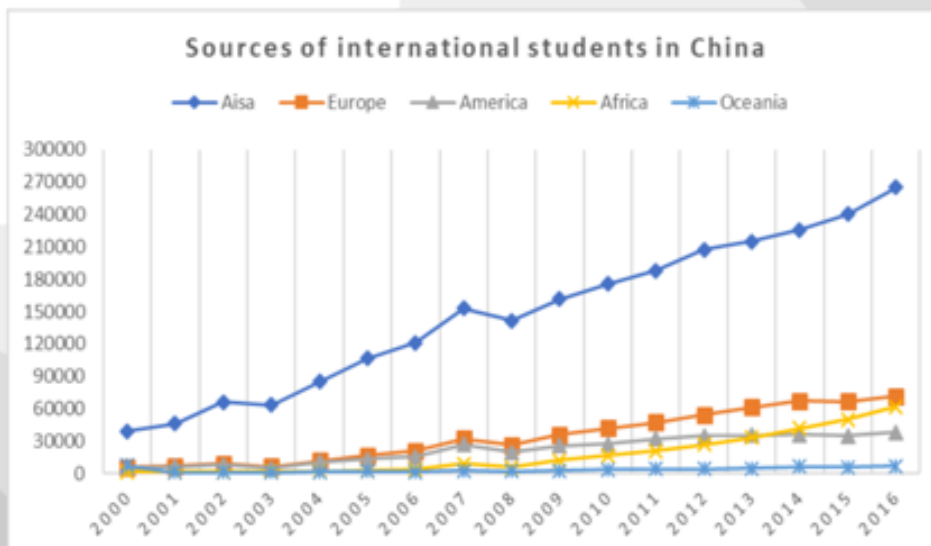


OECD Education at a Glance, 2018



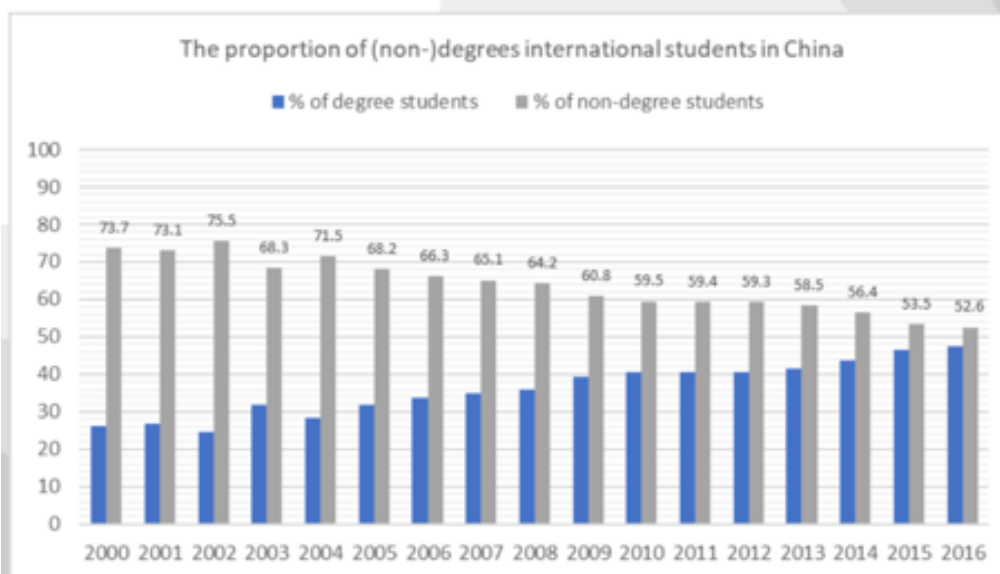
FIGURE 16 Host destinations of globally mobile students, 2001 & 2017 SOURCE: PROJECT ATLAS 2017 UNESCO 2017

III Center for Academic Mobility Research and Impact (2018). A World on the Move. Trends in Global Student Mobility ISSUE 2 March 2018



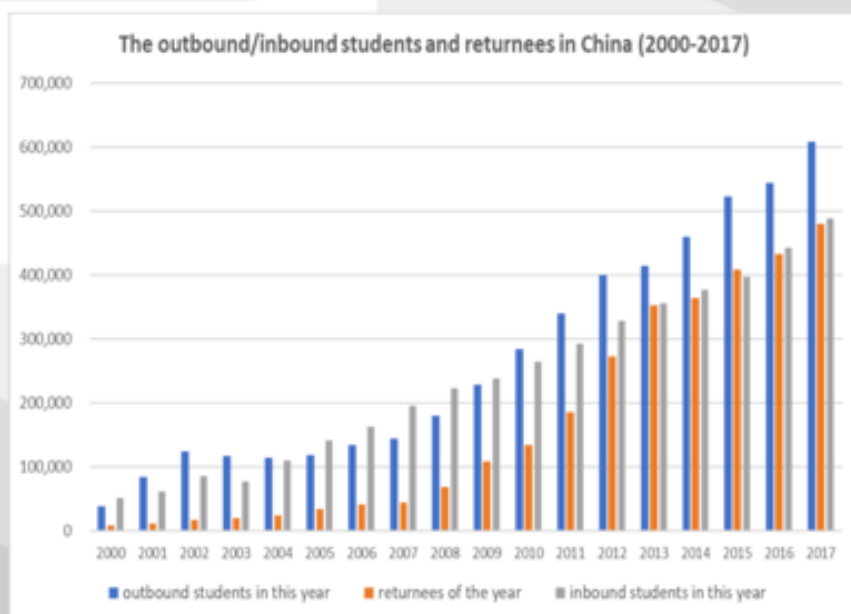
12

The proportion of (non-) degree international students in China



Source: Tian & Liu (2018)

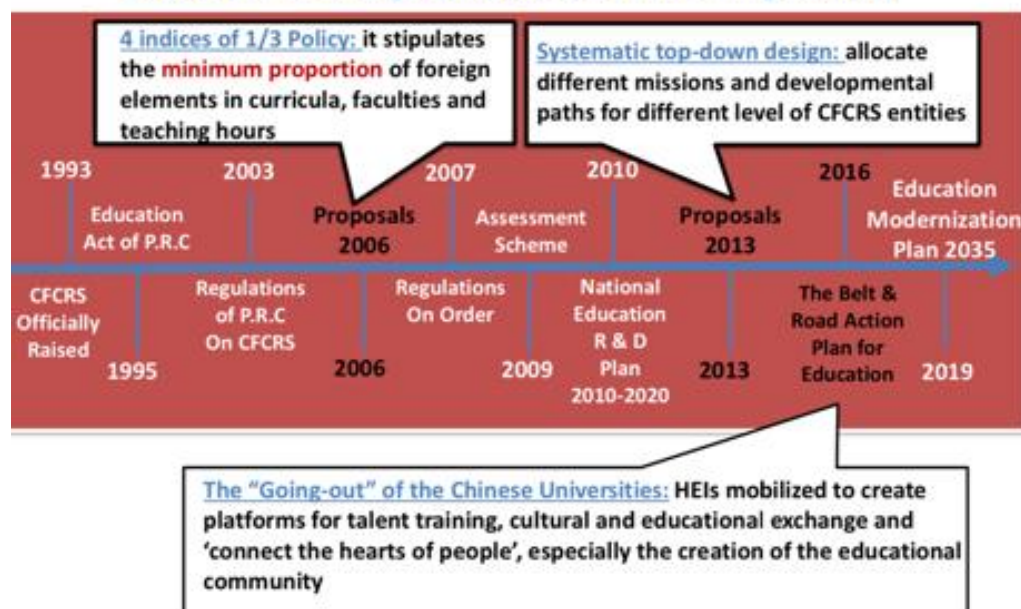
13



Source: MOE China; Centre for China and Globalization

14

CFCRS: China-Foreign Collaboration in Running Schools



15

Shifting focus



16

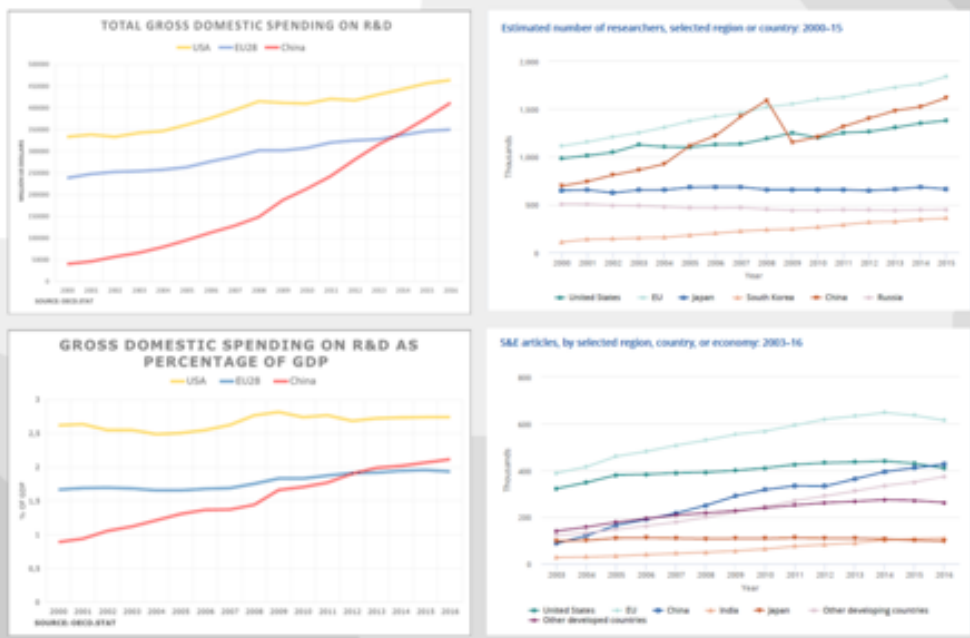
The study of Sino-Foreign Partnerships in Higher Education not only shows the process of China's internationalization of HE but also indicates how China positions itself in relation to the rest of the world and sees itself in the global order.

Passive Receiver → Strategic Regulator → Proactive Designer

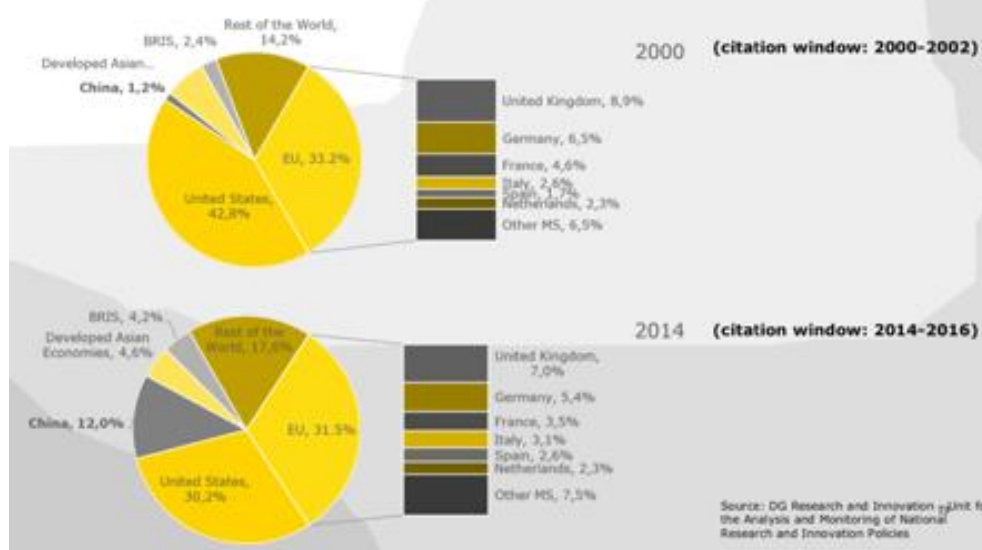
- The mechanism to effectively bring in foreign resources for domestic needs;
- The instrument to raise quality and diversity of Chinese HE and to force the reform of the current system.
- The detailed categorizing of the partnerships and proactive design of their developmental paths to achieve multiple ends.
- The export of Chinese education and the building of educational community in the plan and spirit of Belt and Road Initiative

17

R&D: spending, researchers and output in S&E



Shifts in the world share of top 10% highly cited scientific publications



Universiteit Utrecht

China's "**Double World-Class Project**" builds on the previous 211 and 985 projects and aims for China to have around **40 World-Class Universities** by mid-century and to generate significant **global impact**



Tsinghua 45, Peking 57, Zhejiang 67 in ARWU 2018

China's Most Prolific Research Areas (2011-2016)



Source: <https://www.elsevier.com/research-intelligence/campaign/onebillionr&ed>

20

Universiteit Utrecht

China's rise - STEM



Table 1: Subject fields in which China holds number 1 position and ≥20% of global top 50 (based on ARWU Academic Subjects Ranking 2017 and 2018)

Subject field	Number of institutions in top 50 2017 / 2018	Highest position 2017-2018
Instruments S&T	15 / 19	1 / 1
Transportation	~ / 12	~ / 1
Metallurgical engineering	15 / 11	1 / 1
Telecom engineering	11 / 11	1 / 1
Aerospace	~ / 10	~ / 1

Table 2: Subject fields in which China holds number 1 position or ≥20% of global top 50 (based on ARWU Academic Subjects Ranking 2017 and 2018)

Subject field	Number of institutions in top 50 2017 / 2018	Highest position 2017 / 2018
Civil engineering	9 / 9	1 / 1
Remote sensing	7 / 8	1 / 1
Marine/biomechanical engineering	8 / 8	1 / 1
Mining	13 / 16	1 / 2
Mechanical engineering	10 / 13	8 / 2
Chemical engineering	10 / 13	4 / 3
Energy S&E	10 / 13	13 / 6
Nano S&E	14 / 11	6 / 9
Automation & control	~ / 12	~ / 4
Biomedical engineering	~ / 10	~ / 3
Bioeth	~ / 10	~ / 5

21

China's rise - STEM

Table 3: scientific impact per field (based on Leiden ranking, CWTS 2017 and 2018)

Field	Impact (number of publications)		Impact (number of top 10% publications)		Impact (percentage of publications in top 10%)	
	Number of institutions in top 50 2017/2018	Highest position(s) 2017/2018	Number of institutions in top 50 2017/2018	Highest position(s) 2017/2018	Number of institutions in top 50 2017/2018	Highest position(s) 2017/2018
Math & Computer Sciences	23/29	1-8/1-9	16/22	1/1-3	1.8	10/11
Physics & Engineering	25/28	1-5/1-7	17/20	3/1	<1	<50
Life and earth	<12	<4	<6	<18	<2	<18

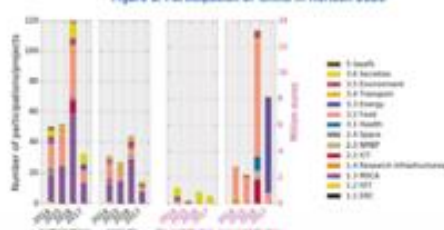
Table 4: combining all high citation papers (top 10% of research field), in math and physical sciences, 2012-2015 (based on Leiden ranking, CWTs 2017)

World rank	University and system	High citation papers in Math, Computing, Physics and Engineering
1	Tsinghua University, China	1421
2	MIT, USA	1420
3	UC Berkeley, USA	1360
4	Nanyang Technological University, Singapore	1190
5	Stanford University, USA	1184
6	Zhejiang University, China	1113
7	Harvard University, USA	1008
8	National University Singapore	975
9	Cambridge University, UK	936
10	ETH Zurich, Switzerland	842
11	University of S&T, China	835
12	Shanghai Jiao Tong University, China	834

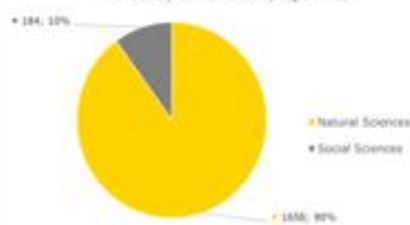


Cooperation in H2020

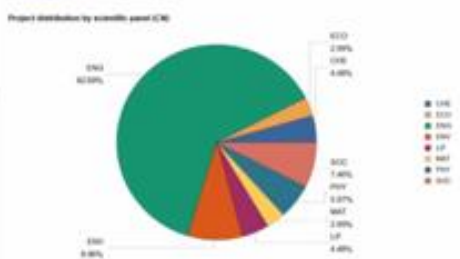
Figure 2: Participation of China in Horizon 2020

[illegible]

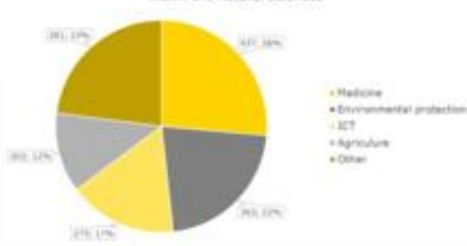
Research focus of academic articles published in the Chinese literature between 2002-2015 based on research funded by EU framework programmes:




 H2020 - Marie Skłodowska-Curie Actions (MSCA)
 Country fact sheet: **China (People's Republic of CH)**
 Last updated: July 10, 2020



Foci of academic articles published within the natural sciences



- > 40 yrs of collaboration in Higher Ed.
- from individual mobility to strategic cooperation: High Level People-to-People Dialogue, EU programs open to China, Alliances, Roadmaps, Joint Programming, etc.
- The EU and China are engaged in almost one hundred dialogues and workshops per year



"The European Union regards China as one of its most important strategic partners". "In recent years, we have witnessed an ever deeper and broader relationship in almost every area"

(Jean-Claude Juncker and Donald Tusk, March 2018)

The EU considers China as a "system rival"
(EU HoS&G Summit March 2019)

24

Table x. Historical overview of research cooperation between EU (and its predecessors) and China

[illegible]

25

The evolving EU-China relationship in HE



Convergence:

- knowledge economy –
- global competition
- global common good (UN SDG's)
- mechanisms and instruments

Divergence:

- conditions for data management
- degree of openness
- conditions for joint degrees
- new consortia Eastern-oriented

Persistent imbalance in flows and investments

Strong STEM bias

New paradigms for globalization and internationalization?

26

EU's legal basis for cooperation with China

Competencies of the EU in relevant domains



Source: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISUM%3A40020>

27

Universiteit Utrecht


summerschool
UTRECHT

Utrecht University

The New Silk Road

Connecting students and universities from China and Europe

Utrecht Summer School
19-23 August 2019



International relations are shifting as multilateral trade and cooperation are being renegotiated by the US and UK. Meanwhile, China is launching the New Silk Road (or One Belt One Road) that could potentially span and integrate major parts of the world across the Euro-Asian continents.

Based on the United international research project on the New Silk Road, this course will explore how these new relationships are affecting cooperation between Chinese and European universities.

Globalization is increasingly contested in the West, while China claims a leading role towards a more sustainable and inclusive version of economic globalization. Should we understand this as "globalization with Chinese characteristics"? It is crucial to learn to understand China better and to have an open eye at how its rise and changing international position concerns Europe.

Cooperation in higher education and the mobility of students and researchers are major components of the new relations between China and Europe. But it is unclear how these new relationships are affecting European higher education and research:

- What types of academic flows and cooperation activities are emerging along the NSR?
- What do students experience, and how do universities respond?
- Under which (legal - regulatory and - technological) conditions are these activities taking place and who defines these?
- What values are underpinning the mission of the university in Europe and in China and how will cooperation contribute towards an open society?

This course will explore these questions, based on the ongoing findings from the United international research project on the New Silk Road.

Graduate students (research masters and PhD) from social sciences, law, economics, and cultural studies, will be invited to actively contribute by presenting their own research (plans) in the area, which will be discussed in small groups led by senior scholars.

Lecturers for this summer school will be drawn from the interdisciplinary team of high-level scholars engaged in the international research project on the New Silk Road, as well as other invited experts in the field.

Organizing Committee:
Prof. dr. Margje van der Wende (Utrecht University - coordinator)
Dr. Yuhao Chen (Shanghai Jiao Tong University)
Lin Tian (Shanghai Jiao Tong University & Utrecht University)

Application deadline: 1 April 2019

Fees: course fee - €600; housing fee - €200

For more information and applications: <https://www.utrechtsummerschool.nl/summerschool/new-silk-road>

28

Universiteit Utrecht

Topics for critical self-reflection

Reflective identity as a researcher

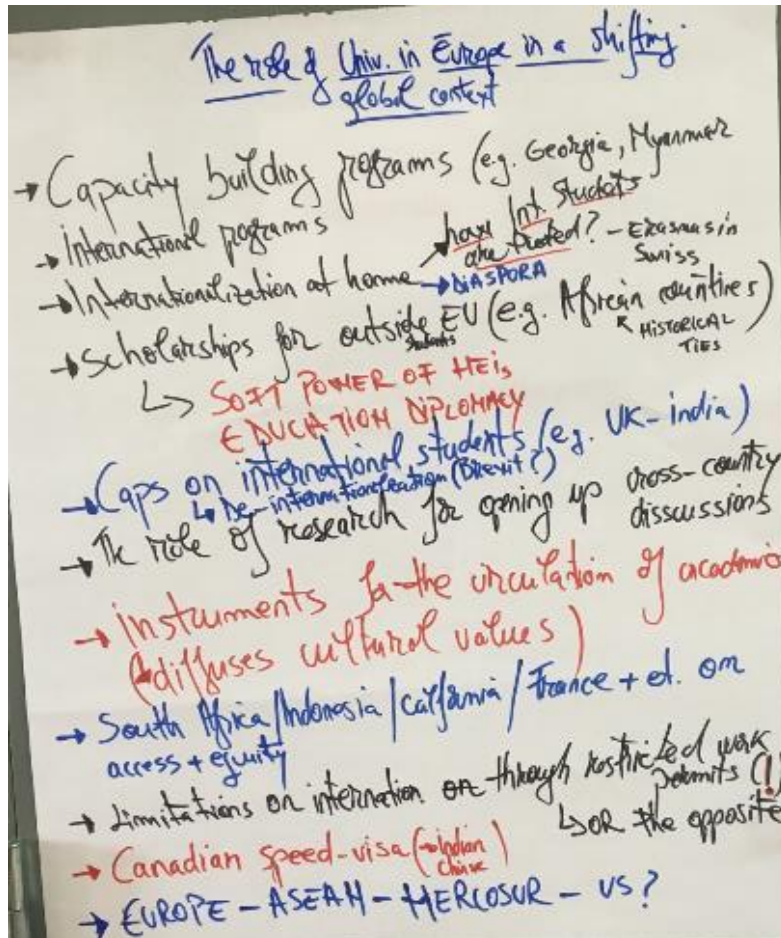
- What are my biases?
- How broad is my understanding of HE / the university
- How interdisciplinary engaged am I?

What about the critical futures of HE research?

And how to best contribute to advancing the field

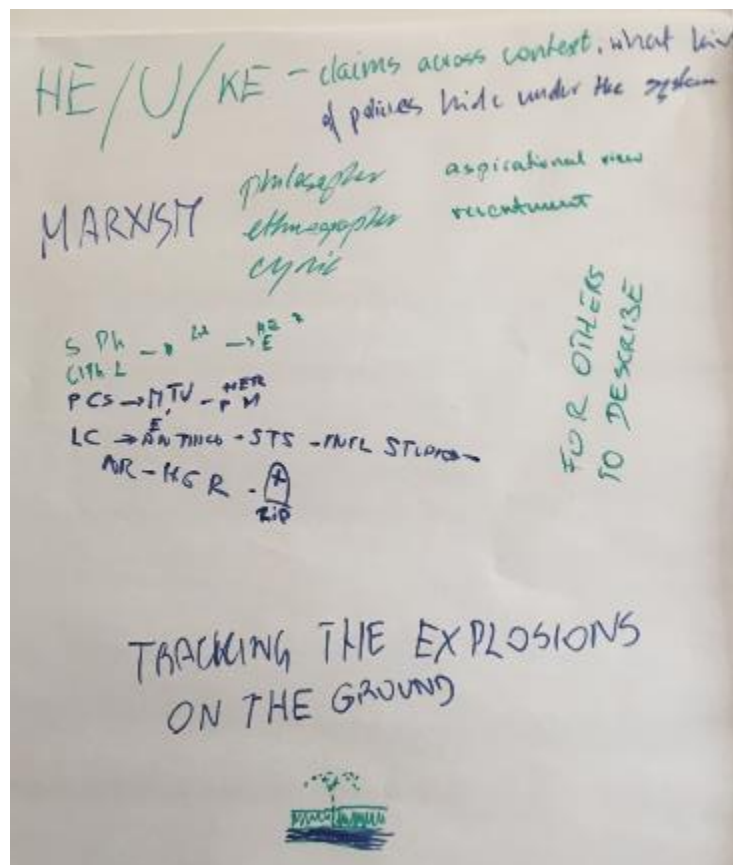
Or ensuring a future at all?

29



The rise of univ. in Europe in a shifting global context

- Capacity building programs (e.g. Georgia, Myanmar)
- International programs
- Internationalization at home
 - How int. students are treated? - Erasmus in Swiss
 - Diaspora
- Scholarships for outside students EU (e.g. African countries ← historical ties)
 - Soft power of HEIs Education diplomacy
- Caps on international students (e.g. UK-India)
 - De-internationalization (Brexit?)
- The role of research for opening up cross-country discussions
- Instruments for the circulation of academics (diffuses cultural values)
- South Africa/Indonesia/California/France + et. on access + equity
- Limitations on internationalization through restricted work permits → or the opposite
- Canadian speed-visa (→ Indian, Chinese)
- Europe – ASEAH – HERCOSUR – US?



The groups that discussed how to analyse their biases in research raised the following points: Different policies hide behind standard words – Higher education, university, knowledge economy. Research often does not get below the level of the nation state or delve into the meanings of these words.

[Uncovering biases in the group]:

Marxism
Philosopher
Aspirational view
Resentment
Ethnographic
Cynic

S Ph ["Sociology and Philosophy"] → Ld ["Liberal arts degree"] → HE R E ["Higher education researcher"]

P CS ["Philosophy and ?"] → M, TU ["Marxism, Trade Union"] → HER P M ["Higher Education Researcher and philosopher and Marxist"]

LC → Anthro ["Anthropology"] → STS ["Science & technology"] – INTL Studies ["International studies"] – AR ["Action research"] – HER ["Higher education research"] - RIP ["Retirement"]

For others to describe

Tracking the explosions on the ground



Biases

Understanding of Higher Education

Interdisciplinarity

Lecture: Changing values of European Universities

by Dr Sijbolt Noorda, President of the Magna Charta Observatory, Bologna

The concluding event of the activities for Day 1 was a lecture and discussion led by Dr Sijbolt Noorda, President of the Magna Charta Observatory, Bologna. The talk was titled 'Changing Values of European Universities.'

Dr Noorda began with a question, "Why do values matter for Higher Education Institutions?" He proposed that values are quality markers that delineate what is important to an institution. He explained that values are foundational principles of institutional self-understanding and positioning in society. The living values of an institution guide its people in the ways they collaborate with each other.

But which values should be adopted? Noorda proposed that values differ according to place and time. Nevertheless, core values consist in these categories: enabling values, operational values, and social values.

He discussed his experience of a project at the Magna Charta Observatory which facilitates processes at universities to discuss and clarify their values.

The Magna Charta Observatory is working with senior experts and very different universities in nine countries and has developed and piloted guidelines and resources (Living Values Tool Box) to enable universities across the world to define, achieve engagement with and live effectively in accordance with their values.

Details of this project are at <http://www.magna-charta.org/activities-and-projects/living-values-project>

Based on this experience, he shared that action makes the difference, not just talking.

Noorda explored the current climate of higher education in Europe. He described how universities have moved to the margins of societies and that societies do not trust universities because they have locked themselves out. As a remedy, Noorda suggested we diagnose the society we want to serve and then invest there.

Lecture: Methods of future making(?)

by Marijk van der Wende

Marijk van der Wende started with the question: Can the future be made?

The answer from the participants was: We are already in the process of making the future.

But what future are we making? That is a different question. We could also discuss the futures in plural or assume that the future is out of our hands.

The standpoint of Marijk van der Wende is yes, we can shape the future, we are shaping the future, but not by design. We as humans, individually or collectively, cannot make the future by design, and certainly not in democracies, where individual freedom and rights can lead in any direction. In a European context, with several democracies negotiating, the matter gets even more complex. Thus, the future is as much made by mistakes as by intentions.

We have a human desire to tame the future, to manage the unpredictability of human behaviour, to control uncertainty. As scholars, as researchers, we are supposed realise things about the future based on evidence, to be able to explain a phenomenon in our field and make predictions about it. In universities, uncertainty is what we try to eliminate, either in our research or in higher education teaching: We train for certainty and educate for uncertainty. How do we do that? When Wende is asked to make predictions on the future, her answer is, she cannot, she can only make informed guesses. She does so by looking at the past, by trying to understand what is behind.

There are however methods to use if one wants to make predictions on the future, and this lecture gave an insight into the possibilities. What we are trying to get away from the idea of linear extrapolation, which would be to see a certain trend and then assume that it will simply go on. Instead of expecting the future to look like something we have seen before, we should be open to the unexpected.

One method presented was the scenario method, exemplified with OECD's attempt to develop four scenarios for the future of higher education:

1. Open networking
International, supply-driven and publicly funded
2. Higher education incorporated
International, market-driven, competition
3. New public management
International, market-driven
4. Serving local communities – anti global community

Anti-globalisation, close the present reality

At the OECD's ministerial meeting, they found number 1, open networking, to be most ideal, and they feared number 2, incorporation, the most worrying. Interestingly, serving local communities was not even discussed. So, what have we overlooked?

According to Wende, OECD was affected by cognitive bias. Despite objections from recognised researchers claiming that globalisation and internationalisation needed to be scrutinised and taken seriously, and despite the OECD meeting having to be removed to a Greek island and given police and helicopter protection from a level of protest that Wende likened to the 'Battle of Seattle' protests against the WTO in 1999, the OECD and related organisations did not take the issue seriously at that point. Afterwards, however, rethinking internationalisation and globalisation became an issue. Discussions about how to rebalance globalisation, and about universities' social contracts in the world, have suddenly become important topics.

Wende then got involved in an EU project that should decide what the intelligent political decisions for 2015 would be. It was a difficult task even though the team counted great experts. The methods applied involved analysing mega trends, that is, data on global population developments, economies, globalisation, demographic development, technological changes etc. The big task was how to even begin to make sense of this data. The group ended with two ultimate scenarios: Success or failure. Wende was not very happy with this result. In the light of later discoveries, especially in the field of economics, the results could have been analysed differently and better. For example, in 2013, the book *Capital in the Twenty-First Century* by French economist Thomas Piketty showed that wealth accumulation was explained more by property than by labour, not just in the West, but globally. At the same time, Branko Milanović could prove that while inequality was decreasing globally, it was also increasing within countries.

We can now see these problems with stratification, financial crisis, and the deflation of academic degrees (whereas previously we were blind to them). What does this mean, thinking about higher education? This means we have to rethink our social contracts, on several levels.

We tend to think of higher education systems as unities that are closed national systems, and we like to compare such systems based on averages. However, when we compare averages and maintain the idea of a closed system, we are blind to the differences within the institutions and the movements around them. We assume movements happen in closed realities, but these movements are always embedded in international contexts.

Concluding notes:

- We all have cognitive biases, also disciplinary biases
- We have to be aware of methodological nationalism
- We cannot examine higher education as closed systems
- We have to include cross boarder dynamics in our projects
- The complexity of higher education in the globalised world is important to take into account
- We must trust in the new generation of academics and train them for the uncertain future by educating them on the past

Discussion:

Question about Castells work on network and inequality

Answer: Yes, globalisation leads to the paradox movements of inclusion and exclusion, development and underdevelopment, which happens in parallel.

A participant shares that some students from his university are involved with design thinking, that is, you design a prototype and test it, which gives you knowledge on the functionality straight away.

Answer: We are a too conservative in the universities, we need to think in innovation and make the time from idea to action as short as possible. Design thinking and prototyping also makes it easy to use specific expertise for specific problems in the process.

In the social sciences, researchers act risk-avoiding in fear of failure and public shame

Answer: That is more prevalent in certain cultures than in others, but the public sector typically attracts risk-avoiding individuals. Design thinking may be part of the solution.

Question: How do we convince STEM-researchers to study the social past?

Answer: STEM-researchers and students are very happy to study the social past!

Marijk van der Wende invited participants to analyse their own research biases in the session on Theme 3 (see above).



EUROPEAN UNIVERSITIES – CRITICAL FUTURES

"Methods of future making" *Can the future be made?*

Marijk van der Wende

Inaugural Conference and integrated PhD Course

6-8 May 2019

Danish School of Education (DPU), Tuborgvej 164, 2400 Copenhagen NV, Denmark

The ever-elusive human desire to tame the future

The unpredictability of human behavior

Or how to accept uncertainty

*The mission of a good university is to train students for
certainty and to educate them for uncertainty*

(The Cunning of Uncertainty, Helga Nowotny, 2016)

It's Difficult to Make Predictions, Especially About the Future

Niels Bohr (?)
Copenhagen

**"Prediction," goes an old Danish proverb, "is hazardous,
especially about the future."**

An overview of foresight methods



Maree Conway
Thinking Futures/
Centre for Australian Foresight
August 2013

Context: why foresight?

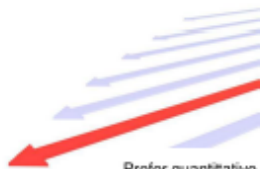
- Building individual and organisational capacity to think systematically about the future - in a strategic sense.
- Generating a range of **possible** futures and **possible** strategic options in those futures and enhancing understanding of **possible** challenges and strategic risks.
- Building capacity for long term thinking to enable **proactive** responses to change today.

Definition

The ability to take a forward view and use the insights gained in organisationally useful ways

Richard Slaughter, Foresight International

Think tomorrow is going to be
more of today, and assume a
linear future



Prefer quantitative over qualitative
information

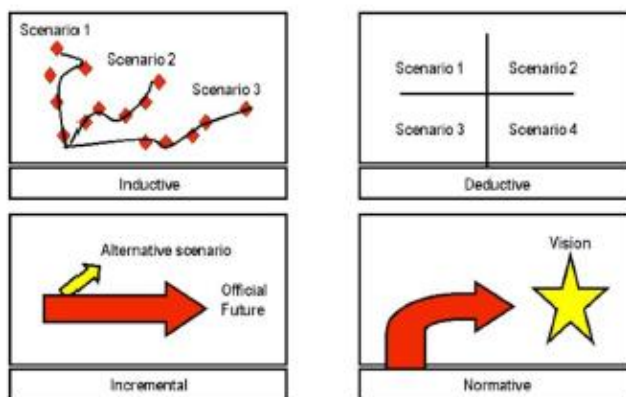


Are not prepared for the
unexpected or the unfamiliar



<https://www.slideshare.net/mkconway/an-overview-of-foresight-methods>

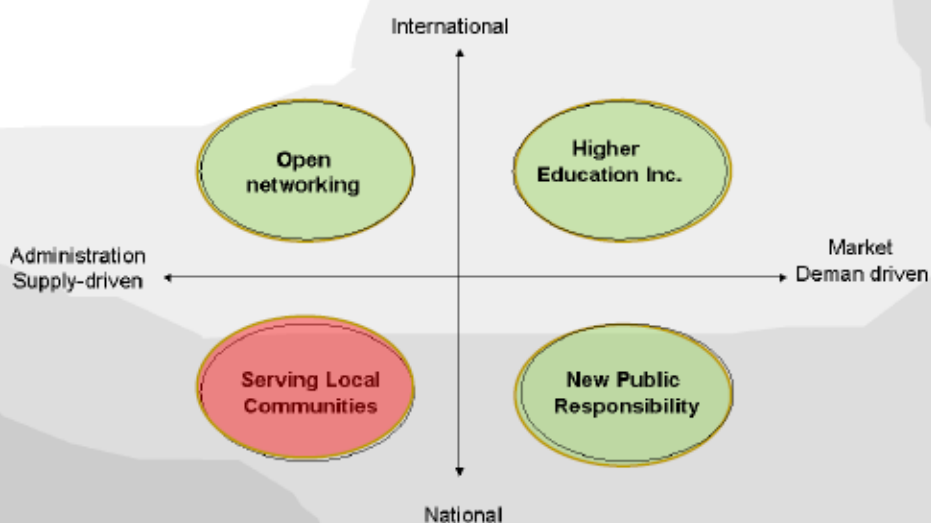
Scenarios



5

Scenarios on the Future of Higher Education

(OECD, 2006)





— Scenarios on the Future of Higher Education

(OECD, 2006)

Serving local communities

- A backlash against globalization.
- Growing skepticism in regard to internationalization because of terror attacks and wars, concerns about the growth in immigration, frustration about outsourcing and the feeling that national identity is threatened by globalization and foreign influence.
- Geo-strategic reasons, governments launch ambitious new military research programmes and give security classification to an increasing number of research topics in natural sciences, life sciences and engineering.



— *The World is Flat* (Friedman, 2005)

Has globalization gone too far?
(Rodrik, 1997)

Globalization leads at the same time to development and to underdevelopment, to inclusion and to exclusion
(Castells, 2000)

Globalization is not irreversible
(James, 2001)

Globalization and its discontents
(Stiglitz, 2002)

The great era of globalization is already over
(Gray, 2002)

Athens June 2006



OPENING REMARKS

ANGEL GORRIN

SECRETARY GENERAL OF THE OECD

MEETING OF OECD MINISTERS OF EDUCATION
HIGHER EDUCATION: QUALITY, EQUITY, EFFICIENCY

Athens, Greece 17-18 June 2006



Rebalancing Globalization

We do not need to look into the future in order to see that globalization is not and cannot just be a project on free trade and economic growth.

The global economic imbalances that emerged have detrimental effects on social cohesion within and between countries and regions. These economic and social imbalances need to be addressed.

Higher education institutions need to broaden their missions for internationalization.

To define their social contract in a globalized context: to be inclusive and embrace diversity.

(Van der Wende, 2007)

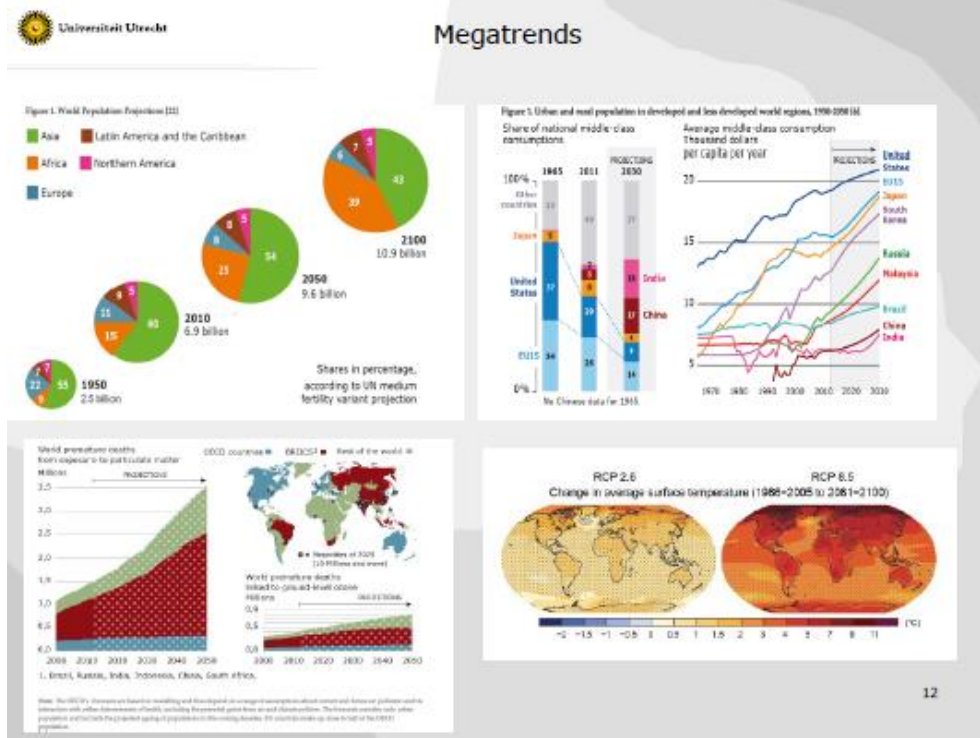
The social contract that binds higher education institutions to society at large needs to be redefined in a context of increased global competition.



ERIC
Full Text Provided by ERIC

(2015, p. 52)

Rethinking Education
Towards a global common good



The knowledge future Intelligent policy choices for 2050

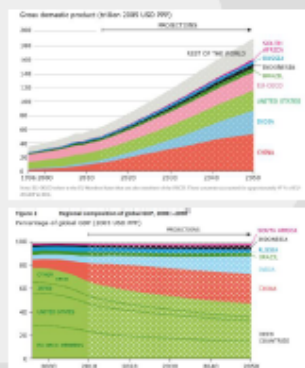
3 main trends:
Globalization, demography, technological change

2 scenarios / outcomes / options:
success - failure

3 policy recommendations / principles:

- Open knowledge system
- Flexibility & experimentation
- European-level cooperation

To counteract: structural unemployment & *inequality*; funding shortfalls; skills crisis



13

"The speed of reduction in global inequality is faster than ever in history. It's mind-blowing."

Inequality



	Global decrease	"Local" increase
Research	China's rise	Concentration of the minds in few hubs
	North-South divide decreasing	Also in Europe
	Academic mobility ≠ zero sum game	Stratification of HE institutions
	Student enrolment exploding globally	Public financial support under pressure:
Education	HE will be expanding more	higher private contributions
	2% study abroad ≠ serious brain drain	equity and value for money decreasing
		Waning meritocratic role of HE

14



Two-faceted pressure on higher education:

- enhanced competition at global level
- growing critique on domestic commitment and delivery

Global positioning (on rankings) criticized for:

- *"Jeopardizing universities' national mission and relevancy in the societies that give them life and purpose"*
(Douglass, 2016)
- *"Creating a divide with local, regional, and national responsibilities"*
(Hazelkorn, 2016)
- *"Universities become 'footloose from society as an academic jetset of international [cosmopolitan] types who live in their own world'"*
(Bovens, 2016)



Methodological nationalism

- With globalization the trans-border movement of people, income, and capital lead to statistical issues
- but are in many instances more useful to study
- for the study of global inequality; instead of using country averages, thus covering up differences and heterogeneity, the approach should aim to uncover dissimilarities
- shortfalls of taking the nation-state as a natural unit of analysis

(Milanovic, 2016)

CENTRE
FOR
GLOBAL
HIGHER
EDUCATION

AN ESRC & HEFCE
INVESTMENT

Centre for Global Higher Education working paper series

Opening up: higher education systems in global perspective

Marijk van der Wende

Working paper no. 22
June 2017

17

— Lessons learned

Biases: statistical, confirmation, cognitive, Western,

Methodological nationalism

Assuming HE systems are closed systems

Overlooking / ignoring cross-border – global dynamics

Complexity: HE and Globalization trilemma's combined

18

Ph.D. School – project presentations

One of the highlights of the conference was a morning spent with PhD students' presenting their research projects and receiving responses and comments from more senior colleagues. The following descriptions of PhD projects were submitted by the students.

Melina Aarnikoivu

My dissertation is a nexus analysis of becoming a scholar: Its aim is to study the construction of doctoral trajectories through discourse as social action. Specifically, it focuses on the action that manifests as different types of physical and social activities circulating the action of doing a doctorate.

They say every doctorate is different, which is of course true, but there are also some broader forces shaping it and I am trying to study the interplay of the two; to find the "why" behind the phenomenon. To take into account the multiple dimensions of doctoral education, I use the theoretical-methodological framework of nexus analysis (Scollon & Scollon, 2004) in my research. With this framework, one can study the chosen topic through the actions, practices, experiences, and the entire life history of the doctoral students involved. According to nexus analysis, linguistic practices and social action form an interesting intersection, or a nexus, between several different discourses, actions, places, events, and social actors. The data of my research consists of semi-structured interviews, ethnographic fieldnotes and photos, an online survey, and university documents collected in two different settings: CERN (Switzerland) and CALS (University of Jyväskylä), combining two groups of doctoral students: those from pure sciences (physics and engineering) and from soft sciences (applied language studies).

Dalir Barkhoda

I am currently working on institutionalization of the Kurdish movement in north of Syria. Since 2014, a de facto governing system, known as Rojava System (RS), has been in control of the Northern part of Syria, or Rojava. Theoretically, the RS is a transitional system, with a final goal to establish a model of participatory democracy based on values of bottom-up policy-making, gender equality, and ecological preservation. The RS's emphasis on education is to the extent that, when one of the RS' officials was asked: how in a context with a long historical background of authoritarianism and patriarchy establishing the RS' desired model of democracy was possible her response was: "through educating people."

As a part of my PhD research project, I am studying how the ideas of direct participation are getting institutionalized in the new education system of the region. To this end, during the first phase of my fieldwork, I participated in a two-day conference, which was held to prepare a statute or a road map for higher education system. It was the first conference of its type, and all university staff from around the region had been invited. I participated in the conference and

observed the process directly. During the course, I am going to talk about my observations there and share some of my primary findings with you.

Rachel Fishberg

European Social Science Knowledge Production: Studying the Multi-Scalar Navigational Practices of Scholars

The relationship between Europeanization and social science knowledge is visible through patterns of transnational collaboration across countries and disciplines, and has manifested in numerous European outlets for social science knowledge. However, there is currently limited understanding about the practices of social science scholars at the European level. That is, scholars who are continually (re)producing and navigating the multi-scalar, overlapping social spaces (e.g. disciplinary, institutional, national, transnational), involved in the production of social science knowledge funded by the EU. These non-neutral spaces can be considered arenas into which scholars bring various kinds of relational symbolic power, embodied and exerted in ways of knowing and doing, that work to shape the production, dissemination, and acceptance of European social science knowledge.

This project draws on a Bourdieusian field-analytical approach and utilizes methods of institutional ethnography to explore the multi-scalar practices of scholars participating in EU funded social science projects. The aim is to provide insight into the relationship between European integration and the organization and practices of European social science knowledge production; in particular, I am interested in shedding light on how this relationship influences the social science knowledge produced.

Daniel Kontowski

Since 1990, a quickly growing range of programs and institutions claims to offer a liberal arts (and sciences) or, more simply, 'liberal education' in Europe. More than 80 existing degree granting programs have now more than 15,000 alumni and over 3,000 new students who enrolled in 2018/19 alone. The number is big and small at the same time.

If liberal education in Europe is such a good idea, why are there not more such programs? And if there are not more of them, are they such a great idea after all? [...] My dissertation project seeks to answer if there is enough of a common vision uniting those diverse developments to warrant calling it a particular type of a movement. In order to answer this question, I have designed an exploratory collective case study to interview the eight first leaders who created the program referring to itself in the language of liberal education in 4 Eastern European and 4 Western European countries. The interviews were recorded and authorized by the leaders as it was not feasible to anonymize them. Having discussed with the

leaders the theory, practice, and context of their developments, I reconstructed the vision of each leader based on their stated intentions, and then compared those visions with each other.

Torotcoi Simona

By using the case of higher education policy in Europe, a policy sector which presents high levels of differentiated integration (c.f. Veiga et al., 2015) my dissertation aims to explore what drives the different levels of implementation across the Bologna Process participating countries. The different levels of implementation across the participating countries affect the desired Bologna Process' end goals of "full harmonization" and policy convergence with regards to the overall commitments, in other words to make the European higher education systems to "more alike, to develop similarities in structures, processes and performances" (Heinze and Knill, 2008, p. 498).

Taking into consideration the above this dissertation aims to ask: What are the factors explaining the different levels of implementation of higher education policies within the Bologna Process?

Kasper Anthon Sørensen

The genealogy of problem-oriented project learning and current challenges to student learning at universities

Project-oriented Project Learning or PPL (also referred to as Problem-oriented Project Work) is a widespread pedagogical approach across the educational system. In spite of its popularity, the theoretical composition and the conceptual history of this pedagogical approach remain somewhat messy and nebulous. This Ph.D.-project sets out to do two things. Firstly, it wants to take a closer look at the theoretical and philosophical roots of PPL – how has it been conceptualized? What arguments have been the driving force in the concept from the 70's and until now? [...]

The second part of the project will be putting the insights of the genealogical investigation in dialogue with contemporary challenges to universities nationally and internationally with a specific critical focus on 'student learning' and the notion of 'student-centeredness' in educational theory and policy. The idea is to see what can be learned from revitalizing and re-introducing some of the theoretical inspirations to PPL in a neoliberal higher education climate, where the broader purposes of the university seems to be forgotten.

Nika Šušterič

Social Regulation and Subjectivation: Shifts in the Structuring of Contemporary Societies and Institutions

Our project focuses mainly on personalisation in education. Elements of personalisation as an educational rationality can already be traced in educational policies and practices for quite a while now, be it in the form of adapting school assignments or educational provision in general. One of its hallmarks is its supposed focus on the pupil as an autonomous person, which supposedly entails an education tailored to her needs, interests or her character for that matter. Personalisation is often seen as an educational approach promising both equity and efficiency of educational provision ranging from primary school to higher education, as students of all levels, now universally perceived first and foremost as "learners qua clients", become one of the key elements in co-creating their own successful education. This also implies fundamental changes in educational provision, impacting the roles of educational institutions, teachers, students, parents and knowledge.

As the title of our project indicates, we will aim to understand personalisation not simply as an inconsequential feel-good educational narrative of and for our times, but as an educational rationality that structures educational practices, aims and our understanding of education itself. We will try to grasp personalisation in education by framing it with conceptualizations of different authors.

Todd John Wallenius

WEALTH, INTERNATIONALITY, AND EDUCATION AS A COMMODITY IN URBAN NEPAL

The spread of neoliberal metapolicy has ushered in a global trend towards privatization (Doherty & Pozzi, 2017). As a result, schools in Nepal increasingly function as 'battlefields,' vying intensely for students, status, and profitability (Caddell, 2007). With a proliferation of private schools employing an 'international' tag, urban Nepal is an especially interesting location to view the confluence of global and local economic, cultural, and educational currents (Liechty, 2010). With the global education market as a backdrop, this project investigates the nature of class performance, rituals of distinction, educational choices, branded power, and the symbolic capital of the 'international.' Through ethnographic methods, this project will examine how elite private schools function as spaces for class performance and how the idea of education as a commodity produces patterns of consumer choice and class formation. The project draws on analytical frames of class, internationality, and commodity in order to provide insights into the processes and implications of educational privilege within an advancing consumerist society.

Final plenary discussion of the overall conference

The final session of the conference on 'European universities – Critical futures' was led by Susan Wright. She facilitated an evaluation of the overall conference, asking 'What should we Keep, Drop, and Create in future events. The following points were made:

Keep:

- The Ph.D. session
- Ph.D. sessions (-> enlarge)
 - Perhaps a senior researcher can read a junior researchers paper beforehand
- Opportunities for Ph.D. students to share work
- The lectures/presentations
- Introductory presentations for themes
- Group size and composition
- Active participation
- Level of interaction
- Nice community!
- Open space for discussion/development of ideas/revise ideas etc.

Drop:

- Better timing of breaks and refreshments
- Start with coffee
- More guidance throughout the process (explain purpose of each session)
- Fewer papers to read beforehand
- Tight schedule
- Too tight a schedule
 - We finally meet each other, things start to untangle, and then to action planning. That is too soon.
- Too tight a schedule!
- Not to rush the process!
- General discussion
- High numbers of sessions
- No break
- The rule of "no", I disagree
 - This point was discussed. It referred to the 'Rules of Democratic Dialogue' (included above) which some participants understood as not being allowed to disagree with each other. Sue explained that democracy of course involved discussing points of disagreement, but the point was to do so respectfully and not being dismissive. Not putting each other down. She emphasised that as we are trying to create a community of researchers who were at very different

career stages, it was important to be aware of power differentials and to ensure that all voices are welcome and considered important.

- It was agreed that the Rules of Democratic Dialogue need clearer explanation next time.

Create:

- More presentations
- Provide links to all readings
- Speed dating
- Firmer facilitation
- Further refine Ph.D. matching
- Clear instructions/tasks
- Produce tangible outputs
- Walking sessions
- The walk and talk
- SOCRATIC WALK PLZ!
- More creative ways to share/report the group work
- More time for Ph.D.'s + discuss papers + same for seniors
- Commitment to community and stabilisation of the group
- Narrow down research
- Specify target audience
- More patience time to develop research ideas and plans
- Let action come more naturally/organically.

Further comment:

One further comment was that, in the PhD session, it felt uncomfortable to participate as a senior researcher and have to give advice to a Ph.D. when you are not their supervisor. Others commented that previous projects, like the UNIKE project, had developed considerable experience of this collective approach to supporting PhD students. Clearer guidance would be given next time.

Concluding comments from Susan Wright:

Thank you for all your comments and creative ideas! It is a good thing that you feel as if you have not had enough time, because that will bring you back! However, we will take the criticisms very seriously, especially scheduling issue and the clarification on the process. Now, we have got started and have a route forward for the project.

There is funding for one person from each centre for the next event, which is attached to the CHER conference at Kassel (see details below). Partners are welcome to send more participants,

and PhD students not attached to those centres and other researchers working on these issues are welcome, but that will be at your own expense. We hope to keep the mix of senior and junior people. We will keep bringing your ideas forward and using these kinds of participatory methods to build a research and learning community around the project. .

Thank you all for your contributions and for coming!

Future workshops

During the next three years, ‘European Universities – Critical Futures’ will build further on existing knowledge and continue to work on the three themes previously described. Most events will be organised as a combined workshop and PhD course (with ECTS). Through this continuing work, the network will extend to include other researchers and stakeholders appropriately. Workshops are planned to take place on following dates and locations:

Theme 1 workshop – Kassel, 26-27 Aug 2019

Theme 2 workshop/PhD course – Copenhagen, Spring 2020

Theme 3 workshop/PhD course – Copenhagen, Summer 2020

The self-identified groups that created action plans during the search conference will be given opportunities to report back at the workshops. It is planned that during future workshops, further groups will form around topics that they identify as important and that they will continue to work together in whatever way they feel appropriate to develop new research agendas for the roles of universities in Europe. This could, for example, involve doing new research, synthesising existing work, writing articles or working papers, or developing funding applications, organisational action, policy change, or developing alternative ideas about the critical roles for universities in Europe.

The results of these activities will be brought together in a final conference, which will take place in Copenhagen in Summer 2021. The final conference will be the culmination of the agenda-setting research/action with researchers and stakeholders – including how to carry the agenda forward into the future.