

**Kick-off Conference and integrated PhD Course**

**DPU, Copenhagen 6-8-May 2019**

**Preparations for the Conference/PhD Course**

**Preparation by 26 April 2019**

Please send the following information to **Iulia Iordache-Bryant (**[iulia.iordache@edu.au.dk](mailto:iulia.iordache@edu.au.dk)**)** by 26 April 2019:

1. A short introduction to yourself (½ page A4) with photo – focusing on aspects that relate to the orienting question for the search conference:

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?

1. A brief outline of your current research project – maximum 1 side of A4. (each participant is asked to do this, as a basis for matching PhD students with suitable senior researchers as discussants of their projects)

**Background materials**

The project’s website <http://projects.au.dk/european-universities-critical-futures/>

contains the following:

Description of the project ‘European Universities: Critical Futures’

Description of project’s integrated Kick-off conference and PhD course, with registration link <https://events.au.dk/EUcriticalfuture>

Programme for the integrated Kick-off conference and PhD course

Outline of search conference

Description of PhD course <https://phdcourses.dk/Course/65006>

Sue Wright’s ‘**Critical Evaluation of the Assumptions that Lie Behind European Integration: Science and Higher Educati*o*n Policies’ (attached)** reviews European policies towards higher education and research, leading to the rationale for the current project. The paper was presented at the ‘Futuring Europe Symposium’ at KU Leuven, on 28 November 2018.

**Preparation for the search conference (Days 1 & 2)**

The first two days will be run as a search conference (see project document ‘Outline of search conference’). This is one of a number of methods used in Participatory Action Research to engage collectively in understanding and researching organisations in complex systems involving multiple stakeholders and characterised by uncertainty. The aims of our search conference are to:

1. Create shared knowledge as a way of creating a network among project participants
2. Develop an agenda for research and action on the future roles of the university in Europe and in a changing global context
3. Provide PhD students with first-hand experience of this participatory action research method and a reflection on its benefits and limitations with a leading exponent.

The search conference draws on each participant’s existing knowledge and experience of universities. It is worth emphasizing that people - whether as students, academics, leaders and policy makers - bring considerable personal experience, expertise and research knowledge with them, which is rarely tapped into effectively in academic group settings. The search conference starts by each participant contributing ideas from their own experience and knowledge about events and forces affecting higher education in recent years.

*Required reading*

For an introduction to the ‘search conference’ and participatory action research methods and their use in universities:

* Brydon-Miller, Mary, Davydd Greenwood and Patricia Maguire. 2003. ‘Why action research?’ *Action Research* 1(1): 9–28.
* Chevalier, Jacques and Buckles, Daniel. 2019. *A Handbook for Participatory Action Research, Monitoring and Evaluation* Ottawa: SAS2 Dialogue. Free download available at: <https://www.participatoryactionresearch.net/publications?utm_campaign=14cd7c55-46d6-48b4-8e16-2b47a9e7685f&utm_source=so> (The first book listed on that page - it has sections on conceptualizing and understanding systems; collaborative research techniques; methods of analysis; action planning and assessing possible futures.)
* Greenwood, Davydd and Levin, Morten 2006 *Introduction to Action Research: Social Research for Social Change*. Thousand Oaks CA: Sage. Chapters entitled:

Social Science Research Techniques, Work Forms, and Research Strategies in Action Research

Knowledge Generation in Action Research: The Dialectics of Local Knowledge and Research-based Knowledge

Pragmatic Action Research

* Levin, L. and D. J. Greenwood (2016) *Creating a New Public University and Reviving Democracy: Action Research in Higher Education*. Oxford: Berghahn.

*Additional reading*

* Arnstein, Sherry R. 1969. ‘A Ladder of Citizen Participation’ *Journal of the American Institute of Planners* 35(4): 216-224. <https://www.tandfonline.com/doi/abs/10.1080/01944366908977225>

**Lecture and discussion: Changing values of European universities (Day 1)**

Dr Sijbolt Noorda, President of the Magna Charta Observatory, Bologna and former president Universiteit van Amsterdam and VSNU (Dutch universities association) will give a lecture and facilitate a discussion.

*Abstract*

European Universities over the last thirty years have been doing quite well, in terms of reach and impact as well as in terms of quality and scale in almost all national systems. From spaces for the happy few, universities have become halls for the many. From very national institutions, many of them have become crossroads of international collaborations. Just look at the development of the Bologna Process into the European Higher Education Area of 48 countries between Iceland and Armenia, Kazakhstan and Portugal. And imagine a Europe without the multitude of joint research projects it has created.

Yet history is not developing along straight lines, or as a pessimist would say, all good things come to an end.

At this point in time universities should not be blinded by their successes but rather reassess their role and purpose. This in my view involves revisiting the core values that drive them. In other words they should discuss and live by their values more prominently. And in terms of strategies they must 're-socialize', become ‘civic spaces’ once again. Which means they must move beyond traditional opinions on the benefits of meritocracy and the drive towards excellence, and recommit to local (regional, national) social innovation and inclusion agendas, all of it in the interest of continuing to be of service to present society and future generations. Which is what universities are for.

*Required reading*

* Brink, Chris. 2018. *The Soul of a University. Why Excellence is not enough*. Bristol: Bristol University Press.
* Magna Charta Universitatum <http://www.magna-charta.org/resources/files/the-magna-charta/english>
* Please familiarise yourself with the work of the Bologna Charta Observatory <http://www.magna-charta.org/>
* Talk by Sijbolt Noorda at the University of Turin (attached).

**Lecture: (Provisional title) Methods of Future Making (Day 3)**

*Abstract:*

Professor Marijk van der Wende will present some insights into forecasting methods drawing on her experiences as:

1. President of the Governing Board of the Programme on Institutional Management in Higher Education (IMHE) of the OECD (2005-2011). In 2006, the OECD published four future scenarios for HE. 10 years later she looked back at these scenarios and reflected on what has been overlooked.
2. Member of the EU expert group on “Foresight on key long term transformations in Research, Innovation and Higher Education 2050” for the European Commission (2014-2015).

*Required reading*

* Wende, M.C. van der (2017). [*Opening Up: Higher Education Systems in Global Perspective*](http://www.researchcghe.org/publications/opening-up-higher-education-systems-in-global-perspective/)*.*  ESRC/HEFCE Centre for Global Higher Education, Working Paper no 22.

<https://www.researchcghe.org/perch/resources/publications/wp22.pdf>

* ‘The Knowledge Future: Intelligent Policy Choices for Europe 2050. A Report to the European Commission’ Brussels: European Commission. [http://ec.europa.eu/research//pdf/publications/knowledge\_future\_2050.pdf](http://ec.europa.eu/research/pdf/publications/knowledge_future_2050.pdf)

*Additional reading*

* Vincent-Lancrin, Stéphan. 2004. Building future scenarios for universities and higher education: An international approach. Policy Futures in Education 2(2): 245-63.
* Lambert, Richard and Butler, Nick 2006 The Future of European Universities. Renaissance or Decay? London: Centre for European Reform. <https://www.cer.eu/sites/default/files/publications/attachments/pdf/2011/p_67x_universities_decay_3-896.pdf>
* Nowotny, H. (2015). The cunning of uncertainty. John Wiley & Sons

**Theme Sessions**

The search conference is followed by three sessions focusing on each of the project’s three themes:

Theme 1: The roles of universities in European social and political integration (social mobility, refugees, democracy)

Theme 2: The roles of universities in integration of European research and higher education (global knowledge economy, ERA, EHEA)

Theme 3: European universities in a shifting global context (China’s and other countries’ competing global strategies)

The aim of these sessions is to build from existing knowledge, participants’ current work, and the issues for action arising from the search conference so as to further plan the work to be done by this project on each theme and begin to develop the agendas for the future workshops/PhD courses – all leading towards a final conference.

As a starting point, three layers of existing knowledge on each theme will be ‘mapped’.

1. Background Information. The 17 higher education research centres involved in the project have shared their existing publications and projects, which are assembled in three ‘Background Knowledge’ documents available on the project’s website. The key issues covered in these lists - and any obvious gaps - will be ‘mapped’.
2. Topics covered by the PhD students and other participants’ projects related to each theme.
3. Issues raised during the search conference, including groups forming around research/action plans, that are relevant to each theme

*Theme 1*

*Required reading*

* Goastellec G., 2017, « Refugees’ access to Higher Education in Europe. Comparative insights on a new public issue.  ». M-A Détourbe. Inclusion through Access to Higher Education: Exploring the dynamics between access to higher education, immigration and languages  The Netherlands. SenseEditor. Pp.21-39.
* Marginson S (2017) Global higher education, social solidarity and the new nationalism Academic Matters CGHE Blog: <https://www.researchcghe.org/blog/2017-08-15-global-higher-education-social-solidarity-and-the-new-nationalism/>
* Magalhães, A., Veiga, A., Ribeiro, F.M., Sousa, S. & Santiago, R., (2013). "Creating a common grammar for European higher education governance", Higher Education, vol. 65, no.1, pp 95-112. DOI: 10.1007/s10734-012-9583-7.

*Theme 3*

The session on Theme 3, the shifting global context for European universities, will include a discussion between Marijk van der Wende and Jie (Freya) Gao of their work in the international research project on [The New Silk Road: Implications for higher education and research cooperation between China and Europe](https://www.academicsilkroad.org/).

*Required reading:*

* William Kirby, Marijk Van der Wende (2019); [The New Silk Road: implications for higher education in China and the West?](https://doi.org/10.1093/cjres/rsy034), Cambridge Journal of Regions, Economy and Society, Volume 12, Issue 1, 20 February 2019, Pages 127–144.

*Additional reading:*

* Students may also be interested in Marijk van der Wende’s current work in the project on *The New Nationalism and Universities Global Perspectives on Politics and Policy and the Future of Higher Education*, coordinated by the Centre for Studies in Higher Education at UC Berkeley, for which she is writing on *Neo-Nationalism and Universities in Europe.*
* And her recent keynote (3 April 2019) at the Centre for Global Higher Education in London, entitled: [On a learning curve: new realities for higher education in a changing global context](https://www.universityworldnews.com/post.php?story=20190413062445928).

**Background reading for the course**

The PhD course is worth 3 ECTS, which, for the sake of good order, means 3X25 hours’ work, including course attendance (20 hours). Please manage your time and choose texts from the list below to familiarize yourself with the recent history of universities in Europe, important policies (Lisbon Strategy, Europe of Knowledge, Brexit, reforms of university governance and audit culture) and the research themes, according to your interests.

* Brøgger, Katja 2019 *Governing through Standards: the Faceless Masters of Higher Education.* Dordrecht: Springer
* Corbett, Anne. 2013. Governing Education, Governing Europe? Strengths and Weaknesses of the Lisbon Model. *Sisyphus - Journal of Education*, 1(1), 66-84. <https://revistas.rcaap.pt/sisyphus/issue/view/221>
* Corbett, Anne, 2005 *Universities and the Europe of Knowledge.* *Ideas, institutions and policy entrepreneurship in European Union Higher Education Policy, 1955–2005.* Basingstoke: Palgrave Macmillan.
* Corbett, A. and Gordon, C. (2018). Brexit and Higher Education and Research. In: Diamond, P., Nedergaard, P. and Rosamond, B., ed., Routledge Handbook of the Politics of Brexit, Abingdon: Routledge.
* Courtois, A. (ed.) (2018) ‘Higher Education and Brexit: Current European Perspectives’, Working Papers in University Reform no. 28 Copenhagen Danish School of Education, Aarhus University, February. <http://edu.au.dk/forskning/chef/publications/working-papers/>
* Damme, D. van & M.C. van der Wende (2018). Global higher education governance. In: B. Cantwell, H. Coates, and R. King (eds.) Handbook on the Politics of Higher Education, Edward Elgar. Pp. 91-114.
* Deem, R. and H. Eggins (eds) (2017) *The University as a Critical Institution?* Rotterdam: Sense Publishers.
* De Wit, K. (2003). The consequences of European integration for higher education. *Higher Education Policy* 16(2), 161-178.
* Huisman, J. Maassen, P. A. M and Neave, G. (eds), *Higher Education and the Nation State. The International Dimension of Higher Education*. Oxford: Elsevier. Chapters: (1) "The European Dimension in Higher Education: An Excursion into the Modern Use of Historical Analogues" (Guy Neave) and (6) "The Higher Education Policy of the European Union: With or against the Member States" (Kurt De Wit and Jef Verhoeven).
* Kerr, Clark 2001 [1963] *The Uses of the University*. Cambridge, Mass.: Harvard University Press,
* Marginson, Simon 2018 ‘World higher education under conditions of national/global disequilibria’ University College London: Centre for Global Higher Education working paper series no. 42 <https://www.researchcghe.org/perch/resources/publications/wp422.pdf>
* Naidoo, R. (2015) ‘The competition fetish in higher education: varieties, animators and consequences.’ *British Journal of Sociology of Education*, 37(1), pp. 1–10.
* Neave, G. and van Vught, F. A. 1991. *Prometheus Bound: the changing relationship between government and higher education in Western Europe*. Oxford: Pergamon Press.
* Scott, Peter. 1984 *The Crisis of the University*.  London: Croom Helm.
* Scott, Peter. 2011. ‘The university as a global institution’ in King, Roger, Marginson, Simon and Naidoo, Rajani (eds) *Handbook on Globalization and Higher Education*, Cheltenham: Edward Elgar. pp. 59-75.
* Shore, C. and S. Wright, 2000. ‘Coercive accountability: the rise of audit culture in higher education’ in M. Strathern (ed.) *Audit Cultures. Anthropological Studies in Accountability, Ethics and the Academy* (EASA Series) London: Routledge, pp. 57-89.
* Shore, C. and S. Wright (eds) (2017) *Death of the Public University? Uncertain Futures for Higher Education in the Knowledge Economy*. New York: Berghahn.
* Slaughter, Sheila, Taylor, Barrett Jay (eds) 2016. *Higher Education, Stratification, and Workforce Development. Competitive Advantage in Europe, the US, and Canada*. Dordrecht: Springer.
* Veiga, A., & Neave, G. (2015). Managing the dynamics of the Bologna reforms: How institutional actors re-construct the policy framework. *Education Policy Analysis Archives* 23, 59. <https://files.eric.ed.gov/fulltext/EJ1070463.pdf>
* Wright, Susan. 2017. ‘Can The University Be A Liveable Institution in the Anthropocene?’ in Rosemary Deem and Heather Eggins (eds) *The University as a Critical Institution.* Rotterdam: Sense Publishers. Pp. 17-38.
* UNESCO. 2015. *Rethinking Education in a Changing World*. Paris: UNESCO.
* Ørberg, Jakob Williams and Wright, Susan. 2015. ‘Autonomy and control: Danish university reform in the context of modern governance’ in Susan Brin Hyatt, Boone W. Shear and Susan Wright (eds) *Learning Under Neoliberalism. Ethnographies of Governance in Higher Education.* Oxford: Berghahn. Pp. 178-200.