

*Annex I*

**SEVENTH FRAMEWORK PROGRAMME**  
**Marie Curie Actions**  
*People*  
International Research Staff Exchange Scheme

***Annex I - "Description of Work"***

**PART A**

**1. *Grant agreement details***

**Full Title:** University Reform, Globalization and Europeanization

**Acronym:** URGE

**Proposal Number:** 247565

**Scientific Panel:** SOC

**Grant Agreement Number:**

**Duration of the project:** 48 months

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## **2. List of *partner organisations***

<b>Partner Number</b>	<b>Partner name</b>	<b>Partner short name</b>	<b>Country</b>
1 coordinator	Aarhus University	AU	DK
2 partner organisation	The University of Auckland	UoA	NZ
3 beneficiary	University of Bristol	UNIVBRIS	UK

### 3. Project summary

This multidisciplinary exchange programme examines how processes of regionalization and globalization are redefining the nature and scope of universities.

A comparison between the regions of Europe and Australasia, especially New Zealand, will ask what is actually going on in apparently similar processes of university reform? Are processes of creating a European Higher Education Area not only preparing Europe for global competition but also acting as a model and motor for globalisation in other regions?

The programme has 6 Work Packages. WP 1-2 ('methodologies') will develop a new conceptual and theoretical framework to analyse the globalisation of higher education. WP 3-4 ('policies') will compare how 'coordination' of HE operates across different regional spaces and how universities are being reshaped as knowledge organisations. WP 5-6 ('impact') will develop extended case studies to examine how these processes affect research practices and the mission of the university.

Each package combines senior and junior researchers in research training, sharing knowledge and research development. Each yields clear outputs: workshops to discuss results, a website and working papers, and a book covering the scientific achievements.

Knowledge generated will benefit policy makers concerned with building research capacity and understanding the challenges posed by the regionalization and globalization of tertiary education. Visits between the three universities' research support staff will further assist the long term aim of developing joint projects and long-term collaboration, and will assist in promoting knowledge transfer between EU and Third Countries.

The 4-year programme of exchanges will create enduring partnerships between three established research centres specialising on different aspects of university reform at Aarhus University in Denmark, Bristol University in the UK, and Auckland University in New Zealand - which signed its first STA with the EU in 2008.

**PART B****4. Quality of the Exchange Programme****4.1 Objectives and relevance of the joint exchange programme**

This multidisciplinary and comparative Joint Exchange programme will identify and examine how processes of regionalization and globalization are redefining the nature and scope of universities and analyse the different responses of governments and universities to these processes. The project's primary objective is to make a critical contribution to the EU's strategies to create a European Higher Education Area by asking:

- What is actually going on in apparently similar university reform processes within Europe and beyond (our comparative focus is on the region of Australasia, and especially New Zealand).
- Is the process of creating a European Higher Education Area not only preparing Europe for global competition but also acting as a model and motor for globalisation in other regions?

The project will create a new conceptual framework and methodologies for analysing the globalisation of higher education, provide an evidence base on the different national approaches to university reform and the global knowledge economy, and develop extended case studies to examine the implications of these processes for the social mission of the university. The project is designed to create international networks among leading researchers and recognized centres of excellence and lay the foundations for enduring partnerships between European and New Zealand researchers. Knowledge generated by this joint exchange programme will be of value to policy makers concerned with building research capacity and understanding the challenges and opportunities that are being created by the regionalization and globalization of tertiary education. The specific research objectives are set out in six work packages (see below). The benefits to Europe include:

- Access to data sets and areas of study on university reform in which New Zealand has recognized expertise, including knowledge about university reforms underway in Australia and the Pacific region and the market in 'export education'.
- New insights into how Third Countries such as New Zealand and Australia are aligning their tertiary education systems in relation to Europe and the USA, and in response to the Lisbon Agenda and Bologna Process.
- The creation of enduring networks of expertise and international research partnerships in an area of central concern to governments, as well as to educationalists and social scientists.
- Exposure of European researchers to non-European research environments
- The opportunity to understand how similar problems of university management, models of governance, research assessment and academic auditing are dealt with in different regions of the world.

The exchange scheme is between the University of Aarhus in Denmark and University of Bristol in the United Kingdom, and the University of Auckland in New Zealand - a country which, in 2008, signed its first Science and Technology

Agreement (STA) with the EU. Each of these universities has an established research centre specialising in different but complementary aspects of university reform and globalisation. Knowledge generated by these centres reflects both national and international concerns, and is of particular value to Europe in the light of such processes as the Lisbon Agenda and Bologna process. The project seeks to share expertise and bring together different universities, disciplines and research traditions in order to develop partnerships that will lead to more innovative and informed approaches to the study of university reform. The exchange scheme involves at least one visit from New Zealand and one visit to New Zealand each year for four years. Each visit pairs a senior researcher with a more junior researcher and has three components: research training, sharing of existing knowledge, and development of new research.

The planned scientific activities involve six inter-related work packages which encapsulate the scope of the problems to be explored. This programme has been designed to address the overall objective and the two principle research questions above.

- The objective of Work Packages 1 & 2 is to develop new conceptual and methodological approaches to get underneath the dominant policy discourse and study 'what is actually going on' in processes of university reform. To do this, we will combine the strengths of ethnography with those of political economy. This is a field of study in which researchers at Auckland University (Shore, Elizabeth, Airini and Rata) have recognized expertise.
- The objectives of Work packages 3 & 4 are to use these new conceptual and methodological approaches to examine two policy areas
  - European 'coordination', especially the Bologna process, as it operates across the European space, and as it influences policy in other world regions, notably Australasia and Asia (ASEM).
  - Reforms of university governance and management, which have been central to the EHEA strategies, but also derive from wider agendas (in which New Zealand was arguably a global trail blazer) to reform the whole public sector according to the tenets of 'competitivism', 'new public management' and widening access.

The expertise of the research teams at Bristol in studying these global and regional trends will be complemented by the more detailed empirical work being carried out by the Aarhus and Auckland University teams.

- The objectives of Work packages 5 & 6 are to examine the epistemological and social implications of the university reform process by considering two important impacts of such policies:
  - In what ways is academic research changing and how are the expectations and conduct of researchers changing? What is the emerging balance between 'free' inquiry, fundamental research to support knowledge industries, commissioned research, other forms of knowledge transfer and contributions to informed public debate?
  - Is the very concept and social purpose of universities changing? How for example do they reconcile their multiple and apparently contradictory aims to compete in world rankings and attract elite students with a commitment to widening access, promoting social cohesion and improving social equity?

The project seeks to use the synergies and complementarities of the three research teams to furnish a more accurate and holistic picture of the current state of universities.

Each of these work packages is designed to produce specific outputs. These include workshops to discuss the results, a website, a working paper series to put the research results quickly into the public domain, and a book covering the scientific achievements. Overall, the work packages aim to widen an established research agenda and develop a new conceptual and methodological approach. These will be the basis of a joint research application and long term research collaboration, which will assist in promoting and reflecting upon knowledge transfer between EU and non-EU countries.

**Table 1: List of Work Packages**

<b>Work package n°</b>	<b>Work package title</b>	<b>Beneficiary/Partner organisation short name</b>	<b>Start month</b>	<b>End month</b>
1	Globalisation and higher education: towards a new conceptual framework	UNIVBRIS/UoA AU/UoA	Jan 2010	June 2011
2	Methodologies: combining ethnography and political economy	AU/UoA UNIVBRIS/UoA	March 2010	Oct 2011
3	Policies: European 'coordination' and globalisation	UNIVBRIS/UoA AU/UoA	August 2010	Mar 2012
4.	Policies: Universities as knowledge organisations	AU/UoA UNIVBRIS/UoA	Feb 2011	Oct 2012
5.	Impacts: Character of academic research and conduct of researchers	AU/UoA UNIVBRIS/UoA	March 2012	Oct 2013
6.	Impacts: Social purpose of universities: excellence, innovation, elitism, engagement, equity	AU/UoA UNIVBRIS/UoA	June 2012	Dec 2013

**Table 2: Work Packages**

<b>Work package number</b>	<b>1</b>	<b>Start date or starting event:</b>	Jan 2010
<b>Work package title</b>	<i>Globalisation and higher education: Towards a new conceptual framework:</i>		
<b>Beneficiary/Partner Organisation short name</b>	UNIVBRIS/UoA AU/UoA		
<b>Work package coordinator</b>	Prof. Susan Robertson (UNIVBRIS)		

**Objectives**

- Develop a joint training and research programme that will strengthen cooperation between the Universities of Aarhus, Bristol and Auckland, and will advance scientific knowledge on the implications of globalization and regionalisation for University research, teaching and governance.
- Develop a conceptual and theoretical framework for this programme's overall work.
- Create a foundation for future research applications and collaborations on globalisation, regionalisation and higher education.

**Description of work**

Building on the leading work of the team from Bristol, partners from Aarhus and Auckland will engage in a critical review of the existing literature. They will draw on contributions from a range of relevant disciplines (anthropology, sociology, education, political science, political economy, policy studies, geography) on globalisation. They will add new perspectives on the problem of understanding the higher education-globalization nexus in different regional and national contexts.

The tasks of this work package are:

**Task 1.1:** Mapping and developing an account of the range of actors/institutions involved in processes of globalisation and regionalisation, including their interests, scales of influence, and temporal horizons.

**Task 1.2:** Examining the role of higher education policy in globalisation processes (e.g. shifts from servicing to driving development of a knowledge economy and from aid to trade as a means of capacity building) – and the role played by European higher education agencies (BFUG, EUA) and their projects (EQF) as potential models for other world regions.

**Task 1.3:** Identifying the role of key transnational agencies in policy travel and in new forms of transnational governance

**Task 1.4:** Analysing processes of transformation – e.g. processes operating simultaneously on different scales, 'tipping points' (Sassen 2006) and points of 'friction' (Tsing 2004).

This WP will be coordinated by Bristol University exploiting their particular expertise in globalisation and higher education. It will advance existing knowledge by creating a synergy between UNIVBRIS's expertise in sociology and political economy with UoA's expertise in anthropology of policy and AU's in anthropology and transnational



governance.

The WP will involve visit (s) by:

1. Dale and Robertson (UNIVBRIS) will visit UoA (1 month each) hosted by Shore and Tremewan. At WP1's initial seminar they will present their work on globalisation and regionalisation and kickstart the WP's discussion about how to theorise these issues. During their visit they will also create links between the researchers involved in WP1 and develop the more detailed plan for the 4 tasks in WP1.
2. Moutsios (AU) will visit UoA (3 months) hosted by Shore and Tremewan to present his work on transnational governance to the initial seminar. He will use the visit to gain insights into how countries in the Australasia/Pacific regions are positioning themselves regarding the policies of transnational agencies, and to contribute to the theoretical issues especially in Tasks 1.1, 1.2, 1.3.
3. Spencer (UoA) will visit UNIVBRIS (2 months) hosted by Robertson and Dale. The purpose of this visit is to contribute her work on a 'cultural political economy' of education, which examines the impact of globalisation on various educational actors in the University. She will draw on the theoretical and methodological expertise at Bristol to further develop this research.
4. Shore and Tremewan (UoA) will visit UNIVBRIS (1 month each) hosted by Robertson and Dale. Their visit will overlap with that of Spencer (UNIVBRIS). During their visit, a workshop will bring together the work done by all the partners on WP1. This will enable all the participants to discuss face to face the theoretical foundations for this programme of exchanges and the partners' future collaborative research. This visit will also enable the participants to plan in detail working paper 1.
5. Wright, Moutsios and Nielsen (AU) will visit UNIVBRIS to coincide with the visit of Shore and Tremewan. They will contribute their work on the above 4 Tasks to the workshop and to the design of working paper 1. (These visits are not covered by IRSES exchanges and funding for them will be sought from the Erasmus programme for staff mobility).

Duration: 18 months.

### **Deliverables**

D1.1 Initial seminar at Auckland

D1.2 Presentation of work on the above 4 tasks for critical discussion at the project's end of year workshop in Bristol.

D1.3 Scientific working paper on 'Conceptual framework: globalisation, regionalisation and higher education' setting out the new theoretical model and preliminary findings.

D1.4 Use of this work to develop the conceptual framework for a joint research project based on lasting collaboration with the third country partner.

### **Researchers involved**

Robertson (UNIVBRIS), Dale (UNIVBRIS), Tremewan (UoA), Shore (UoA), Spencer (UoA), Moutsios (AU)

*Involved as hosts*

Shore (UoA), Tremewan (UoA), Robertson (UNIVBRIS), Dale (UNIVBRIS)

*Separately funded*

Nielsen (AU), Wright (AU)

<b>Work package number</b>	<b>2</b>	<b>Start date or starting event:</b>	March 2010
<b>Work package title</b>	Methodologies: combining ethnography and political economy		
<b>Beneficiary/Partner Organisation short name</b>	AU/UoA UNIVBRIS/UoA		
<b>Work package coordinator</b>	Prof. Cris Shore (UoA)		

### Objectives

- Share the expertise of AU and UoA on the ethnographic study of universities and UNIVBRIS's expertise on critical discourse analysis, in order to promote further joint research initiatives.
- Explore how to combine the strengths of these interpretive and analytical approaches to empirical data – finding out what is actually going on in universities from different perspectives – with political economy's ability to frame this in a wider theoretical understanding of globalisation.
- Operationalise the conceptual framework developed in WP1 into a methodology for future research and to create a foundation for future collaborative research bids particularly in the area of globalisation and higher education.

### Description of work

This work package provides an evidence-base of what is happening to universities as they try to adapt to the challenges of the global knowledge economy. Much has been written from a theoretical and abstract perspective, especially drawing on approaches from political economy. Few empirical studies have been carried out that illustrate how these processes translate into practice, or how key university stakeholders are participating in processes of change. The aim is to translate the conceptual and theoretical framework outlined in WP1 into a methodology and research strategy. This work package will develop the methodology that will lay the foundations for subsequent joint research proposals and grant applications involving the European and third country partners in longer-term collaborative research.

The tasks of this package are:

Task 2.1: Share knowledge about ethnographic methodologies developed by existing projects:

- UoA's project, an 'Ethnography of Auckland University'
- AU's project 'New Management, New Identities? Danish University Reform in International Perspective'
- UNIVBRIS's project on EU's discourses and the politics of the production of text.

Task 2.2: Identify the strengths from each project in studying policy histories, governance reform, and new ways of enacting of the roles of managers, academics and students.

Identify the methods used in fieldwork and analysis to create a composite ethnographic picture of what is going on.

Task 2.3: Identify possible methods for combining the methodologies of ethnography and

political economy and assess the advantages and possible problems.

The WP will involve visit (s) by:

1. Nielsen (AU) will visit the University of Auckland for 5 months, hosted by Shore and Rata. The aim is to share knowledge about the methodologies developed in the project 'New Management, New Identities? Danish University Reform in an International Perspective' and her associated Ph.D. She will learn about the methodologies developed in Shore's ethnographic studies of New Zealand university reform and Elizabeth Rata's project 'Technical Performance or Intellectual Inquiry? An Ethnographic Study of Academic Work in an Era of University Reform'. During this visit Nielsen will present a seminar and contribute to the design the working paper (Deliverable D 2.1).
2. Jones (UNIVBRIS) will visit Auckland for 1 month hosted by Shore and Rata. The purpose is to work with the Auckland team on his ethnography and critical discourse analysis of the politics of the production of EU texts on higher education.
3. Shore (University of Auckland) will visit Aarhus University for 2 separate months hosted by Wright and Nielsen. The purpose of the visits is to work with Wright and other members of EPOKE to share knowledge about methodologies used in their current research projects. In the first visit Shore will also use face-to face contacts to develop the detailed plan for the work package, and his second visit, overlapping with Rata's will be the occasion for the final workshop.
4. Rata (University of Auckland) will visit University of Bristol for 1 month hosted by Robertson and Dale. The purpose is to work with the Bristol team on how to combine the methodologies of ethnography and political economy.

Duration: 20 months

### **Deliverables**

D 2.1 Scientific working paper on ethnographies of university reform.

D 2.2 Presentation of results to end of year seminar and workshop.

D 2.3 Development of methodology combining ethnography with political economy for a joint research project based on lasting collaboration between the European and third country partners.

### **Researchers involved**

Nielsen (AU), Jones (UNIVBRIS), Shore (UoA), Rata (UoA)

*Involved as hosts*

Rata (UoA), Wright (AU), Robertson (UNIVBRIS), Dale (UNIVBRIS)

<b>Work package number</b>	<b>3</b>	<b>Start date or starting event:</b>	August 2010
<b>Work package title</b>	Policies: European 'coordination' and globalisation		
<b>Beneficiary/Partner Organisation short name</b>	UNIVBRIS/UoA AU/UoA		
<b>Work package coordinator</b>	Prof. Roger Dale (UNIVBRIS)		

### Objectives

- Create synergies between the participants' different but complementary knowledge about the process of 'coordinating' higher education within Europe, and the ways that other global regions are responding.
- Analyse whether the model of European 'coordination' is not just preparing its countries for global competition, but acting as a driver of globalising processes themselves.
- Analyse the global competition to maximise their attractiveness between EU, USA, OECD as 'global knowledge brokers'
- Develop long term collaboration on Erasmus Mundus Programme as well as in future research.

### Description of work

A central aim of the Bologna Process from its inception has been 'increasing the attractiveness of European Higher Education'. The forms taken by that aim have changed over the intervening period (see Dale 2007 a, b). The 'Bologna package' – 3+2+3, QA, credit transfer, etc – can be seen as having not just educational but geo-strategic significance as it is actively promoted around the world. This is seen in the development of the EHEA (the expansion of Bologna to run from the Atlantic to the Pacific), Tuning America Latina, and several other smaller projects. The Bologna package represents a particular and coherent framework for higher education systems, with a potential appeal as a sound basis of information for higher education markets and a means of facilitating the mobility of labour. What is more, it appears to be the case that *de facto* competition is occurring in these areas between Europe and the USA and between Europe and other international organisations such as OECD, World Bank (KAM) and UNESCO. Such competition is for education markets, brains and influence.

The tasks of this package are:

Task 3.1: Share AU's existing knowledge on the history of the development of a European Higher Education Area (the Bologna process, the Lisbon process and Erasmus Mundus) with UoA.

Task 3.2: Share the results of UoA's research project on New Zealand's response to the Bologna process.

Task 3.3: Use UNIVBRIS's expertise and current research to place the above two in a wider and comparative analysis of whether European 'coordination' and the EHEA are driving processes of globalisation (e.g. in ASEM, Australia, USA).

Task 3.4: Marking the midway point in the programme, follow-up on work packages 1, 2

and 3 to develop applications for collaborative research.

The WP will involve visit (s) by:

1. Henckel (AU) will visit UoA twice (1 month each) hosted by Shore and Read. These visits have two aims.

- First, to transfer knowledge from his Ph.D. thesis on the History of the Bologna Process, the Erasmus and Erasmus Mundus Programmes.
- Second, to involve Auckland, as a third country, in the application for a second generation Erasmus Mundus programme on Life Long Learning. The aim will be to develop a common module on Transnational Education Policy.

2. Melo de Melo (UNIVBRIS) will visit UoA for 3 months hosted by Shore and Read and coinciding with the visit of Henckel. The aim is gain research training as part of her PhD, share her research on the Council of Europe and develop a wider perspective on European coordination strategies from the vantage point of New Zealand.

3. Dale (UNIVBRIS) will visit UoA for 2 months hosted by Shore and Read to transfer knowledge of, and investigate impacts of, collective effects of EU, OECD et al. as 'global policy brokers', and hold the WP3 workshop.

4. Read (UoA) will visit UNIVBRIS hosted by Dale and Aarhus hosted by Henckel and Carlsen (total 1 month). These visits are to collaborate with the International Offices in both universities to work on the development of grant applications for collaborative joint research arising from this programme.

5. Cook (UNIVBRIS) will visit UoA for 1 month hosted by Read to exchange knowledge on the relationship between the administration of the Bologna Process, international student markets and Erasmus Mundus.

6. Carlsen (AU) will visit UoA hosted by Read. As Secretary to ASEM, he will give a paper to the WP3 workshop on responses to Bologna in Asia. As AU's international officer, he will also take forward the development of collaborative research proposals arising from the programme.

Duration: 20 months

### **Deliverables**

D 3.1 Scientific working paper on European 'coordination' and globalisation

D 3.2 Presentation of results to programme workshop

D 3.3 Joint publications

D 3.4 Explore the development of a common module between DPU and Auckland as part of an application for a second generation Erasmus Mundus programme in Life Long Learning.

D 3.5 Development of joint research applications to put the programme's collaboration on a long term footing.

### **Researchers involved**

Henckel (AU), Melo de Melo (UNIVBRIS), Dale (UNIVBRIS)

*Involved as hosts:*

Shore (UoA), Read (UoA), Dale (UNIVBRIS), Henckel (AU), Carlsen (AU)

**University Administrators involved**

Read (UoA), Carlsen (AU), Cook (UNIVBRIS)

<b>Work package number</b>	<b>4</b>	<b>Start date or starting event:</b>	Feb 2011
<b>Work package title</b>	Policies: Universities as knowledge organisations		
<b>Beneficiary/Partner Organisation short name</b>	AU/UoA UNIVBRIS/UoA		
<b>Work package coordinator</b>	Prof. Susan Wright (AU)		

### Objectives

- Share AU's knowledge on the conceptualisation of knowledge organisations and the ways the role in society and the nature of their managers and workers are envisaged.
- Share AU's, UNIVBRIS's and UoA's knowledge on the reform of universities as knowledge organisations, with new roles in the surrounding society, and new forms of governance and management.
- Produce a detailed comparison between the three contexts which gets beneath similarities in the policy language to explore the ways universities, their leaders and workers, are conceptualised as knowledge organisations and changing in practice.
- Compare the above with similar research in the UK and Australia.
- Identify areas of future collaborative research between the partners.

### Description of work

Many international agencies, not least the EU and the OECD, envisage a knowledge-based economy where the aim is to translate knowledge efficiently into innovation and production through regional and global networks of flexible organisations, with new styles of leadership and proactive, self-managing workers. In many countries, reforms have aimed to reposition universities within this economy. The Lisbon process, for example, has called for the establishment of a more autonomous form of university governance and more strategic leadership. Many countries have tried to introduce such changes in order to strengthen ties between universities and local and globally organised industries, to stimulate greater economy and efficiency, and to create a more entrepreneurial environment for academics. Similar packages of reforms have been applied to universities with very different constitutions, relations to the state, and forms of internal decision making. The UK, New Zealand and Denmark exemplify the range of differences very well. The package is designed to connect the partners' existing research and the comparative literature on the reform of university governance and management to a broader research agenda on the local and global envisaging and enactment of knowledge organisations.

The tasks of this package are:

Task 4.1: Share knowledge from AU's project on the ways knowledge organisations, their leadership and the nature of their workers are envisaged.

Task 4.2: Share knowledge from existing projects about the reform of universities, their changing roles in the society and economy, their autonomous governance and strategic management:

- UoA's project 'An Ethnography of Auckland University'.
- AU's project 'New Management, New Identities? Danish University Reform in International Perspective' (Danish Research Council funded).
- UNIVBRIS's project 'The changed role of the university in city/regional development' (ESRC funded)

Task 4.3: Use insights from the above to review literature on the reform of universities as knowledge organisations elsewhere in Europe, notably in the UK, and in Australia.

Task 4.4: Generate detailed ethnographic comparisons, which get beneath similarities in the policy language, to explore how universities are conceptualised as knowledge organisations.

The WP will involve visit (s) by:

1. Bovbjerg (AU) will visit UoA (5 months) hosted by Shore and Rata. The purpose of this visit is to share knowledge arising from the project 'Stress, New Management and Intervention' and gain insights from comparative research on new forms of knowledge organisations in New Zealand.
2. Kitigawa (UNIVBRIS) will visit UoA (2 months) hosted by Rata and Tremewan. The purpose of the visit is to share her research on higher education and innovation in city regions and to gain comparative insights from New Zealand.
3. Tremewan (UoA) will visit AU (1 month) hosted by Wright to share his knowledge of strategies to reposition universities in New Zealand and its regions.
4. Shore (UoA) will visit UNIVBRIS/AU (1 month). The purpose of this visit is to share knowledge arising from the project 'An Ethnography of Auckland University' and contribute to the WP4 workshop.
5. Robertson (UNIVBRIS) and Kitigawa (UNIVBRIS) will visit AU hosted by Wright, Kristensen, Bovbjerg, Moutsios and Nielsen to coincide with Shore's visit. They will share knowledge on the changed role of the university in city/regional development (ESRC funded project) and contribute to the WP4 workshop. This will enable the participants to work face to face to create synergies between their existing knowledge and identify areas for future collaborative research. (These visits are not covered by IRSES exchanges and funding will be sought elsewhere, e.g. Erasmus programme for staff mobility).

Duration: 21 months

### **Deliverables**

D 4.1 Scientific working paper on ethnographies of university reform and universities as knowledge organizations.

D 4.2 Workshop to create synergies between existing knowledge and identify areas for future collaborative research

### **Researchers involved**

Bovbjerg (AU), Kitigawa (UNIVBRIS), Shore (UoA), Tremewan (UoA)

Involved as hosts:

Wright (AU), Kristensen (AU), Moutsios (AU), Nielsen (AU), Shore (UoA), Rata (UoA), Tremewan (UoA)

Separately funded: Robertson (UNIVBRIS), Kitigawa (UNIVBRIS)



<b>Work package number</b>	<b>5</b>	<b>Start date or starting event:</b>	March 2012
<b>Work package title</b>	Impacts: Character of academic research and conduct of researchers		
<b>Beneficiary/Partner Organisation short name</b>	AU/UoA UNIVBRIS/UoA		
<b>Work package coordinator</b>	Prof. Susan Wright		

### Objectives

- Empirically investigate the range of research activities currently undertaken within universities in the three countries.
- Compare the results of ethnographic studies of the ways that national research assessment systems influence academic work in the three countries
- Analyse the impact of these changes on the identities and conduct of researchers: i.e. how do researchers respond to and *reconcile* different concepts of academic research? What epistemological and ethical issues concern them? What is the emerging balance between 'free' inquiry, fundamental research to support knowledge industries, commissioned research, other forms of knowledge transfer and contributions to informed public debate?

### Description of work

The reforms of universities in New Zealand, Denmark and the UK (analysed in work package 4) have to a large extent been informed by a desire to steer university research towards the 'needs of a knowledge economy'. This work package critically examines the meanings and implications of that agenda. It is often argued that pressure to fulfil government priorities, the new national systems of assessment and accountability, and the internal systems of strategic management, priority setting and competitive allocation of funding are changing the nature of research. The classic description of this process is the shift from 'Mode One' to 'Mode Two' type research (Gibbons et al.1994).

The work package will involve the following tasks:

Task 5.1: Share and extend empirical knowledge to develop a data base on the range and diversity of research activities currently being undertaken by the partner institutions.

Task 5.2: Build on current research projects ('An Ethnography of New Zealand Universities', 'New Management, New Identities? Danish University Reform in an International Perspective' and UNIVBRIS's studies of the role of universities in city-regions) to identify the different ways in which governments in Denmark, New Zealand, the UK and elsewhere are trying to steer and incentivize particular types of research.

Task 5.3: Compare the results of AU's, UNIVBRIS's and UoA's ethnographic studies of the impacts of research assessment systems on academic work in the three countries.

Task 5.4: Design future collaborative research that will extend the participants' existing studies and earlier scholarly research on academic identities and policy change (e.g. Mary Henkel 2000). Conduct pilot interviews of academics to map how they respond to and reconcile different concepts of academic research. This pilot study will also consider issues such as research freedom, intellectual property rights, the balance between

fundamental research, commissioned research, forms of knowledge transfer, research ethics, and academics' contributions to public debate.

The WP will involve visit (s) by:

1. Rata (UoA) will visit AU for 1 month hosted by Wright and Kristensen. The purpose is to share the results of her project "Technical Performance or Intellectual Inquiry? An Ethnographic Study of Academic Work in an Era of University Reform". During her visit the detailed plan for the work package and the pilot study for future collaborative research will be developed by Wright, Rata and Lucas
2. Lucas (UNIVBRIS) will visit UoA for 2 months hosted by Rata. The purpose is to share knowledge on Lucas' study of the way the UK's revised Research Assessment Exercise is affecting academic research, to learn from Rata's study, and to develop a pilot for future collaborative research.
3. Wright (AU) will visit UoA for 4 months hosted by Shore and Rata. The purposes are
  - to compare the results of her study with Shore's on the diversity of research activities in Denmark and New Zealand
  - to compare her study with those of Rata and Lucas on the ways assessment systems are affecting the nature of academic work
  - to build on Rata and Lucas' ideas regarding future work on concepts and practices of academic research and to conduct a pilot study.

Duration: 20 months

### **Deliverables**

D 5.1 Generation of a data-set on the range and diversity of research activities currently being undertaken by the partner universities.

D 5.2 Scientific working paper comparing the impacts of research assessment systems on academic work in the three countries.

D 5.3 Workshop on the results of pilot study and proposals for future collaborative ethnographic work on the changing character of academic research and conduct of researchers

### **Researchers involved**

Rata (UoA), Lucas (UNIVBRIS), Wright (AU)

*Involved as hosts*

Kristensen (AU), Wright (AU), Shore (UoA), Rata (UoA)

<b>Work package number</b>	<b>6</b>	<b>Start date or starting event:</b>	June 2012
<b>Work package title</b>	Impacts: Social purpose of universities – excellence, innovation, elitism, engagement, equity		
<b>Beneficiary/Partner Organisation short name</b>	AU/UoA UNIVBRIS/UoA		
<b>Work package coordinator</b>	Prof. Cris Shore (UoA)		

### Objectives

Drawing on detailed empirical work being carried out by the different partners, this WP will:

- Detail the nature of national and international reforms (new public management, commercialization, entrepreneurialism, IP regimes, global ranking systems, internationalisation, student fee systems, widening access, public engagement, knowledge transfer, quality assurance mechanisms, and research assessment activities) on the **social** purposes of the university, the higher education sector, and the relationship between the institution/sector and wider polity.
- Explore the implications of these reforms for scholars (including contract staff), administrative staff and students.
- Examine the affects of these reforms on those (classed, gendered, ethnic) populations historically marginalised in accessing: (a) education and employment in the university, (b) high status courses within the university, and (c) advancing careers within the university
- Explore how university staff and students attempt to reconcile these diverse missions, through examining policies, programmes and practices that aim to mediate/mitigate the social effects of these reforms, and assess the conditions for success.

As the final work package in the programme, there will also be an assessment of the overall scientific results and of the practical plans for long term collaboration.

### Description of work

Universities have traditionally played a central role in educating its citizens, in the construction of nationhood and nation-building, and education of an international community through aid-based programmes. More recently they have also taken on the role of region-building. At the same time, they have often been criticized for promoting elite knowledge, for limited engagement with the wider public, and for creating exclusion and marginalisation on the basis of ethnicity, race and class. The effects of such marginalization are evident at the level of the student and academic body, as well as in the kinds of research questions pursued and knowledge produced. The pursuit of 'excellence', quality research, higher world rankings and elite, fee-paying students exist alongside the mission of many universities to be inclusive, to improve social mobility and equality and strengthen national and regional cohesion. How are universities coping with these diverse and seemingly contradictory policy agendas? Is 'equity' compatible with 'excellence'? How do shifts in agendas around aid/trade affect who accesses universities within the region? Is the social mission of the university changing as a result of processes of regionalization and globalization, and what does this augur for the future?

The tasks of this package are:

Task 6.1: Detail the nature of national and international reforms outlined above on the **social** purposes of the university, the higher education sector, and the relationship between the institution/sector and wider polity in Denmark, UK and New Zealand.

Task 6.2: Map the similarities and differences in the changing social missions of universities in Denmark and the UK, with those of New Zealand, and share knowledge on the cultural, economic and political conditions giving rise to this.

Task 6.3: Share existing knowledge on the class, ethnic and gender composition of European universities (academic, administrative and student populations) and compare these with the New Zealand experience.

Task 6.4: Share knowledge on new gender, class and ethnic differences emerging or being ameliorated as a result of institutional innovations within the university (e.g. widening participation, entrepreneurship courses, university incubators for innovation, bridging courses for access, culturally safe spaces for student learning, leadership courses for female academics, local partnerships with the community) that have emerged as responses to the changing missions of the university, drawing out the contrasts and comparisons with New Zealand Denmark and the UK.

Task 6.5: Compare teaching approaches that help or hinder postgraduate student success in their studies, including the way in which cultural and political knowledges are used to create successful learning outcomes.

Task 6.6: Review the scientific results of all the work packages, the agendas for future research, and the practical arrangements for long term collaboration between the three partners.

The WP will involve visit (s) by:

1. Shore (UoA) will visit AU and UNIVBRIS (1 month each) hosted by Wright and Robertson respectively. The purpose of the visits will be to compare and consolidate information across the three countries on the **social** purposes of the university and on how university staff and students attempt to reconcile their universities' diverse missions. During his visits he will also coordinate the detailed planning of this work package.
2. Airini (UoA) will visit UNIVBRIS (1 month) hosted by Robertson. The purpose is to research the UK's 'widening participation' strategies, and undergraduate and postgraduate teaching. This is preparatory work for the commencement of this work package and especially to inform the research project to be developed during the subsequent visit to AU.
3. Airini (UoA) will visit AU twice (1 month and 2 months) hosted by Wright and Søndergaard. The purpose of the visit is to exchange knowledge between Airini's current project and Søndergaard's previous research on women's experiences in university leadership in New Zealand and Denmark. Airini will also work with members of EPOKE and others at DPU working on teaching approaches that help/hinder student success in postgraduate studies. In her first visit she will aim to set up a joint project and then follow up the results in her second visit.
4. Robertson (UNIVBRIS) will visit UoA (4 Months) to work with the UoA team (particularly Airini, Spencer and Rata) on contributing the outcomes of the LLAKES research which engages directly with this work package, and on how this knowledge speaks to the NZ and Danish cases. She will also collaborate on the development of the Working Paper.

5. Spencer (UoA) will visit AU (2 Months) to share knowledge on Auckland University's pioneering widening access programme.

Duration: 19 months

### **Deliverables**

D 6.1: Working Paper on the effects of globalization and regionalisation on the social mission of the university

D 6.2: Workshop in Auckland (to coincide with the visit by Robertson)

D 6.3: Jointly-written academic article for a leading journal or chapter for edited volume arising from the project. This will be international, interdisciplinary research that will provide evidence-informed advice for university leadership and professional development programmes.

D 6.4: Jointly-written academic article for a leading journal or chapter for edited volume on teaching approaches that help/hinder student success in postgraduate studies. This international, interdisciplinary research will develop a tool kit on Quality Teaching in Higher Education with attention to promoting participation, retention and success by target equity groups. Good practice will be described.

D6.5: Report (co-authored by Wright, Robertson and Shore) reviewing the scientific results of the 6 work packages, the synergies that have been created, and the practical arrangements and actions for joint projects and further long term collaboration.

### **Researchers involved**

Shore (UoA), Airini (UoA), Spencer (UoA), Robertson (UNIVBRIS)

Involved as hosts:

Søndergaard (AU), Wright (AU), Lucas (UNIVBRIS), Robertson (UNIVBRIS), Arini (UoA), Spencer (UoA), Rata (UoA)

**Table 3: List of Milestones**

<b>List and schedule of milestones</b>					
<b>Milestone n°</b>	<b>Milestone name</b>	<b>WPs n°s.</b>	<b>Lead Beneficiary/ Partner organisation short name</b>	<b>Delivery date</b>	<b>Comments</b>
1.1	Detailed work plan	1	UNIVBRIS/UoA AU/UoA	Mar 2010	WP1 coordinator Robertson (UNIVBRIS)
1.2	Workshop	1	UNIVBRIS/UoA AU/UoA	Dec 2010	
1.3	Working Paper	1	UNIVBRIS/UoA AU/UoA	June 2011	
2.1	Detailed work plan	2	AU/UoA UNIVBRIS/UoA	May 2010	WP2 coordinator Shore (UoA)
2.2	Workshop	2	AU/UoA UNIVBRIS/UoA	June 2011	
2.3	Working Paper	2	AU/UoA UNIVBRIS/UoA	Oct 2011	
3.1	Detailed work plan	3	UNIVBRIS/UoA AU/UoA	Sept 2010	WP3 coordinator Dale (UNIVBRIS)
3.2	Workshop	3	UNIVBRIS/UoA AU/UoA	Nov 2011	
3.3	Working Paper	3	UNIVBRIS/UoA AU/UoA	Mar 2012	
3.4	Mid-term review	3	UNIVBRIS/UoA AU/UoA	Dec 2011	The mid-term review will assess academic progress and report on the research/international officers' work re long-term collaboration
4.1	Detailed work plan	4	AU/UoA UNIVBRIS/UoA	April 2011	WP4 coordinator Wright (AU)
4.2	Workshop	4	AU/UoA UNIVBRIS/UoA	June 2012	
4.3	Working Paper	4	AU/UoA UNIVBRIS/UoA	Oct 2012	
5.1	Detailed work plan	5	AU/UoA UNIVBRIS/UoA	May 2012	WP5 coordinator Wright (AU)

5.2	Workshop	5	AU/UoA UNIVBRIS/UoA	Apr 2013	
5.3	Working Paper	5	AU/UoA UNIVBRIS/UoA	Oct 2013	
6.1	Detailed work plan	6	AU/UoA UNIVBRIS/UoA	June 2012	WP6 coordinator Shore (UoA)
6.2	Workshop	6	AU/UoA UNIVBRIS/UoA	Apr 2013	
6.3	Working Paper	6	AU/UoA UNIVBRIS/UoA	Dec 2013	
6.4	Final Report	6	AU/UoA UNIVBRIS/UoA	Dec 2013	The report will review the scientific results of the 6 WPs, the synergies created, and arrangements for joint projects and long -term collaboration.





### Categories of Staff Involved in the Exchanges

The categories of staff involved in the exchanges are as follows:

	Early stage researcher	Recent /doctorate	Senior researcher	Administrator
AU		1	3 (+2 extra hosts)	2*
UNIVBRIS	1	1	4	1
UoA		1	4	1

\* 1 administrator is also a doctoral student

This number of staff, their level of interaction, and the range of their expertise is ideal for achieving the objectives of the programme. Each seconded researcher engages in one long visit of 2-5 months or, for those already familiar with the host's research environment, a number of shorter exchanges of 1-2 months. These secondments are long enough for them to settle into and learn about the host institution's academic culture, establish close working relations with the person designated as their host and develop academic contacts with the host research institute and more widely. They will not only hold a formal seminar, but have time to engage in extended and informal academic exchanges, which are prerequisites for effective sharing of knowledge and collaborative development of future research.

The periods of stay are also long enough for each researcher to conduct a substantial piece of work facilitated by the host's environment – these vary according to the individual researcher's plans and include accessing and reading new literature, engaging in a short comparative empirical study, or writing up research approaches or findings for dissemination and critical discussion.

Each work package is 18 months long and involves at least one visit from each of the European partners to New Zealand and one visit from New Zealand to Europe, followed by all those involved collaboratively writing the resulting scientific working paper. For each work package, during the first visit, the detailed work plan will be designed, and during the last visit of the work package a workshop will be held to share and discuss the results. This design maximises the face to face collaboration, and the programme will experiment with electronic methods of sustaining collaboration between visits and thereafter, so as to achieve its long term objectives.

The programme also involves exchange visits between the Research/International Officers of the three institutions. By forging relations between them, they will be in a stronger position to assist the researchers in developing funding applications and plans for long term research collaboration, which is the objective of this programme.

## 4.2 Scientific quality of the partners

### Partner 1: Aarhus University

Aarhus University is placed in the top 100 of the world's universities – as no. 81 in the Times Higher Education rankings and no. 93 in the Shanghai List. The university has nine faculties of which the Danish School of Education (DPU) is one. DPU

employs approximately 200 researchers in permanent positions and others on research contracts. Approximately 4,000 students are enrolled on twenty postgraduate programmes with a further 100 enrolled as PhD students, making the Danish School of Education the largest in Europe within its field.

DPU is responsible for almost half of the educational research in Denmark. DPU has years of expertise in carrying out successful collaborative and international research programmes, including in a previous Marie Curie programme. In Europe, DPU is a partner in an ERAMUS MUNDUS programme on Lifelong Learning, along with the Institute of Education, London, and the University of Deusto, Bilbao. In Asia, DPU directs ASEM's ASIA-EUROPE Education and Research Hub, comprising 34 universities from 24 Asian and European countries, which is a forum for comparative research and policy advice in Lifelong Learning.

The team for this IRSES project is drawn from DPU's research programme 'Education, Policy and Organisation in the Knowledge Economy' (EPOKE). EPOKE has 10 researchers who engage in sociological, historical and ethnographic research into national and international policies for university reform and new forms of organisation associated with the knowledge economy. The focus of current projects is on the ways knowledge organisations, including universities, are being reconceptualised as new kinds of structures with new forms of leadership and new expectations about their workers. In particular, current research is critically examining new management tools and their pedagogies and exploring how the identities and activities of managers, academics and students are changing in practice.

EPOKE has a strong record of collaborating with international academics and hosts 3-4 visitors each year, from professors to PhD students. They participate fully in seminars and guest lectures, and are invited to contribute to EPOKE'S working paper series. EPOKE is also the site for an international journal *Learning and Teaching: The International Journal of Higher Education in the Social Sciences* (S. Wright and P. Welch eds.) published by Berghahn, Oxford.

### **Partner 2: University of Bristol**

The University of Bristol, with 15,000 students is a research intensive institution dedicated to world class research and teaching. It is currently rated as one of the top ten universities in the UK (Times Good University Guide, 2009) and in the top 35 in the world (Times Higher Education/QS World University Rankings 2008). The Bristol team is located at the Centre for Globalisation, Education and Society (GES), Graduate School of Education, which works in partnership with the ESRC Centre for *Learning and Life Chances in Knowledge Economies and Societies* (LLAKES) at the Institute of Education in London. The Centre has attracted significant funding from the major UK and EU bodies to conduct research on the substantive aspects of globalisation and education.

The team in Bristol has considerable combined experience in carrying out large projects that involve multiple partners across different institutional and national contexts. The GES has an established programme of activity dedicated to mentoring doctoral and post doctoral students, hosting international visitors and researchers, running seminars and conferences, and contributing to the intellectual life of the university. Its theoretical and methodological approaches are explicitly inter-

disciplinary, and its members are regularly called upon to provide expert policy advice to governments, international agencies and to the European Commission.

### **Partner 3 Auckland University**

The strategic importance of the University of Auckland and its inclusion as a key partner in this exchange project derives primarily from its research expertise and its strategic geographical position. With over 40,000 students and sited in the heart of the country's largest city, the University of Auckland is the leading research-intensive university in New Zealand and ranks among the top 50 universities in the world (THES rankings 2008; 2009). It has a central Research Office dedicated to administering research grants, and assisting researchers across the university to make successful applications to funding agencies and to develop multi-disciplinary research platforms funded from a variety of national and international sources. In addition, several Faculties, including the Faculty of Arts, have Research Advisors dedicated to providing staff with hands-on assistance with funding applications and to locating appropriate sources of funding for Faculty, interdisciplinary and international collaborative research. Auckland University recognizes the importance of individual career development and has a well established Centre for Academic Development that runs regular professionalisation programmes on teaching and research.

The Auckland team is located in the University's 'European Institute' (EI) an international research centre created in 2007, using substantial UoA funding, to provide an organisational focus for long-standing research programmes and networks. The Europe Institute is an inter-disciplinary body that is able to draw on the support and research infrastructure of 4 participating faculties; Arts, Business, Education and Law. This unique structure provides a forum for bringing together scholars from across a range of disciplines - Anthropology, Economics, European Languages and Literature, International Business, Law, Political Studies and Social Policy - and for exploring and exploiting complementarities and synergies.

The Europe Institute has a successful track record of hosting collaborative and international research as well as seed-funding innovative new research. Two such recent projects include a study of 'The Bologna Process and its Ripple Effect in Australia and New Zealand', and a study of the 'EU as a Global Actor: the EU delegations in Australia and New Zealand' (see [www.europe@auckland.ac.nz](http://www.europe@auckland.ac.nz)). Its Director, Professor David Mayes, currently leads a large-scale multidisciplinary programme of work exploring the relationship between European social welfare regimes and democratic government (part of a European research project on 'Reconstructing Democracy in Europe' ('RECON'), being coordinated by ARENA – Centre for European Studies at the University of Oslo). The Europe Institute is also part of a wider New Zealand and Australian network of European-focused research, and through its membership of the RELEX-funded European Union Centres Network (EUCN) forms part of a network involving seven New Zealand universities. The EI and its participating faculties have many years of experience in hosting visiting international researchers, particularly from the Australia and the Pacific region, the US, Canada and other Commonwealth countries. Each of the contributing departments also has their own research programmes and infrastructure that visiting IRSES researchers will be able to participate in and benefit from. Together, these provide a formidable stock of material resources and facilities.

### **4.3 Complementarities/synergies between the partners**

Each of the three partners is currently conducting research projects and programmes that overlap and complement each other in ways that would bring specific benefits to all parties

**EPOKE (AU)** projects include 'New Management, New Identities? Danish University in International Perspective' (Wright); 'Consumers and active learners? Students and the reform of Danish Universities' (Nielsen) and 'Stress, New Forms of Management and Intervention: Borderless Work in the Public Sector', comparing universities, schools and local authorities (Wright, Bovbjerg).

**GES (UNIVBRIS)** projects include 'The Bologna Process and Latin America' (Dale); 'City regions and the role of the university'; 'University Incubators of innovation' (Robertson); 'New Spaces and International Students' (Robertson); 'The RAE and its Effects on Academic Research' (Lucas), 'EU discourses and the politics of the production of text' (Jones) and 'Ethnology of the Council of Europe' (Melo).

**EI (UoA)** Projects include: 'New Zealand and the Ripple Effects of the Bologna Process' (Shore); 'Universities in Transition: New Zealand Tertiary Education Reform After Neoliberalism' (Shore); 'The PBRF and its effects on academic research' (Rata), 'Equity and Success for all: Improving indigenous and minority student success in degree-level studies' (Airini); 'International university networks and the changing nature of universities' (Tremewan); 'The EU as a Global Actor: Studying the EU Delegations in the Pacific' (Benson-Rea and Shore).

Each team contains leading researchers in globalisation and higher education within their respective countries. Access to their different national expertise, experiences and data sets, will strengthen the international and comparative dimensions of this programme.

The partners also share an interest in innovative methodologies, particularly the attempt to bring together fine-grained empirical studies within larger political-economy and macro regional frameworks. The theoretical and methodological developments to be made by this programme will contribute to current work by leading social scientists, particularly within sociology and anthropology.

## 5 Transfer of Knowledge

### 5.1 Quality and mutual benefit of the transfer of knowledge

The programme for the transfer of knowledge between the partners consists of the following:

- *Inter-personal knowledge exchange.* Each work package involves interaction between at least one experienced and more junior researcher who will work closely together for an extended period. This is designed to build high quality research capacity. These exchanges will share knowledge between different levels of research experience,
- *Inter-project involvement.* By incorporating each visitor into the research centre of the host institution (EPOKE, GES, EI respectively) each partner will benefit from improvement to their technical skill base and advanced scientific knowledge. There will be a long-term value added from their continuing active engagement and contribution to each other's projects and programmes.
- *Long-term research collaboration.* This tightly structured collaboration will lead to closer working relations between the three teams and the formulation of a shared agenda for future research. Using the differences between the three teams to create a productive synergy, the programme is designed to develop a new conceptual and methodological framework for future joint grant applications, collaborative research and joint publications.
- *Programme website.* A website, linked to those of the three partner institutions, will publicise the programme's activities, give visitor's contact details, and disseminate the programme's scientific results in a working paper series.
- *Scientific publications.* Each work programme results in a scientific working paper (6 in total) which will be circulated for comment and will be the subject of a workshop, so as to ensure this knowledge is shared among the participants. This peer reviewing is to ensure the quality of these publications, which will be disseminated through the programme's website. The programme will result in an edited volume focusing on the two primary questions around which this collaboration coheres: How to combine ethnographic and political economy approaches to the study of university reform? And (how) does the process of creating a European Higher Education Area act as a model and motor for globalisation in other regions?

### 5.2 Programme of Workshops and Meetings

- *Workshops.* Arising from each work package (6 in all), a workshop will serve both to showcase and to develop research findings.
- *Annual Meeting.* An annual meeting (4 in all) will be held at Aarhus or Bristol to review the overall progress of the scientific work on the programme. This will be timed to overlap, where possible, with the one of the above workshops.
- *Local workshops and conference sessions.* Each partner will hold local scientific meetings and propose sessions at national and European conferences to both disseminate and build on the knowledge generated by this programme. These meetings will encourage participation of other national and European experts in the field (e.g. our list of invitees includes Professor Christine Musselin's research group at Sciences Po, Paris, and Professor Alan

Scott and his colleagues researching university reform at Innsbruck, Austria.) For these events, invitations will also be extended to participants' international scientific networks (for example the Trans-Atlantic Forum of the Future of Universities, convened by Davydd Greenwood, Cornell; the network assembled through the Geographies of Knowledge, Geometries of Power seminar, convened by Rebecca Boden, University of West of England; and the Knowledge and Power network convened by Tor Halverson, Bergen, Norway).

### **5.3 Adequacy and role of staff exchanged with respect to the transfer of knowledge**

#### **Aarhus University Researchers**

**Susan Wright**, Professor of Educational Anthropology at DPU and leader of EPOKE, will head the team from Aarhus and take responsibility for the overall coordination of the project. Her scientific expertise concerns anthropological studies of large-scale processes of transformation. For the last 20 years she has focused on university reform, first in the UK and since 2003 in Denmark. With Cris Shore, she pioneered a new approach to the *Anthropology of Policy* (Routledge 1997), which they applied to the analysis of audit culture in UK universities. She also led a team of researchers engaged in ethnographic studies of processes of change in governance, academic socialisation and student experience in UK universities. In Denmark she has led a research team studying the national reform of universities from the multiple perspectives of policy makers, governing boards and university leaders, academics and students. This is resulting in *Enactment of Universities* to be published by Springer. Professor Wright has published 20 scientific articles on university reforms and is co-editor of *Learning and Teaching: International Journal on Higher Education in the Social Sciences* (Berghahn). She has extensive experience of international cooperation. As a member of the Ford Foundation-funded Trans-Atlantic Network on the Future of Universities, she organised the international keystone conference in 2006. As a participant in the UK's ESRC-funded international seminar series, 'Geographies of Knowledge, Geometries of Power' she was co-editor of the resulting Annual Yearbook of Education 2008 (Routledge). As former founding Director of the UK's Higher Education Academy's centre for teaching and learning in the social sciences, she has vast experience of successfully establishing a networked organisation, and managing a large, publicly accountable budget and a programme of multiple work packages. Susan Wright will play the key coordinating role and, together with Shore and Robertson, will be responsible for setting the wider agenda and ensuring the objective of the programme are met. She will take responsibility for ensuring the successful outcome of WPs 4 and 5.

**Kirsten Marie Bovbjerg** is Associate Professor at DPU. She has a PhD in European Ethnology from The University of Copenhagen, and has won two scholarships to study at the École des Hautes Études en Science Sociales in Paris for 6 months (1998) and at the Centre d'Ethnologie Française for one year (1989-1990). She is currently leading a project called 'Stress, new forms of management and intervention' which is making comparisons between Danish universities, schools, local authorities and hospitals. The focus is on how these institutions reconceptualise themselves as knowledge based, networking organisations and how they think about their workers as pro-active, self-realising and self-managing with infinite potential. This builds on

her previous research published as *The Ethics of Sensitivity. Adjusting the Self in New Age and Modern Management* (Forlaget Hovedland 2001, in Danish). She has published extensively on the ways modern management draws on ideas from New Age religions and a range of therapeutic interventions. She explores ethnographically the ways workers themselves respond to such interventions and expectations. Bovbjerg's expertise will be used particularly in developing Work Package 4, 'Universities as knowledge organisations'.

**Ole Henckel** is European Development Officer at DPU with responsibility for the university's involvement in European Union higher education programs such as Erasmus, Tempus and Erasmus Mundus. His previous areas of responsibility as a university manager at DPU have included implementation of quality assurance within MA programmes and obtaining approval for an Erasmus Mundus Masters Course in Lifelong Learning. His Ph.D. (2005-2009) is on the implementation of joint degrees in a European context. He analyses the coordination of legal procedures and funding mechanisms between European member states. He has focused especially on the establishment of university consortia offering transnational master courses within the framework of the European Higher Education Area. His work explores whether the European Union is moving away from the integration agenda of previous decades towards a globalisation agenda and to what extent the European Union's new generation of education programmes contributes to the dissemination of the Bologna Process in other global regions. He is especially interested in a comparison between higher education reforms in Europe and Australasia, between the Bologna Process and the twin initiative agreed upon in the Brisbane-declaration. He will make a research contribution to WP3 and, with the other universities' research/international officers, he will help identify and develop further opportunities for research collaboration and cooperation.

**Jens Erik Kristensen** is Associate Professor and head of department at DPU. He has an MA in History of Ideas from the University of Aarhus and wrote his Ph.D. on Michel Foucault and the politics of knowledge. His research areas include the history of political, economic, social and educational ideas, and the history of ideas about the university. His most recent book, *Ideas of the University* (2007, Aarhus Universitetsforlag) contains classical texts about the idea of a university from Kant and Humboldt to Gibbons and Scharmer. Since 2005 he has been director of DPU's research programme on 'The social analytic: diagnosis of contemporary times'. In his current research, which he would contribute to the IRSES programme as a host to secondments to AU in work packages 4, 5 and 6, he has been critically examining the concepts of cognitive capitalism, knowledge-based economy and knowledge society. He is trying to develop an analytic concept of the politics of knowledge with special regard to the educational field and to the transformation of science and knowledge.

**Stavros Moutsios** is Associate Professor in International Comparative Education Policy at DPU. His MA in Education Studies is from the University of Thessaloniki and his Ph.D. in Comparative Education is from the University of London. He specialises in the educational policies of the European Union and other International Organizations. He researches the impact of globalisation on education policy making and the reform of education management systems and pedagogic practices. He is a member of the Comparative Education Society of Europe (CESE), the Nordic

Comparative and International Education Society (NOCIES), the Greek Comparative Education Society (ELESE), the Balkan Society of Pedagogy and Education (BaSoPED) and the NERA Network for Politics of Education and Education Policy Studies. He was the coordinator (2003-2006) and is now a partner of the 'European Network of Comparative Education' sponsored by the Socrates/Erasmus programme. At DPU he contributes to the Erasmus Mundus MA in Lifelong Learning offered jointly by DPU-AU, University of London and Deusto University. He has designed and coordinated the modules 'Lifelong Learning in the Knowledge Society' and 'Comparative and Transnational Education'. His ten scientific publications in this area concern the function of the European Union in shaping contemporary education policies across Europe and the role of major International Organisations in transnationalising education policy. These areas of expertise make him a principal contributor to WP1, and he will also be a host to secondments in WP4.

**Gritt B. Nielsen** is a Ph.D. student at DPU studying the Danish university reforms by focusing especially on how the figure of 'the student' is re-enacted. The 2003 Danish university act was strongly criticised for dismantling Danish traditions of university democracy and student participation. Through ethnographic field work at three Danish universities she explores students' changing conditions for influencing their course of study and university governance. The theoretical aim of the thesis is to develop a conceptual and methodological framework for working with government policies as objects of anthropological enquiry. Through this work she has contributed to developing the concepts and methodology of the main project to which the PhD is attached, 'New Management, New Identities? Danish University Reform in an International Perspective' led by Professor Wright. Earlier research for her Masters's thesis (2004) was on the notion of 'academic freedom' and how this was contested during the passage of the 2003 university act. It focused on how researchers within the humanities conceived of academic freedom in relation to 1) the research process 2) department governance 3) the surrounding society. Nielsen is a member of Euredocs Network (European Research and Higher Education Doctoral Studies) which includes Sciences Po, Paris, Institute of Education, London; Rokkan Centret, Bergen; Kassel University. Nielsen has given papers at 3 international scientific conferences and has 3 publications, including 'Peopling policy: on conflicting student subjectivities and the power of policy' in: S. Wright, C. Shore and D. Pero (eds) *Policy Worlds* (Berghahn Books). Nielsen will draw on her PhD research to help develop ways to combine ethnography with political economy in WP 2.

**Dorte Marie Søndergaard** is Professor of Social Psychology at DPU. She is Head of the Research Programme on Diversity and Learning. Her work focuses on the construction of gender, especially reworking poststructuralist philosophy into empirical methodologies and analytical strategies. She has completed a study of gender and identity in academia as part of a major study (1996-2003) of gender and power relations among academic staff in the Humanities and Social Sciences in Danish Universities. In subsequent projects she has developed further her interest in women and leadership in knowledge organisations. Her extensive publications make important theoretical advances on the construction and performance of gender and diversity, and are based on detailed ethnographic studies of gender, management, the politics of research and academic identity. Her role in the programme will be to help develop the gender and equity dimensions of WP 6 whilst acting as a host to Airini's secondment to DPU.



**Arne Carlsen** is Director for Internationalisation at Aarhus University and is Chair of ASEM's Education and Research Hub for Lifelong Learning (described above in B1.2). He will be acting in both capacities when visiting Auckland University. As part of WP3, he will give a seminar on the development of ASEM's Lifelong Learning hub, its current organisation and activities. His visit will also build links between the international officers of the three universities, so as to help identify ways to support the researchers to establish joint research projects and long term collaboration.

### **Bristol University Researchers**

**Susan Robertson** is Professor of Sociology of Education at the University of Bristol. She is Coordinator of the Centre for *Globalisation, Education and Societies* which she established in 2003. She is founding editor (with Professor Dale) of the journal, *Globalisation, Societies and Education*. Currently she is also a Senior Researcher and member of the Executive Committee of the ESRC-funded Centre (2008-12), *Learning and Lifechances in Knowledge Economies and Societies* (LLAKES) located at the Institute of Education, University of London, the National Institute for Economic and Social Research and the University of Bristol. As a member of the Network of Experts in Social Science and Education (NESSE) she advises the European Commission (DGEAC); she is an FP6 evaluator for the European Commission (DGRResearch); and co-coordinator (with Professor Kris Olds) of the World Universities Network—CKS Global Higher Education initiative. Her current research analyses the relationship between education, economic and social change, and processes of globalisation and regionalisation with a specific focus on higher education. She has been tracing the development of the European Higher Education area through Bologna and Lisbon, the globalisation of this model around the world (e.g. Asia; Latin America), and the constitution of knowledge-based economies. Robertson is also researching the role of universities in city/regional development in four cities in the UK, and how they mobilise and manage the new mandates for higher education (global brand, social cohesion and access, economic development, development of innovations for the city region, and so on). She has been working on theoretical and methodological innovations that include the development of a cultural political economy approach to education, the spatialisation of the sociology of education, and the role of ideas and discourse in advancing change. She will lead and coordinate the activities of the Bristol team, will contribute political economy perspectives to WP2 and have a secondment and major role in WP6.

**Dan Cook** is Senior Administrator at the University of Bristol in charge of units responsible for the functioning of the Research Office, student marketing, student recruitment, departmental finances and recruitment of staff within the Graduate School of Education, University of Bristol. He brings significant institutional knowledge of policies, processes and practices within the University.

**Roger Dale** is a Professor in the Centre for Globalisation, Education and Societies in the Graduate School of Education, University of Bristol. He was previously Professor of Education at the University of Auckland. He is founding co-editor (with Professor Robertson) of the journal *Globalisation, Societies and Education*, and is Scientific Coordinator of the EU's Network of Experts in Social Science and Education (NESSE). His 12 articles on European education policy concern both school- and

Higher Education-related matters. He co-edited (with Susan Robertson) the recently published book, *Globalisation and Europeanisation in Education*. He is currently studying the effect on competitiveness and social cohesion in Europe (and especially the UK) of the Bologna process, of the related project on 'Tuning' especially in Latin America, and of the Erasmus Mundus programme. He is carrying out this work as part of the ESRC Research Centre, *Learning and Lifechances in Knowledge Economies and Societies* (LLAKES) located at the Institute of Education, University of London, the National Institute for Economic and Social Research and the University of Bristol. Dale will coordinate WP3 and share his expertise on the impact of the Bologna Process on Third Countries, including Australia and New Zealand.

**Peter Dominic Jones** is a Post-doctoral Fellow at the Research Centre for *Globalisation, Education and Societies* at the University of Bristol. He has researched and published in areas including: the role of the European Commission in the development of education policy; changing scales of the Governance of Public Policy; the *Economics of Education* and the transformation of the mandates for Higher Education. In addition, Jones has also published on the development of the European Higher Education and Research space with a particular focus on two topics: first, the creation and significance of the European Institute of Innovation and Technology (EIT) with its *Knowledge and Innovation Communities* (KICs) explicitly targeted on leveraging the participation of enterprises and non-EU research capacity; and second, the establishment of a *European Education Initiative for Central Asia* which moves European Union (EU) initiatives for education, and Higher Education in particular, into the terrain of EU strategic Foreign Policy. Theoretically, Jones approaches the study of transformations in the governance, mandates and outcomes of education from the perspective of a *Cultural Political Economy*. Methodologically, his work has produced a combination of *Political Ethnography* and *Critical Discourse Analysis*; he is interested in further refining this approach to an *Ethnographic Discourse Analysis*. Jones will work closely with Shore, Nielsen, Rata and Wright in sharing and developing knowledge on research instruments for the methodological aspects of the programme (WP2).

**Fumi Kitigawa** is a Research Associate at both the Centre for Globalisation, Education and Societies (GES), University of Bristol, and the ESRC LLAKES Centre, which, as a collaboration between GES and the Institute of Education, London, explores connections between strategies for Regenerating City-Regions, Innovative Pedagogies and Models for Lifelong Learning. After completing her Ph.D. in 2004, she has been developing her work on Universities and Regional Advantage in the UK Knowledge Economy. She is publishing on trans-border knowledge flows, regional innovation policies and the management of services innovations. This she will contribute to WP4, along with expertise on innovation in Asia, including Hong Kong and Japan.

**Lisa Lucas** is a Senior Lecturer in the Graduate School of Education, specialising in a number of areas of higher education research and qualitative methodologies. She has focused on policy issues in higher education, primarily the funding and evaluation of university research, and has looked at the impact of this on the management of university research and on academic work in a number of European and Australasian countries. She has also been researching academic work and

identity, particularly in relation to the question of the links between research and teaching. She has recently been investigating the idea of 'world class universities' and comparing how this has been understood within European and Asian higher education contexts. Most recently, her UK Higher Education Academy (HEA) project has looked at links between research and teaching in academic work across different disciplines and institutions. A project from the UK's Education Subject Centre (Escalate) also looks at the experiences of early career academics in the UK and Canada. She has published in a number of higher education journals and is author of *The Research Game in Academic Life* (2006 SRHE/Open University Press). She also has extensive experience of utilising qualitative methods, mainly conducting in-depth interviews with academics and students in the UK and other countries. She is the Director of the MSc in Educational Research and teaches on a number of postgraduate research methods and higher education courses in both Bristol and Hong Kong. Lucas' work on the effect of new forms of university managements and systems of academic auditing makes her a core participant in WP5. She will work closely with Wright, and with Rata who is conducting similar research in New Zealand.

**Susana Melo de Melo** is a doctoral candidate in the Centre for Globalisation, Education and Societies. She is undertaking ethnography of the Council of Europe and its involvement with the Bologna Process. During her time as a Stagiaire she worked with the Council of Europe on a position paper on university rankings. She is now finalising the collection of data and would benefit from engagements with Shore and Wright on institutional ethnographies. With these and other members of the Bristol and Auckland teams, she will develop her research on university ranking systems for WPs 3 and 5.

### **University of Auckland researchers**

**Cris Shore** is Professor of Anthropology and leads the Auckland team. He brings to the programme over two decades of experience conducting ethnographic research on policy, bureaucracy and international institutions. Techniques developed in his anthropological studies of the European Union and pioneering theoretical work by Shore and Wright on the rise of 'audit culture' in modern state-run institutions will be adapted to the wider context of global higher education. The project will benefit from the UoA research programme which he leads ('Universities in Transition: New Zealand Tertiary Education Reform 'After Neoliberalism'). His previous project (2007-09) on 'New Zealand's University Reform and the Knowledge Economy' has generated a rich evidence base documenting the effects of the tertiary education reform process on, *inter alia*, academic identities and subjectivities, research and teaching practices, debates over equity and excellence, and institutional autonomy in New Zealand. Professor Shore has published 10 scientific papers on university reform and has extensive experience in leading and conducting joint research projects. As founding Director of Auckland University's Europe Institute (2007-9) and Head of the Anthropology departments at Auckland University (2005-9) and Goldsmiths College London (2000-03), he has extensive leadership experience as well as first hand knowledge of the changing policies and practices that are affecting academic life in New Zealand as well as the UK. Author of two books and over two dozen scientific papers on European integration, he is also currently part of an EU FP6-funded research team (with Professor David Mayes of the Europe Institute)

exploring European models of social insurance provision. Shore's role in the programme includes leading and coordinating the work of WPs 2 and 6, ensuring the overall coordination of the New Zealand team and, with Professors Wright and Robertson, developing a new theoretical and methodological framework for the analysis of university reform.

**Christopher Tremewan** is Associate Professor in political studies and DVC International: He has led the international strategy of the University of Auckland for almost a decade. In this role he has acquired a wide knowledge of the internationalisation of universities, the variety of strategies employed and the ways in which institutions have changed. He has been one of the key players in two of the early and very prominent international university networks of research universities: Universitas 21 and the Association of Pacific Rim Universities (APRU). The underlying politics of research collaboration, staff and student mobility, benchmarking activities, ranking and league tables, and the cultural politics of internationalisation have all been part of his research agenda. He initiated the University of Auckland's formal links with the European Commission with respect to the research framework funding rounds and was an early observer of the Bologna process, attending several European conferences on the subject in the early years. He has held senior positions in international organisations based in Tokyo, Singapore and Hong Kong. Tremewan's role in the programme is to share knowledge on the internationalization agendas of universities and contribute to WP1's new approaches to the study of the globalization of higher education.

Since 1996, **Elizabeth Rata**, Associate Professor in Education, has developed a comprehensive research programme in educational sociology framed by political economy approaches. Her research includes various ethnographic studies that have led to the theorisation of new social movements and ethnicity, particularly neotribal capitalism and its influence on Maori education. Her more recent research addresses higher education, particularly the effect of the recent university reforms in New Zealand. Some of this work has been published in the *Journal of International Studies in Sociology of Education* (2007) and *New Zealand Journal of Tertiary Education Policy* (2008). Her specific role in the programme is to develop work with Wright in WP5 on the implications for academic work of the reform of university management and governance, as well as contributing to WP2 on ethnography and issues of political economy.

**Airini** is Associate Professor in education and head of department. She has over twenty years experience in education, and 17 in Higher Education and in University leadership roles. Her major professional and research interests revolve around issues of ethnicity and equity in higher education. She has published on women in leadership in universities, increasing the success of indigenous and minority group students in degree-level studies, and professional development for in-service teachers to improve school student learning outcomes in literacy, bilingual education and early childhood education. From 2004-07 she was Associate Dean, Equity for the Faculty of Education at Auckland University. She has also been Dean and General Manager of 'Faculty Pasifika', at the Auckland College of Education (2001-2003), and Advisor to the New Zealand Government on adult foundation education, adult literacy, minority student achievement in universities, teacher education, national curriculum development, and the establishment of the National Centre for

Excellence in Tertiary Teaching (\$20million). Airini will contribute to WP6 by sharing knowledge from her extensive research on equity and ethnicity in higher education.

**Lynette Read** (Faculty of Arts) has experience in her capacity as a Research Advisor in the Faculty of Arts and formerly as the Manager Research Development in the area of international funding, specifically the EU R&D Framework Programmes, having advised on the development of several Marie Curie Fellowships and on the successful inclusion of the University of Auckland as a third country partner in several large-scale R&D projects funded under the FP6 and FP7 Programmes. The University is keen to increase research collaborations with EU partners and it is proposed that Read will spend one month with her counterparts at Bristol and Aarhus in order to exchange good practice and to increase her understanding of the development and administration of FP7-funded projects. She will hold seminars for the university's research administrators and academic staff on the University of Auckland's research profile and meet with academics in order to create a foundation for future collaborative research bids particularly in the area of globalisation and higher education. Read will work with research support staff at Bristol and Aarhus universities to identify opportunities and strategies for creating enduring research cooperation and partnership.

**Melissa Spencer** is a Senior Tutor in the Department of Sociology at the University of Auckland. She teaches undergraduate sociology courses on gender, the welfare state and disadvantage. Melissa completed her PhD in the sociology of education in 2008 on the ongoing relations and representations of social class in New Zealand – with an interest in both the indigenous Maori and also Pakeha populations. More recently she has been developing an approach to a 'cultural political economy' of education, which examines the impact of globalisation on various educational actors in the University. She has a particular interest in the way in which social class mediates experience at all levels of education. Melissa also has considerable experience of access and bridging programmes for disadvantaged learners. She has studied the University of Auckland's efforts to widen access, especially for women where the university has a policy of allowing anyone over 21 to enrol in university programmes. Melissa has been both a tutor on the foundation course as well as a beneficiary of that access, having gained her degrees following entry to the university as an unqualified mature student. Spencer will work with the Bristol team to develop further her approach to a cultural political economy of education in WP1, and she will play a key role in developing the gender, access and equity dimensions of the research outlined in WP6.

## 6. Implementation

### 6.1 Capacities (expertise/human resources/facilities/infrastructure) to achieve the objectives of the planned cooperation

All of the partners have extensive experience in receiving and hosting international visiting researchers. Each partner has a well-staffed Research Office or International Office that will provide practical support and help so that visitors will be welcomed and quickly integrated into the host community and wider society. Both Aarhus and Auckland Universities have staff dedicated to assisting with language training and housing needs. Visitors will be full members of the research centres during the period of their stay and will be provided with library, computer and workspace facilities. Visitors will also be invited to formal academic activities (seminars, lectures, workshops) as well as being involved in informal activities (lunchtime meetings, social events).

All exchanges will involve hands-on training and mentoring from the host institution regarding its organizational structure, and research practices and techniques. Each visitor will have a specified host who will act as a mentor and be specifically designated to keep in regular contact, answer questions and solve any issues regarding local research culture and conditions.

### 6.2 Overall management of the exchange programme

**General and daily management:** Wright at AU will take overall daily responsibility for coordinating the programme and for financial management and reporting to the Commission. She is supported by a Management Support Team that includes AU's research office.

**Project Coordination team:** The leaders of the three teams - Wright (AU), Robertson (UNIVBRIS) and Shore (UoA) – form a project coordination team, which has the overall responsibility for managing the Project. They will work closely by email and have bi-monthly phone conferences to guarantee an updated flow of information and decisions. They will hold an annual meeting to make a thorough review of progress, identify lessons to build into future improvements, highlight the synergies between the teams, overview the cumulative results from the work packages, and plan in more detail the next stages. The legal framework and conditions for the Project Coordination team and all of its partners (AU, UNIVBRIS and UoA) are described in the Partnership Agreement.

In accordance with the EC regulation for allocation of FP7 funds to projects with the involvement of third country participants, there is a separate legal agreement between the EU-member state participants. This agreement is referred to as the Consortium Agreement and it regulates the responsibility between the Beneficiaries (AU and UoA) vis-à-vis the Grant Agreement with the EC.

**Coordination of each work package** Responsibility for coordinating each of the work packages is allocated to a specific person: Robertson (WP 1), Shore (WPs 2 and 6), Dale (WP 3) and Wright (WPs 4 and 5). They are responsible for detailed

management of the work package's activities, to ensure that complementarities and synergies between the participants are exploited to the optimum.

Each work-package lasts 18 months and has 3 milestones:

- Each starts with planning the work in more detail.
- At around 12 months, during one of the secondments, a workshop is held to exchange results of the work package and detail preparations for the resulting working paper.
- By the end of the WP, the working paper is to be published on the programme's website.

**Mid way and final reviews** The project coordination team is responsible for 2 further milestones focusing on the long-term collaborative research between the partners.

- At the midway point there will be an academic review of progress. It will focus on how well WPs 1 & 2 have achieved the aim of providing a theoretical and methodological foundation for future collaborative projects on the substantive issues covered in WPs 3-6. The review will consider the synergies created between the partners, and the opportunities for future collaboration. To complement this, as part of WP 3, the international/research officers of the 3 universities are meeting, with the aim of identifying future methods of collaborative working and potential sources of funding.
- As part of WP 6 there will be a final, overall review of the programme to publish the scientific results in an edited volume and to design proposals for future collaborative research.

**Annual assembly** Each year, during one of the workshops, there will be a general assembly. Opportunities will be sought to hold this as a face to face meeting, involving as many European and New Zealand team members as possible. This meeting will facilitate appropriate coordination and integration of the activities and results of the programme as a whole and will be the occasion for presenting and discussing the results of the project coordination team's annual review, the mid way and final reviews. A separate application for Erasmus staff mobility funding is planned, to create a four year programme of exchanges between the team members at Aarhus and Bristol, which would also enable such face to face general assemblies to be held.

**Virtual communication** A second overall aim of the programme is to establish ways of working across space supported by new digitally-based platforms. Various methods of virtual contact and communication will be explored through the programme. These will include Skype and virtual conferencing (e.g. using AGN technology). The aim is not only to manage the collaboration of the programme itself but to establish methods that can support long-term, long-distance collaboration between the partners. This is important for the overall sustainability of the collaboration.

**Website** An internal and external website will be set up right from the start and updated regularly. This will be to establish a common identity among the programme participants and be used for communication between participants to exchange data, literature and ideas and to discuss results. The website will also be used for public dissemination. The website will house the programme's working paper series, which

will publish the scientific results of each work package. An associated blog will encourage discussion of the working papers and links to cognate research as well as being a means for dissemination.

**Management of secondments** The management of the visits and exchanges will partly be carried out by established systems within each of the three universities, and partly by special arrangements set up by the three research groups participating in this programme. Aarhus, Auckland and Bristol Universities all offer an induction and mentoring programme for new staff, which visitors on this exchange programme can attend. Each visitor will receive hands-on training from the host institution regarding its organisational structure and research practices and techniques. Seconded staff will have a work space, computing facilities and library facilities on a par with other research staff in the institution. The research group hosting each visitor will designate a mentor specifically to keep in regular contact, answer questions and solve any issues regarding working arrangements. Many of the visits involve a specific link between a senior and a more junior researcher and this is specifically designed to maximise knowledge exchange and research training.

**Reporting** There will be three levels of reporting. An annual report will be prepared for internal reporting and reviewing and for the EU. After year 2, there will be a longer mid term report. At the end of the project there will be a final report for internal reviewing and for the EU.



## 7 Impact

### 7.1 Relevance of the proposed partnership to the area of collaboration and for the European Research Area<sup>1</sup>

The partners combine different yet complementary skills and expertise that cover a range of key areas pertaining to globalization and higher education reform. While the research programmes of the University of Bristol provide a foundation for socio-economic intelligence of university reform at a regional and global level, the research programmes at Aarhus University and the University of Auckland provide particular scientific strengths in empirical, ethnographic and comparative research methodologies.

The inclusion of New Zealand in this exchange programme brings four particular benefits to the project:

The first is in terms of New Zealand's geographical strategic positioning. New Zealand's position regarding the different market models of tertiary education provision is ambivalent. Australia's leading research universities (the 'G8' consortium) are following the US model, while most other Australian universities are currently adopting the European model. Where do New Zealand's strategic alliances and partnership lie? Will New Zealand follow the logic of Europe, or will it follow Asia, and will Asia follow the US? How does New Zealand's experience help Europe to understand the market? One of the contributions of this study will be to explore ethnographically (and through extended cases) how global strategies are enacted in policy and practice, how people enact such strategies in their everyday work, and what pedagogies are developed that promote a genuine cosmopolitanism within the university.

The second benefit is in terms of European understanding of the market for (and marketing for) international students. Since the 1980s, New Zealand has been something of a test-case and pioneer of market-led University reform. State support for institutional structures that can market (Brand NZ), protect, collect market information, and recalibrate strategies as a result of changes in the global and regional economies, are of considerable interest to Europe. Its universities have also engaged aggressively in marketing themselves in order to recruit overseas (particularly Chinese and other Asian) students for what the New Zealand government terms 'export education'. It has also campaigned strongly for the inclusion of tertiary education provision in recent WTO negotiations. How do different parts of the university experience what it means to be involved in Asian and Chinese markets? What strategies are employed to market New Zealand to Chinese and Asian students, and do Faculty get involved in managing foreign students? How do institutions manage market collapses of the kind that afflicted New Zealand in 2003/4? And what specific challenges and problems do large numbers of foreign students create for institutions?

The third benefit is in understanding how New Zealand universities have engaged with the imperative to develop a knowledge-based economy. Since the 1990's New

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<sup>1</sup> Towards a European Research Area, version Brussels, 18 January 2000. COM (2000) 6

Zealand has sought to transform its economic base from one dependent upon primary production to one that develops and advances a competitive service-based economy. There is a great deal that Europe can learn from New Zealand in realising the Lisbon 2000 agenda – particularly how cultures, institutions and geo-strategic interests are recalibrated and advanced.

The fourth is in terms of understanding policies towards multiculturalism, social cohesion and equity. New Zealand occupies a unique place in the history of European settlement. Unlike many other settler societies, it claims some success in creating a constitutional and policy framework that recognizes the cultural needs and aspirations of its substantial indigenous population. How does New Zealand's official policy of 'bi-culturalism' translate into practice? What opportunities and challenges do the politics of bi-culturalism and multiculturalism pose for universities and how are these played out in policy and in everyday practice? The New Zealand researchers have particular strengths in the study of ethnicity and equity within the university system, including the role of women in academia.

The exchange between the partner countries is of considerable relevance for the European Research Area insofar as it will enable European researchers to access the research networks and expertise of a small but strategically important partner located in the Pacific region; an OECD country that shares core European values and with whom there is already an S&T Agreement in place. The Auckland team will also act as a hub for dissemination of research and networking into Australia and the wider Pacific research community. More specifically, the relevance of this exchange partnership for the ERA can be summed up in 5 points:

1. (2.2.) 'Closer relations between European organizations for science and technology cooperation'. Forging partnerships with Third Country centres of excellence such as Auckland University's Europe Institute will also strengthen collaboration *between* European institutions, providing them with a more international focus. Aarhus, Bristol and Auckland Universities will each provide a hub for wider networks of researchers in their respective regions. The overall effect will be to strengthen networking among European and international centres of excellence which, in turn, will help promote the de-compartmentalization and better integration of Europe's scientific and technological area.
2. (4.1) 'Development of research needed for political decision making.' Given that research plays a central role in the implementation of public policy and the policy-making process, and is pivotal in a knowledge-based society, understanding the shifting conditions in which universities produce research should be a key priority. This research programme will offer comparative cross-cultural insights into some of the different strategies and policy priorities that are shaping university reform today.
3. (5.1.) 'Greater mobility of researchers in Europe'. This programme of exchanges will promote stronger partnerships not only between New Zealand and European universities, but *between* and *within* European universities. The mobility of researchers is an important instrument of knowledge transfer and exchanges with Third countries like New Zealand will both reinforce networks *within* the ERA and expand those networks beyond Europe. It will introduce a European dimension

into the scientific careers and thinking of New Zealand researchers. At the same time, European researchers will benefit from New Zealand's recognized expertise in the study of the role of women in academia and the gender and ethnicity dimensions of research policy and practice.

4. (6.3) 'Making Europe attractive to researchers from the rest of the world'. This exchange programme will promote Europe's goal of attracting the best researchers from all over the world to European research institutions. At the same time, it will bring some of Europe's foremost and emerging researchers to New Zealand, exposing them to a very different context and learning environment in which to test and share their ideas.
5. (7) 'Tackling science/society issues on a European scale'. This research is characterised by a large degree of epistemological reflexivity. As such, it will provide valuable findings about socio-economic intelligence about what is *actually* happening (and what key stakeholders think is happening) within universities at a national, European and global level. In doing so, it will contribute to the harmonization of data and methodologies as well as to the development of a shared vision of the ethical issues that research entails. A comparative focus on the role of institutional ethics committees is also part of the work programme envisaged in WP4.

## **7.2 Potential to develop lasting collaboration with the eligible *Third country* partners**

Previous exchanges between researchers at the Universities of Aarhus, Bristol and Auckland have been based on *ad hoc* and informal contacts, primarily confined to individual scholars pursuing small-scale research projects. This proposal represents a novel development for all the partner universities and will greatly expand the existing loose network of contacts and research exchanges. It will facilitate new and more internationally focused collaborations by creating a wider team of researchers with deeper and more multi-stranded research ties. This higher level of scientific exchange will lead to improved knowledge, skills and innovation by providing European scholars with other data sets and experiences that reflect a non-European perspective. The inclusion of International/Research Office staff from the partner institutions will further strengthen the research ties as these officers will focus specifically to identify and develop longer-term collaborative research initiatives. Overall, this joint exchange programme has strong potential to develop lasting collaboration with a strategically significant *Third country* partner. The exchanges are also designed to enable the partners to identify, reflect upon and develop 'best practice' in research design.

**8. Ethics**

<b>Research on Human Embryo/ Foetus</b>		<b>YES</b>	<b>Page</b>
*	Does the proposed research involve human Embryos?		
*	Does the proposed research involve human Foetal Tissues/ Cells?		
*	Does the proposed research involve human Embryonic Stem Cells (hESCs)?		
*	Does the proposed research on human Embryonic Stem Cells involve cells in culture?		
*	Does the proposed research on Human Embryonic Stem Cells involve the derivation of cells from Embryos?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

<b>Research on Humans</b>		<b>YES</b>	<b>Page</b>
*	Does the proposed research involve children?		
*	Does the proposed research involve patients?		
*	Does the proposed research involve persons not able to give consent?		
*	Does the proposed research involve adult healthy volunteers?		
	Does the proposed research involve Human genetic material?		
	Does the proposed research involve Human biological samples?		
	Does the proposed research involve Human data collection?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

<b>Privacy</b>		<b>YES</b>	<b>Page</b>
	Does the proposed research involve processing of genetic information or personal data (e.g. health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)?		
	Does the proposed research involve tracking the location or observation of people?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

<b>Research on Animals</b>		<b>YES</b>	<b>Page</b>
	Does the proposed research involve research on animals?		
	Are those animals transgenic small laboratory animals?		
	Are those animals transgenic farm animals?		
*	Are those animals non-human primates?		
	Are those animals cloned farm animals?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

<b>Research Involving Developing Countries</b>		<b>YES</b>	<b>Page</b>
	Does the proposed research involve the use of local resources (genetic, animal, plant, etc)?		
	Is the proposed research of benefit to local communities (e.g. capacity building, access to healthcare, education, etc)?		

	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	
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	Dual Use	YES	Page
	Research having direct military use		
	Research having the potential for terrorist abuse I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

**PART C**

9. Overall Maximum Community Contribution  
Indicative secondment table and allowance

Budget

FP7 Applications - Microsoft Internet Explorer

Adresse: https://webgate.ec.europa.eu/nef/frontoffice/project/15020/edit-fellowship

Return to Summary Save Changes

Indicative secondment table and allowance (A3.2)

+ Add fellowship - Remove fellowship

Participant number in this project	From	To	Number seconded researchers month	EC contribution / researcher month (€)	Participant contribution / researcher month (€)	Total participant contribution (€)	Total EC Contribution (€)
1	AU Denmark	UoA New Zealand	Experienced Researcher 17	1800	0	0.00	30,600.00
1	AU Denmark	UoA New Zealand	Management Staff 3	1800	0	0.00	5,400.00
3	UNIVBRIS United Kingdom	UoA New Zealand	Early Stage Researcher 3	1800	0	0.00	5,400.00
3	UNIVBRIS United Kingdom	UoA New Zealand	Experienced Researcher 13	1800	0	0.00	23,400.00
3	UNIVBRIS United Kingdom	UoA New Zealand	Management Staff 1	1800	0	0.00	1,800.00
Total (€)				37.00		66,600.00	66,600.00

Budget (A3.1)

Participant number in this project	Participant short name	Country	Number seconded researchers month	EC contribution / researchers month (€)	Total EC Contribution (€)
1	AU	Denmark	20.00	1,800.00	36,000.00
3	UNIVBRIS	United Kingdom	17.00	1,800.00	30,600.00
Total (€)			37.00		66,600.00

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