

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 faciliated 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 internatioanlisation, at home, in joint campuses
- Higher educatrion 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

Amélia Steffen Sue Rose of universities Gaele Pusa Incorporate different knowledges in sonal + political New ways into democratic and Knowledge New invegration (nequalities) (Access for marginali to be critical Social society + contribute to anti-semitism, + constructive. Compart European citizenship human New scholarly, rights mough sey-represive communities of practice Trust Access Roma Inclusion) robust 4 progressive Sijbolt Refugees - inversection of Sc education + migration P agendas Enact university values) Equality + Inclusion University Pusa - (Mission in society) Education of mission teache (Pedagogies for diversity)-Simon Szuszanna (Social role - CSR) Pedagogies for petitical reflexivity that organis about, social priviled change luber America - Printical democracy, sionomic growth, Theme 1 Social Purpose European liberal arts - transform of pedagogy and organisation Social cohesion Education Anthro Analysis -Social/student moves activists + experimen Problem - oriented New education/ Arademic groups - challenging d project learning environment Studentresearch agenda-Knowledge regime Centred (PPh) - to revitalise alliances with engaging rearning, social partners, with broader purposes activism social Personali sed education Critial dialogue, of the university 1666 + porifical does it lead to auto active vote in actors and social justice Society. or reproduce inequa Pusa Kasper Skeffen Dan Nika

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Leaser Davyda Trega Griff Keshaping Knowledge) Todd in grobal and Rights of. lo Couspaces Invegratup/se international Students partners' c Invernationalisation and pedago between USA + Nepal Knowledge hierarchies Study - abroad Freye in transmati based on a precarious 4 epistemic programme educational injustice economic bubble pedagogic partnershi alform of CASA-Sevula programme Knowledge Decolonisation Gritt Internation disc Invernationalisation Hierarchics, + academic skins (Finland) freedon OF HE Doctoral education invenational mobility - me Academic gloralised artilio Freedom Invernational co- authorships) - au world Theme 3 marijk Citosal Context Polirical Nationalism Influence of F Designing an HE staves' nationalism system for stravegies (sub-saharan invenationa participatory Transfruation Africa) Student mo alir governance of in US. + Ul of HEIS a state within Jens in Central asrate Easver Europe How nation-De-invernational (Syrian Kerdistan) China's New srates use policies (Denma SILK Road -ITE in implications Ministry of Education diplomacy Krystian for HE in centralised Brexit and HE) + Safe appointment bomes China and Sysvem (China+ The West Pusa (Myammar) Denmark) Ti Mavijk



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Tweet OHIGH TWEET
(no personal/confidential information)

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

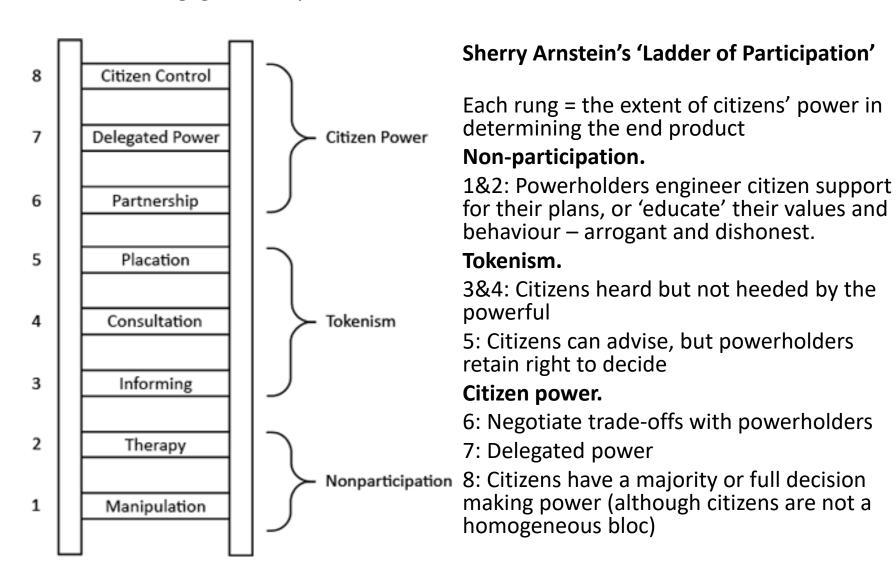
Possible contributions to themes – follow progress at Kassel

Theme sessions

- 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?



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?