



## EUROPEAN UNIVERSITIES – CRITICAL FUTURES

# The Roles of Universities in European Integration

Workshop and integrated PhD Course

Introduction, Programme, Abstracts, Readings and  
PhD students' preparations

14-16 December 2020

Organisers:

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# Introduction

## The Project

This workshop and PhD course is part of a project 'European Universities – Critical Futures' whose 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 over three years is an ever-growing network of senior and early stage researchers and 18 higher education research centres across Europe. We are sharing existing knowledge, developing new research and rethinking the role of European universities in a situation of political, social and geopolitical upheaval. The objectives are to collectively 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 project explores its focal question in four integrated workshop/PhD courses:

1. The roles of universities in European social and political integration (social mobility, refugees, democracy) held on 26-27 August 2019. Report available at [https://projects.au.dk/fileadmin/projects/European\\_Universities - Critical Futures/Report on Kassel Workshop 2019.pdf](https://projects.au.dk/fileadmin/projects/European_Universities_-_Critical_Futures/Report_on_Kassel_Workshop_2019.pdf)
2. The roles of universities in integration of European research and higher education (global knowledge economy, ERA, Bologna Process, EHEA) to be held on 14-16 December 2020 on Zoom (and in Copenhagen if pandemic allows)
3. European universities in a shifting global context (China's and other countries' competing global strategies) to be held in June 2021 at DPU in Copenhagen.
4. Final conference to be held in June 2021 at DPU in Copenhagen.

## The Workshop/PhD course

The EU's Lisbon strategy (working through ERA, EHEA and the Bologna Process) made universities central to the creation of a 'Europe of Knowledge' capable of competing with other world regions in a supposedly fast-approaching global knowledge economy. But this economy is increasingly questioned and the globalisation it fostered is seen as divisive rather than bringing benefits to everyone. The workshop/PhD course will question the logic of standardisation that has characterised European integration, with its reliance on metrics, and will explore emerging alternatives. We will also question the Bologna Process' strategy of 'differentiated integration' and the assumptions driving the systems of university governance and management coordinating the European Higher Education Area.

There will be keynotes and workshop sessions drawing together knowledge on these topics from the 18 research centres that are partners in the project. Senior and early stage/PhD researchers will work together in small groups on the roles universities should play on a number of critical issues facing Europe. Importantly, there will be sessions devoted to discussing each student's research project (the workshop is combined with a PhD course awarding 5 ECTS and open to all students working on relevant issues).

Register for the workshop here <https://events.au.dk/rolesofunis>

For the PhD course please register both here <https://events.au.dk/rolesofunis>

and here <https://events.au.dk/rolesofuniversitiesineuintegrationf2020>

# Programme

This event will definitely be by Zoom. If Covid conditions permit, it will be a blended event, so participation can either be by Zoom or in actual presence at DPU, Copenhagen

## Day 1: 14 December 2020 (All times are CET)

- 9.00-10.00    **Introduction** to the project and update on progress so far (Sue Wright)  
Introduction to the workshop/PhD course (Krystian Szadkowski and Amélia Veiga)  
Participants introduce themselves
- 10.05-11.45    **European Integration through the logic of standardisation and metrics**  
10.05-10.35 Part 1 Presentation by Krystian Szadkowski  
[krysszad@amu.edu.pl](mailto:krysszad@amu.edu.pl)  
10.35-11.15 Part 2 Workshop activities on the topic  
11.15-11.45 Part 3 Plenary results of workshop activities – how to take ideas further/into action
- 11.45-12.30    Lunch break
- 12.30-13.30    **Guest speaker Bo Strath** Department of World Cultures and Centre of Nordic Studies (CENS), University of Helsinki.  
'The Changing Preconditions of Knowledge Production: From the Humboldt University to the Market University' <http://www.bostrath.com>
- 13.30-13.45    Break
- 13.45-16.00    **PhD students present their work** and receive feedback
- 17.00            Dinner in town if there is an actual event

**Day 2: 15 December 2020** (all times are CET)

- 9.00-10.45     **Challenging the governance system coordinating the EHEA: Alternative future roles of universities**  
9.00-9.30 Part 1 Presentation by Amélia Veiga [aveiga@fpce.up.pt](mailto:aveiga@fpce.up.pt)  
9.30-10.15 Part 2 Workshop activities on the topic  
10.15-10.45 Part 3 Plenary results of workshop activities – how to take ideas further/into action
- 10.45-11.00    Break
- 11.00-12.00    **Guest speaker Katja Brøgger**, Danish School of Education, Aarhus University  
‘Re-nationalizing European higher education?’  
[https://pure.au.dk/portal/en/persons/katja-broegger\(11a0982a-2595-42a0-ae87-ea8f5f999394\).html](https://pure.au.dk/portal/en/persons/katja-broegger(11a0982a-2595-42a0-ae87-ea8f5f999394).html)
- 12.00-12.45    Lunch
- 12.45-14.45    **Working groups**  
**Feedback from existing working groups and proposals for new groups**  
*1-Trust beyond metrics. Alternative trust-building practices of European Universities*  
*2-Academic freedom’s ‘silent spring’*  
*3-Re-imagining internationalization*  
*4-Changing dynamics between administrators and academics in European universities*  
*5-Sustainable universities and higher education*  
*6-Refugee Access to Higher Education*  
*7-(if they are still active) Higher Education access for underrepresented groups: characteristics of effective programmes, policies, and practices*
- 14.45-15.15    **Working group events**  
Each working group organises their own activity open to members of the workshop/PhD course  
  
Each group develops their plan of work (including ideas about how to involve policy interlocutors and contribution for final conference) and prepares a report for the concluding plenary
- 17.00           Dinner in town if there is an actual event

**Day 3: 16 December 2020** (all times are CET)

9.00-10.30 **The Role of European Universities in an age of pandemic..**

- Refinement and agreement of shared research guidelines, process and timetable for European country studies
- How each country research team will adapt the guidelines to their own context.
- Identification of any research teams who would like to make comparative studies on particular topics.
- Proposal for a special issue of the journal LATISS, including guidelines for structuring the studies

(This is modelled on the Brexit study that inspired this project

[https://dpu.au.dk/fileadmin/edu/Forskning/Working\\_papers/Working\\_Paper\\_28\\_Higher\\_Education\\_and\\_Brexit\\_Current\\_European\\_Perspectives.pdf](https://dpu.au.dk/fileadmin/edu/Forskning/Working_papers/Working_Paper_28_Higher_Education_and_Brexit_Current_European_Perspectives.pdf))

10.30-10.45 Break

10.45-12.15 **Concluding plenary**

- Reports from working groups – progress so far, next stages of their plans, and planned contribution to final conference in December 2021
- Preliminary outline of final conference
- Identification of policy and decision-making interlocutors and ideas on how to foster a fruitful dialogue
- Workshop evaluation and suggestions for improvements

12.15 Workshop/PhD course ends

# PhD Students: Required Preparations

## **1. Preparation for the session where PhD students present their work and receive feedback**

Please send an outline of your current research project – maximum 2 sides of A4 - to Matej Zitnansky [mpz@edu.au.dk](mailto:mpz@edu.au.dk) by 27 November 2020.

For this session we will pre-arrange small groups of students and senior researchers and for each student, one other student and one senior researcher will be allocated to comment on their work. We will send your outline to the allocated student and senior researcher in advance so they can prepare comments. All the other members of the group are also asked to read the outlines of all the students in the group.

Each student will be allocated ½ hour. The student is asked to introduce very briefly the overall aim of their research and key themes or issues they would like to discuss (3 minutes). The allocated student and senior researcher will then present their comments to discuss with the student, followed by contributions from other members of the group.

## **2. Keynotes and workshop sessions**

See below, for each session there is an abstract and 3-4 required readings. Please read these texts in advance and draw on them in the discussions.

## **3. Working Group session**

After listening to the reports from the working groups you will be asked to select one working group and join in their activity.

# Abstracts and Readings

**Krystian Szadkowski**

Adam Mickiewicz University, Poznań, Poland

**Title: European Integration through the logic of standardisation and metrics**

**Abstract:** The continuous processes of quantification, standardization and metricization constitute a material dimension of the integration of the European university landscape, as governing by numbers could be called a Western modern invention. In the context of the Bologna Process and establishing the European Higher Education Area and European Research Area, at first sight, these tools seem fit for purpose, as well-known historian of statistics, Theodore M. Porter argued in his *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life*. He stated: “reliance on numbers and quantitative manipulation minimizes the need for intimate knowledge and personal trust” and thus “quantification is well suited for communication that goes beyond the boundaries of locality and community”. For this reason, in the European university landscape, as well as globally, we are witnessing a spectacular proliferation of different indicators, metrics and measures that serve the purpose of enabling control over heterogeneous institutions, as well as stimulating competition between them through constant comparisons. In effect, diverse research and teaching practices are becoming standardised in order to fit the existing metrics more easily. These processes generate well-known negative consequences. At the same time, they form the graspable expression of the united reality of the European Higher Education Area – a common academic land governed through common measures. When thinking about the quality of integration of universities in Europe we cannot avoid confronting the paradox involved in the quantification and resulting standardisation of higher education driven by metrics. On the one side, these processes provide a firm common ground that allows for governing such space as if it were unitary and abstracted from national university traditions and particularities. On the other, these processes contribute to the homogenisation of academic cultures and the devaluation of practices that are not easily subsumed under existing indicators. This workshop aims to tackle this problem and provide a space for reflection on the alternative settings suitable for the future of European universities.

## **Aims:**

1. Introduction of sociological and genealogical approaches to study quantification, standardization and metricization.
2. Collective work on establishing the European-wide patterns of effects and consequences of ongoing quantification, standardisation and metricization of academic reality.
3. Discussion of alternative approaches to building common spaces of trustful cooperation beyond metrics for integrated European higher education.

## **Literature:**

Espeland, W., & Stevens, M. (2008). A Sociology of Quantification. *European Journal of Sociology*, 49(3), 401-436. doi:10.1017/S0003975609000150

Neave, G. (2009). "The evaluative state as policy in transition: A historical and anatomical study." In *International handbook of comparative education*. Dordrecht: Springer, pp. 551-568.

Szadkowski, K. (2016). Socially Necessary Impact/Time: Notes on the Acceleration of Academic Labor, Metrics and the Transnational Association of Capitals. *Teorie Vedy/Theory of Science* 38(1): 54-85.

Rowlands J. & S. Wright (2019) Hunting for points: the effects of research assessment on research practice, *Studies in Higher Education*, DOI: 10.1080/03075079.2019.1706077

**Participants:** PhD fellows as well as senior scholars from across Europe in the areas of higher education studies, anthropology, sociology and politics of higher education, critical university studies, etc.

**Format:** The workshop will last for 2 hours and will be divided into three parts. Starting with a 30-minute introductory lecture, the participants will be invited to think about the general social and economic processes of standardisation and quantification through broad sociological and genealogical lenses. The lecture will serve the purpose of equipping the participants with the tools for their further work in small groups (45 minutes). During the small groups' discussions, participants will be asked to focus on the general patterns that connect the national examples of standardisation, quantification and metricization, and to think about the alternative arrangements that could work in place of the existing structures. The plenary discussion (30 minutes) will create a space for the presentation of the outcomes of the small group discussions, as well as for a joint extrapolation of the negative patterns and for sketching out the horizons of future alternative practices.

### **Bo Stråth**

Professor emeritus, Department of World Cultures and Centre of Nordic Studies (CENS), University of Helsinki.

<http://www.helsinki.fi/strath/> and <http://www.bostrath.com>

### **Title: The Changing Preconditions of Knowledge Production: From the Humboldt University to the Market University**

#### **Abstract:**

The presentation will outline the long-term development of the preconditions of the production, management and dissemination of knowledge with a central role for the universities, beginning with Kant's insistence on the importance of critique and the implementation of his idea in the modern universities of the nineteenth century with the Humboldt University in Berlin as a model. It will proceed with a discussion of the changing preconditions in the wake of the digital revolution. The focus will here be on Jean-François Lyotard's *La condition postmoderne* (1979), which was a report on knowledge in computerized societies. Increasing functionalization and commercialization of knowledge would in the prediction of Lyotard result



in fragmentation of narrative power. The outcome was, seen in retrospect, also to become a fundamental change of the universities and their way to produce and disseminate knowledge. The decades after his prediction brought under the new neoliberal master narrative called globalization a radicalization of the commercialization of the definition of knowledge. However, the new master narrative (after that on modernization) seemed to reject Lyotard's prognosis about the future impossibility of master narratives. The question today is whether he after all was not right on this point. In a third step the presentation will shed light on the implications of this development for research in Europe and bring the outline up to the present.

### **Readings:**

Jean-François Lyotard, *La Condition postmoderne. Report sur le savoir*. Paris: Edition de Minuit 1979 (English translation: *The postmodern condition. Report on Knowledge*. Manchester U P 1984);

Hans Ruin, "Philosophy, Freedom and the Task of the University. Reflections on Humboldt's Legacy" in Peter Josephson, Thomas Karlsohn, Johan Östling (eds), *The Humboldtian Tradition*. Leiden: Brill 2014;

Hagen Schulz-Forberg and Bo Stråth, "Ch 9. Academic Value Production" in *ibid*, *The Political History of European Integration. The Hypocrisy of Democracy-through-Market*. London: Routledge 2010: 136-149;

European Commission, *Frontier research: The European Challenge*. High-Level Expert Group Report. (EUR 21619). Available on line at [http://erc.europa.eu/pdf/hleg-fullreport-frontier-research-april2005\\_en.pdf](http://erc.europa.eu/pdf/hleg-fullreport-frontier-research-april2005_en.pdf).

### **Amélia Veiga**

Centre for Research and Intervention in Education  
Faculty of Psychology and Education Sciences  
University of Porto, Portugal

### **Title: Challenging the governance system coordinating the EHEA: Alternative future roles of universities**

**Abstract:** Central to the governance system coordinating the European Higher Education Area (EHEA) is the idea of differentiated integration. Through differentiated integration, the aim is to construct a European union with sustainable development, balanced economic growth, and a competitive social market economy, while respecting European cultural and linguistic diversity. Operating through the open method of coordination, differentiated integration has been developed as a methodology and a technology legitimating and justifying (non)integration in specific policy areas, higher education included (Veiga, 2019). Bologna is a major case in point. Under the framework of the Bologna Process, national higher education systems have been invited to move at their own *speed towards shared objectives* (e.g., Bologna action lines) with regard to a *common policy* of setting up the EHEA. The framework of the European Higher Education Area was to accommodate variations between the member states, higher education

institutions and disciplinary areas as all moved towards the shared political goal of furthering European integration. The EHEA was meant to create a space in the EU and beyond, in an imagined timeframe, where and when higher education systems would be comparable, compatible and relevant for social and economic development. Later this common policy was aligned with the Europe 2020 strategy for growth and jobs. However, these movements at different *speeds* have not contributed to a European view about the EHEA. The governance system coordinating the EHEA has been driven by a redefinition of the integration of the European higher education systems that is shaped by principles of competition, efficiency, competence-based education, and responsiveness to industry-based requirements for skills. These principles are in tension with those of social justice and cohesion and contrary to the meaning of education in higher education.

This workshop explores this tension by providing a space for reflection about what is valued in the establishment of the EHEA with the objective of discussing some alternatives.

**Aims:**

1. Identify the assumptions construing and constituting the meaning of European integration in higher education and research.
2. Discuss alternatives of what is valued in the establishment of EHEA.

**Literature:**

Heinze, Torben and Christoph Knill. 2008. "Analysing the Differential Impact of the Bologna Process: Theoretical Considerations on National Conditions for International Policy Convergence." *Higher Education* 56(4):493–510.

Holzinger, Katharina and Jale Tosun. 2019. "Why Differentiated Integration Is Such a Common Practice in Europe: A Rational Explanation." *Journal of Theoretical Politics* 31(4):642–59.

Veiga, Amélia. 2019. "Unthinking the European Higher Education Area – Differentiated Integration and Bologna's Different Configurations." *Innovation: The European Journal of Social Science Research* 1–18.

**Participants:** PhD fellows as well as senior scholars from across Europe in the areas of higher education studies, anthropology, sociology and politics of higher education, critical university studies, etc.

**Format:** The workshop will last for 2 hours and will be divided into the three parts. Starting with a 30-minute introductory lecture, the participants will be invited to think about the political management of European integration in higher education. The lecture will equip participants with the tools for their further work in small groups (45 minutes). During the small groups' discussions, participants will be asked to focus on the ideas ascribing meaning to European integration in higher education, to question the assumptions driving the governance system coordinating the EHEA and to formulate alternatives. The plenary discussion (30 minutes) will create a space for the presentation of alternative futures of European integration implicit in teaching and learning.

**Katja Brøgger,**

Danish School of Education, Aarhus University

[https://pure.au.dk/portal/en/persons/katja-broegger\(11a0982a-2595-42a0-ae87-ea8f5f999394\).html](https://pure.au.dk/portal/en/persons/katja-broegger(11a0982a-2595-42a0-ae87-ea8f5f999394).html)

### **Re-nationalizing European higher education?**

Using the case of Denmark, this presentation explores how the return of European nationalisms seem to challenge the attempt post-World War II to harmonize European higher education systems through international alliances. These alliances and organizations, such as the OECD and the EU, created an era of unprecedented internationalization following the war. Since the 1990s, the Bologna Process has transformed the European higher education systems through the complex construction of the so-called European Higher Education Area. With the Bologna Process, the EU has sought to forge a fragile EU unity through education. This unity is currently challenged by the turn towards national solutions and the rise of neo-nationalism. In Denmark, this is reflected in recent higher education policy initiatives, such as the drastic reductions in the number of English-language university programs, characterized by subtle alliances between economic nationalism and ethno-nationalism.

### **Literature**

- Brøgger, K. (2020, in press). Chapter 4: A specter is haunting European higher education – the specter of neo-nationalism. In V. Bozalek, M. Zembylas, S. Motala, & D. Hölscher (Eds.), *Higher Education Hauntologies: Speaking with ghosts for a justice-to-come*. London: Routledge.
- Brøgger, K. (2019). 'The Bologna Process: From Hard Government to Soft Governance' (Chapter 3). In *Governing through Standards: the Faceless Masters of Higher Education. The Bologna Process, the EU and the Open Method of Coordination*. Dordrecht: Springer.
- Gingrich, A. (2006). Neo-nationalism and the reconfiguration of Europe. *Social Anthropology*, 14(2), 195-217.
- López-Alves, F. (2019). Populist Nationalism in Europe and the Americas. Past, Present, and Future. In F. López-Alves & D. E. Johnson (eds), *Populist Nationalism in Europe and the Americas*. New York: Routledge.