



EUROPEAN UNIVERSITIES – CRITICAL FUTURES

Kick-Off Conference and Integrated PhD Course

Centre for Higher Education Futures (CHEF)

DPU, Copenhagen

6-8 May 2019



The Project

What are the possible future roles of universities in creating social and regional integration in Europe, in a shifting global context?

Theme 1: European social and political integration

Theme 2: Integration of European research and higher education

Theme 3: Shifting context of competing global strategies

Three-year project (Jan 2019-Dec 2021)

Funded by Danish Independent Research Council and Aarhus University 's PhD School

Why

Lisbon Strategy 2000

To create a 'the most competitive and dynamic knowledge-based economy in the world...' by 2010.

- ERA and EHEA/BP
- 'modernise' the governance and management of universities
- strategically-led providers of raw materials for knowledge economy



Issues

- Europe not dominating a global knowledge economy
- Social inequalities, refugees, political nationalism, challenges to 'European values'
- Competing global strategies – rise of China, global India,....



Inspiration: creation of European Research Council

Academics across all disciplines and all countries in Europe mobilised to assert a space for academic-led (rather than policy-led) European-funded research.

Celis, J. E., & Gago, J. M. (2014). Shaping science policy in Europe. *Molecular oncology*, 8(3), 447-457.

How

- **Existing knowledge**

- Network research 'Higher Education and Brexit' (Editor Aline Coutois, Initiators Simon Marginson, Marijk van der Wende)
- Collection of network's existing publications and projects on the project's 3 themes
- Participants biographies and projects

- **Kick-off event** – to create a participatory learning arena

- Search conference to create 'community' and agenda for research and action – facilitated by Davydd Greenwood
- Leading to three thematic sessions, bringing together existing knowledge, PhD projects, and plans for action. To further identify issues for research/action and for the thematic workshops

- **Three thematic workshops/PhD courses** – to further identify issues and groups to work on them, extending the network to include other researchers and stakeholders appropriately

- Theme 1 – Kassel, 26-27 Aug 2019
- Theme 2/PhD course – Copenhagen, Spring 2020
- Theme 3/PhD course – Copenhagen, Summer 2020

- **Self-identified groups** working on issues arising from workshops (whatever work is relevant - research, articles, funding applications, organisational action, policy change, developing alternatives)

- **Final conference**, Copenhagen, Summer 2021

Culmination of the agenda-setting research/action with researchers and stakeholders – how to carry the agenda forward into the future



What - Aims

Based on the information sent by participants, universities in Europe are not close to realising their potential in education and research, or in their roles in society, democracy or the environment.

The first aim is to develop a shared diagnosis and develop a new agenda for research and action on higher education in Europe.

Drawn from your examples, topics could include

- Revitalise social and democratic purposes of the university
- Engage actively with social , economic and policy actors in education and research
- Methods to achieve equality and inclusion, address epistemic injustice,
- Reform the organisational environment, - appropriate methods of decision making . academic freedom,
- Career structures and precarity,,
- Education for internationalisation, at home, in joint campuses
- Higher education in competing state strategies, diplomacy, soft power
- And....?

Beyond the project's (small) funding, we could look for resources to develop such activities from ERC, Open Societies Foundation, national funding councils, research foundations...

A second aim is to create an inter-generational learning community - early stage researchers are integrated into the steering group and all agenda-setting activities

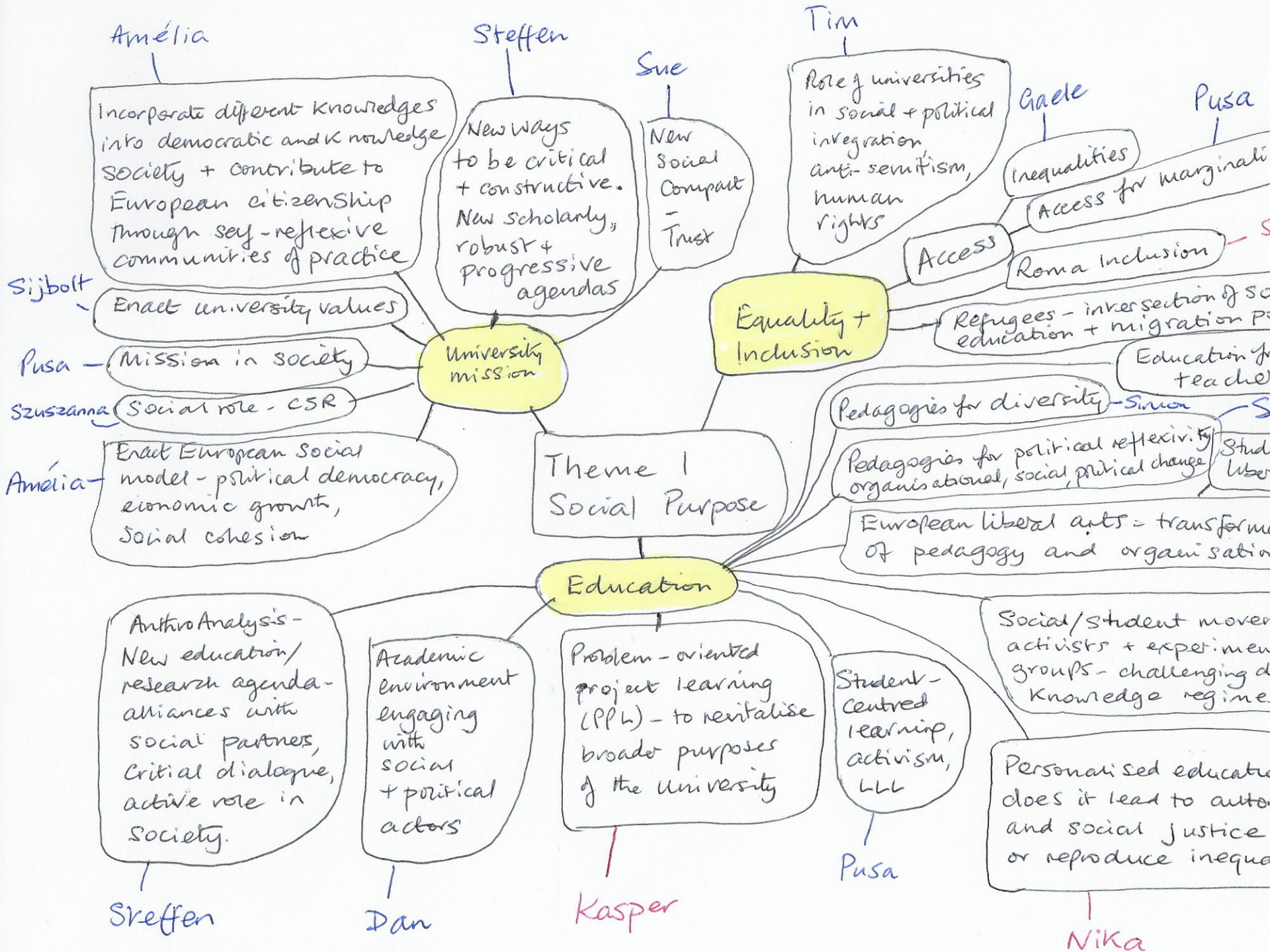
A third aim is to re-set the conditions of dialogue between researchers, policy makers and other stakeholders.

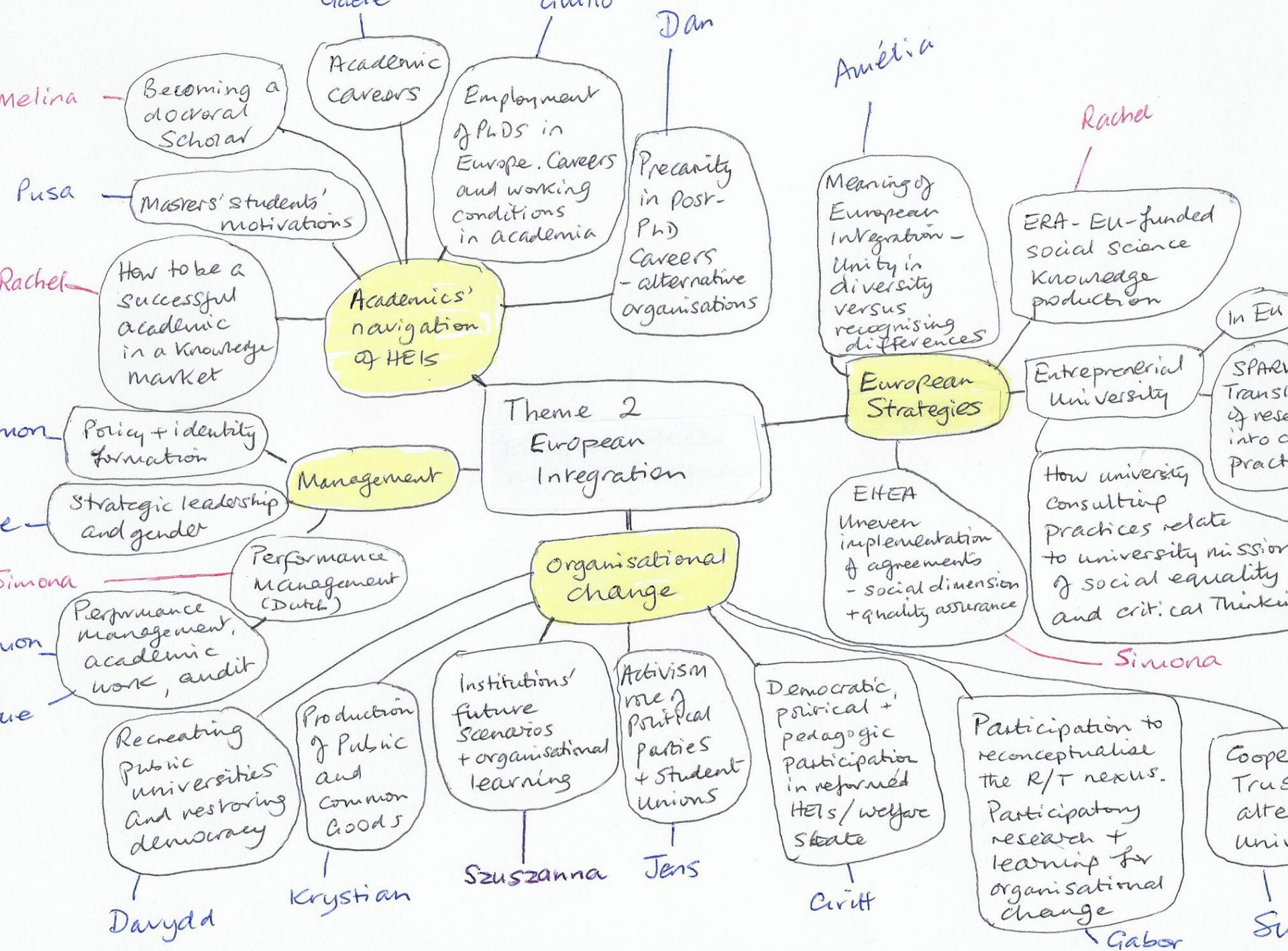
Who

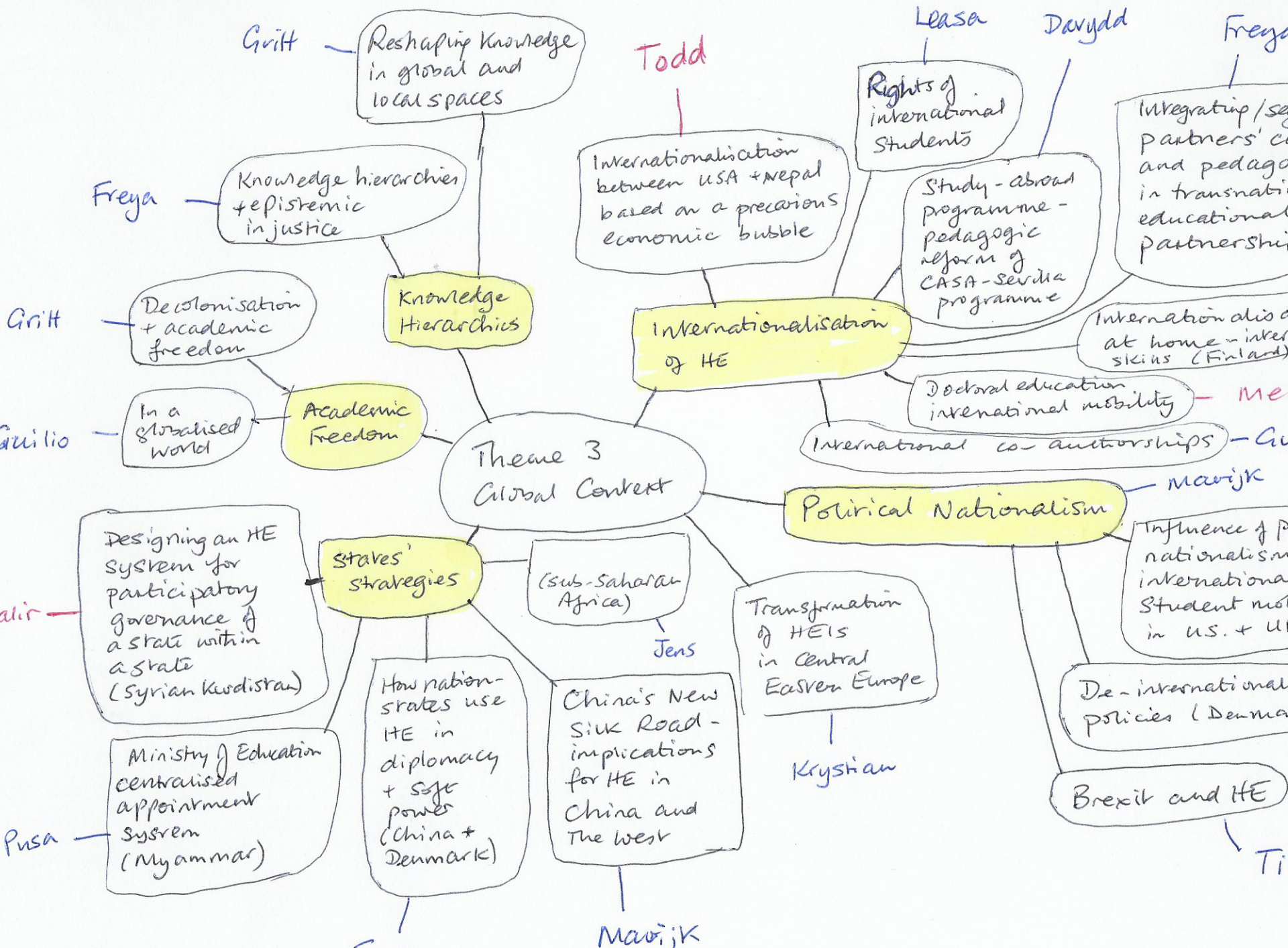
- Steering Group
 - Sue Wright (Coordinator)
 - Tim Seidenschnur, Jens Jungblut (Theme 1)
 - Amélia Veiga, Krystian Szadkowski (Theme 2)
 - Marijk van der Wende, Jie Gao (Theme 3)
- Network of 17 European HE research centres
- Other centres, researchers, PhD students (self-funded)
- Other dialogue partners relevant to emerging issues - policy makers, university leaders, administrators, media

Existing Knowledge

- Mind Maps of existing research on Themes 1, 2 & 3
- Drawn from participants' bios









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Centre for Higher Education Futures (CHEF)

<http://edu.au.dk/forskning/centre-for-higher-education-futures/>

European Universities – Critical Futures

<http://projects.au.dk/european-universities-critical-futures/>

Evaluation of Kick-off Conference

Process of generating a research agenda on the future roles of universities in Europe in a changing global context

What we did:

Shared history

Probable future

Ideal future

Keep-Drop-Create

Thematise topics – voting

Forced field analysis

Action Plan

2 lectures

PhD projects

Theme 1

Theme 2

Theme 3

Process? ‘Bo Jiu’?

Search conference –

Diversity of knowledge

Questioning concepts

Report within 3 weeks

Action plans

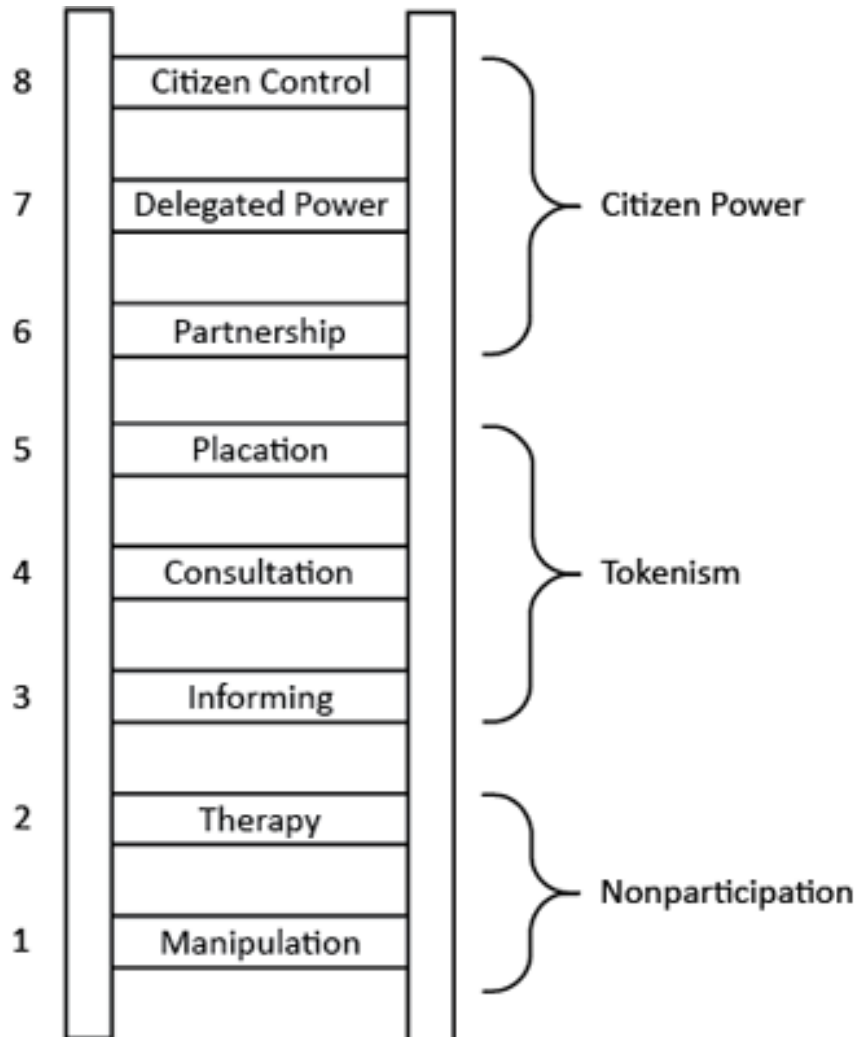
Possible contributions to themes – follow
progress at Kassel

Theme sessions

1. Writing an orienting paper + asking for
1 page contributions
2. Writing an orienting paper

What kind of learning arena are we creating?

One that engages the capabilities of students, academics, external stakeholders?



Sherry Arnstein's 'Ladder of Participation'

Each rung = the extent of citizens' power in determining the end product

Non-participation.

1&2: Powerholders engineer citizen support for their plans, or 'educate' their values and behaviour – arrogant and dishonest.

Tokenism.

3&4: Citizens heard but not heeded by the powerful

5: Citizens can advise, but powerholders retain right to decide

Citizen power.

6: Negotiate trade-offs with powerholders

7: Delegated power

8: Citizens have a majority or full decision making power (although citizens are not a homogeneous bloc)

Evaluation

Keep Drop Create

1. In terms of creating a collective learning community?

2. In terms of generating a research agenda on the future roles of universities in Europe in a changing global context?

- Keep – what went right?
- Drop – what should we stop doing?
- Create – what needs to be carried forward and how?