UNIKE Conference

UNIVERSITY FUTURES
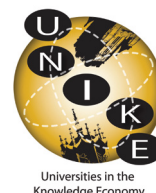
DPU, Aarhus University, Copenhagen
15 - 17 June 2016

Conference Programme

AARHUS UNIVERSITY
DANISH SCHOOL OF EDUCATION

PEOPLE

MARIE CURIE ACTIONS

UNIKE
Universities in the
Knowledge Economy

CONTENTS

TIMETABLE OF CONFERENCE

Scientific theme 1	Reclaiming Feminism
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Scientific theme 3	Mobilising Universities
Scientific theme 4	Alternative Pathways
Scientific theme 5	De-/Reconstructing Internationalisation
Scientific theme 6	Market-driven or open-ended higher education?
Paper presentations	Paper presentations from the call for abstracts

Wednesday 15 June 2016

Time							
08:30–08:50	Registration						
08:50-09:00	Opening speech by Professor Susan Wright, DPU, Aarhus University Room D169						
09:00-10:00	**Keynote speech** Professor Ove Kaj Pedersen, Copenhagen Business School 'Why the Welfare State was transformed into a Competition State and how it changed the role of Education and Knowledge' Chair: Susan Wright Room D169						
10:00-10:15	Coffee break						
10:15-12:00	Plenary session Theme 6 'Market-driven or open-ended higher education?' Room D169						
12:00-12:15	Group photo						
12:15-13:00	Lunch break			Mobility lunch meeting (12:25-12:50) *For people interested in the UNIKE mobility survey* Room D118			
13:00-14:30	Parallel session Theme 6 Workshop 'Market-driven or open-ended higher education?' Room D166			Parallel session Theme 4 'Alternative ways of organising the university' Room D165			
14:30-15:00	Coffee break						
15:00–17:00	Coffee available	Plenary session I Theme 4 Workshop 'Transforming universities' Room D165			Plenary session II Theme 4 Workshop 'Transforming universities' Room D170 (foyer)		
17:00–18:00		Development session Theme 1 Room D170	Development session Theme 2 Room D170	Development session Theme 3 Room D165	Development session Theme 4 Room D165	Development session Theme 5 Room D166	Development session Theme 6 Room D166
18:00–19:30	Guided walk and talk to Restaurant RizRaz through the gardens of Copenhagen						
19:30	Dinner at Restaurant RizRaz Store Kannikestræde 19, 1169 Copenhagen						

Thursday 16 June 2016

09:00-10:00	**Keynote speech** Professor Keri Facer, University of Bristol 'In praise of the University as Public Anticipatory Machine: Stewardship, Praxis and Dissent' Chair: António M. Magalhães Room D169
10:00-10:15	Coffee break

10:15-12:00	Parallel session Theme 1 Paper presentations 'Mapping what we know' Room D165	Parallel session Theme 3 Paper Presentations 'Higher Education, Global Hierarchy and Competition Fetish' Room D166	Parallel session Paper presentations 'Thinking about and beyond the current' Room D174
12:00-13:00	Lunch break		Mobility lunch meeting (12:15-12:45) *For people interested in the UNIKE mobility survey* Room D118

13:00-15:00	Plenary session Theme 3 Paper presentations and Roundtable 'Autonomy and Intellectual Exchange in Disguise' Room D169
15:00-15:15	Coffee break

15:15–17:15	Coffee available	Plenary session Theme 1 Workshop 'Where do we go from here?' Room D169					
17:15–18:15		Development session Theme 1 Room D170	Development session Theme 2 Room D170	Development session Theme 3 Room D165	Development session Theme 4 Room D165	Development session Theme 5 Room D166	Development session Theme 6 Room D166

19:30	Gala dinner at The Black Diamond Restaurant Søren K, The Black Diamond Søren Kierkegaards Plads 1, 1221 Copenhagen

Friday 17 June 2016

09:00-10:00	**Keynote speech** Professor Rosemary Deem, Royal Holloway and Bedford New College University of London 'Doctoral education – a mirror for the future of higher education?' Chair: Pavel Zgaga Room D169
10:00-10:15	Coffee break
10:15-12:00	Parallel session Theme 2 Paper presentations Reassembling Knowledge Production with(out) the University 1 Room D165 Parallel session Theme 5 Paper presentations Reconsidering "Internationalization" Room D166
12:00-12:45	Lunch break
12:45-14:15	Plenary session Theme 5 Roundtable Reconsidering "Internationalization" Room D169
14:15-14:30	Coffee break
14:30-16:30	Plenary session Theme 2 Panel session Reassembling Knowledge Production with(out) the University 2 Room D169
16:30-16:45	Final plenary: Recap and Futures
16:45-18:30	Conference reception Roof top of DPU, building A

SOCIAL MEDIA

The conference uses the hashtag #UniversityFutures on UNIKE's various social media platforms. Get updates about the conference or post your own experiences of the conference using this hashtag.

Find UNIKE's media platforms below.

twitter.com/unikehighered

facebook.com/unikeproject/

UNIKE YouTube Channel

unike.au.dk

conferences.au.dk/universityfutures

WELCOMING NOTE

Welcome to the summative conference of the UNIKE project. This conference aims to promote collective thinking about the future directions of universities in the knowledge economies of Europe and the Asia-Pacific Rim.

The programme sessions are organised around six scientific themes:
1. Constructing a liveable university using feminist and post-capitalist ideas
2. Reassembling knowledge production with(out) the university
3. How do nation-states mobilize universities to position themselves in the global knowledge economy?
4. How can universities be transformed to center on public goods in teaching, research, and community engagement?
5. Reconsidering "Internationalization" from peripheral perspectives
6. Market-driven or open-ended higher education?

The aims of the conference are to highlight contemporary changes in universities and explore how critical researchers can influence the direction of future developments.

UNIKE (Universities in the Knowledge Economy) is an EU-funded Marie Curie Initial Training Programme for 16 PhD and Post-doc fellows and five Associated PhD fellows. The fellows involved in UNIKE have conducted original research on the dynamic relationships between universities and knowledge economies in Europe and in the Asia-Pacific Rim. At the same time, they have engaged in a training programme aimed to generate a networked group of critical researchers to be future research leaders.

With this in mind, the fellows have played a big part in designing this conference. They have identified scientific themes emerging across their individual projects, which are also issues on which they may want to keep working beyond the end of the project – whether they pursue careers in academia, policy making, consultancy or the new knowledge industries.

We used a 'search conference' methodology at our previous workshop, held in Oslo in November 2015, to form the groups of fellows around six themes they identified. Subsequently, each group networked electronically to develop their ideas, and drew in academics from the six European partner universities, members of UNIKE's 30 Associated Partners in Europe and the Asia Pacific, and other students and academics who responded to our call for abstracts. Each group has developed their own format for discussing their theme and each has been allocated a plenary session and a parallel session in the conference programme.

As these themes are issues on which fellows want to bring their research to bear not only to increase academic knowledge but also to achieve change, the idea is that they may want to keep developing a network of colleagues and a plan of activities beyond the end of the conference. There are two 'development' sessions in the programme for conference participants to work together on these further activities.

Last but not least, the first two days of the conference will start with a keynote, which addresses issues cutting across the conference themes.

We welcome participants to the conference who are academics, students, policy makers and other stakeholders concerned with universities in the knowledge economy. To register, please use the link below.

Susan Wright
Coordinator of UNIKE
Professor of Educational Anthropology
Aarhus University

REGISTRATION

If you would like to attend the conference, please register on the conference website www.conferences.au.dk/universityfutures.

Conference fee is 1200 DKK. Conference fee for self-funded PhD students is 800 DKK.

If you wish to join at the dinner on Wednesday 15 June, gala dinner on Thursday 16 June or at the conference reception on Friday 17 June, you can select this when registering.

Registration closes on 9 June 2016.

FULL PAPERS

Registered participants can find the full versions of submitted papers on the internal part of the conference website. Login information is sent out to all registered participants. If you have not received the login information, please contact Project Manager Kathrin Gramsch (kagra@edu.au.dk).

UNIKE MENTORING SESSIONS

UNIKE fellows, please organise mentoring sessions during the conference at your own convenience.

KEYNOTE SPEAKERS

Ove Kaj Pedersen

Ove Kaj Pedersen is Professor, Dr. Phil at the Department of Business and Politics, Copenhagen Business School.

Timing: Wednesday 15 June: 09:00-10:00. Room D169
Chair: Susan Wright

Why the Welfare State was transformed into a Competition State and how it changed the role of Education and Knowledge

Most western Welfare States have been transformed in the last 30 years and different types of Competiton States have been established. In the process of Globalization and Europeanization both national and transnational policy processes were changed and new policies developed. Included in this transformation, policies for education as well as the role of knowledge came to the forefront in conflicts between political institutions, business communities and welfare institutions, including universities. Professor Ove K. Pedersen, Copenhagen Business School, will describe the development from the Postwar Welfare State to the present Competition State with an emphasis on how different types of Knowledge Regimes were developed in comparable countries with decisive consequences for the role of knowledge and universities in societies. Using material from Denmark, the USA, Germany and France, he will show how this has led to a break with the postwar idea of democratization through education and the introduction of the present idea of employability through training. He will summarize his presentation by showing how this came to be based on a new conception of the educated person and how this person was understood as the result of economic and other incentives established by regulation. He will conclude that economic nudging is a form of regulation used to pay, guide, motivate, control and force the person to become employable and that education as well as training today are in the process of becoming important elements in this type of regulation.

Keri Facer

Keri Facer is Professor of Educational & Social Futures at the Graduate School of Education, University of Bristol, United Kingdom.

Timing: Thursday 16 June: 09:00-10:00. Room D169
Chair: António M. Magalhães

In praise of the University as Public Anticipatory Machine: Stewardship, Praxis and Dissent

When we talk about 'university futures' attention is usually focused on the form universities might take in the future. There is much here to explore, from the implications of machine intelligence to global environmental disruption. But perhaps equally important is the question of what role universities play for the future – what is their function in enhancing the public capacity to imagine and invent better futures? At a time when socio-technical governance systems are increasingly anticipatory and often mobilise ideas of the future to colonise the present (Amoore, 2011; Adams, 2014), the distinctive role of the university as a machine for stewarding, inventing, making and caring for open futures needs to be both better understood and actively defended. The future-making and future-imagining role of the UK's flagship Connected Communities programme – a programme of over 300 projects building university-community research partnerships – will be discussed in this context.

Rosemary Deem

Professor Rosemary Deem is Vice Principal (Education) and Dean of Doctoral School at the Royal Holloway and Bedford New College University of London as well as Chair of the UK Council for Graduate Education, United Kingdom.

Timing: Friday 17 June: 09:00-10:00. Room D169
Chair: Pavel Zgaga

Doctoral education – a mirror for the future of higher education?

As doctoral education continues to evolve worldwide, it mirrors wider changes in universities and academic work (Musselin 2009, 2012), including internationalisation (Knight 2013), new managerialism and leaderism (Deem 2007, 2012), collectivisation and specialisation (Nyhagen & Baschung 2013), as well as speed-up (Ylijoki 2013). The conventional PhD is arguably no longer a comprehensive preparation for academic careers (Ehrenberg 2008), or any other job, unlike professional/industrial doctorates that enhance occupational fields. Despite growth, doctorates remain exclusive; social class, ethnicity and gender still shape entry (Wakeling 2013). Maybe we can degender or regender doctoral education (Danowitz 2016)? Other challenges are posed by thesis format, pedagogies and assessment. Is writing a monograph-style thesis less appropriate than a collection of papers for a digital world? Is the digitised doctoral thesis fully aligned to open-access? Are we moving away from sole supervision to team-based virtual supervisions and on-line training (Lee and Danby 2011)? As the university's role as a guardian of knowledge legitimacy declines, is the doctorate still an original contribution to knowledge or just a training in how to do research and a league table contributor? Do we still need an oral thesis defence (Lovat 2015)? Organisational changes are also evident. Greater collaboration within and across universities and countries is fostering new types of research cultures. But diverse institutions may be starting to 'unbundle' or reassemble the doctorate; can it survive unscathed?

OUTLINE OF SCIENTIFIC THEMES

Scientific theme 1

Constructing a liveable university using feminist and post-capitalist ideas

Timing: Thursday 16 June. Parallel session: 10:15-12:00. Plenary session: 15:15-17:15

Theme organisers

Rebecca W. B. Lund, UNIKE Postdoc fellow, DPU, Aarhus University, Denmark

Aim of theme

The ambition of this thematic session is to draw upon post-capitalist (JK Gibson Graham 2006) and feminist ideas to analyse, critique and rethink universities as workplaces, including e.g. practices of management, recruitment, academic work and work culture, notions of quality, life-work balance. Orienting ourselves towards local social, cultural, political and economic orders, we draw upon ethnographic studies of gendered and intersecting work practices in the neoliberal university to illustrate existing challenges and problems. We then invite people to analyse their own institutions and practices and collectively reimagine their universities through debating concrete ideas for transforming everyday workplace practices. Finally, participants will have the opportunity to establish a network in order to support each other in future local efforts.

Format of sessions

Session one: Parallel paper session - Mapping what we know

Facilitated by Katja Jonsas and Rebecca Lund

Full-length or short papers (3000 words) will be pre-circulated well in advance and all session participants will be expected to have read them beforehand. Each participant will be presenting the work of a colleague, rather than his/her own work (facilitators will divide the papers among participants). Each presentation will take the format of a poster presentation. The presentation should present frame, questions, problem, main concepts, methodological approaches and empirical findings and take no more than 8-10 minutes. The presenter will also be responsible for preparing minimum of two questions for the author to consider while developing his/her work. The poster presentation will be followed by a 30 minute collective discussion where we draw on the presented papers to make a map of *what we know*, mapping also the *limitations and possibilities for a more livable university from post-capitalist and feminist perspectives.*

Session two: Plenary workshop session - Where do we go from here?
Workshop leaders: Annette Risberg, Assistant Professor, Department of Intercultural Communication, CBS and Klara Regnö, Researcher, Centre for Gender Studies, Gothenburg University.

Guided by two experienced scholars in interactive gender research and feminist change projects targeting academia, and taking a point of departure in our collective map: concrete research findings, experiences and institutional practices, we discuss and learn how to identify, challenge and change institutions and practices that discriminate, marginalise and uphold inequality. This will hopefully provide a fruitful collective basis for rethinking our everyday lives at the university and for bringing about more energizing academic lives and inclusive working environments.

Following the workshop there will be a chance to discuss how we can support each other in bringing about concrete changes at our home institutions

Presenters' abstracts

Jill Blackmore, Professor, Deakin University, Australia

Title: Entrapping the academic soul through flexibility: gender, consuming work and greedy entrepreneurial universities

This paper focuses on the effect of the university's corporatization – as articulated through managerialist policies, strategies and practices – that has transformed the materiality of academic work as well as shifted the socio psychic economy of teaching and research, and as a result produced disenchantment, disengagement and distrust among academics with regard to the university and its leadership. Gender issues emerge when discussing the rapidly changing conditions and nature of academic work and the escalating expectations from 'quality' to 'excellence' in research and teaching. Despite a dominant discourse of gender neutrality, the legacies of and new institutional forms of gender discrimination – the material conditions created to meet edu-capitalist demands – continue to reposition academic women unfavourably. The paper concludes by discussing how we might create conditions for academic work and leadership practices more conducive to collegiality, professional autonomy, recognition, respect and trust, and indeed how such practices are more likely to result in the 'innovation' that universities and governments desire but fail to achieve.

Kirsten Locke, Lecturer, University of Auckland, New Zealand

Title: Can 'Top Girls' say no? An exploration of young women academics as subjects of capacity

Despite challenges to continue interpreting academia as a bastion of male privilege and dominance we are far from the happy ending anticipated by post-feminist aspirations of gender equality, as the 'scissor graph' continues to apply in the majority of university contexts. This paper draws on the notion of the 'perfectible self' and the New Age discourse of untapped potential, perpetual cycle of self-development and 'improvement' of the subject/worker to explore the gendering processes in universities. I claim that the ability for academic workers to say 'no' to the ever-increasing demands of academia and self-improvement is a specifically gendered performance. The paper explores how 'top girls', in their endless quest for perfectibility, willingly offer themselves as inexhaustible resources in academia, and as a result strengthen the very gendered power hierarchies they believe have been overcome.

Brigitte Bonisch-Brednich, Professor, Victoria University of Wellington, New Zealand

Title: Gender, Equity and the Foreign Knowledge Worker

The topics of gender and equity are separate and intertwined areas at New Zealand universities, as equity has moved to mean equity (equal opportunity) for Maori and Pacific students and (sometimes) staff. This shift has led to an increased emphasis on equity and a de-emphasis on gender equality. Hence gender issues are often invisible and have become a marginal topic. When academics move country and campus they subsequently spend a prolonged period of time figuring out the visible and invisible aspects of a new workplace culture. How the new organisation, the new university handles or does gender and equity are part of this culture. This paper will offer ethnographic data and an analysis of how gender and equity are done and perceived, focussing on Victoria University of Wellington, New Zealand. My data consists of long term participant observation of and interviews with female academic migrants; it also draws on my own experiences and insights as noted in my diary since starting in a management position as Head of School and as a member of group of professional and academic women trying to address gender issues and support for women on campus.

Christian Rogler, PhD Candidate, University of Vienna, Austria

Title: Can there be only one? Academic work practice caught between collaboration and competition

My paper addresses how early career academics working on temporary contracts negotiate the tension of being simultaneously colleagues and competitors. Their work and career logic is colonised by a project logic following a neoliberal governmentality and they depend on a source of income that is as competitive as it is precarious. Early career academics are vulnerable to cutbacks (e.g. due to austerity measures) and mostly do not have a stable or predictable career environment to look forward to. The new project logic of funding furthermore reintroduces the dependency of early career academics on senior academics who act as directors of successfully acquired research projects. The pressures to compete with other early career researchers as well as to collaborate within hierarchical structures produce a paradoxical situation: closest colleagues can turn into their fiercest competitors. This leads to a rise in insecurity and anxiety amongst young researchers in academia. The paper concludes by evaluating possibilities for counteracting this situation and scrutinizes room for manoeuvre.

Gritt B. Nielsen, Lecturer, DPU, Aarhus University, Copenhagen, Denmark

Title: Queering Academia

As an anthropology student at a Danish University in the 1990s, I recall a study environment and form of academic cultivation characterized by curiosity, humour, mutual support, sharing and warmth. We were driven by curiosity and worked in study groups to explore different topics. As I became a PhD fellow I gradually saw the contours of a different world, driven by different practices and values. Participation in conferences and seminars revealed a competitive economy. It was about winning: winning an audience and out-performing other scholars. While this is nothing new to academia, it is not the kind of academia I like or thrive in. This paper explores if and how Gibson-Graham's (2006) efforts to 'queer the economy' and promote a politics of possibility could be relevant in academia. I draw on my own experiences as a teacher on an international anthropology program characterized by great student variety (in terms of gender, nationality, educational background etc.) and discuss the possibilities and challenges of cultivating academic subjects for a community economy understood in terms of its *commons.*

Katja Jonsas, UNIKE PhD Fellow, University of Roehampton School of Business, London, UK

Title: Gender and other equalities - creating a livable university

In mainstream literature gender equality is often defined in terms of fairness and integration and associated with legal structures that secure equal pay and freedom from harassment. However, recent changes in higher education governance, emphasising performativity and measurable outputs, has both strengthened existing and created new forms of inequality. These emerging forms of inequality are not adequately captured or described by using quantitative approaches. In this paper I therefore explore practices of academic work and career capital in order to untangle how power and status differences emerge in contemporary academia. Furthermore, I explore *what* needs to be equalized in order to create a more equal and liveable university.

Rebecca Lund, UNIKE Postdoc Fellow, DPU, Aarhus University, Copenhagen, Denmark

Title: Social relations of gender and class in the production of knowledge: exploration from the standpoint of critical and precarious female scholars (a framework)

Much contemporary research on gender in academia is focused on gendered structures. That is, the practices and conditions around achieving research grants, producing research output in the form of publications, climbing the career ladder, achieving professorships, and how these are the basis for the reproduction gender hierarchy and difference. The critique of these gendered structures is extremely important, but from the perspective of some people it would appear to be based on the assumption and reproduction of higher education institutions as (upper) middle-class organizations (Käyhkyö 2015; Bourdieu 1985), based on middle-class premises, middle-class concerns and ambitions reassuring the reproduction of privileged classed positions. Often the classed dimensions of gendered practices and hierarchies in academia stir restlessly in the background.

This paper builds a framework for exploring ethnographically academic knowledge production and its gendered nature from a different angle: the standpoint of those who are not pre-occupied with engaging in instrumental strategic practices for securing themselves a position, despite a concern and awareness of the (potential) consequences of this and the moral evaluation they become subjects/objects of by themselves and by others as a result. It is my hypothesis that this is structured in complex intersecting social relations of gender and class. My hypothesis is justified as such relations grew out of the four year ethnographic studies I did for my PhD thesis (Lund 2015), and I am now engaging in exploring these relations further.

The paper builds a framework for exploring how critical and precarious female scholars maintain a sense of value in themselves and their work when engaging in knowledge production that is not recognized or rewarded by dominant institutional orders. It asks how they negotiate their critical commitments within the epistemic hierarchies shaped by neoliberalism and NPM, academic cultures shaped by middleclass white feminism, competitive masculinity, and how are these negotiations or struggles organized in social relations of class and gender. It also asks what we might learn from this standpoint in terms of rethinking what academia and academic practice could be, what gives academic work value, what counts as reward and as meaningful academic engagement.

Scientific theme 2

Reassembling knowledge production with(out) the university

Timing: Friday 17 June. Parallel session: 09:00-10:45. Plenary session: 13:15-15:15

Theme organisers

Janja Komljenovic, UNIKE PhD Candidate, Bristol University, United Kingdom
Tatyana Bajenova, UNIKE PhD Candidate, École Normale Supérieure de Lyon, France
Chris Muellerleile, Swansea University, United Kingdom

Aim of the theme

What many have theorized as the university is disintegrating right before our eyes. Encouraged by processes of digitization, marketization, financialization, and globalization, the contemporary university is now constituted by, beholden to, and competing with a wide array of new actors and institutions. Among other things, where once the university held a virtual monopoly on formal academic, scientific, and technical knowledge production, now the production of authoritative knowledge seems to be ubiquitous across society and economy. Digital technologies in particular have facilitated many of these processes by lowering technical barriers on the distribution and "publication" of knowledge and information. Furthermore, new service providers, whether focused on education, research, or policy are marketing solutions to students, teachers, academic researchers, university administrators, and policy makers. In interrogating the ways universities are cooperating and competing with new actors and institutions, these sessions will engage with the ways *the university itself* is being transformed as a social and economic institution. In other words, these sessions will questions how the university, *qua* a site of knowledge production, is being "re-assembled" from the ground up, and whether as a result we ought to reconsider the socio-economic purpose of the modern university.

Format of sessions

Session one: Parallel paper session

Participants: Tatyana Bajenova, Janja Komljenovic, Nick Lewis/Cris Shore, Eva Hartmann, Daniel Couch.

Chair: Jana Bacevic

Session two: Plenary

Participants of the plenary: Chris Newfield, Kris Olds, Nick Lewis/Cris Shore, Susan Robertson and Chris Muellerleile.

Chair: Chris Muellerleile

Abstract: While the paper session will focus on individual research questions, this panel session will focus on the core problem of reassembling knowledge production in a "post-university" world. The panellists will be

asked to reflect on the questions below (subject to editing by the organizers) in 7-8 minutes. The chair will then facilitate a ~30 minute discussion among the panel members, and the remaining time (~30 minutes) will be open for questions/discussion with the audience.

Questions:

1. If we begin from the assumption that the university is to some extent being transformed by various 'isms' and 'izations' (neoliberal/private, financial, global, digital) what are some starting points for understanding how academic knowledge itself is being transformed in and out of (but always in relation to) the university?

2. If the boundaries of the university are becoming increasingly porous to capital, and the operating logics of things like the law, risk management, corporate and consultant management, is it time to fundamentally question whether the university itself is still an actually existing institution, let alone an explanatory analytical category?

Presenters' abstracts

Tatyana Bajenova, Ecole Normale Superieure de Lyon, France

Title: EU think tanks and forms of their capital: how to create a powerful combination

This paper aims to investigate and further develop an approach to conceptualising American think tanks (Medvetz, 2010, 2012) as applied to their European counterparts. It is based on empirical data on 25 think tanks from Brussels, London, Paris and Ljubljana. Think tanks are structures working within the counteractive logics of academic, political, economic and media spheres. Consequently they must accumulate and use different forms of capital: scientific authority and academic degrees, ability in particular political forms of rhetoric, funding and fundraising skills, entrepreneurial practices and access to the mass media. A victory in this game of "quadruple bind" is gained not only as result of accumulating large capital capacity, but by creating the most suitable combination of capital forms in a specific time-place. I argue that there are two other forms of capital, which think tanks accumulate and use, i.e. symbolic and network. Symbolic capital deals with public legitimation of a "think tank", such as an independent institution, serving public interest and bridging research and policy. Network capital refers to the power derived from formal and informal relations with other think tanks, universities and policy makers. These forms of capital are particularly important in the EU context, taking into account that the influence of the think tanks on the EU policy-making process is gained from three interconnected sources: expertise-based authority, independence and legitimacy. If expertise-based authority is related to academic and political forms of capital, independence and legitimacy are symbolic attributes of the think tank's public image. Networks have a capacity to drive public debates in Brussels as well as in member-states. Their significance is difficult to overestimate due to particular multinational, multi-lingual and multilevel characteristics of the EU policy conditions. This paper shows the complex and multiscalar processes of think tanks' operation and provides an insight into the strategies which EU think tanks employ to exert influence on European and national policy-making relying on the different forms of capital.

Janja Komljenovic, University of Bristol, United Kingdom

Title: Education markets under construction

This paper focuses on the question of how higher education is being transformed as a consequence of social processes broadly understood as 'marketization'. It is engaged in mapping the broad terrain of changes, on the one hand, and takes a series of case studies to explore the different actors, projects and outcomes for higher education as a sector, on the other. I propose a categorisation of the actors that are part of market-making in the higher education sector, which serves as a useful heuristic in bringing specific pro-

cesses to the fore. The category of the changing university reveals that it acts as a seller as well as a buyer of services and goods. A variety of actors strategically work to change the status of a service, from one that is not commodified to one that is. These actors are constantly seeking the means through which they are moving over, and making the boundary (understood as a particular mode of structural selectivity of institutedness that frames the university as a public good space) between the university and the wider commercial world, more porous so as quicken the pace and thicken the space of market exchanges. The next category – PPP (public private partnerships) – refers to a situation when a public university and a private company form new structural arrangements in order to together create and expand their markets. The brokers' are actors who are forging (market) relations between buyers (who are normally universities) and sellers (who are normally companies). The brokers' role in re-sectoralisating higher education is to bring in and broker other markets and actors in the higher education sector. Enhancers are actors who provide structures and forms which enable actors to speed up the processes of instituting markets. Extractors are extracting value out of the higher education sector by building competition and structured exchange, but without monetary transaction. These cases together illuminate the spatial, temporal, social and political dynamics at play in the processes of global education 'market-making' at macro, meso and micro levels. They are also fruitful for reflecting upon existing theoretical learnings.

Nick Lewis and Cris Shore, University of Auckland, New Zealand

Title: From Unbundling to Market Making: Reassembling and Reinventing the Public University

Most critiques of contemporary public university reform centre on the introduction of commercialising logics, entrepreneurial subjectivities, new managerial technologies of control, and the spectre of privatisation. Critics see market-making technologies such as benchmarks, rankings, performance indicators, and productivity measures as illustrations of how public universities have become neoliberalised. In this paper, we extend this critique of university neoliberalisation to highlight how these various technologies work together to make a higher education market; that is to stabilise, qualify and make commensurable the activities of the public university so as to finacialise it. Drawing on examples from New Zealand and the list of public university functions that Barber and colleagues (2013) see as open to unbundling, we offer a new reading of the entrepreneurial university. The paper explores how the multi-faceted assault on the institutions of the public university might be understood as market making in a world where even the most strident proponents of free markets understand them as having to be fashioned. The financialisation phase of the neoliberalising university centres on identifying its economic rents - such as reputation, degree-awarding status, research-based teaching and certification - and opening these up to external providers. The survival of the public university, it is claimed, rests on its ability to reinvent itself by unbundling these traditionally bundled attributes so as to render them calculable and financialisable. We argue that offering up universities to private capital must be understood as an economy making project as well as an ideological and political project.

Eva Hartmann, Copenhagen Business School, Denmark

Title: The parallel universe of corporate universities

It seems that an ever-shorter temporal rhythm is gaining ground with the end of the "short twentieth century" (Hobsbawm 1995) challenging the modern temporal horizon. The emerging economy relies on a continuous stream of scientific and technical knowledge closely related to information technology and networks. The paper explores the consequences of the ever-shorter life cycle of knowledge on the organisation of tertiary education where the distinction between higher education (HE), technical and vocational training (TVET) and career and technical education (CTE) has become blurred in the name of further education. Little attention has been paid to the consequences of this change for the production of knowledge and its dissemination through education. The paper will present the findings of a study examining corporate universities and academies (Rademakers 2014). These universities are usually educational units set up

by companies with a view to organising the further education of their staff. Cases in point are the pharmaceutical company's Bayer Academy or Apple University. Some of these educational providers have become company-independent enities selling their services to a range of companies. Other companies are research and consultancy firms that have moved into the educational sector to provide their services to companies. These different educational providers are about to establish a "parallel universe" (Adelman 2000) besides the formal tertiary education. The study seeks to provide insights into how knowledge production is reassembled in this parallel universe.

Daniel Couch, University of Auckland, New Zealand

Title: Crowding in or crowding out? The crowded space of Higher Education following violent conflict

For Afghanistan, 2014 was the beginning of what was termed by development agents as the 'decade of transformation' following a 'decade of transition'. During 2014, the second 5-year steering policy document for Afghan Higher Education was also drafted. The policy document sets out the direction for an integral national element within the first half of Afghanistan's transformation decade. What was once an elite and small-scale system has experienced massive and exponentially increasing growth of over 1890% since 2001, leading to significant challenges across Afghanistan's higher education sector. This is a sector still struggling to redress the physical and psychological damages of three and a half decades of war. As has been the case in previous conflict-affected contexts, the Afghan Ministry of Higher Education has sought international partnerships with Universities in the global North, as well as drawn on a range of international consultants at key stages for Higher Education development nationally, for instance in the drafting of its National Higher Education Strategic Plans. This presentation will draw on the concepts of 'crowding in' and 'crowding out' to explore Afghanistan's most recent Higher Education Strategic Plan. These terms describe a process in which aid (in the forms of expertise, governance, finance, and the like) is provided in a manner that either promotes independence or dependence within the receiving country. Using document analysis and interview data, I interrogate Afghanistan's Higher Education Strategic Plan to look for instances of both 'crowding in' and 'crowding out', to locate where opportunities for each exist, and begin to explore how such opportunities have emerged. The paper contends that businesses and stakeholders, particularly from the global North, are engaging with and reassembling Higher Education in Afghanistan in a very tangible sense.

Scientific theme 3

How do nation-states mobilize universities to position themselves in the global knowledge economy?

Timing: Thursday 16 June. Parallel session: 10:15-12:00. Plenary session: 13:00-15:00

Theme organisers

Jie Gao, UNIKE PhD Candidate, Aarhus University, Denmark
Que Anh Dang, UNIKE PhD Candidate, University of Bristol, United Kingdom
Miguel Lim, UNIKE PhD Candidate, Aarhus University, Denmark
Jakob Williams Ørberg, UNIKE Associated PhD Candidate, Aarhus University, Denmark
Philipp Friedrich, PhD Candidate, University of Oslo, Norway

Aim of theme

This panel explores how nation states mobilize universities to position themselves in the global knowledge economy and how governments use them to further national interests. Through cases from Europe and the Asia-Pacific we aim to study, among others, (1) the processes of region building that aim at enhancing competitiveness of world regions, (2) the construction of international campuses or outposts that position national universities' in 'global' settings, (3) higher education as an instrument of 'soft' diplomacy, and (4) the construction of frames of reference such as university rankings to define the space of global excellence and access national universities' position within it. We reflect on the 'globalization' of national higher education agendas and the widening role of universities within a 'global knowledge economy' and ask how both this 'global knowledge economy' and the university are constituted in the process. Finally, we raise questions about university autonomy and accountability with regard to national priorities, about the continued role of the 'world class' university in national development and regionalization, and about how imaginaries of global spatial hierarchies come into being.

Format of sessions

Session one: Parallel 'Higher Education, Global Hierarchy and Competition Fetish'
Chair: Professor Kris Olds
Brief Introduction by Kris Olds
Presenters:
1. Miguel Lim, Aarhus University, Denmark: "Global rankings, reputational risk, and the competition state"

2. Dr Fadia Dakka, Senior Teaching Associate, School for Policy Studies. University of Bristol, UK "Competition, differentiation and convergence in the English higher education: hegemonic discourses and national strategies"

3. Jie Gao, Aarhus University, Denmark: "The Shadow of World-ordering in Sino-Foreign Joint Campuses"

4. Jakob Williams Ørberg, Aarhus University, Denmark: "Mobilizing World Class Universities in Indian National Development"

5. Gaoming Zheng, PhD, and Yuzhuo Cai, Higher Education Group (HEG), School of Management, University of Tampere, Finland

Session two: Plenary 'Autonomy and Intellectual Exchange in Disguise'
Chair: Susan Robertson

Part 1:
1.   Que Anh Dang, University of Bristol, UK: "Regionalising Higher Education and Repositioning Southeast Asia"

2.   Takao Kamibeppu, Professor, Fukuyama City University, Japan
     "Facilitating reform by weakening autonomy: The changing relationships between the government and universities in Japan as seen in recent initiatives for global competitiveness"

3.   Philipp Friedrich, PhD Student, University of Oslo, Norway

     "Balancing autonomy in Austrian higher education: the university between national agendas and in-stitutional traditions"

     "Europe-China doctoral education collaboration in the Global Knowledge Society: historical devel-opment and future challenges"

Questions and comments from the floor

Part 2: Roundtable
Panellists: Professor Susan Robertson, Professor Takao Kamibeppu, Professor Kris Olds, Professor Pavel Zga-ga

Presenters' abstracts

Takao Kamibeppu, Professor, Fukuyama City University, Japan

Title: Facilitating reform by weakening autonomy: The changing relationships between the government and universities in Japan as seen in recent initiatives for global competitiveness

Japanese universities are at crossroads (again). In the last decade, the Japanese government strength-ened its role as a main driving force for every aspect of education. In higher education, it is a clear trend that the government demands universities to reform, internationalize, and compete globally within the frameworks set by the government. The government made it a rule to cut 1% of the governmental regular budget for national universities every year since 2004 when national universities were incorporated. From 2004 and 2015, the total amount of the government's regular budget for national universities shrunk by 12%. These universities were expected to make efforts to raise own funds, and accordingly the government increased competitive grants (teaching, research, service) substantially.
In this process, leading universities with ample resources benefited from the new funding landscape, but those which are not (especially, local and small ones) suffered, thus creating clearer "university divide." The most recent major grant called "Super Global University" of 2014 aims at, by 2024, having 10 Japanese universities to be part of top-100 universities measured by an array of world rankings. In this grant, the gov-ernment required grantee institutions to implement university governance reforms. This heavy-handed and micro-management approach by the government demonstrates the gradual erosion of university autono-my by the state. Other similar examples include the government's demand to the national universities to use the national anthem and the national flag in their entrance and graduation ceremonies, and to restruc-ture and downsize academic departments in human and social sciences.
This paper will first depict the government's policies and strategies for internationalization and reform of Japanese universities in the last decade, and then discuss the changing relationships between the gov-ernment and universities in Japan as seen in recent initiatives for global competitiveness.

Philipp Friedrich, PhD, University of Oslo, Norway

Title: Balancing autonomy in Austrian higher education: the university between national agendas and institutional traditions

The key argument of this first idea is that university autonomy is a central issue in mobilizing universities in the (global) knowledge economy. This is created by changing governance mechanisms between the university and the state.

One example is the case of Austria. The university sector in Austria has undergone several reform attempts in the recent decades, the latest one in 2002. These reforms can, in general, be understood as a shifting relationship between universities as institution/organizational actors and the state. Special emphasis has been given to the notion of autonomy, and how it can be used in an effective way between these two poles. Autonomy here is elaborated on a set of different assumptions and purposes: on the one hand, e.g. the university became increasingly important for national purposes, in a sense of contributing to national economic development. More autonomy granted by the state has the intention that universities then do what is best for them which eventually will serve national economic agendas. However the university is still too important, so it cannot be completely without state supervision. This then is the tricky part, because on the other hand, autonomy is only granted under the condition that universities will fulfil national purposes no matter how well or poorly they are defined. However, this may clash with the immanent notion of how knowledge is explored and how research is handled, so autonomy for the university may in fact be very differently interpreted by the university itself.

Dr Fadia Dakka. Senior Teaching Associate, School for Policy Studies. University of Bristol, United Kingdom

Title: Competition, differentiation and convergence in the English higher education: hegemonic discourses and national strategies.

Looking simultaneously at structural economic constraints and at the semiotic turn that animates the cultural shift toward the entrepreneurial-competitive university, this paper illustrates the powerful yet contradictory role of market mechanisms, strategies and discourses at play in the current restructuring of the English HE sector.

While attempting a preliminary evaluation of its recent radical policy changes in terms of institutional diversity and homogenization, this paper will rely on the conceptualization of "competition fetish" (Naidoo 2011, 2015) to decipher the ideological dispositifs through which nation-states mobilize universities to position themselves in the global knowledge economy. It will be argued that contemporary higher education represents the "point of grace" wherein three master narratives – globalization, competitiveness, and knowledge based economy- have merged and intensely interacted over the past 30 years (Jessop and Sum 2013). Competition will be construed both as a quintessential and effective market mechanism and as a symbolic point of reference that is increasingly orienting economic action without fully understanding the totality of factors animating competitive processes nor –significantly- its outcomes.

The recent emergence of competitive-collaborative alliances/strategic partnerships (GW4, M5, SES-5) operating simultaneously at a regional and global level provides a powerful example of how the English higher education elite segment is being reconfigured in response to the new fee environment: regional collaboration strengthens and exacerbates national and global (research) competition while serving as a catalyst for economic growth and innovation. However the logic of competition and its corollary narratives of excellence (and ensuing "excellence policies", Olssen, 2015) decontextualize and simplify performances, reducing the potential for diversity and ultimately weakening higher education systems by ranking institutions and people, reinforcing pre-existing hierarchies and creating paradoxical, unintended consequences, such as "polarized convergence". (Dakka, 2015).

Gaoming Zheng, PhD, Higher Education Group (HEG), School of Management, University of Tampere , Finland and Yuzhuo Cai, Higher Education Group (HEG), School of Management, University of Tampere, Finland

Title: Europe-China doctoral education collaboration in the Global Knowledge Society: historical development and future challenges

Collaboration on higher education between Europe and China has developed rapidly in the global knowledge society over the past decade due to the common interests and objectives of both sides. Our study aims to fill a research gap of lacking comprehensive research on Europe-China higher education collaboration, particularly at the level of doctoral education. In so doing, we review and analyse the Europe-China higher education collaboration, with a specific research emphasis on the doctoral education collaborative initiatives from an evolutional perspective and with analytical foci on national/supranational, institutional and disciplinary levels. Our analysis reveals that with the implement of multiple collaborative initiatives from both Europe and China, such as cooperative projects, joint institutions, joint programmes and joint supervision, as well as the development of policy dialogues between EU and China, the collaboration on doctoral education between the two sides has developed fast in 21st century, and both Europe and China have enhanced their competitiveness in the global knowledge society gradually. In the analysis, we also find that the development of Europe-China doctoral education cooperation is aligned with interest fits between the two sides. In this light, we also identify some challenges in EU-China doctoral education collaboration and accordingly solicit policy recommendations for both European and Chinese stakeholders for deepening the collaboration as well as further enhancing their global competiveness in the future.

Jie Gao, PhD, Aarhus University, Denmark

Title: The Shadow of World-ordering in Sino-Foreign Joint Campuses

A narrative of world-order is embedded in the discourses of the global knowledge economy, in which different countries and regions are imagined to occupy different positions within a hierarchical ranking in relation to a developmental timeline. Universities are critical institutions mobilized by the nation-states in positioning themselves competitively within such order. They interact with this narrative throughout their praxis of internationalization and take effect in reinforcing and shaping it.

In this project I explore the interaction between the nation states, the universities and the imaginary world order in the particular cases of Sino-Danish joint campus. I will investigate: 1) the construction of the imaginary of world-order in the (inter)national discourses of China and Denmark; 2) how the universities and the joint campuses have been mobilized in varied ways by the Chinese and Danish governments in their agenda to secure good positions in the world-order; 3) how the imaginary/logic of world-order have been activated and negotiated in the practices of internationalization of Chinese and Danish universities

The initiation and operation of the joint campuses are both prescribed and actively mediating the construction of the imagined world-order. I use the ethnography of the Sino-Danish joint-campus to map out the key actors and the dynamics they situate in, tracing through the key policies governing their operation. Through the meaningful interpretation of the specific cases, the roles of the universities in negotiating the world order in the global knowledge economy are re-examined.

Que Anh Dang, UNIKE PhD Candidate, University of Bristol, United Kingdom

Title: Regionalising Higher Education and Repositioning Southeast Asia

Since 1967 ASEAN has been building a region among its now ten members, bringing three powerful neighbours, China, Japan and South Korea into the East Asian region, and cooperating with the EU to create an inter-regional entity – ASEM (Asia-Europe Meeting). The initial aim was for security and trade. In the last two decades, higher education was brought into these multi-scalar regionalising processes to create regional sectoral spaces as a response to globalisation. Regions are, thus, not geographically givens, rather they are social, economic and political constructions which are shaped not only by material forces but also by cultural factors and ideational structures, such as norms and identities. Although ideation and material interests are not mutually exclusive, this paper emphasises the importance of social values, identities, norms, inter-subjective knowledge and institution-building in understanding higher education regionalism. Drawing on direct observation at regional meetings and interviews, this paper explains three key mechanisms at work: 'harmonisation' to build ASEAN intra-regional cooperation, 'socialisation' to create the ASEAN+3 region, and 'mutual learning' to engage with the EU in constructing a hybrid regional space – ASEM Education Area. I argue that these transformative and generative mechanisms influence the way in which actors form new conceptions of self and other, negotiate collective norms, and (re)construct their identities and interests, thus creating new forms of cooperation and community. Particularly, 'mutual learning' manifests a deep negotiation for equal partnership between the 'Asia' and the 'Europe' in ASEM whereby each region exerts its influence on the construction of ASEM and reposition itself into the other. ASEAN's past role as 'norm taker' is increasingly replaced by 'partner in norm-making' and the Europe-Asia relationship shifts from 'teaching Asia' to 'needing Asia' at the ASEM education forums. Thus, higher education regionalism emerges as a mechanism to reposition Southeast Asia.

Miguel Lim, UNIKE PhD Candidate, Aarhus University, Denmark

Title: Global rankings, reputational risk, and the competition state

Rankings, understood as calculative devices, contribute to the development of a new kind of risk that universities and nations need to manage. Global rankings, presented as stylized visual tables, make the relative positions of both universities and states very clear. Rankings create a 'distance' between universities and show the differences between the number of 'world class universities' that different nations and states have. The emergence of the 'competitive state' in the context of the knowledge economy is one way to understand and frame how rankings bring institutions and states into competitive relationships with one another.

The ranking device's 'logic' of comparative competition brings the rankings' objects into a management game. Policy makers, as managers of the knowledge economy, attempt to manage these visible, measurable and volatile distances by working out what they need to do to climb up into the category of 'world-class university'. These strategies are especially relevant for nation states that (1) are 'emerging' and need to establish their position in the knowledge economy hierarchy, (2) are established but are at threat by the emergence of new economic players and (3) states which earn or stand to earn significant revenue from the export of education services. The management of this new reputational and positional risk – the risk of not having a competitive advantage in the new economy - is linked to the rise of performance management and risk management within the university and between the university sector and the state itself.

Jakob Williams Ørberg, UNIKE Associated PhD Candidate, Aarhus University, Denmark

Title: Mobilizing World Class in Indian National Development

Seeking a leading role in a global knowledge economy, India's tryst with world ranking has been a frustrated one. While it has been government policy to establish a set of World Class Universities for near to a decade the best Indian universities still fall short of the global elite according to ranking institutes. The response has been frenzied public debate followed by tightened demand on performance data and policy focus on ranking parameters.

This paper investigates the role of 'global excellence' in Indian higher education policy making through the example of the Indian Institutes of Technology, which were set up with lavish budgets and strong international links at the time of independence in order to charge India's way to membership of the developed world. I argue that the existence of these 'islands of excellence' in India's higher education landscape throughout their history have made government claims about the delivery of 'development and modernity' credible. They have furthermore served as 'policy ambassadors' in implementing 'international standards' in the wider system through faculty training programs and mentorship of institutions.

The inability of contemporary Indian institutions to meet global definitions for excellence endangers this policy dynamic. It not only questions the arrival of India in the knowledge economy, but also the ability of government and its institutions to deliver this 'arrival' in the future.

Scientific theme 4

How can universities be transformed to center on public goods in teaching, research, and community engagement?

Timing: Wednesday 15 June. Parallel session: 13:15-14:30. Parallel workshop sessions: 15:00-17:00

Theme Organisers

Catherine Butcher, UNIKE PhD Candidate, Roehampton University, United Kingdom
Daniel Kontowski, PhD Candidate, University of Winchester, United Kingdom
Susan Wright, Professor, DPU, Aarhus University, Denmark
Rebecca Boden, Professor, Roehampton University, United Kingdom
Roger Dale, Professor, University of Bristol, United Kingdom
Davydd Greenwood, Professor, Cornell University, United States of America
Cris Shore, Professor, University of Auckland, New Zealand
Jon Altuna, Academic Vice Rector, Mondragon Unibertsitatea, Spain
Joss Winn, University of Lincoln, United Kingdom
Mike Neary, Professor, University of Lincoln, United Kingdom

Aim of theme

To identify some potential pathways to address the current deficiencies in higher education institutional structures and practices; and to use current alternative university trends and best practices to begin developing an audit tool by which universities could be evaluated and helped to focus on their public good initiatives and community benefit.

Format of Session

Session 1: Parallel session – Alternative ways of organising the university
Facilitator: Rebecca Boden

Discussants: Davydd Greenwood and Cris Shore

Introduction:
Catherine Butcher on the aims and objectives of the sessions and the format.

Presentations:
- Jon Altuna on a successful cooperative university in the Basque of Spain.
- Mike Neary and Joss Winn on establishing the Social Science Centre at Lincoln which is a constituted co-operative for higher education. They are currently working on developing a model framework for co-operative higher education.
- Catherine Butcher on heterodox university models that may offer students a different educational outcome in terms of cost, access, pedagogy and curriculum.

- Daniel Kontowski on liberal education institutions in Europe with a focus on curriculum design, multi-level governance and advocacy, with international comparability.
- Oğuz Babüroğlu and Tunç Evcimen on designing and developing three Universities from ground zero, two foundation-owned non-profit private universities and one state university supported by a foundation.
- Olav Eikeland on a pilot program called "Program for Lifelong Learning" which is concerned with the informal and non-formal learning outside the formal educational institution.
- Tim May on how universities can enhance their contributions to socio-economic engagement with a focus on examining the relations between knowledge, organization and practice.
- Klaus D. Beiter and Terence Karran on academic freedom in Europe and Africa.
- Yuzhuo Cai and Cui Liu on the entrepreneurial university in regional innovation systems.
- Chad Berry and Linda Strong-Leek on The Case for Berea College

Session 2: Parallel workshop sessions
Facilitators: Davydd Greenwood and Rebecca Boden

The group will organise two parallel workshops in which participants will brainstorm principles, issues, and approaches (democracy, social justice, pedagogy, ownership, financing, governance) in groups to address the identified problems, moving forward. As part of the process moving forward, we will initiate discussions of the development of an alternative audit tool that embodies an alternative approach to higher education accountability based on the concepts and principles of solidarity, collaboration, bildung, mutual engagement, and service locally, nationally, and globally. We aim to recruit interested collaborators and begin planning a developmental process extending beyond the conference. We will set an initial agenda to be presented and followed up in the closing meeting of the group at this conference

Session 3: Development session – Open organisation meetings
Wednesday 15 June and Thursday 16 June, from 5.00 -6.00 pm (may continue during dinner).
Facilitator: Roger Dale

An informal meeting **open to all participants of the Conference**, has been scheduled in order to discuss:
1. the possible outputs of the two sessions, and
2. ways for interested participants to continue working together post Copenhagen.

Presenters' abstracts

Dr Joss Winn and Professor Mike Neary, University of Lincoln, United Kingdom

Title: Beyond public and private: A framework for co-operative higher education

Universities in the UK are increasingly adopting corporate governance structures, a consumerist model of teaching and learning, and have the most expensive tuition fees in the world (McGettigan, 2013; OECD, 2015). This paper will report on a 12-month project funded by the Independent Social Research Foundation (ISRF) to develop an alternative model of knowledge production grounded in co-operative values and principles. The project has been run with the Social Science Centre (SSC), a small, experimental co-operative for higher education established in Lincoln in 2011 (Social Science Centre, 2013). We will discuss the design of the research project, the widespread interest in the idea of co-operative higher education and our approach based on the collaborative production of knowledge by academics and students (Neary and Winn, 2009; Winn 2015). The main findings of the research so far will be outlined relating to the key themes of our research: pedagogy, governance, legal frameworks, business models, and transnational solidarity. We will consider how these five themes relate to three identified routes to co-operative higher education (conversion, dissolution, or creation) and argue that such work must be grounded in an adequate critique of labour and property i.e. the capital relation. We will identify both the possible opportuni-

ties that the latest higher education reform in the UK affords the co-operative movement as well as the is-
sues that arise from a more marketised and financialised approach to the production of knowledge (HEF-
CE, 2015). Finally, we will suggest how the co-operative movement might respond with democratic alter-
natives that go beyond the distinction of public and private education.

Daniel Kontowski, PhD Candidate, University of Winchester, United Kingdom

Title: Community good in European liberal education

Liberal education institutions historically claimed to be delivering both a private good to educated gradu-
ates and a public good for the local community and the wider society (Marginson 2011; Delbanco 2012).
The relatively recent rise of such initiatives across Europe, which now well exceeds 50 programs in several
countries (Godwin 2015b), can certainly be considered a growing alternative pathway in European higher
education, focusing less on direct professional preparation of the graduates, and more on transferable skills
useful in a longer perspective (The Task Force on Higher Education in Developing Countries 2000; van der
Wende 2011; Quinlan 2014). The extent to which such initiatives place their ends and means in the extra-
academic space varies across countries and institutions, reflecting the diversity within European liberal ed-
ucation (Becker et al. 2012; Detweiler & Axer 2012; Norgaard & Hajnal 2014; van der Wende 2013;
Godwin 2015a). In my short presentation, I would create an overview of the general trends in European
liberal education, showing to what extent they contradict the neoliberal agenda of seeing higher educa-
tion as primarily the factory of a skilled workforce. I will conclude with few examples of good practices in
these dimensions (eg. community projects, support for the refugees, public issues).

Oğuz N. Babüroğlu, Arama Participatory Management Consulting and Sabanci University and

Tunç T. Evcimen, Arama Participatory Management Consulting and Turkish Air Force Academy, Turkey

Title: The Emergence of Next Generation Universities: Integrating Missions

Next generation models create a more integrated approach between undergraduate education, academ-
ic research and community projects. Next generation universities are derived more from real life and
community needs. This feature in turn calls for integrating disciplines and missions of higher education insti-
tutions. Next generation higher education institutions generate solutions via institutions that tackle real life
problems together with NGOs, research agencies and R&D departments. Our approach stands in contrast
to the "third generation university" definition of Wissema (2009) who has adopted a neoliberal approach
by emphasizing the role of the University as an agent of entrepreneurship and innovation. Over the last 21
years we have been engaged in designing and developing three Universities from ground zero. These Uni-
versity action research initiatives have differed in a number of ways. We have actively served and imple-
mented the co-generated design ideas in Sabanci University as a member of the University, prepared a
turn-key design for Ozyegin University and continued in a monitoring role and we are working with the
Abdullah Gul University supported with a research grant to generate a model that puts societal impact in
front of research and education missions which can then be diffused to the other Universities in Turkey. Our
presentation therefore will bring new generation and alternative to mainstream universities' design experi-
ences and try to generate meaningful reflections about the process and content of action research within
this context.

**Tim May, Professor, University of Durham and Co-director of the Sustainable Urban and Regional Futures
Research Centre, University of Salford Manchester, United Kingdom**

Title: Seeking Alternatives and the Ambivalence of Context and Content

There are profound changes affecting universities. Under pressure from the forward march of neo-
liberalism there is a process of forgetting about the origins of the university and its distinctive place in socie-

ty. Whilst responses by university management often amplify these consequences, there are similar tendencies to be found within academic professional cultures. One tends to emphasise the importance of the control of context, whilst the other seeks to transcend that through a focus on the content of work via a celebration of expertise. What becomes apparent are varying degrees of 'epistemic permeability' between disciplines and institutions. Overall, these forces combine to enable forms of power to individualize issues around the pursuit of recognition for global excellence that can work to displace the pursuit of locally, engaged relevance. Universities have always played important civic functions over time. In the context of the 'knowledge-based economy', however, these have become increasingly codified and institutionalised under the varying rubrics of community engagement, participation, outreach or 'third mission'. A series of heightened environmental expectations adds to ambivalence on the part of academics in terms of the constitution of their own expertise within particular disciplines and organizational structures. It also leads to claims about universities being to the post-industrial society 'as coal mines were to the industrial society'. Whilst we see calls to inter-disciplinarity to meet new demands, the actual means of achieving this and adding community engagement with those outside of institutional boundaries remains problematic. The talk argues that this is symptomatic of a 'missing middle' that needs to be the subject of reflexive consideration and action in order that the unique role of the university in society to benefit varying groups is not lost. For this reason there is not only an examination of the above forces, but a consideration of organizational alternatives to improve the realisation of this value.

Klaus D. Beiter, Associate Professor, Faculty of Law, North-West University (Potchefstroom), South Africa

Terence Karran, Professor, School of Education, University of Lincoln, United Kingdom

Title: Developing a Survey Instrument to "Measure" the Factual Protection of the Right to Academic Freedom (With a Focus on Europe)

UNESCO's Recommendation concerning the Status of Higher-Education Teaching Personnel, a document of 1997 that is not legally, but "politically" binding, protects the right to academic freedom. Academic freedom in terms of the Recommendation covers various aspects: freedom of teaching, freedom in carrying out research, institutional autonomy, self-governance and job security (including tenure). These diverse entitlements must be seen to constitute manifestations of requirements posited by international human rights law. The UNESCO Recommendation therefore remains a blueprint for organising universities and their relations with society. Its values remain relevant to restraining the power of states to control universities, whether so as to ensure they will endorse certain ideological tenets or to mobilise them to play a pivotal role in implementing a state's economic agenda and sufficiently contributing to the growth of national GDP. The reality is that academic freedom continues to be – and renewedly has come – under threat in many parts of the world. Apart from "attacks" on scholars for ideological reasons, the commercialisation of higher education poses a major threat to academic freedom. A recent study by the authors of the legal protection of the right to academic freedom (i.e. its protection under relevant legislation) in 29 European states shows that this leaves much to be desired. This presentation focuses on efforts undertaken at developing a survey instrument to "measure" the factual protection of the right to academic freedom, applying, on the one hand, a typology of threats to academic freedom and, on the other, the criteria of academic freedom referred to. The instrument is intended to help finding out whether, in a certain country/region/academic context, the situation in practice reflects compliance with the criteria of that right. The instrument has been widely endorsed by national and international human rights/higher education NGOs and is currently being applied in the format of an online survey on academic freedom in Europe, Africa and Australasia. The presentation will also address initial results of the survey obtained in the stated 29 European countries, discussing whether these results confirm the findings for the legal protection of the right to academic freedom in the states concerned.

Dr. Yuzhuo Cai, University of Tampere, Finland and Dr. Cui Liu, Zhejiang University, China

Title: The entrepreneurial university as an institutional entrepreneur in regional innovation system development: The case of Tongji Creative Cluster in Shanghai

The current literature concerning the role of the university in a knowledge economy or innovation system, mainly accentuates the entrepreneurial nature of university from an economic perspective without paying much attention to the potential of the entrepreneurial university as a key actor shaping the future society in terms of enabling changes in the institutional settings. This paper tries to fill this gap by advancing our theoretical and empirical understandings of the role of the entrepreneurial university as an institutional entrepreneur in innovation system development. Through a case study of the Tongji Creative Cluster, a unique and successful model of a regional innovation system in Shanghai, China, it reveals that Tongji University, as the knowledge production actor in the system, plays a key role in fostering a favourable institutional environment conducive to innovation. Such a finding challenges the prevailing view that it is the government that plays a leading, if not sole, role in formulating the institutional contexts for developing innovation systems in China, thereby raising an interesting issue for future research on the relations between university and the society.

Keywords: Institutional entrepreneurship; Institutional logics; Innovation system; Triple Helix; Entrepreneurial university; social engagement, China; Shanghai

Catherine Butcher, UNIKE PhD Candidate, Roehampton University, UK

Title: The realities of a neo-liberalised higher education system: Envisioning a heterodox university model

The assemblage of market forces and government policies are reflected in the transformations within the higher education system in the UK and Australia. Universities have become increasingly competitive and the trend towards financialisation speaks to a form of capitalism that has permeated the higher education system (Lockie, 2009; Hill and Kumar, 2012) as universities endeavour to sell their brand and to outperform each other in the global knowledge economy. This neoliberal trend (Connell, 2013) has serious implications for students and for the public goods agenda and community benefit that once characterized public universities. Drawing on some recent case studies for this research, I argue in this paper that universities could be reconfigured into heterodox forms of ownership/control, governance, financing and organisation structure that may provide different educational outcomes for students in the areas of access, financial cost, pedagogy and curriculum design.

Jon Altuna, Academic Vice-Rector, Mondragon University, Arrasate, Mondragon, Spain

Title: The transformation of society at the centre of a co-operative university's mission

Mondragon Unibertsitatea (MU) is a young university created in 1997 whose roots date back to 1943. MU is a non-profit worker-owned co-operative university, of public interest, and a member of the MONDRAGON Corporation, with a socially-orientated approach and calling. From the very beginning, MU's overriding goal has been to play a part in the transformation of society through training of young students and professionals, the generation of knowledge and its subsequent transfer to the business community. Its legal-corporate status as a co-operative and its associated values are the source of its commitment to serve society, shunning any elitist considerations. Furthermore, its decision-making and management bodies include staff, students and businesses and institutions, with equal weightings and elected democratically. In the middle of an increasing public-private debate, the co-operative university claims its public service which puts the focus on its principal values of democracy, transparency, sustainability and solidarity. Solidarity is expressed by keeping a non-public university fee accessible for all students, wage differences among staff of 1:3, staff professional career development, re-conversion of results among co-operatives and re-allocation of co-operative members.

Olav Eikeland, Vice Dean (R&D), University College of Oslo and Akershus, Oslo, Norway

Title: An expanded notion of lifelong learning – the Program for Lifelong Learning (PLL) at the HiOA

Since January 1, 2014 PLL has been a three-year pilot project at the Oslo and Akershus University College (HiOA) aiming to become permanent. Focus for PLL – both theoretically and practically – is learning outside formal educational systems and the interaction between the two (formal, non-formal, informal) as symbiotic learning systems (Eikeland, 2012). This formula is both contained in the headline "Lifelong learning" (from the cradle to the grave), and "analysed" into seven distinct but overlapping "research areas". 1. The philosophy of education and learning, and the German-Greek "Bildung-paideía". 2. Societal and historical organization of learning. 3. Lifelong learning. 4. Organizational learning or Learning organization. 5. Work Based Learning and Training. 6. Adult learning or andragogy. 7. Vocational and Professional Education and Training (VET). The immediate practical aim is to establish a network of PLL-interested professionals across the HiOA collaborating in a) organizing and delivering input to regular research seminars on different relevant subjects (7 research areas), b) in offering courses on Masters- and PhD-level in LLL, c) in research projects (of which there are already two), d) with work-life partners in developing the relevant work-places as learning organizations, and e) providing seed funding for symbiotic learning projects.

Dr. Linda Strong-Leek, Vice President for Diversity and Inclusion and Associate Vice President for Academic Affairs, and Dr. Chad Berry, Academic Vice President and Dean of the Faculty

Title: The Case for Berea College, USA

Berea College (www.berea.edu) is unique in American higher education. Offering only four-year bachelors' degrees to students, Berea College is a college unlike any other. Accessibility and affordability are part of this distinctiveness, as is its funding model, its work-learning-service model, its diversity and inclusion commitments, and its acclaim nationally for being regionally committed and focused. Amid stratification in American higher education, Berea can serve as a model for the future. This presentation details how the institution is guided by its eight Great Commitments, informally in place for decades and ultimately codified in 1969 and revised in 1993, seeking to serve the underserved (particularly by not charging its students tuition) as well as enhancing outreach efforts to those in its Appalachian service region to improve the quality of life there for all.

Scientific theme 5

Reconsidering "Internationalization" from peripheral perspectives

Timing: Friday 17 June. Parallel session: 09:15-10:45. Plenary session: 11:00-12:30

Theme organisers

Sintayehu Kassaye Alemu, UNIKE PhD Candidate, Ljubljana University, Slovenia
Mei Qu, UNIKE Associated PhD Candidate, Aarhus University, Denmark
Sonja Trifuljesko, UNIKE Associated PhD Candidate, University of Helsinki, Finland
Zulfa Sakhiyya, PhD Candidate, University of Auckland, New Zealand

Aim of theme

In the past few decades, the concept of "internationalization" has been dominated by powerful actors such as university ranking agencies, intergovernmental organizations, university consortia, university managers in the corporate-like universities, and researchers/practitioners from the developed areas. The voices of the unprivileged actors — students, administrators, academic staffs, and researchers/practitioners speaking for developing areas — who are situated within the "periphery" of the higher education sector, have largely been overlooked. This session will bring together a group of critical thinkers, who will present papers representing marginalized voices to supplement the current discussion on the concept of "internationalization" in higher education research. The session will be followed by a round table discussion, in which participants will comment on and summarize the views contributed by previous presentations and discuss how the peripheral perspectives can exert an influence in the internationalization process of higher education.

Format of sessions

Session one: Parallel paper presentation

Chairs: Mei Qu, Sintayehu Kassaye Alemu, Sonja Trifuljesko and Zulfa Sakhiyya

Session two: Plenary session – Roundtable discussion

Chairs: Mei Qu, Sintayehu Kassaye Alemu, Sonja Trifuljesko and Zulfa Sakhiyya
Key Discussants: Rui Yang, Davydd Greenwood, Pavel Zgaga, Susan Wright

Presenters' abstracts

Shamsul A.B., National University of Malaysia, Malaysia

Title: The price of success: Internationalization of private higher education in Malaysia and its unexpected challenges

It has been claimed that Malaysia has initiated and developed a successful and healthy business model of the internationalization of private higher education. This model apparently has been replicated in a number of developing and developed countries. It is interesting to note that, contrary to general perception, the Malaysian model is not really defined and dominated by 'powerful actors from the centre.' The centre and the hub has been Malaysia itself. The clients are indeed from different 'powerful centres,' semi-periphery countries and underdeveloped ones. The phenomenal growth and expansion of private international higher education in Malaysia since the mid-1980s, has made this sector a substantial contributor to the national income. To regulate and manage this sector the Malaysian government felt compelled to introduce, in Parliament, "Act 555, The Private Higher Educational Institutions Act 1996." The healthy growth enjoyed by this sector in the last decade has made the Malaysian National Higher Education Strategic Plan Beyond 2020 to focus, as one of its major targets, on making Malaysia a top academic hub in the world. The success thus far has resulted not only in increased national income and other benefits but also has brought about negative impacts and generated unexpected challenges for the Malaysian society as a whole. The overall success story and its unexpected negative impacts shall be discussed and analysed.

Zulfa Sakhiyya, PhD Candidate, University of Auckland, New Zealand

Title: Internationalization of Higher Education in Indonesia

This paper examines the internationalization of higher education in the periphery, by taking the case of Indonesia. This decade has witnessed two major reforms in the higher education sector in Indonesia: privatization and internationalization. Privatization is characterized by making the public private, whereas internationalization refers to increasing global partnerships and mobility. While privatization and internationalization are parts of a global ensemble of higher education; in the Indonesian context, privatization is heavily resisted, but internationalization is widely accepted. This paper traces the emergence of internationalization and highlights how this seemingly localized form of internationalization strategies is intricately connected to global processes. In addition, it shows how the dominant discourse of internationalization is established in the higher education sector and maintained through various mechanisms. As a consequence, this leaves little space for alternative explanations and imagination about the university future. The paper argues for greater critical engagement with internationalization in order to open up space for re-interpretation and re-orientation of internationalization for greater local control and local focus.

Sintayehu Kassaye Alemu, UNIKE PhD Candidate, Ljubljana University, Slovenia

Title: Challenges of Internationalization of Higher Education from a Periphery Perspective: Sub-Saharan Africa

Internationalization of higher education is understood as an increasingly transformative phenomenon pushing institutions to adjust competitive standards for global visibility in the creation of a knowledge society through research, innovation, teaching, and services. However, the fact that it is predominantly shaped and driven by the Western industrialized world, it has posed, along with some positive benefits, complicated impacts, and challenges such as brain drain, cultural values, quality problems, the commodification of higher education, sustenance of inequality between North and South higher education. The unequal playground of internationalization has created serious challenges particularly for developing regions like Africa. African higher education institutions are the most internationalised as colonial creations, nevertheless they are also the most brain drained and globally marginalised and excluded. As a host of poorly

developed knowledge systems, Africa is to deal with globalization not from a position of strength, but from one enmeshed in weaknesses. The challenge of internationalization of higher education in sub-Saharan Africa is not well articulated in the literature. This discussion makes an appraisal of the challenges of internationalization of higher education in sub-Saharan Africa focusing on research and mobility. The paper will be developed based on a qualitative discourse analysis and review of related literature.

Lisanne Wilken, Dr. Phil., and Mette Ginnerskov Hansen, PhD Candidate, Aarhus University, Denmark

Title: Social suffering and marginalization among Eastern European students in Denmark

In recent years Denmark has become a favoured destination for international students from the (South) Eastern Member States of the European Union. In 2013 Denmark was the 2nd most favoured destination for students from Latvia and Lithuania, the 6th most favoured destination for students from Romania and the 7th most favoured destination for students from Poland. Students from EU's Eastern member states are often attracted by the fee free access to highly ranked universities, and the possibilities for receiving economic student support, but also by the welfare society and by a state that apparently cares for its young people (see Wilken & Hansen 2016, forthcoming). When talking about their decisions to enroll in a Danish university, students from the Eastern parts of EU often express both hopes of getting better life for themselves and hopes of being able to eventually bring back lessons from the country which allegedly fostered the happiest people in the world.

Upon arrival to Denmark, many of the students from Eastern Europe find it difficult to navigate the Danish system and to settle into society. They find it difficult to get regular jobs and are often trapped in semi-legal employment or in low-status and low-paid jobs. They find it difficult to keep up with their studies because they often work night-shifts or are unable to get time off for classes or group work. And they often feel discriminated and marginalised when comparing their own circumstances with those of Danish students.

In this paper, we discuss how students from (South) Eastern EU reflect on their own positions in relation to the "EU", the "West" and "Europe" when they talk about their lives as students in Denmark. We are interested in the ways they draw on perceived social, symbolic and moral hierarchies (Sayer 2005, Lamont & Mólnar 2002) of nations in Europe when explaining the positions they feel they have in relation to other university students and how East, West, Europe and the EU are invested with meaning. We find that this can make an interesting and relevant contribution to a discussion of 'peripheral perspectives' on internationalisation.

The paper is based on data collected within an FKK funded research project on internationalization and takes inspiration from the work of Pierre Bourdieu on social suffering, of Michele Lamont and Andrew Sayer's on symbolic boundaries, on Loic Wacquant's on stigmatisation, and Alex Honneth's on recognition.

On Hee Choi, PhD Candidate, University of Bristol, United Kingdom

Title: Global Identity Emergence across Digital Space and Physical Space: a Multiple Case Study

In the digital era where globalization has triggered internationalization in higher education, overseas study is still considered the best way for students to broaden their international and intercultural awareness. Digital space has contributed to internationalization in higher education by blurring physical boundaries, enabling information access and communication, which also trigger offline physical activities and social integration. This research will show how international students as significant stakeholders negotiate their existing identities over digital and physical space during their study abroad. Drawing on social constructivism, this multiple case study of five international students will explore how individual values are negotiated among individuals and investigate what perceptions are embedded in their lived experiences. Most of all, this research will explore the potential emergence of 'global identity' through everyday practices over both digital and physical space. The main discussion highlights an investigation of how digital space, along with physical space, functions as 'social space', which is an influential locale in identity formation of international students. The practical argumentation of students' identity negotiation helps to find how internationalization of higher education makes an impact on everyday practices of international students.

Sonja Trifuljesko, UNIKE Associated PhD Candidate, University of Helsinki, Finland

Title: A sense of location in 'internationalization'

'Internationalization' is, in its essence, a spatial metaphor. It evokes a movement of people, curricula, knowledge and so on – between one locality and another. Yet, 'internationalization' is rarely analyzed from a spatialized perspective. This paper investigates the significance of positioning, or location, in 'internationalization of higher education'. To do that, I focus on the experience of doctoral candidates in Finland, who, being both students and staff, provide a vantage point to study Finnish universities. Drawing upon my long-term ethnographic fieldwork at the University of Helsinki, I explore the ways in which doctoral candidates position their own university. I look at the ways in which various types of location of the university are made meaningful. Furthermore, I pay attention to the relationships between different locating practices. I conclude that a university gets located in multiple ways and it is precisely in an intersection of different locating practices that a position of university in relation to other universities is established.

Mei Qu, UNIKE Associated PhD Candidate, Aarhus University, Denmark

Title: Striving for the Position in Global Knowledge Economy: A Comparative Ethnographic Study of Academic Staffs' Participation in Internationalization of Higher Education in a Danish University and a Chinese University

It is widely acknowledged that academic staff are the driving force of internationalization. However, only a few studies, which mainly focus on academic staff working in North America, showed interest in their understanding of the term, and few of the studies investigate how they can fully play their leading roles, making their imagination of "internationalization" into realities. The paper derives from an ethnographic study that was carried out in a Chinese university and a Danish University. The two universities reside in two widely divergent cultures and societies, which leaves space for the researcher to explore how the term "internationalization" was transformed and presented by academic staff working in distinct cultures and social contexts. The paper describes and compares the interpretations of "internationalization" made by academic staff from the two universities. It is argued that there were shifts of focus in the concept of internationalization held by the academic staff from both universities, although the shifts were presented in different ways. For academic staff, "internationalization" is a continual process of positioning themselves in the ever-changing global knowledge economy. By elaborating the experiences of academic staff who played leading roles in internationalization, the paper further argues that realizing their imagination of internationalization, requires university leaders' trust in academic staff's entrepreneurship and effective dialogues which involve "rooting" (in one's own subjectivity) and "shifting" (to that of the partner[s]).

Scientific theme 6

Market-driven or open-ended higher education?

Timing: Wednesday 15 June. Plenary session: 10:15-12:00. Parallel session: 13:00-14:30

Theme organisers

Corina Balaban, UNIKE PhD Candidate, DPU, Aarhus University, Denmark
Benedikte Custers, UNIKE PhD Candidate, University of Porto, Portugal
Sina Westa, UNIKE PhD Candidate, Ljubljana University, Slovenia
António Magalhães, Associate Professor, University of Porto, Portugal
Chris Newfield, Professor, University of California, Santa Barbara, United States of America

Aim of theme

The massification of higher education on a global scale has led to an increased standardisation of the ways in which education is being viewed and practiced. Policy bodies such as the European Commission and the OECD have been encouraging universities to focus on preparing students for the labour market, by equipping them with a set of competences and predefined learning outcomes. While this economy-driven approach can arguably be useful as a component of someone's (vocational) 'training,' the panel focuses on some empirical cases to explore how far education is being objectified and reframed from a public good into a tradable commodity. We set out to imagine alternative visions for education at universities, by looking at empirical cases in which actors were able to go beyond the instrumental conception of training and sustain what we call open-ended education. We see this 'open-ended education' in line with Jan Masschelein's view on public pedagogic forms in the perspective of a shared future and a shared world and with Sarah Amsler's idea of 'pedagogies of pluriversality'. This scientific theme wants to take up the question of what open-ended higher education could look like in practice in contemporary and future universities.

Format of sessions

Session one: Plenary

Introduction to session through fieldwork vignettes of UNIKE fellows:
- Sina Westa
- Corina Balaban
- Benedikte Custers

Panel with invited speakers:
- Sarah Amsler
- Jan Masschelein

Questions and answer session
Question and answer moderator: Chris Newfield

Session two: Parallel session – Workshop with short presentations of empirical work
Workshop facilitated by Jan Masschelein.
Short presentations of empirical work focusing on the theme of open-ended and market-driven higher education:
- Fan Wu, Shaoxue Liu
- Chris Newfield
- António Magalhães
- Tanja Kanne Wadsholt

Presenters' abstracts

Jan Masschelein, Laboratory for Education and Society (KU Leuven)

Title: Excellence or regard? Reclaiming the university as a site for collective public study

The actual learning policy of the EU materializes in a European Higher Education Area and a European Research area which at once shape and operate through the figures of the independent, personalized learner and the innovative, creative researcher. These figures understand themselves as entrepreneurs (speculating, calculating, accelerating, accumulating, capitalizing) and require fast education and fast science. A requirement which the university cannot meet without being transformed in its 'heart' or very existence. Or put otherwise, both the independent learner and the innovative creative researcher don't need the 'university' but need stimulating, flexible learning and research environments which support the request for excellence and personalized learning trajectories. It will be suggested that the reaffirmation and reinvention of the 'universitas studii' and the reclaiming of the notion of 'studium' could offer a future to the university, because it does not orient the university to a personal(ized) ideal (e.g. 'Bildung') or an empty signifier ('excellence') but allows to point to the importance of her public pedagogic forms as working through problems in a way that is taking care of a shared future and is doing justice to (regards) a shared world. It is about changing the perspective by focusing on collective and public practices of study (investigations and thinking). In this session I want to explore the notions of 'collective experiment' and 'public study' (beyond 'group work') drawing upon concrete experiences with such practices carried out by the Laboratory for Education and Society in various cities of the world.

Sarah Amsler, Lincoln University, United Kingdom

Title: Pedagogies of pluriversality: learning for a 'world in which many worlds fit'

The creation of alternatives to market-driven higher institutions, including higher education, is necessary for social justice, ecological survival and human flourishing. In this paper, I explore how such alternatives are being created in a subaltern ecosystem of counter-systemic educational practices and institutions around the world. I begin with a critical reading of recent university policies in the UK to illustrate how the dominant forms of the 'globalization of higher education' are not only undesirable but entangled within a broader system of Eurocentric colonial-capitalist 'monocultures' (Santos 2014) which both destroy human and ecological possibility and render existing and emerging forms of transformative learning invisible or impossible. I then examine how these violent logics are being theorised, resisted and transformed in two locations. One is at the borders and 'relative exteriorities' of hegemonic educational systems, focusing on diverse struggles to reclaim and decolonize established westernized universities. The second is in the organizational forms, theories of knowledge and pedagogical practices which characterize autonomous educational projects, movements and institutions around the world, focusing on radically democratic models of learning in a growing network of counter-capitalist 'ecoversities'. I suggest that these living examples, which both refuse and educate refusal of the logics of neoliberalism and other forms of patriarchal colonial capitalism, offer important resources of hope and possibility for our common struggles to democratize the university.

Fan Wu and Shaoxue Liu, Shanghai Jiao Tong University, China

Title: Beyond skills training: rethinking doctoral education in science and engineering

In China, many doctoral graduates forge non-academic careers after completing the doctorate. However, there is a significant lack of information of Chinese doctoral graduates outside of academia. Such information is vital to help us to understand how well current doctoral education in science and engineering prepare its students for their increasingly non-academic careers. The purpose of this study is therefore to explore the value of doctoral graduates in enterprise and the impact of doctoral education on individual career success. A mixed method approach is employed in this study. Questionnaires are sent to doctoral graduates who work in enterprises. The survey results were supplemented by qualitative data generated through in-depth interviews with both doctoral graduates and HR in enterprises. Our initial findings demonstrate that PhDs think the most important skills are coordination and integration of technical activities, interacting effectively with others, and resilience. From the perspective of HR, technical skills are not a distinguishing criterion between PhD employees. What sets good PhD employees apart is their ability to learn new things fast and communicate with other employees, partners and customers.

Tanja Kanne Wadsholt, PhD Candidate, Aarhus University, Denmark

Title: Market-driven or open-ended higher education? Internationalization at Aarhus University as a case

Seeing the internationalization of higher education as inscribed in a neoliberal doxa continuously challenged by calls for other open-ended or ethical approaches that recognize epistemological diversity, *the paper investigates the relationship between approaches to internationalization, knowledge forms and inclusion of the Other.* It is argued that while diversity is widely celebrated in international education, the market-oriented approaches promote epistemologies and epistemological hierarchies that are excluding or reduce difference through convergence of positions. However, the paper also gives examples where difference results in open-ended encounters. These seem to rest upon an ethics of response and responsibility in which the experiential intercultural relationship acts as a catalyst for realization of critical-relational knowledge.

António M. Magalhães, Associate Professor, University of Porto, Portugal

Intercultural communicative competences and the education of the global citizen – analysing a case study in a Portuguese university

The discourses and enactment of the Bologna process are contributing to replacing the formative role of knowledge by the potential of mobilizing it to act individually and socially, particularly in the world of work. Competences and qualifications, set out as measurable learning outcomes, are being assumed as a common grammar for designing education in higher education. However, competence-based and student-centred approaches may have the educational potential to deal with the needs of post-industrial societies and with new forms of citizenship. Whether these possibilities occur depends on how higher education institutions and actors counterbalance market-driven mandates for education with citizenship and critical concerns. Drawing on a research about the internationalisation of curriculum in a Portuguese university it will be argued that, at least in this case, the internationalisation of the curriculum reduces its scope to the achievement of learning outcomes associated with intercultural communicative competencies. The risk is that the concern with the effectiveness in achieving measurable learning outcomes might dilute its critical intercultural dimension failing the opportunity to engage in the education of the global citizen.

Chris Newfield, Professor, University of California, Santa Barbara, United States of America

Title: Higher Education: Public By Definition

These remarks will suggest that "higher" education must mean acquisition of higher-order cognitive skills in a conjunction with complex information that enables knowledge creation by all individual students. Briefly describing these higher-order skills, it then goes on to show that this reasonably ambitious definition of university-level education cannot be funded privately or supervised externally. Higher education must be supported by public entities that cannot control it, or it loses its core features and its public value in advanced economies.

Paper presentations

Thinking about and beyond the current

Timing: Thursday 16 June, 10:15-12:00

Presenters' abstracts

Roxanna Chiappa, PhD Candidate, University of Washington, United States of America

Title: Who gets the benefit of increasing scientific capacity in Chile? An analysis of the role of university rankings using a critical, cultural political economy approach

This paper critically analyzes the role of "international university rankings" in the implementation of the largest international scholarship program of postgraduate studies in Chile. This program – Becas Chile- was created in 2008 and is one of the main efforts oriented to increase the scientific capacity.
To apply to the fellowship, individuals had to be admitted into one of the 150 top world class universities according to the Shanghai Jia Tong and TIMES Higher Education Ranking.
Preliminary findings suggest that the expansion of postgraduate fellowships is a constitutive part of the Chile' internationalization project, which strategically seeks international partners that benefit Chile's positioning as a leader in the Latin American region. Similarly, the use of university rankings, as an indicator of academic quality, reproduces the stratification dynamics of the Chilean higher education system. On average, in the period 2010-2014, individuals that come from upper social class had a higher probability of obtaining the PhD fellowship than applicants coming from lower social class families, mainly because the first group attended more selective undergraduate universities and were admitted into international universities that had a higher positioning in the ranking.

Tore Sørensen, PhD Candidate, University of Bristol, United Kingdom

Title: The uses of international comparative data for political objectives: the OECD TALIS programme and initial teacher education reform in England and Finland

This paper compares how international comparative data are used in the political legitimation of domestic reform of initial teacher education in England and Finland. The two political entities both took part in the 2013 round of the OECD programme Teaching and Learning International Survey (TALIS). The survey included a focus on initial teacher education. The paper analyses the practical argumentation of Finnish and English state authorities in their uses of TALIS data. The paper shows that TALIS data in England and Finland have been employed to further different reform strategies meant to address policy issues distinctly associated with domestic institutional trajectories of initial teacher education, with implications for the division of labour between state authorities and higher education institutions. In the Nordic welfare state of Finland, TALIS data are employed to highlight that the academic profile of teacher education raises the need for a coordinated approach to mentoring and induction in the transition to work. In England, TALIS data have been used to entrench the fragmented 'systemless system' of initial teacher education characterised by a broadening range of providers.

Nick Butler and Sverre Spoelstra, Stockholm University and Lund University, Sweden
Title: How to become less excellent

This paper emerges from a broader research project on the politics of 'excellence' in the university-based business school. Drawing on interviews with professors in the field of critical management studies, we explore how the 'machinery of publishing' impacts on the working lives and research practices of business school scholars. This involves scrutinizing all those relatively minor choices we make at every stage of the research process, from initial conception to eventual publication – in other words, to take seriously the 'tyranny of small decisions' (Kahn, 1966) that has such a significant effect on the nature of scholarship. It also involves asking uncomfortable questions to oneself, such as 'How far has your research been shaped by a view to 'publishability' over and above more scholarly concerns?' and 'What would it take for you to withdraw a paper from the review process rather than accede to requests for revision that you deem to be unnecessary, unhelpful or unreasonable?'. We therefore offer some suggestions on how we might disrupt academic game-playing in the business school, which will ultimately allow us to become 'less excellent' – and hopefully also better scholars.

Zsuzsanna Géringa and Tamás Gáspár, Budapest Business School, Hungary

Sára Csillag and Gábor Király, Budapest Business School and Corvinus University of Budapest, Hungary

Gergely Kováts and Alexandra Köves, Corvinus University of Budapest, Hungary

Title: Applying participatory backcasting to study the Future of Higher Education

As the topic of the conference highlighted, the future of higher education is a highly relevant and challenging topic in our societies. Therefore, in recent years a number of reports and research projects focused on this issue. Most of these documents suggest that the higher education sector is (or should be) undergoing a fundamental transformation in terms of its role in society, its mode of operation, and its economic structure and value.

We would like to contribute to this discussion by summarising the results of our participatory project on the topic of the future of higher education. The project started in 2014 and (among other research methods) included two participatory backcasting workshops involving teachers and students. The workshops were held in Budapest in 2015-2016. The aim of our paper is twofold. Firstly, it attempts to show how different participatory methodologies can be combined in order to do participatory research involving the key stakeholders when researching the future of higher education. Secondly, it aims to demonstrate how this methodological combination can mobilize different thinking styles and leads to various outcomes.

Backcasting is a participatory method that suggests that the vision of the future can influence our current actions. Accordingly, the novelty of backcasting methods lies in the fact that rather than using the current state of affairs as a starting point in envisioning potential futures, it creates the vision of an ideal future and works its way back to the presence as to what actions could lead towards that desired state.

In our paper we would like to show how our participatory research process was set up applying three different techniques: (1) systems mapping to the framing, (2) world café to the visioning and (3) a modified version of futures wheel to the backcasting phase. Firstly we discuss the methods' theoretical and methodological backgrounds. Then, we reflect on the specific cognitive thinking styles involved, like analytical logical thinking versus the creativity of free associations. Secondly, we offer examples of the outputs of these techniques, like a system map, a textual vision and a system of policy preconditions structured by the futures wheel logic.

In the final part of the paper, we would like to present the differences and similarities of the constructed visions on the two workshops. The diversity of the views of the teachers and the students illustrates the importance of involving different stakeholder groups into discussion about future of higher education.

Guan Yewen, Newcastle University, United Kingdom

Title: Developing Critical Thinking of Undergraduates in Business Transnational Education

Critical thinking has been an essential component in entrepreneurial competence and has become a learning goal in undergraduate business education. The recent years have seen the fast growth in transnational education (TNE), which refers to higher education exported from English speaking countries notably the UK, the USA and Australia. Plenty of researchers shifted their attention from transitional higher education to this kine of market-driven higher education in terms of management, students requirement, teaching pedagogy. However, there is limited body of research investigating how CT as a 'western product' has been introduced in Chinese-based transnational programme. This ethnographic case study explores the insight of students, British teacher, Chinese teachers as well as policy makers with regard to understanding of critical thinking and pedagogy development in business curriculum under TNE. The data in this investigation is mainly from three multiple sources including semi-structured interview, observation together with documentation in a Sino-UK cooperative programme in China. The uniqueness of transnational education is that it is the combination of Confucian-based culture and western culture. The study suggests the implementation of problem-based learning (PBL) approach in business courses to facilitate CT ability of undergraduate business students by considering the issue of culture, context and linguistic proficiency. The finding of present study is likely to provide the curricular and pedagogic implication to staff educators and policy makers on CT development in business courses under Sino-Foreign cooperative educational program.