

University Reform, Globalisation and Europeanisation (URGE)



Project Management Report

EU FP7 (PEOPLE) MARIE CURIE IRSES

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1. Minutes of URGE Annual Assemblies

1.1 URGE Annual Assembly 2012

Held on 9 August 2012 from 13.30-17.00 at DPU, AU, Copenhagen, during the WP4 workshop.

Present

Martin Bech, Gritt B. Nielsen, Cris Shore, Sarah Robinson, Deivida Vanzinskaite, Nick Lewis, Sheila Trahar, Dirk Michel Schertges, Katja Brøgger Jensen, Chris Tremewan, Roger Dale, Susan Robertson, Susan Wright (chair)

In attendance: Astrid Cermak and Niels Henrik Meedom, DPU/AU research support and dissemination.

Review of progress

Website. Sue Wright showed the materials now available on the URGE website

WP1. Theories. The working paper is published on the URGE website.

WP2. Methodologies. The structure of the working paper was discussed: how to spring from the issues set out in WP1, and also foreshadow the methodological issues behind WP3 and WP4. Cris Shore agreed to write a draft with the overall text, identifying examples that each paper-giver can contribute. He will circulate it to everyone involved, signalling to each contributor what examples he has in mind, where they fit in the whole text, and how many words allocated to each. The aim is to complete the working paper by Christmas 2012.

WP3. Policies - European coordination and globalization. Roger Dale set out his plans for the working paper. He is drawing on the text and powerpoints provided by the contributors to this working package. He will produce a draft for circulation by December 2012.

WP4. Policies – Universities as knowledge organizations. Sue Wright will work out the format for the working paper as a result of this workshop and circulate a plan and draft by Christmas 2012.

WP5 & WP6 - A planning meeting for these work packages was held on 8 August 2012. Sue Wright will produce a detailed plan for WP5 and Cris Shore for WP6 and they will circulate these as soon as possible. The joint workshop for WP5 & WP6 will be held at Auckland on 22-24 April 2013.

Projects arising from URGE knowledge exchanges

A number of projects were identified at the last annual meeting, which would build continuing collaborations between the partners.

1.ITN (Initial Training Network). An application entitled UNIKE (Universities in the Knowledge Economy) was successful and starts in February 2013, based at DPU/AU with 5 other European partners (including UNIVBRIS) and 21 Associated Partners (including UoA). The project involves 12 PhD students and 3 post docs in individual projects and a collective programme of termly workshops and summer schools, focused on a comparison between university reform in Europe and the Asia-Pacific Rim. The UNIKE programme was presented in some detail by Sue Wright and there was discussion to clarify its operation and to make suggestions. The aim is also to mainstream ideas from the project to improve graduate education in the participating institutions: this has already started as the SW regional graduate training consortium in England has drawn on the UNIKE application for ideas about how to organize placements and partnerships.

2. Erasmus Mundus. In 2012, an application for an Erasmus Mundus on educational anthropology, based at AU, with UoA as one of the partners, reached an advanced stage of preparation, when a glitch encountered by one of the European Partners meant that it had to be postponed to the next round in 2013. Sue Wright and Gritt Nielsen continue to work on preparing this application. [N.B. Changes in Danish regulations meant that the application could not be submitted in the next round and had to be dropped.]

3. Third Mission. Auckland: Cris Shore and Nick Lewis gained a university grant to hold interviews with academic entrepreneurs. This enabled them to show 'proof of concept' for a major application to the national Marsden Fund (7% hit rate). They got to the very last round but were not funded. This year they have re-applied but not got through the first round.

They are putting in for smaller grants on aspects of the study, e.g. to Worldwide Universities Network (with Susan Robertson and Wendy Lerner, UNIVBRIS) and UoA's Cross-Faculty Research Initiative Fund.

DPU/AU Deivida Vandzinskaite submitted a Marie Curie for a post doc to be based at DPU on a comparison between the role of universities in civil society in Lithuania and Denmark. This was not funded and several participants suggested ways to improve a re-submission.

Bristol: Susan Robertson has a number of projects (including through the ESRC LLAKES Centre) on the role of universities in the Bristol region. She has done a survey of 2,500 students at the 2 universities in Bristol. Neither the material generated by the survey nor the case studies conform to classic notions of enterprise. She will complete her fieldwork with a study of Global School Houses and enterprise incubators in Singapore.

There was a vibrant discussion of the literature, concepts, approaches, practices and examples of universities' approaches to entrepreneurship. It was decided to try for EU funding for a joint project on both strategies and pedagogies of entrepreneurship. The following would be potentially interested: Susan Robertson, Cris Shore, Nick Lewis, Deivida Vandzinskaite, Sarah Robertson, Sheila Trahar, Birgitte Gorm Hansen.

Actions:

- Astrid Cermak will explore possible sources of EU funding
- Susan Robertson will coordinate the ideas, both on different concepts and approaches to academic entrepreneurs, and to the pedagogies of entrepreneurship education and begin to suggest partners and formulate work packages
- Sue Wright would be willing to help with the application and coordinate the project at DPU.

4. Academic identities. New projects by Dirk Michel-Schertges and Sheila Trahar are proceeding and will be the focus of WPs 5&6.

Other items

The intensity of the discussion about academic entrepreneurship meant that the meeting continued for one hour over schedule. The remaining agenda item (publication plans) had been partly discussed under the Review of Progress (above) and will be in focus during forthcoming visits to Auckland.

1.2 URGE Annual Assembly 2013

Held on Wednesday, 24 April 2013 at UoA, at the conclusion of the URGE Final Conference

Present

UoA: Cris Shore, Nick Lewis, Elizabeth Rata, John Morgan, Saba Kiani, Miri Davidson, Chris Tremewan

AU: Sue Wright, Dirk Michel-Schertges

UNIVBRIS: Susan Robertson, Roger Dale, Lisa Lucas, Sheila Trahar

1. Apologies

UoA: Airini, Kirsten Locke

2. Review of the conference

The workshop on 22 April and the conference on 23-24 April had both been a success and brought the URGE project to a climax.

The quality of the papers and the discussion was very high.

Very grateful thanks were recorded to the organisers.

3. Points to include in report to EU

The meeting identified the main points to be emphasised in the final report to the EU.

- The project has been hugely successful beyond its initial goals. The URGE experience had borne out the value of the knowledge transfer model and there had been huge value-added for all involved, not least the EU, as the project put the EU in a very good light. Participants suggested that the report should say that if people wanted advice on what had made the URGE project work so well, the coordinators would be happy to provide it.
- The workshops and conferences had been very positive spaces. A great deal of effort had gone into creating an atmosphere of 'critical encouragement', so that participants felt able to contribute to discussion. The resulting intellectual environment and interdisciplinary space gave opportunities for PhD students in particular to present papers and develop their expertise. As the events involved a range of students and academic staff, both as participants and paper givers, there had been opportunities for capacity building, and for creating relations on which participants could build afterwards. Saba Kiani (UoA PhD student) emphasised that the workshops had given her 'a place she needed to be' both because the focus of URGE directly matched her thesis, and because the opportunity to give papers had stretched her and had also given her confidence to participate in such an academic forum. She had not achieved this sense of belonging at other conferences.
- This was NZ's first IRSES grant and was considered an enormous success. It had enhanced the internationalisation of UoA and had brought leading scholars to NZ on repeated visits. By establishing an URGE group at UoA, the project had been used for capacity building within the university and with other institutions. It had been important for early career researchers, giving them an opportunity to share and disseminate their research.

- The project had established new working relationships within each partner university, as well as between the universities. For example, at UoA, Shore and Lewis had not worked together before, but now had a spin-off research project together. At UNIVBRIS, Robertson, Lucas and Trahar had never worked together (even though they are in the same department) and URGE had enabled knowledge-building within the institution.
- The way the URGE project had been coupled to an Erasmus staff exchange agreement between UNIVBRIS and AU had been very beneficial. The AU team had visited UNIVBRIS and engaged in teaching and supervision; UNIVBRIS staff (Roberson and Dale; and Trahar) had run two separate PhD courses at AU. The latter had resulted in an experiment in collaborative writing which was not only reported to an URGE workshop, but was also the basis of a paper to an international conference (ECER).
- The Erasmus staff exchange visits had created links and opportunities for students: one AU Masters student had won a PhD scholarship at UNIVBRIS and another had gained a UNIKE fellowship there.
- URGE had generated links and synergies with other projects. Seven new projects had come out of URGE, creating a huge multiplier effect, and leveraging extra grants and resources.
- The administrators had 'gained a huge amount' from programme of URGE visits between administrators at the three partner universities. They had learnt about each others' systems of research support and university administration, exchanged contacts and literature, made comparisons and reflected on their own practices. Read (UoA) and Henckel (AU) had given a joint paper about the URGE project at an international conference. As one put it 'I've never before had a chance like this in 25 years of university administration'.
- The URGE project had over-delivered on a very narrow budget. The funding was not sufficient to cover the costs of the visits to NZ, and participants had to partly fund the trips themselves.

4. **Outreach to present URGE results**

- Mayes (UoA) discussed organising an 'Outreach' to the Ministry in order to address the results of the URGE project to officials who can use them.
- The conference, the "Death of the Public University?" had been a public event. For example radio journalist Wayne Brittenden had attended and was planning radio programmes as a result.
- Robertson considered that work on the manifestations of the privatisation of universities and alternatives such as ideas about a Trust University (Wright) would be important to get across to the public and policy makers.
- UNIVBRIS is celebrating the centenary of the School of Education and Robertson planned to include an account of the URGE project in the exhibition.
- Ideas generated through URGE and about developments in higher education in Europe were being used in the Asia-Pacific. For example, APRU drew on URGE material in policy partnerships in science technology and innovation, and in meetings with academics and science ministers.

5. **Working papers 3, 4, 5 and 6**

Plans for organising contributions to the remaining working papers were made, along with a timetable for their production.

Doctoral students are already using the working papers from WP1 and WP2, especially the method of 'following a conflict' and the concept of 'studying through'.

6. Publication plans

Miri Davidson (student UoA) explained that she, Stephen Turner and John Morgan were working some of the papers from the conference "Death of the Public University?" into a special issue of the journal *Argos Aotearoa* to be called, 'The University Beside Itself'. This would make the ideas accessible to a wider audience.

It was agreed that other papers from the URGE conferences and workshops should be edited in a book. There was a detailed (but inconclusive) discussion of how to frame this book:

- Around 'big processes' such as territorialisation, financialisation, credentialising, digitising, corporatising, marketising
- Around policy futures and alternatives - mobility, student experience and protest; administrative expansion and academic labour; accountability and different forms of rankings
- Reassembling the University: new ways of narrating the university as an assemblage, new borders to the university, the assembling processes, the objects and subjects that are being assembled, the assemblers who are doing the assembling, processes of de- and re-democratizing (within) the university
- Keywords and analytical concepts (*pace* Raymond Williams)

Wright, Shore and Robertson to work on a proposal.

7. Future research and collaborations

7a. UNIKE

This project started in February 2013 and Sue Wright reported on progress. The process of appointing the PhD fellows was advanced and going well. The main problem is that the project manager had left AU. Despite AU's obligation to provide administrative support and UNIKE having the funding for a project manager, in the restructured AU Sue Wright was not permitted to appoint a replacement. She has had to take on the project manager's role in addition to her full workload and during the heaviest set up phase of the project. Various strategies for unblocking this dire situation were discussed.

UoA's role as an associated partner in UNIKE is mainly to host the mid-way conference, which all the fellows and supervisors from Europe will attend, along with as many of the associated partners from the Asia-Pacific Rim as possible. UoA would like to increase the NZ participation in the event, and use the opportunity to hold an international workshop in the Faculty of Arts. Read and Shore were making an application to the ministry (MBIE) requesting funding to complement UNIKE's funding and especially to cover the increased NZ participation in the event.

7b. Other spin-off projects

Robertson and Shore have been successful in gaining WUN funding for work on rankings.

Shore, Lewis and Morgan have succeeded in obtaining UoA's cross-faculty funding for their project on academic entrepreneurialism.

8. Other business

A 'very serious thank you' was given to Sue Wright for coordinating the URGE project.

2. Administrative issues raised and revealed by membership of URGE

This account and comparison draws on exchanges between administrators in the two Anglophone Universities involved in the URGE project, Auckland and Bristol. This meant that it was not possible to discuss issues directly related to Bologna, though New Zealand does have a clear policy towards involvement in the Process.

5. The first and in many ways the most important point made was the way that administrator visits were perceived. It was felt to be a strength of the project that administrators were travelling. Administrators should travel, in order to develop an understanding of good practice, and to spread this around, but also because such travel leads to an appreciation of the similarities between institutions, and allows one to grapple with the idea of the higher education sector as a system (with very fuzzy boundaries). In addition, they are considered full members of the URGE team, being involved in all aspects of the work and not 'confined' to organizational issues.

6. The second broad point to be made is the similarities the administrators discovered between their priorities and practices, despite the significant differences between the two Universities involved. Auckland is very large, with a relatively high proportion of undergraduate students compared to Bristol. The Faculties taking part in URGE are also different from each other. In Auckland, two Faculties took part: Arts—which is a very large multi-disciplinary (Humanities, Social Science, Music, etc); and Education, which is again much larger than Bristol's equivalent, with a heavy emphasis on initial teacher education, which is not as prominent in Bristol.

7. That said, the strongest similarities appear to be found in the area of support for and administration and encouragement of research development, especially in gaining and supporting external research funding. This was of increasing significance in both Universities due to both internal financial pressures and academic and reputational issues generated around the respective research assessment exercises, which while they followed different forms appeared to have similar importance. Auckland's marketing manager was interested in the growth of research Impact in the UK, and in how this was managed and handled, especially in terms of the impact of discursive and artistic subjects. The administrators shared a *presentation* of impact from RCUK where there are some good examples of attempts at making the case for funding the softest end of Arts research: <http://www.ahrc.ac.uk/About/Publications/Documents/Social%20Impact%20Exhibitions%20Web.pdf>

8. A further shared area of perceived high importance was university-community relations. Universities are becoming much more closely focussed on their communities than in the past, and administrators discussed the situation in NZ regarding the integration of Pakeha and Maori culture in academia, and compared the way that senior Maori

academics integrate as a community leaders in both spaces, so that the University acts as an integrating and developing force that brings cultures together. It seemed that in Auckland, the University is everyone's, it is inclusive of the whole city. However, there is a worry that restrictions on funding and places may be divisive.

9. An associated issue was whether there is a form of academic management practice that is distinctively Maori. When talking about the way that that the academic activity is managed using the meeting structure of the Hui, and that the senior Maori academics are leading as both academic and Maori community leaders, and living examples of integrated management practice that serves the needs of both communities (academic and Maori), it was felt that there was a prima facie case for there being a distinctive Maori practice of academic management, and that this could and should be explored further.

10. This compared with the more socially-divided city of Bristol, and the administrators discussed a little about an idea for developing an educational Trust to co-create projects in Bristol, with disadvantaged communities and university staff working together. Although Bristol has a long way to go on this, there seemed to be many parallels between what Maori academics had done and what the University wants to do in Bristol, who should try to learn from the New Zealand example.

11. A further area of common interest was in marketing the University, one of the highest profile areas of and responses to University Reform in a Global era. This meant that the focus of exchanges was on practices rather than the principle of University self-marketing. This included brand development, with a particular focus on the place and importance of social media in these strategies. The other side of the marketing emphasis was that it maintained a focus on the quality of the University's offerings to students.

12. The academic Dean of Research in the Auckland Faculty of Arts was firmly of the opinion that professional management was needed for research, and that academics should be as free as possible just to do the work, and that grant management was not something they should be entrusted with! The role of the research director was more about sustaining and building the intellectual life of the Faculty, than about meeting financial targets, and at least in the Faculty of Arts at Auckland, publications and PBRF performance were seen as higher priority than income generation from research. This reflects perhaps a significant difference between the kinds of pressures experienced in the area of research funding, and of its relative priorities and purposes.

13. There were also issues of the organization and financing of undergraduate teaching with researchers in the Auckland Business School who were developing alternative business models, to replace those of the 'lumbering old Universities'

3. Reports of Administrators' secondments

3.1 Dan Cook, Director of Administration/School Manager for the Graduate School of Education University of Bristol, UK

Factual background to the report

I undertook a placement at the University of Auckland from 23 February 2012-10 March 2012 inclusive.

My work role is as the Director of Administration/School Manager for the Graduate School of Education at the University of Bristol, UK.

I am also currently a student on the Master of Business Administration in Higher Education Management programme at the Institute of Education in London.

The exchange took place under the auspices of the University Reform, Globalisation and Europeanisation (URGE) EU-funded Marie Curie programme.

I was principally based in the Faculty of Arts for the duration of the placement, but I used the time to develop contacts in the Auckland Business School, the Faculty of Education, and within the University's central administration.

Due to time constraints, this report is intended to give a flavour of the conversations and interactions that took place during the placement, and not to present a consistent viewpoint or argument. I have therefore structured the document around individuals, and described the kinds of conversations and interactions I had with them.

Lynette Read

Lynette is the Faculty Research Development Manager in the Faculty of Arts at the University of Auckland.

Lynette visited Bristol during September 2011, and I hosted her stay. Lynette kindly hosted my visit, and I would like to place on record my thanks to her and her husband Brian for welcoming me during my stay.

In terms of Lynette's role, this is essentially identical to the Research Development Manager role at Bristol. Mainly an advisory or co-ordinating role.

Lynette supports public good funded research.

Elizabeth Rata

Elizabeth is Associate Professor in the School of Critical Studies in Education at the Faculty of Education, UoA.

Elizabeth and I discussed a wide range of issues connected with the URGE project, but the starting point was that it was felt to be a strength of the project that Administrators were travelling. In a meeting with a great deal of common ground and according views, the following points were covered.

Administrators should travel, in order to develop an understanding of good practice, to spread this around, but also because such travel leads to an appreciation of the similarities between institutions, and allows one to grapple with the idea of the higher education sector as a system (with very fuzzy boundaries).

Two members of staff from the University of Bristol (John Morgan and Sasha Matthewman) are currently travelling out to join the Faculty of Education at the University of Auckland, and we spent a good while discussing this transition, and what I knew of their research interests.

Erasmus mundus was agreed to be a very good scheme, and one that we were under-utilising at present. I explained that the UK fees system (and the unwillingness of UK universities to depart from their fee structures for EU-funded students) had a braking effect on the possibilities for student exchanges, but that we should look to work to establish student exchanges wherever possible. We felt it would be a good outcome of URGE and the recent transfer of staff to attempt to establish an exchange programme. This conversation created a further link – I learned that Sue Wright is looking to import postgraduate students to work with her, and I will follow this up with Susan, to see if there is anything systematic we might be able to do.

We talked about the ways in which universities are becoming much more closely focussed on their communities than in the past, and we discussed the situation in NZ with regard to the integration of Pakeha and Maori culture in academia, and compared the way that senior Maori academics integrate a role as a community leader in both spaces. Hence the University acts as an integrating and developing force that brings cultures together. It seemed that in Auckland, the University is everyone's; it is inclusive of the whole city. However, there is a worry that restrictions on funding and places may be divisive.

I compared this with the more socially-divided city of Bristol, and talked a little about the idea for developing an educational trust to co-create projects in Bristol, with disadvantaged communities and university staff working together. Although we have a long way to go on this, there seemed to be many parallels between what Maori academics had done and what the University wants to do in Bristol, and we should try to learn from the New Zealand example.

Human beings are the common link between all these processes. We then strayed into philosophical territory, talking about the nature of Trusts as enabling vehicles for ensuring that resources are used for their intended purposes, and that the concept of trust is a very useful one, as negotiated trust is a very old western concept with legal reality. Elizabeth talked about the way that Trust is unusual in English (a language rich in nouns that have become verbs) in that it is a verb that turned into a noun. I made the link to the philosophy of accountancy – the importance of giving a true and fair account of business affairs, and the importance of auditing (hearing this account).

Elizabeth recommended:

To make an appointment with Airini, one of the heads of Schools (airini@auckland.ac.nz) something which sadly could not be arranged during my stay.

To read Alan Macfarlane (anthropologist) "The making of the modern world" - book - looks at the role of trusts in the making of modern society.

Her own book – "The politics of knowledge in education". Routledge, published on 18th April.

Herbert Sima & Andrew Zhu

I met with Herbert Sima, a PhD student working on business models in Higher Education, supervised by Maureen Benson-Rea. I also met with his colleague, Andrew Zhu.

We talked about our common interest in business models for Higher Education, and they have been particularly interested in links to innovation theory.

Stabel and Fjeldstad's "Configuring value for competitive advantage: On chains, shops, and networks" in Strategic Management 19/5 1998

http://www.americanprogress.org/issues/2011/02/disrupting_college.html

We discussed Herbert and Andrew's experience of managing a small, private, teaching-focused design education college in Singapore, and the way in which they had focussed on a single business model (value-adding chain) and how they focussed their resources to ensure that large classes and fairly high student:staff ratios did not mean compromising on quality, due to the strength of their instructional design. Costs were lower, profits higher, and student satisfaction was very high.

I asked many probing questions about the model, particularly probing for problems brought about by the organisation not being an integrative one, for example:

1) How do you know your courses are relevant if not research-based?

We hire staff with research qualifications, and they design the courses, feeding in new ideas, and of course they can attend to their own development outside the school. However, what students want are courses focused on employment, so we work closely with employers to ensure that the courses are delivering.

2) How do you satisfy yourself that students are getting a higher education?

Employers want students who can think for themselves, be creative, and discuss issues in complex ways. So a good deal of the curriculum is about challenge, and helping students develop advanced critical thinking skills embedded in their discipline. The experience is easily as good as that in the best University classrooms.

Herbert was not particularly interested in higher education as a system, but he was very interested in breaking old business models for teaching, and was of the view that lumbering old universities had better watch out! He may well be right.

Etoma Lloyd Eveni

Lloyd is the financial administrator for the Faculty of Education. I mainly asked Lloyd about the structures for financial control and decision making. He told me the following things:

There were 7 schools in the faculty of education, reducing to 5, he thought because of streamlining and efficiency saving. Four of the new schools do teacher training, and a fifth does social work.

Financial control in the Faculty is very streamlined, with a single office serving the whole faculty. Lloyd forecasts and reports on the non-salary budget.

The focus for finance is on contribution - have to make target. Faculty has to balance the books. Faculty cares about cash flow. Also chases debts. Not incentivised.

Finance office has an educative role. Lloyd meets one on one with managers. Educates on credit cards. Goes through coding.

There is a School Manager in each school. School Managers really run the schools
They run an expenditure budget (rather than a revenue budget).
Financial allocations are not fully transparent between schools.
Dual reporting lines for finance staff through university finance office and the faculty of education.

Academics don't generally get a budget or credit card, and credit control seemed exceptionally tight. Financial projections are difficult with academic fund managers.
Academics need education on financial setup – Lloyd provided one-on-one support on financial matters.

Unit of resource has decreased as the faculty takes on additional students above the number the government pays for, meaning that UoA is doing the same sort of marginal costing that British universities did in the 80s and early 90s.

Student numbers are agreed at senior management level, School Managers are represented.
There is an Information and Planning committee at faculty level. Interesting to see these two issues are handled together. Perhaps information and planning should go together in an open collegial structure. I noted this for feeding in to our governance review in Bristol.

It became clear that the merger seven years ago of the old teacher-training college and university departments into the Faculty of Education had still not settled-down. Some barriers to integration were cultural (the University likes large cohorts and the old college liked small ones) and others were practical (many of the faculty of education classrooms were suitable only for small classes, because they were inherited from the old college).

Helen Whitehead

Helen is the University of Auckland's Marketing Manager. We talked mainly about brand and identity. The following, is a rough record of the questions I asked and Helen's responses.

Landscape for Marketing at Auckland

Marketing and Communications are separate functions with separate reporting lines. Marketing produces the prospectuses, but communications works with the recruitment staff.
Communications does press and PR work at UoA.

Auckland cognises it has a brand. Marketing looks after brand and recruitment. Communications produces a newsletter, but marketing produces the style guide. Faculties also have their own marketing functions. There is a network of all marketing staff run by the marketing office which is all about sharing good practice.

Messages are owned by senior managers.

My questions:

How useful is the concept of branding in your work at AU?

How does AU's brand differ from competitors?

Who do you see as competitors?

Helen Whitehead's responses:

Our position is as New Zealand's leading university, but our peer group includes the top 8 Australian universities.

Brand colour is blue sky with clouds (not Pantone)

Globally confident citizens.

Our research works wonders for... YouTube videos future focus with children, blue skies and soft natural world images.

Reflect greater level of freedom and creativity.

My question:

What kind of data do you use?

Helen Whitehead's response:

Market research - brand monitor survey conducted 6 times a year and comparable year to year and reflected in KPIs.

Also do qualitative research. Research around faculty sub brands, talking to potential students and employers, suitable to the discipline. Test the brand perception.

Comparison between sub brand and main university brand, the university's director of administration (registrar) cares about the gap and ensures the faculty closes it somehow. Very sophisticated approach.

Also collect CRM data. The contact centre answers Facebook queries, and the marketing office has produced some guidance, not agreed yet.

Set up a social media network for the whole university.

Also have an events management group on the same sort of collaborative effort.

My questions:

If you accept the definition that marketing is about meeting the needs of customers rather than selling products, and that strategic marketing is about allowing the marketing function to help the organisation to adapt to changing circumstances, to what extent would you say that AU utilises its marketing function?

Have you ever encountered ethical dilemmas in your work? What kinds of dilemmas do you experience?

Helen Whitehead's responses:

Equity can be an issue – wanting to reflect diversity.

Knowing how to deal with ethically troubling student activity, such as “Henry and Aaron it’s a snap” video on YouTube: <http://www.youtube.com/watch?v=4Am7oKBD3PU>

Facebook attacks - racist attacks happen, and then the University either posts over the top. Treat it

like graffiti – never delete, but post over the top.

Helen was interested in the growth of ‘research impact’ in the UK, and was interested in how this was managed and handled, especially the impact of discursive and artistic subjects. I promised to (and did) hunt out all of the materials I could find on *presentation* of impact from RCUK of which there are some good examples, viz.

This is a good attempt at making the case for funding the softest end of arts research:

<http://www.ahrc.ac.uk/About/Publications/Documents/Social%20Impact%20Exhibitions%20Web.pdf>

But if you want a repository of more mainstream documents looking to do the same sort of thing, you can do worse than start here:

<http://www.rcuk.ac.uk/kei/Pages/home.aspx>

Jarrold Shearer

Jarrold is the Faculty Registrar for the Faculty of Arts. He is currently going through a re-configuration of roles and structures in the Faculty. We had wide-ranging discussions on several occasions about the benefits and drawbacks of various organisational models, and I was acting as his sounding board for restructuring ideas. It is rather difficult to reproduce here, and much of what was said borders on the confidential, so I will not attempt to.

We formed a good relationship, and will stay in touch.

Bevan Iles

Bevan is the Finance Manager for the Faculty of Education.

The Faculty comprises:

3500 full-time-equivalent students

5 schools, four are education and one social work. Also a Maori education centre.

The Dean manages the Faculty, supported by Academic Operations, Finance and School Managers
Also deputy deans.

I was interested in Bevan’s role and how he sees it.

What constitutes good financial management of the faculty? Do you think this differs from other sorts of organisations?

Management versus financial accounting. Bevan has noticed that management accounts are called for more often than previously, with monthly forecasts being produced.

Ratios – attend to not overspending, but worrying about, say, staff:income ratio – this is a central, not a faculty problem to monitor.

Cash flow is watched carefully.

It seemed that academic staff workload was one of the biggest areas that impacted on Bevan's role, and managing workload was a major political issue.

I agreed to send over the Barrett & Barrett LFHE paper on workload and swarm workload tool. Barrett, L. C., & Barrett, P. S. (2008). The management of academic workloads: full report on findings. Retrieved from

<http://www.research.salford.ac.uk/maw/cms/resources/uploads/File/Barrett%20long%20report%20links%20final.pdf>

And

<http://www.switchsystems.co.uk/software/swarm/>

Maureen Benson-Rea and Cris Shore

I met with Maureen and Cris for lunch, we talked about the URGE project and how a nice outcome might be a future exchange programme.

Everdina Fuli

Everdina is the Business Manager for Te Whare Kura, the interdisciplinary research theme based in the Faculty of Arts, but stretching across the University.

I was based next door to Everdina, so we talked about many things, but perhaps the most interesting thread of conversation I could pull out for this report was around her thoughts on whether there is a form of academic management practice that is distinctively Maori. When talking about the way that the academic activity is managed using the meeting structure of the Hui, and that the senior Maori academics are leading as both academic and Maori community leaders, and living examples of integrated management practice that serves the needs of both communities (academic and Maori), we felt that there was a prima facie case for there being a distinctive Maori practice of academic management, and that this could and should be explored further.

Gary Patterson

Garry Paterson is Director of Faculty Finance for the Faculty of Arts.

I was interested in Gary's role and how he sees it.

Tell me a bit about the NZ funding environment, and what sort of outcomes you think it is designed to produce?

Traditionally the government has funded all students, but they also pay fees. Now the government is capping the numbers of students, so Universities are taking students above the cap at the marginal fee price alone.

What constitutes good financial management of the faculty? Do you think this differs from other sorts of organisations?

Good financial management is similar in all organisations.

To what extent does university policy on financial management aid and hinder the work of the

faculty?

Usually a help, though a little opaque. The University is responsible for balancing budgets and setting targets, and so much of what goes on in Faculties concerns the meeting of targets.

Rob Taylor is the business analyst for UoA, and Gary advised I meet him. Unfortunately this could not be arranged in the time I had.

Nic Mason

Research opportunities manager for the Faculty of Education. Her role and Lynette Read's in the Faculty of Arts are identical, but with one difference – that Nic is expected to actively assemble teams to work on particular funding streams. This perhaps reflects the willingness of many of the ex-teacher training college staff to take direction of this kind, and was a surprising and interesting feature of her role.

170 academic staff on the Faculty.

Involved with PBRF (the NZ REF)

Filtering the opportunities and passing them to the right people.

Assisting in the writing of bids and formation of teams, but not in the ongoing management of grants.

Lynette does public good funding only (not contract research) but Nic does both.

Airini is the URGE team member for Auckland faculty of education and I must meet her before I go.

Thegn Ladefoged

Thegn is the Director of Research for the Faculty of Arts, recently in the role.

My questions were all about the link between management and success in research:

Does the source of funding affect success - yes

Thegn was firmly of the opinion that professional management was needed for research, and that academics should be as free as possible just to do the work, and that grant management was not something they should be entrusted with!

The role of the research director was more about sustaining and building the intellectual life of the Faculty, than about meeting financial targets, and at least in the Faculty of Arts at Auckland, publications and PBRF performance were seen as higher priority than income generation from research.

From the student numbers I surmised that teaching cross-subsidises research here, as in the UK.

Further self-directed study

I am currently looking at the relationship between educational spaces and outcomes/outputs. I made a photostudy of much of the Epsom and Symonds campuses, and can produce photographs if of use.

The key factors I noticed were:

- 1) Limited integration of traditional Maori architecture into the University vernacular – but showpiece University Marae on both campuses. Two exceptions to this – one a large performance space built in traditional Pacific Islands style, and the other a Maori ancestor carving built into the structure of a building. Both examples, however, were in Maori/Pacific Islands studies departments.
- 2) Great deal of attention paid to space – a definite attempt to create large open, useful spaces, inside and outside buildings. A preference for high ceilings too, across campus, and particularly in new buildings. It felt like space was being used as a metaphor for the purpose of a university in the design of the buildings. Spaces are not just open, but structured, using pillars and floor treatments to define spaces, rather than physical barriers.
- 3) Levity was a distinctive feature, in many forms. Public art was used to create a sense of freedom, with sculptures that point to and are evocative of the open air preferred (birds by the Pacific Studies performance space, geometric progression sculpture by the student commons). The suspended portico of the Engineering building was like an elaborate visual joke on the discipline!

Extra-mural

In between all that, I went travelling to Rotorua, Papamoa and Mt Maunganui on the Bay of Plenty, and to the Waitakere Ranges, as well as exploring Auckland, Devonport and Waiheke and Rangitoto Islands. Good food, wine and company – what a wonderful place New Zealand is!

Thanks!

3.2 Lynette Read (UoA) Report on Visits to Bristol University and Aarhus University, September-October 2011

Visit to Graduate School of Education, Bristol University UK 19-30 September 2011

During the week of 19-23 September, I visited members of the URGE (University Reform Globalisation and Europeanisation) project team at Bristol University - Dan Cook, School Manager of the Graduate School of Education, Dr Sheila Trahar, Senior Lecturer in Education, Dr Lisa Lucas, Senior Lecturer in Education, Professor Susan Robertson and Professor Roger Dale – to discuss their research and their roles in the URGE project team. We also discussed the possibility of submitting funding applications to the European Commission early in 2012 for an Erasmus Mundus joint Masters in Educational Anthropology and an Initial Training Network involving the URGE partners and other European and international partners.

The following week (26-30 September) I met with a number of people involved in research management at Bristol University's Research and Enterprise Office and in the Faculties – Dr Lorna Colquhoun, the Head of the Research Development team, Dr Jude Hill, Research Development Manager for Social Sciences and Law, Tom Bowker, Research Development Manager for EU and Overseas, Dr Simon Gray, Research Development Manager for the Faculty of Engineering, Dominic Freda, Faculty Manager for Social Sciences and Law, Dr Susan Jim, Research Development Manager for the Institute of Advanced Studies and World Universities Network Manager, Valerie Aspin, Research Development Manager for the Faculty of Arts and Dr Anne Cook, Research Development Manager, Neuroscience. We discussed how our roles compared and also the international funding opportunities suitable for the URGE project. It was suggested that the URGE project team (led by Prof Cris Shore at UoA) apply for WUN funding in 2012 and that the project team investigate the possibilities of applying for research funding from the Leverhulme Trust and for a Marie Curie Fellowship in 2012/2013.

I also spoke with Professor Sally Barnes, the Graduate Dean, Social Sciences, regarding the possibility of Bristol University being involved in an Erasmus Mundus joint Masters programme and she agreed in principle.

On 28 September I took part in the Graduate School of Education's half-day Research Strategy meeting and on 29 September, I gave a presentation at the Graduate School of Education on Thematic Research Initiatives at the University of Auckland. I had further one-on-one meetings with Professor Jane Speedy and Dr Sasha Matthewman, Lecturer in Education, who were interested in the Thematic Research Initiatives and in the research being conducted at the University of Auckland.

Visit to the Department of Education (DPU), Aarhus University, Copenhagen, Denmark, 4-19 October 2011

During the week of 4-7 October, I met with the members of the URGE team at the Department of Education at Aarhus University based in Copenhagen - Professor Sue Wright, Dr Kirsten Marie Bovbjerg, lecturer in Education, Dr Gritt Nielsen, lecturer in Education and Ole Henckel, Manager

at the International Office – to discuss their roles in the URGE project team and their individual research projects. Two of the members of the team were intending to come to NZ shortly as part of the URGE exchange programme and I was able to give advice on budgeting for a stay of several months and general information about the practical aspects of living in NZ. I also met with Astrid Cermak, Research Officer at the Research Support Unit and Niels Henrik Meedom, Head of the Research Management Service at DPU.

In the following week of 10-14 October, meetings were set up with members of the URGE team and Research Managers at DPU to discuss the development of an Initial Training (PhD) Network funding application in January 2012 and an Erasmus Mundus application in April 2012.

Accompanied by Niels Henrik Meedom, I also went to the main campus of Aarhus University at Aarhus and met with Senior Managers there – Anne Marie Pahuus (Vice-Dean for Research), Johnny Laursen (Head of Graduate School), Steen Weisner, (Head of Talent Development), Rene Dybdal Petersen (Advisor for Knowledge Dissemination, Faculty of Arts) – to secure their support for the development of an ITN application. A further meeting with Marianne Ping Huang (Vice-Dean for Education, Faculty of Arts) and Lene Hjøllund, (Advisor for Education, Faculty of Arts) was arranged to discuss the development of the Erasmus Mundus application. The outcome of both meetings was an agreement, in principle, to the development of both applications, and a request for further information from Sue Wright, giving further detail about the proposed ITN and Erasmus Mundus programmes.

While I was at Aarhus University I met with Adrienne Heijnen, (Research officer, Research Support Unit) and John Westensee, (Head of Research Support Unit) to compare our roles as Research Development Managers and discuss the role of the Research Support Unit at Aarhus University.

In the week of 17-19 October, I had further meetings with Sue Wright and also met two other members of the URGE team – Dr Dirk Michel-Schertges, lecturer in Education and Martin Bech, a PhD student of Sue Wright's.

I also met again with Ole Henckel to discuss our proposed presentation at the INORMS (International Network of Research Management Societies) conference in May 2012 (joint abstract submitted in August 2011). The presentation has since been accepted for the conference and I have subsequently been successful in my application to the General Staff Professional Development Awards at the University of Auckland to receive funding to attend the conference.

Outcomes of the visits

- Agreement reached between the three Universities to submit an ITN funding proposal in January 2012 and to submit an application for an Erasmus Mundus joint Masters programme in Educational Anthropology in April 2012.
- Progress made on the development of the ITN and Erasmus Mundus joint Masters proposals.
- Further sources of research funding for the URGE project identified.
- Acceptance of joint presentation to the INORMS conference in May 2012.

- I gained a better understanding of the international research funding environment and of the role of the Research Development Manager internationally.

3.3 Lynette Read's (UoA) Visit to INORMS Conference and Department of Education (DPU), AU in Copenhagen May 2012

Having been awarded a University General Staff Professional Development Award and with additional funding from the Faculty of Arts and URGE project, I was able to travel to Copenhagen to make a joint presentation with Ole Henckel of AU to the 2012 INORMS conference held on 13-16 May. INORMS (International Network of Research Management Societies) holds an international conference biennially and the theme of this year's conference was "Let's fly to Mars: it all comes down to individuals". The conference was attended by approximately 440 participants, representing 39 countries. Most of the participants were research managers or administrators although some academics involved in research management attended. Interest in presenting at the conference was high and only about twenty-five percent of the abstracts submitted were selected for presentation. Six other New Zealanders attended the conference but I was the only NZ presenter.

I and my colleague, Ole Henckel, the European Development Manager at Aarhus University, chose to present on the topic of "Facilitating Sustainable International Research Collaborations – the Opportunities and Challenges" based on our own experience of collaboration on the URGE project. Our presentation included information about international mobility schemes such as Erasmus Mundus joint Masters and PhD programmes and IRSES (the International Research Staff Exchange Scheme, which funds our European partners' contribution to the URGE project). Discussion with participants from a number of different countries attending the presentation revealed that although many universities have policies in place which prioritize the internationalization of research, they do not have implementation plans or strategies to implement these policies. Our presentation was scheduled in a parallel stream of 6 conference presentations and attracted about 35-40 participants and some lively discussion both during and after the session.

Prior to the conference proper, I attended a workshop on "Writing Successful Grants" by Dr Robert Porter from the University of Tennessee. As the content of this workshop was innovative and the delivery engaging I have suggested to our Deputy DVCR, Margaret Hyland, and to the Research Office that the University should consider inviting Dr Porter to run a similar workshop here. Other highlights of the conference included keynote speeches by Dr Albert Haldemann from the European Space Research and Technology Centre, who spoke about landing remote vehicles on Mars and by Ehsan Masood, the Editor of *Research Fortnight* in London, who spoke about his career as a science policy journalist. The standard of the parallel presentations was generally very high and it was sometimes difficult to choose which one to attend.

After the conference I had been invited by Professor Sue Wright, the Principal Investigator on the URGE project at the School of Education of Aarhus University (based in Copenhagen), to spend some time there with members of the URGE project team. In particular, Sue wanted to discuss the ITN proposal, of which the University of Auckland is an Associate Partner, and the proposed Erasmus Mundus application, involving UoA as a full partner. Accordingly, I met with Sue and the two administrators involved in these projects, Ole Henckel and Astrid Cermak to discuss the details of both projects and in particular what UoA's contribution to these schemes was likely to be (for details, refer to Appendices following this report).

In addition, I met with Martin Bech (one of Sue's PhD students), Dr Dirk Schertges and Dr Gritt Nielsen, three other members of the URGE team who are intending to visit UoA later this year at separate times. Astrid and Sue are also coming to UoA in the latter part of 2012, so there was a lot to discuss in terms of the practicalities of these visits which range from one to four months.

I also met with Dr Anne-Marie Pahuus, Vice-Dean for Research in the Faculty of Arts at Aarhus University, and Niels-Henrik Meedom, the Director of a recently-established Centre for Research Innovation in the Faculty of Arts, who were very interested to hear about the development of the Thematic Research Initiatives at UoA.

In summary, I felt that both the conference and the visit to the School of Education at Aarhus University in Copenhagen had been very worthwhile. As the only NZ presenter at the conference my presentation helped raise the profile of NZ and in particular, the University of Auckland, in the arena of international research management. The Faculty of Arts' involvement in both the International Training Network in Higher Education, which will commence in 2013, and in the proposed Erasmus Mundus Masters programme in Educational Anthropology (if the application is successful) will contribute to our international standing in these areas of education and research.

Lynette Read
2 July, 2012

Appendix I - Proposed Erasmus Mundus Masters Programme Application 2013

It is proposed that an application for an Erasmus Mundus Master programme in Educational Anthropology be submitted to the EU in 2013. The programme would be coordinated by Aarhus University in Denmark and include 4 other partners. The EU partners are Stockholm University, Durham University and the "third country" partners, the University of Auckland and Delhi University. Other possible partners are being considered.

The Mundus EdAnth Masters programme will be a fully-recognized Masters programme at each of the partner institutions. Where partners' universities or countries allow (Aarhus, Stockholm, Auckland), a joint degree will be offered by Aarhus University and the relevant partner institution (one certificate awarded jointly and badged by the relevant institutions). Where this is not possible, a double degree will be offered by Aarhus University and the relevant institution (Durham, Delhi).

Each institution is required to have a lead academic and an administrator to work on the programme.

Aim of the Programme

The aim of the EMMC (Mundus EdAnth) is for students to embrace a global perspective and gain an in-depth understanding of how, in everyday life, in education and research institutions, and in workplaces and policy making agencies, the concepts and practices of education and knowledge are negotiated and managed. The programme is aimed at an internationally oriented labour market where education and knowledge are of growing importance for both 'the north' and 'the south' in an increasingly knowledge-based economy and a globalised world.

Course Structure

Year One: In the first semester, all students will take a compulsory core module in Educational Anthropology at DPU in Copenhagen. In the second semester, students will take one compulsory course on ethnographic research methods and fieldwork preparation and two electives at Aarhus, Durham or Stockholm Universities.

Year Two: In the third semester students must take two compulsory modules – 1) An independent project involving fieldwork 2) A “field to text” module. Students will be able to choose a supervisor for the project from any EU or 3rd country partner and conduct fieldwork in that country. In the fourth semester, students must complete a dissertation of 80-100 pages. They may choose a dissertation supervisor from any EU or 3rd country partner and will receive one-on-one supervision of their dissertation.

Mobility Tracks

It will be compulsory for students to take a minimum of 30 ECTS (= 60 NZ credits) at two European countries. Non-EU Scholarship holders may only do 15 ECTS at institutions outside of the EU but EU students may study for 1 or 2 semesters outside of Europe.

Fees

The annual tuition fee set by the European Commission is 4,000 Euros for European students and 8,000 Euros (\$12,500) for 3rd country students, but the distribution of income among consortium partners will be based on total income and not such an arbitrary distinction. Partners in the consortium may choose to waive part of the tuition fees if wished. A lump sum from the income per student e.g. 1,000 Euros for the first 30 students contributes to the coordinator’s administration of the consortium and then the rest is distributed as equal share.

Student Numbers

It is expected that there will be a cohort of 30 students (10 European and 20 from outside Europe). Some of these students will be Erasmus Mundus scholarship holders and others will not. It is anticipated that 1-2 students from each 3rd country partner will receive scholarships.

Financial Contribution to Partner Institutions

The two 3rd country partners will receive 2,000 Euros (\$3,150) each per annum to contribute to costs related to consortium activities such as travel to participate in meetings. There is also a consortium lump sum (4,000 Euros) to support consortium activities such as maintaining a website.

UoA would probably provide a total of maximum 750 ECTS per cohort (60 ECTS for all 10 European students and 15 ECTS for 10 3rd country scholarships holders). Based on these assumptions, an estimated income for UoA would be 77,083 Euros (\$120,914) for each cohort of two years. The contract with the Commission runs for five intakes making an estimated total income for Auckland as 385,414 Euros (\$604,574) but there are of course, costs associated with delivering 750 ECTS at UoA.

Implications for UoA

Partner institutions will receive a share of the fees for courses and supervisions they provide and a share of the funding for visiting scholars. The main cost for UoA would be in kind, in the form of

supporting students' and visiting scholars' visa applications, housing, integration etc. A part-time administrator of approx. 0.3FTE would also be needed to administer the programme but the FTE could be reduced to 0.1 or 0.2FTE once the programme has been established.

Appendix II - Proposed ITN (Initial Training Network)

In January 2012, Aarhus University, as the coordinating institution, submitted an application to the European Commission for an Initial Training Network, a four year programme for 12 PhD students and 3 Postdoctoral Fellows in the area of the globalization of Higher Education. In the EU assessment process, the application received the second-highest score out of more than six hundred applications and is very likely to be funded by the European Commission.

The EU partners are Aarhus University, the University of Bristol, Roehampton University (UK), University of Ljubljani (Slovenia), University of Porto (Portugal) and the École Normale Supérieure de Lyon (France). There are a number of Associated Partners both in the private sector and the University sector, including the University of Auckland. **A full list of Participants is attached.**

The programme is aimed at developing the knowledge and skills in early career and more advanced researchers to enable them to critically examine how universities in regions of the world are being reformed in the process of creating knowledge economies and societies. It involves a series of workshops, a virtual seminar series, three summer schools and a final conference for PhD students. In addition, each PhD student will do a project associated with the programme.

PhD students will be recruited from all Partner and Associated Partner Universities, will receive full scholarships and be employed at one of the 6 European Universities. The Post-doctoral Fellows will attend all workshops and summer schools and be involved in running the project. Each Partner University will offer PhD projects and the PI of each Partner University will supervise PhD students. Students will also have a co-supervisor at one of the other partner Universities. Some projects will involve secondments to industry partners.

UoA Contribution to ITN

UoA will host a two-week summer school in February 2015 (at the half-way point of the programme) that all PhD students and Postdoctoral Fellows in the programme will be expected to attend. PhD students from UoA will also be invited to attend the summer school. The costs of holding the summer school will be paid by ITN funding. The PI (Cris Shore) will teach on the programme and his travel and subsistence expenses will be paid by the ITN.

PhD students in relevant disciplines from UoA will be invited to attend workshops held in other locations, but will not be directly funded for travel or other expenses from ITN funding. UoA's commitment to hosting the summer school, teaching on summer schools and workshops, hosting visiting researchers, making research visits to other partners, acting as a resource for students in their virtual seminars and participating in the supervisory board is detailed in the Letter of Commitment included in the ITN application.

Appendix 3 - List of Participants in UNIKE ITN project

UNIKE – MULTI-PARTNER ITN

PART B

B.1 LIST OF PARTICIPANTS

Partnership	Legal Entity/ Country	Department	Scientist-in-Charge
Full Partners (Beneficiaries)			
1.AU	Aarhus University, Denmark	Department of Education	Prof. Susan Wright
2. UB	University of Bristol, UK	Graduate School of Education	Prof Susan Robertson Prof. Roger Dale
3. RU	Roehampton University, UK	Business School	Prof. Rebecca Boden
4. LU	Univerza V Ljubljani, Slovenia	Faculty of Education	Prof Pavel Zgaga
5. UPORTO	Universidade do Porto, Portugal	Faculty of Psychology & Educational Sciences	Assoc. Prof. António Manuel Magalhães
6. ENS DE LYON	Ecole Normale Supérieure de Lyon, France	Institut Français de l'Éducation	Prof. Jean-Louis Derouet Reader Romuald Norman
Associated Partners – Private sector			
1. THE	Times Higher Education, UK		Phil Baty, Deputy Editor
2. BB	Berghahn Books, UK/USA		Vivian Berghahn, Managing Director
3. ACA	Academic Cooperation Association, Belgium		Bernd Waechter, Director
4. GHK	GHK Consulting Limited, UK		Dr Nick Henry, Principal, Regions, Economic and Development Practice
5. Routledge	Routledge, Taylor & Francis Group, UK		Graham Hobbs, Editorial Director
Associated Partners – Socio-economic actors			
6. APRU	Association of Pacific Rim Universities, Singapore		Prof. Christopher Tremewan, Secretary General
7. SDC	Sino-Danish Center, Education and Research, Denmark / China		Prof. Hans Gregersen, Executive Director
8. EURODOC	European Council of Doctoral Candidates and Junior Researchers, Belgium		Ludovic Garattini, President
9. MCO	Magna Charta Observatory, Italy		Prof. Dr. Üstün Ergüder, President Istanbul Policy Center, Sabanci University, Turkey
10. CIRGE	University of Washington, USA	Faculty of Arts / Center for Innovation and Research in Graduate Education	Prof. Maresi Nerad, Director
Associated Partners – Universities			
11. UoA	The University of Auckland, New Zealand	Department of Anthropology and Centre for European Studies	Prof. Cris Shore
12. ESSCA	ESSCA School of Management, France		Prof. Dr Wei SHEN, Professor of International Relations. Director of the ESSCA Shanghai Campus

UNIKE – MULTI-PARTNER ITN

13. UP	University of Provence, France	The Laboratoire Méditerranéen de Sociologie (LAMES)	Dr Corine Eyraud, Maître de conférences
14. UCSB	University of California, Santa Barbara, USA	Department of English	Prof. Christopher Newfield
15. UCSC	University of California, Santa Cruz, USA	Department of Anthropology	Prof. Donald Brenneis
16. CU	Cornell University, USA	Department of Anthropology	Prof. Davydd J. Greenwood
17. DU	Deakin University, Australia	Faculty of Arts and Education, School of Education	Prof. Jill Blackmore, Director
18. SU	The University of Sydney, Australia	Faculty of Education and Social Work	Prof. Anthony R. Welch
19. HKIE	The Hong Kong Institute of Education, China	Centre for Governance and Citizenship	Prof. Mok, Ka Ho, Joshua, Associate Vice President
20. HKU	The University of Hong Kong, China	Faculty of Education	Dr Rui Yang, Assistant Dean
21. ZU	Zhejiang University, China	College of Education	Prof. Gilsun Song, Assistant Dean
22. BNU	Beijing Normal University, China	Institute of International and Comparative Education	Prof. Liu Baocun, Director
23. SJTU	Shanghai Jiao Tong University, China	Center on Graduate Education Research, College of Education	Prof. Shaoxue Liu, Director and Vice Dean
24. NUS	National University of Singapore, Singapore	Asian Migration Research Cluster, Asia Research Institute	Prof. Brenda S.A. Yeoh, Cluster Leader
25. TJC	Tokyo Jogakkan College, Japan		Prof. Takao Kamibepu
26. UKM	The National University of Malaysia	Institute of Ethnic Studies (KITA)	Distinguished Prof. Shamsul AB, Founding Director
27. UBC	The University of British Columbia, Canada	Centre for Policy Studies in Higher Education and Training, Faculty of Education	Prof. Hans G. Schuetze

Three of the above partners (FP1 AU, FP2 UB and AP11 UoA) are partners in the FP7 PEOPLE IRSES project URGE (University Reform, Globalisation and Europeanisation) (2010-13, PIRSES-GA-2009-247565).

That project has generated not only knowledge exchange but a new collaborative research agenda, which is the basis of this application. Four new European partners have been selected with the additional expertise required successfully to address the new topics in the research agenda. Associated partners have been chosen from the private, socio-economic actor and university sectors who fulfil two roles. They both offer a specific area of training or expertise in doctoral education and they extend the partners' specialist knowledge and regional expertise, especially concerning the Asia Pacific rim.

3.4 Astrid Cermak (AU)

At the time of the visit I was employed as Fundraiser at the Research Support Unit, Aarhus University, based in the Department of Education (DPU). I was support person for the application for the URGE project (IRSES, FP7) and subsequently for the UNIKE project.

I spent 5 weeks at the University of Auckland in November-December 2012. I was most kindly hosted by the **Faculty of Arts Research Development Manager, Dr Lynette Read** and **Grant Writer Dr Melissa Spencer**.

As I was placed in an office with Melissa and right next to Lynette, I had the pleasure of getting insights into their work – and their ways of working - throughout my stay. This gave rise to several interesting talks on tasks, expectations, networking, how best to support research, similarities and differences between the two universities etc.

Lynette's role focuses on the strategic development of faculty research and faculty applications and she has been responsible for facilitating the very interesting cross-faculty thematic research on Indigenous Knowledges, Peoples and Identities.

Melissa's role in research support services includes preparing workshops on grant-writing and funding agencies as well as more hands on contributions to planning and drafting, and assisting in compliance checking of applications.

Everdina Fuli, Business Manager at the Te Whare Kura Thematic Research Initiative on indigenous knowledges had her office nearby and was also a source of inspiration in the short periods she was around.

I also met up with **David Saunders, International Funding Specialist at The University of Auckland Research Office** several times as he had been my contact when negotiating the URGE project. We had many interesting talks on funding, funding systems, EU, funding offices etc. David also arranged afternoon sessions with some of his colleagues for me to learn more about the Ethics Committee of the University of Auckland as well as the Research Courses and internal funding programmes run by the Research Office.

Melissa and Lynette helped me set up meetings with other administrative employees at the university in keeping with my interests. Some of the people I met include:

Jarrold Shearer, Registrar at the Faculty of Arts. We discussed external funding, restructuring and organization of support. We also discussed the UNIKE Summer School which will take place in 2015 but due to the restructuring that the University of Auckland was undergoing at that time it was not possible to pinpoint who would be the responsible person. It was expected that there would be a summer school organization in place by 2013.

Nic Mason, Research Opportunities Manager at the Faculty of Education. Nic had a job very similar to my job at that time assisting the Faculty of Education in all kinds of pre-award tasks concerning public funded research as well as tenders and contract research.

Nic also arranged an afternoon session with two researchers at the faculty who were working on their IRSES-application.

Jeffery Nikoia, Business Manager – national education, Auckland UniServices Limited.

UniServices makes contract research as well as consultancy, commercialization, technology development and transfer. I met up with the Business Manager for education to hear more about how the university was commercializing NZ education models – selling teacher courses at the university or running them in other countries in Asia. The organization also claimed to export their models, selling education design. This is a very interesting area that I would have been interested to study more closely.

3.5 Niels Henrik Meedom, Director of Danish Centre for Culture and Learning (AU) to Auckland University, 17 Nov – 18 December 2013.

Host contact person and institution: Dr Melissa Spencer, Faculty of Arts, the University of Auckland.

1. The URGE project

I was invited by Prof Sue Wright to take part in the URGE staff exchange scheme. I represent a recently established unit – DCL - within AU's initiatives under the 'Knowledge Exchange' (KE) paradigm. I had previously participated in URGE workshops and helped host visits from UoA and later was involved in the UNIKE¹ project. Through interaction with the research groups participating in these projects, I (and DCL) had encountered fruitful discussions on the relation of HEIs to society, HEIs' contributions to the Knowledge Economy and similar areas. I had greatly appreciated these discussions in relation to my role in building up the capacity of DCL and its operations.

Within the URGE project a work package study topic has been the formation of 'third mission' activities within Knowledge Transfer operations at HEIs including the consequences for Academics and Universities of such 'third mission' activities. This work was led by Cris Shore and Nick Lewis (both UoA), who also interviewed DCL about its services, strategies and operations as part of their WP preparations in 2012.

2. The development of DCL

DCL may be categorized as a 'third mission' office. DCL's objectives are informed by AU's approach to the 'Knowledge Exchange' agenda,² which may be described as a wide range of collaborative and dialectic activities between Universities and Society.

DCL is located in the Faculty of Arts, Aarhus University. The Faculty of Arts in Aarhus is a recent merger between the former Faculties of Theology, Humanities and Education. DCL was established in late 2011 and has established principles, concepts and 'guiding values' for its operations. DCL plays a key role in developing match-making mechanisms between external stakeholders' need for knowledge and AU's research potentials. Further, DCL develops frameworks and platforms for supporting match-making and collaboration based on shared interests among both researchers and external stakeholders.

The secondment to NZ has been a valuable stock-taking contribution to this work. The trip has been a great opportunity for me to meet a range of NZ colleagues and exchange views and share experience with staff members at NZ Universities (and other interesting Institutions/HEIs) who work in areas similar to DCL's operations and/or other forms of 'Knowledge Exchange' activities.

¹ UNIKE: Universities in the global knowledge economy. <http://unike.au.dk/>

² For an Introduction to Knowledge Exchange see eg.: <http://www.ahrc.ac.uk/News-and-Events/Publications/Documents/Hidden-Connections.pdf>

The field trip has also made it possible for me to meet a range of researchers and learn about their practices and experiences with building up lasting and committed cooperation with both communities and authorities, the assumption being that Knowledge Exchange activities inform and benefit both parties.

3. Method and meetings

The aim of the visit was to visit a range of HEIs and hold meetings and interviews for both reflections, knowledge transfer and fact finding. The purpose has been, among others, to expand and discuss the use of Knowledge Exchanges in and with Universities.

With the kind assistance of particularly Dr Melissa Spencer, Dr Nick Lewis, Professor Brigitte Bonisch-Brednich and Professor Sue Wright, Henrik has met with a broad selection of experts and academics from a range of university areas and done interviews about their experiences and understanding of useful Knowledge Exchange activities and discussed forms of collaboration between University and 'society'.

The questions below have guided the majority of interviews:

Which forms of activities make sense to both researcher and communities – or to authorities?

What works? What makes it work?

How are results perceived? How are benefits seen - and measured?

Do you know of relevant studies of impact within selected areas/sectors?

Are there alternative ways of measuring the value and benefits of collaborating with the Arts and Humanities - as compared to the economic bottom line?

Which are the incentives for researchers to 'step out of the armchair' and engage in collaboration with external stakeholders? How are Knowledge Exchange activities generally estimated by Peers?

4. Major areas or topics discussed

- Policies for supporting 'outside' activities, financial incentives, organization of contracts and IP rights.
- Interdisciplinarity and cross-disciplinary cooperation.
- Applied research and strategic initiatives.
- Industry Collaboration.
- Impact and benefits from working with the arts and humanities.
- Forms and representation of Knowledges – with particular interest in Maori forms of knowledge.
- Alternative forms of collaboration and contracting.

5. List of persons met, with Keywords and/or particular areas of interest

I had meetings with the following academics:

Prof Harvey Perkins, Transforming Cities, University of Auckland.

Transformative Research, Action research, strategic initiatives, NZ urban planning, social development and NZ concepts of sociality. SmartCities.

Dr Susan Morton, Director, Growing Up in New Zealand, The University of Auckland and Kerry Price, *Business Development Manager - Medicine and Health, Uniservices.*

Longitudinal studies, social sectors, large data sets, applied research and the informing of policies, fund raising. Links to Intervention studies in day care area in DK.

Daniel Patrick, Executive Director and Dr Dan Hikuroa, Research Director, Ngā Pae o te Māramatanga/NZ's Indigenous Centre of Research Excellence, The University of Auckland

Capacity building, indigenous forms of knowledge, science, strategies for communities' liaison and involvement in indigenous-based research initiatives

Professor Lydia Wevers, Director, Stout Research Centre, Victoria University of Wellington

Cross-disciplinarity, New Zealand, humanities, making strategies visible, working with the public and being (publicly) visible.

Professor Brigitte Bonisch-Brednich, School of Social and Cultural Studies, Victoria University of Wellington

Academics as migrant workers, cross-cultural work and support

Miriam Ross and Paul Wolfram, Film Programme, School of English, Film, Theatre & Media Studies, Faculty of Humanities & Social Sciences, Victoria University of Wellington

Museum collaboration, 3D film making, creative arts. Arts production.

Dr Alfio Leotta, Film Programme, School of English, Film, Theatre & Media Studies, Faculty of Humanities & Social Sciences, Victoria University of Wellington.

Film tourism and film tourist. Link to Arts, creative sectors.

Sandra Grey, School of Social and Cultural Studies, Victoria University of Wellington.

HEI and society, knowledge economy, role of academics, University management, Volunteerism, commissioned contracts

Dr. Kirsten Moana Thompson, Professor and Director of Film Program, School of English, Film, Theatre and Media Studies, Victoria University of Wellington

Collaboration schemes, incentives for academics to do outside activities

Professor Dory Reeves, School of Architecture and Planning, the University of Auckland.

Immersion studio as facility for learning. Bridging between cultures of knowledges.

Traditions, community development. Cross-cultural communication

Dr Brendon Dunphy, School of Biological Sciences, University of Auckland

Green Mussels, applied sciences, university and community cooperation, resilience

Janet Fanslow, Social and Community Health, School of Population Health, University of Auckland

Clearinghouses

Professor Judy M. Parr, Head, School of Curriculum and Pedagogy, Faculty of Education, The University of Auckland

Educational research, education policy contributions, government contracting. The carrying out practice informed research on education in NZ.

Brian Annan and Mary Wootton, Faculty of Education, The University of Auckland (Mary is also attached to Uniservices Ltd).

Learning and change networks, transformative research, practitioners' research, actionresearch, GELP

Professor Joerg Kistler, Director, Institute for Innovation in Biotechnology and Analeise Murahidy, Business manager, science, Uniservices Ltd, the University of Auckland.

University partnerships with large companies, industry-university cooperation, incubators, industry-demand, industry masters programme, IP easy access, IP sharing.

Damien Wilkins, Director, International Institute of Modern Letters, Victoria University of Wellington.

Interaction with the community and with the Arts sector, creative writing, the Arts sector in NZ

Dr Helen Petousis-Harris, Immunization Research and Vaccinology, Dep. General Practice & Primary Health Care, The University of Auckland (Tamaki Campus)

Sector related research, commissioned research, government relations

Everdina Fuli (Te Whare Kura), Faculty of Arts, the University of Auckland

Maori knowledges and culture, Maori staff research potentials

Professor Diane Brand, Dean, National Institute of Creative Arts and Industries, the University of Auckland

I had meetings with the following administrators:

Jeannette Vine, Portfolio Manager, External Research Funding Unit, Research Office, Victoria University of Wellington and Theresa Sawicka, Manager, Research and Faculty of Graduate Research, Victoria University of Wellington

Fund raising, research support.

Jarrold Shearer, Faculty Registrar, Faculty of Arts, the University of Auckland.

Financial management, incentives, faculty management and change management

Nic Mason, Research Opportunities Manager, Faculty of Education, the University of Auckland

Fund raising, research support.

Melissa Spencer (ARTS TE WHARE KURA), Grant Writer/Research Developer, Faculty of Arts, the University of Auckland

Host guidance, strategic initiatives and faculty coordination

Lynette Read, Research Development Manager, Faculty of Arts, the University of Auckland.

Strategic research Initiatives

Gary Patterson, Director, Faculty Finance, Faculty of Arts & Faculty of Law, University of Auckland

Financial management

6. Use of the results

I have brought a wealth of ideas and information back to apply immediately in our work at DCL. In consultation with Nick Lewis, UoA, I am also preparing a paper comparing Danish and NZ Universities' institutionalization of the Knowledge Exchange Agenda.

4. Conference Paper by Read and Henckel to INORMS conference, May 2012



4.1 Abstract

Name:	Dr Lynette Read
Institution/dept.	Faculty of Arts, University of Auckland, New Zealand
E-mail:	l.read@auckland.ac.nz
Session/workshop:	1-hour session
Track:	Man
Co-presenters:	Ole Henckel, DPU, Aarhus University, Denmark
Presentation title:	Facilitating Sustainable International Research Collaborations – the Opportunities and Challenges
Description:	<p>One effect of the globalization of the research environment is that engagement in international research collaboration is becoming increasingly significant both in terms of the number of research teams with international linkages and in terms of research funding. However many international research collaborations develop as a result of associations between individual researchers, often on an ad hoc basis, rather than as a planned long-term collaboration between research teams.</p> <p>This presentation will discuss how international mobility funding schemes can be utilized to encourage the development of collaborative research platforms and sustainable partnerships. The presenters, Dr Lynette Read, Research Development Manager, University of Auckland, New Zealand, and Ole Henckel, European Development Officer, Aarhus University, Denmark, are members of a team of researchers, research managers and administrators, jointly funded in 2009 by the European Commission and the New Zealand Ministry of Science and Innovation to develop partnerships between University staff in New Zealand, UK and Denmark. Drawing on their experience they will provide some practical insights into the opportunities and challenges that arise from working with international teams.</p> <p>The session will combine a short presentation on international mobility schemes such as IRSES (International Research Staff Exchange Scheme) and Erasmus Mundus and how they work in practice with interactive small-group discussions involving those attending the workshop, to consider what research administrators and managers can contribute to facilitating sustainable international collaborative research.</p>
Level:	The target audience for this session is people involved in developing research programs such as managers and pre-award staff.

4.2 Power points

Facilitating Sustainable International Research Collaborations – The Opportunities and Challenges

Dr Lynette Read, Faculty of Arts, University of Auckland
Ole Hanckel, DPU, Aarhus University



International Mobility Schemes

- IRSES: International Research Staff Exchange Scheme
- Erasmus Mundus Masters and PhD Programmes



IRSES Scheme

- Secondment programme to link research groups (≥ 2 European groups in different countries plus 1 third country from the eligible list)
- **Balanced** exchange of research and technical or administrative staff, but **no** intra-EU mobility
- Several researchers in each direction for 1-12 months each over 3-4 years
- Doesn't pay salary or research costs



IRSES activities

- Networking activities
- Training
- Joint workshops
- Seminars
- Achieving scientific results
- Knowledge transfer

Exploiting complementary expertise and creating synergies



URGE Project

- Joint research project on University Reform, Globalisation and Europeanisation
- Collaboration between three partners: Aarhus University, Denmark (co-ordinating institution), Bristol University, UK, and University of Auckland, NZ
- 4 ½ year programme of exchanges 2010-14
- Funded by European Commission under FP7 Marie Curie programme and the Ministry of Research, Science and Technology (NZ)



Project Team

- 6-7 researchers from each of 3 Universities – range from early career to experienced researchers
- Researchers from range of related disciplines but common interest in research on University reform
- Research Manager or Administrator from each University.



Role of Research Managers / Administrators

- Knowledge transfer of international 'best practice' in research and international management and administration
- To ensure longevity of joint research project beyond IRSES through joint international research funding and joint teaching programmes

Challenges

- Difficulties of planning 5 years ahead – "Like playing four-dimensional chess"
- Working with interdisciplinary teams – how do you create a shared language/vocabulary?
- Working with different University calendars
- Programme assumes continuity of personnel but mobile/transnational staff
- Changing University systems. Constant administrative reorganisations → changing nature of partnerships

Opportunities

- Knowledge transfer
- Long-term sustainable research collaborations, not dependent on individual researchers
- Internationalization of research creates wider opportunities for dissemination of research
- Creation of new knowledge

Opportunities: making new friends



Erasmus Mundus scheme

- Joint MA programmes
- Joint PhD programmes
- Mobility networks
- Scholarships for:
 - Third country students
 - Third country scholars
 - EU-students
 - EU scholars

Erasmus Mundus MA programmes

- Structured with study periods in two or more universities
- Jointly developed curriculum (learning outcomes)
- Quality assurance standards jointly agreed
- Joint admission and selection procedures
- Joint supervision
- Award of a joint degree, signed and recognised by all partners

The EMMC - Edanth

- Joint MA programme in Educational Anthropology
- Collaboration between three EU-partners:
 - Aarhus University, DK (Co-ordinator), Stockholm University, SWE, Durham University, UK
- As well as two third country partners:
 - Auckland University, NZ, Delhi University, India
- MA specialisation is achieved by the students choice of mobility track

Project Team

- 1-3 researchers from each partner university supported locally by colleagues and academic bodies responsible for the quality of taught courses and supervision of students
- 1 administrator from each partner university responsible for local coordination with relevant administrative units - international office, housing service, Registry etc.

The role of administrators

- Pave the way for reaching an agreement for setting up and running the programme efficiently
- The content of the agreement has to be in line with the regulations of each university as well as each university's national legal framework
- Provide clear guidelines for how to run the programme administratively - i.e. ensuring efficient procedures for the transfer of students from one destination to another

Challenges

- Domestic legal requirements with regard to:
 - Tuition fees, i.e. national funding regimes
 - Quality Assurance and accreditation
 - Visa-regulations
 - Award of degree/Degree Certificates

Opportunities

- Improve mobility for domestic students
- Enhance recruitment of international students
- Providing a "structure" for lasting collaboration, i.e. at institutional level rather than at the level of individual researchers