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|  | EUROPEAN COMMISSION Research Executive Agency Marie Curie Actions – International Research Staff Exchange Scheme |  |
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Project Acronym: URGE

Project Full Name: University Reform, Globalization and
Europeanization

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Final Report

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Prof. Susan Wright

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AARHUS UNIVERSITET

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Final Report

PROJECT FINAL REPORT

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| Name, title and organisation of the person in charge of the project for the beneficiary(ies): | Prof. Susan Wright AARHUS UNIVERSITET |
| Tel: | +4588889179 |
| Fax: | +4588889733 |
| E-mail: | suwr@dpu.dk |
| Project website address: | http://edu.au.dk/forskning/projekter/urge/ |

1. FINAL PUBLISHABLE SUMMARY REPORT

This section should normally not exceed 2 pages.

This is a comprehensive summary overview of results, conclusions and the socio-economic impacts of the project. The publishable report must be formatted to be printed as a stand alone paper document. This report should address a wide audience, including the general public.

Please ensure that it:

- Is of suitable quality to enable direct publication by the REA or the Commission.
- Is comprehensive, and describes the work carried out to achieve the project's objectives; the main results, conclusions and their potential impact and use and any socio-economic impact of the project. Please mention any target groups such as policy makers or civil society for whom the research could be relevant.
- Includes where appropriate, diagrams or photographs and the project logo, illustrating and promoting the work of the project.
- Provides the address of the project Website (if applicable) as well as relevant contact details.

Publishable Summary:

University Reform, Globalisation and Europeanisation (URGE)

URGE was a multidisciplinary programme of knowledge exchange that examined how processes of regionalization and globalization are redefining the nature, mission and scope of universities.

The Partners:

1. Department of Education, Aarhus University, Denmark (Project Coordinator Prof. Sue Wright)
2. Graduate School of Education, University of Bristol, UK (Coordinator Prof. Susan Robertson)
3. Dept of Anthropology & European Institute, Auckland University (Coordinator Prof. Cris Shore).

From 2010-2013, URGE involved 25 staff from the three universities in a programme of international exchange visits, workshops and publications aimed at developing research training, knowledge transfer and developing future research. The long-term aim was to create enduring partnerships between three established research centres specialising on different aspects of university reform.

URGE was funded by the EU's FP7 Marie Curie 'International Research Staff Exchange Scheme', the Erasmus mobility scheme, and New Zealand's Ministry of Research, Science and Technology (MORST).

URGE's Objectives

Denmark, Britain and New Zealand have extensively reformed their universities with the aim of increasing their competitiveness in the knowledge economy. The project asked: What is actually going on in apparently similar processes of university reform? Are processes of creating an EHEA not only preparing Europe for global competition but also acting as a model and motor for globalisation in other regions? How does New Zealand position itself between several competing strategies for regional and global advantage in the trade in higher education? How do academics engage with such processes of university reform? How are these processes affecting their conduct, their work, and their ideas of the very purpose of universities?

Work programme

URGE's programme was organised in 6 paired Work Packages:

Theory and Methodology. Work Packages 1 & 2 developed a new conceptual framework and associated research strategies to gain deeper theoretical and empirical understandings of how university practices interact with processes of globalisation.

Policies. Work Package 3 compared how higher education is being 'coordinated' across Europe and in other global regions and Work Package 4 explored how universities are being reshaped as knowledge organisations.

Impact. Work packages 5 & 6 developed extended case studies to examine how all of the above processes are reshaping academics' research practices and conduct (Work Package 5) and the mission and social purpose of the university (Work Package 6).

Achievements

The work packages were carried out through 40 highly successful visits lasting 1-6 months. Visitors gave 24 research seminars, 5 PhD courses and contributed to 11 major conferences and workshops, resulting in 9 working papers, over 40 published articles, and a book proposal sent to an international publisher.

The work packages yielded the following scientific achievements:

1. Work Package 1 developed a new framework for conceptualising how universities are being transformed through participation in strategies for regional and global competitiveness. This includes new ways to map the higher education sectors, to analyse the creation of higher education regions, and three takes on processes of globalisation: studying down, studying up; studying through.
2. Work Package 2 turned this conceptual framework into research methodologies which combine the strengths of macro-level political economy with micro-level ethnographic and interpretive approaches to empirical data. New methodologies have been tried out in research projects spawned by this programme.
3. Work Package 3 identified a major shift in the formation of Europe as a region. Whereas most studies of the Bologna Process treat 'Europe' as an external context with the potential to affect national policies, since 2000, European Commission communications on 'the Europe of Knowledge' 'thicken' the idea of 'Europe' itself. They assert 'Europe' as a dynamic actor, shaping and framing a new concept of 'knowledge' and a parallel higher educational sector.
4. Work Package 4 explored the multiple roles of universities as 'knowledge organisations' in international relations, economic development and critical contributions to the development of society. It coined the term 'academic entrepreneurialism' and generated synergies in the design of two new studies of this phenomenon in UK and New Zealand.
5. Work Package 5 made a fine-grained analysis of research assessment regimes in New Zealand, Denmark and the UK to identify how their detailed designs systematically disadvantage certain categories of academics and academic fields, and affect individuals' work. This work package generated three new projects on the conduct and identities of researchers.
6. Work Package 6 examined how reform processes are transforming the social purpose of the university. A conference, the 'Death of the Public University?', analysed student and academic campaigns over the future of the university. Symposiums at Copenhagen and Auckland elaborated critiques of current trends developed in the previous work packages and outlined alternative models for the organisation and governance of universities.

Benefits

URGE's visits, seminars, workshops and collaborative writing have created multiple links between academics in the three centres of expertise on university reform. Participants have gained deep knowledge and appreciation of each other's research and of the ways in which universities are engaging with the challenges of regionalisation and globalisation. The three universities' research-support administrators engaged in a parallel programme of visits. They learnt from each other, helped academics create new international cross-disciplinary collaborative projects and furthered knowledge transfer between EU and 3rd Country partners.

The knowledge generated gives policy makers an empirically based understanding of how reforms impact on universities and their research capacities from the points of view of academics, administrators and students. The results give them a new way of mapping the sector, a new concept of academic entrepreneurialism and point towards alternative models for relating the university to society.

URGE's knowledge exchange and networking is the basis for a successful EU FP7 PEOPLE ITN project, Universities in the Knowledge Economy (UNIKE). 10 socio-economic actors have joined the consortium and 17 Asia-Pacific universities, in order to compare the new roles and organisation of universities in European and the Asia-Pacific Rim. URGE's nurturing of early stage researchers has been developed into an ambitious training programme, with secondments and international exchanges for 15 fellows. URGE has also resulted in six other new collaborative research projects, continuing beyond the end of the project.

List of Keywords:

Universities, re-sectoralisation, knowledge organisations, academic entrepreneurialism, innovation, third mission, academic identity, university governance, Europe, UK, Denmark, New Zealand.

Websites where additional information may be found:

Website: <http://edu.au.dk/forskning/projekter/urges/> Contact: Sue Wright suwr@dpu.dk

REPORT ON THE WORK PERFORMED AND RESULTS

Please report on the work performed and on the results of the research, addressing the following points clearly and concisely:

- a) Accomplishment of the research objectives as presented in the original proposal
- b) New objectives established during the course of work and new lines of research

The following structure should be used in the description of points a) and b) for each objective separately

- Objective of the research;
- Work performed (mentioning also unsuccessful approaches and unforeseen developments);
- Results and degree to which the objectives were met;
- List specific training received on scientific and technical aspects;
- Relevance for basic and applied science and for applications including industrial links.

Changes to original proposal: Note that the REA has to be informed in advance of any changes to the original proposal. For point a) it is important that any deviations from the original proposal are clearly indicated.

In order to help illustrate the work carried out during the fellowship, please enclose copies of the most relevant publications and reports as well as abstracts of the other publications and manuscripts.

Note that this is in addition to the free-text report requested above.

Additional information such as Word documents, graphs, tables, etc. can be uploaded as attachments using the upload functionality (attachments button)

Work Progress:

Successful approach. The work was organised in 6 work packages and the methodology proved to be very successful. For each work package, first, a detailed plan refined the objectives for the work package and identified the building blocks of partners' existing research; second, secondments for the relevant researchers were arranged, including a programme of knowledge exchange activities, research seminars and symposiums; third, the visits of all the relevant researchers coincided with the holding of a 2-3 day workshop or public conference; fourth, new knowledge inspired or generated by the work package resulted in a working paper and/or publications. In total there were 40 highly successful visits lasting 1-4 months. Visitors gave 24 research seminars, 5 PhD courses and contributed to 11 major conferences and workshops, resulting in 9 working papers, over 40 published articles, and a book proposal sent to an international publisher.

Objectives. The project had three main objectives:

1. Scientific advances through knowledge exchange on how processes of regionalization and globalization are redefining the nature and scope of universities in Europe and Australasia (especially New Zealand) so as to make a critical contribution to the EU's strategies to create a European Higher Education Area.
2. Capacity building of three specialist research groups in the partner institutions to generate new research projects and long term collaborations to strengthen research in this field.
3. Research training through the visits and collaboration between the three partners.

The ways these objectives have been accomplished, and exceeded, are detailed below:

Scientific advances. The WPs were organised in pairs: WP1 was to create a new conceptual framework and WP2 was to generate new methodologies for analysing the globalisation of higher education. These two work packages provided a theoretical and methodological platform for the subsequent WPs. WP3 and WP4 focused on 'policies', respectively for Europeanisation of the higher education sector and for making universities into 'knowledge organisations'. WP5 and WP6 concerned 'impact' on academic work and on the social purposes of the university. All of the specified objectives were fulfilled. The WPs produced the following scientific advances:

1. WP1 developed a new framework for conceptualising how universities are being transformed through participation in strategies for regional and global competitiveness. This includes new ways to map the industrial-university complex that is emerging and profoundly reshaping the higher education sector globally and regionally. It analyses the role of this higher education sector in processes of creating new world regions by focusing on metaphors, 'isms', and institutions. It offers three ways to study these processes of globalisation by studying down, studying up and studying through.

2. WP2 succeeded in turning this conceptual framework into research methodologies for studying what is actually going on in apparently similar reform processes in different universities and regions. The 'Follow that...' approach combines the strengths of macro-level political economy with a range of micro-level ethnographic and interpretive approaches to everyday life. Concepts for connecting macro and micro processes of change include 'the anthropology of policy', 'figuring and worlding', and narrative inquiry. These methodologies have been tried and tested in new research projects spawned by URGE, on ethnographies of the changing purpose of the university, globalised students, and academic identities in processes of reform.

3. WP3 identified a major shift in the formation of Europe as a region. Whereas most studies of the Bologna Process treat 'Europe' as an external context with the potential to affect national policies, since 2000, European Commission communications on 'the Europe of Knowledge' 'thicken' the idea of 'Europe' itself. They assert 'Europe' as a dynamic actor, shaping and framing a new concept of 'knowledge' and a parallel higher educational sector. Beyond Europe, the Bologna Process, Erasmus Mundus and the creation of a European Higher Education Area are also acting as a model and motor for globalisation in other world regions.

4. WP4 explored the multiple roles of universities as 'knowledge organisations', generating new insights into the role of universities in regional diplomacy and international relations; economic development and critical contributions to the development of society. It coined the term 'academic entrepreneurialism' to convey a broader range of activities than dominant models of innovation, and made two new studies of this phenomenon in UK and New Zealand.

5. WP 5 made a fine-grained analysis of research assessment regimes in New Zealand, Denmark and the UK to identify how their detailed designs systematically disadvantage certain categories of academics and academic fields, and affect individuals' work. It drew on three new projects generated by URGE to explore how new management regimes affect the conduct and identities of researchers.

6. WP 6 examined how reform processes are transforming the social purpose of the university and turned critique into positive proposals for alternative models for the organisation, governance and core activities of universities.

Capacity building. Through knowledge exchange and new research, the URGE project has created research capacity that is central to the development of ERA and EHEA and a Europe of Knowledge, and has increased knowledge exchange between Europe and Third Countries (notably New Zealand, Australia and Singapore).

Capacity building was achieved through the following ways that the project was organised:

1. All the visits were carefully planned, so that a designated host introduced the visitor to the department, made contacts and introductions necessary for their work, arranged interviews and research seminars and integrated the visitor into academic and social activities. Often the visits matched a senior academic with a more junior person, giving the latter unparalleled access to someone they wished to work with in their field. Some visits had a specific capacity building commitment, for example Locke, a newly appointed lecturer from UoA came to work with Wright for a month at AU to learn ethnographic research methods, whilst working together on a new project on gender, engagement, and leadership. Similarly, Park (UoA) hosted PhD student Kauffmann (AU), giving her the privilege of invaluable advice on her thesis and vast experience from her career in their

specialist field. The number and intensity of the visits also improved the capacity of universities to support such internationalisation. For example DPU/AU developed a package of facilities and support for URGE visitors, which they have standardised for all international guests.

2. The URGE programme of secondments included visits between administrators at the three partner universities. As their reports show (Attachment 14) administrators 'gained a huge amount' from URGE. They learnt about each others' systems of research support and university administration, exchanged contacts and literature, made comparisons and reflected on their own practices. These administrators also contributed to scientific activities: Henckel presented a paper on his PhD research on Erasmus Mundus to the WP3 workshop; Henckel and Read presented a joint paper on the URGE project to the biennial conference of the International Network of Research Management Societies (INORMS); and Meedom conducted an interview survey of managers and academics concerned with knowledge exchange in New Zealand. As one put it 'I've never before had a chance like this in 25 years of university administration'. By getting to know each other and the other institutional systems, this enhanced the administrators' capacity to provide the academics with advice and support on how to make successful funding applications for research projects spinning-off from URGE and extending collaborations between the three institutions into the future (see below).

3. As well as creating new collaborations between the three universities, the URGE project has been used for capacity building within each university. For example, Shore established an URGE group at UoA consisting of about 30 researchers and students from UoA and New Zealand's other universities who work on university reform and higher education. They read and critiqued each others' work in monthly seminars. As a result, Shore and Lewis, who had not worked together before, now have a spin-off research project together. URGE has established new working relationships at UNIVBRIS where Robertson, Lucas and Trahar had never worked together (even though they are in the same department). They used URGE for knowledge-building within their institution. At AU, URGE events enabled a new research group to consolidate and put itself on the international map.

4. This was NZ's first IRSES grant and was considered an enormous success. It has brought leading scholars to NZ on repeated visits and enhanced the internationalisation of UoA.

New Projects. One of the objectives of URGE was to generate new collaborations and synergies that would generate new research projects. This has been successful, with the result that new objectives and new lines of research were established during the course of the work. These have materialised in the following projects:

1. **Universities in the Knowledge Economy (UNIKE).** Wright's successful application for an FP7 PEOPLE IIN converts the theoretical and methodological framework established by URGE, along with its scientific advances, into a training programme to develop European and international research and leadership capacity in the field of university reform. This project started in February 2013. UNIKE's 12 PhDs and 2 Post Docs (1 more Post Doc to be appointed in 2014) take forward the research agenda developed in the URGE project and research the development of different aspects of the university-industrial complex in Europe and the Asia-Pacific Rim. It builds on and extends the successful URGE partnership, adding 4 other European partners, 5 private sector and 5 socio-economic actors. UoA hosts a major mid-way conference as one of 17 other associate partners with expertise on university reform in the Asia-Pacific region.

2. **Academic entrepreneurialism.** This new research theme arose from URGE's approach to combining studies of political economy with ethnographies of everyday life. The development of the 'entrepreneurial university' implies new funding and other incentive structures and new expectations about the identity and activities of academics and students. But what is happening 'on the ground'? Synergies have been created between four projects taking critical approaches to academic entrepreneurialism:

a. Shore and Lewis (UoA) gained funding for a Cross-Faculty Research Initiative Fund (CFRIF)

project on academic entrepreneurialism in New Zealand (after reaching the final round of the highly competitive Marsden Fund but falling at that last hurdle).

b. Meedom, Director of the Danish Centre for Culture and Learning at AU, supported by Lewis (UoA) used an URGE visit to UoA to conduct an interview survey of officers and academics in New Zealand universities concerned with knowledge exchange in the humanities.

c. Robertson has an existing project on university students and entrepreneurialism in the Bristol region.

d. Academic entrepreneurialism and the social purpose of the university is the topic of one of the UNIKE ERs, Bacevic, based at AU. She has conducted fieldwork in Bristol, in conjunction with Robertson's project and will make a comparative study in New Zealand in collaboration with Shore and Lewis.

Already rich ideas about the range of social as well as economic meanings and practices of academic entrepreneurialism are emerging.

3. Globalizing universities and competitive rankings. One of the major drivers of change identified in the URGE project was the increasing emphasis placed on global ratings and indicators as measures of (and often proxies for) quality and excellence.

a. Robertson and Shore have gained funding to participate in a new consortium of researchers from Asia-Pacific and European universities analysing quality assessment indicators. The project, 'World Class Universities and the Production of "International" Scholarship', is funded by the Worldwide University Network (WUN).

b. One of the UNIKE ESRs. Lim, is studying the ranking organisations, including a secondment at Times Higher Education.

4. Internationalisation and global students. Nielsen used her URGE secondment to New Zealand to start a new comparative project on student's perspectives on the internationalisation of higher education. She conducted an interview survey exploring how international students conceive of the world in which they are acting, and how their courses prepare them for global mobility and 'global citizenship'. This work has already led to Nielsen guest editing a special issue of the journal *Learning and Teaching: International Journal of Higher Education in the Social Sciences (LATISS)* on this topic.

5. Academic work and identity. This common interest between the three partners generated three new projects that have experimented with the methods generated by WP2. They have contributed to URGE visits and papers to the WP5 & WP6 workshops and to international conferences.

a. Schertges (AU) has developed a new project on academic identities in the context of university reforms, comparing Denmark, Germany, UK and New Zealand. During two secondments to UoA in 2012 and 2013 he completed interviews at several universities. He plans to conduct similar interviews at partner organisation UNIVBRIS.

b. Trahar (UNIVBRIS) came on an Erasmus staff exchange to AU on 28 May-1 June 2012 to conduct a PhD course and staff training on narrative inquiry and collaborative writing. To demonstrate the methods, the group worked on the theme of academic identities in the knowledge economy. Seven participants collaborated with Trahar to write conference papers presented to the URGE WP4 workshop and the annual Conference of the European Educational Research Association.

c. Locke (UoA) visited AU to work with Wright and gain training in ethnographic methods for a joint study of gender, engagement and leadership in Danish and New Zealand universities

Eight new research projects are a direct result of URGE's programme of knowledge exchange, and its resulting new ideas, new collaborations and potentials for synergy. These projects have leveraged

considerable extra resources into this research field. All these projects are continuing beyond the end of the URGE project.

Research training. Providing research training became an increasingly prominent activity as the URGE project progressed, and had the following characteristics:

1. Four ESRs (PhD students) and two recent doctorates in their first academic position were integrated into the URGE programme of secondments. Great care was taken to ensure that their host was a senior academic in their own field. Hosts took this role very seriously and ESRs gained unprecedented access to the expertise and experience of a senior academic: they were given opportunities to give papers at research seminars and international conferences, and through day-to-day participation, they learned about academic life and organisation in a different institution.
2. Not only seconded ESRs but local PhD and MA students were invited to participate in URGE workshops and conferences. A great deal of effort went into making these events positive spaces with an atmosphere of 'critical encouragement', so that junior participants were able to contribute to discussion. These events were important for early career researchers, giving them an opportunity to develop their expertise, present papers and disseminate their research. As the events involved a range of students and academic staff, both as participants and paper givers, there were opportunities for capacity building, and for creating relations on which participants could build afterwards. One PhD student emphasised that the workshops had given her a sense of belonging to an academic community that she had not been able to find elsewhere, and the opportunity to give papers in such an environment had stretched her and given her confidence to participate in academic forums.
3. The URGE project was coupled with an Erasmus staff exchange agreement between UNIVBRIS and AU. This was very beneficial. The AU team visited UNIVBRIS and engaged in teaching and supervision; UNIVBRIS staff (Robertson and Dale with Wright (AU); and Trahar) ran two separate PhD courses at AU. The latter 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). These Erasmus visits 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.
4. URGE's nurturing of early stage researchers culminated in the decision to convert URGE's experience into a successful Marie Curie IIN project, UNIKE, as described above. UNIKE involves an ambitious training programme, with secondments and international exchanges for 15 fellows and a continuous reflexive analysis of how doctoral education is itself implicated in the university reforms that are being analysed.

List of training events

1. Workshop: with doctoral students held by Robertson and Dale (UNIVBRIS) in April 2010 during their visits to UoA.
2. Session on 'Statehood and regulatory regionalism' run by Robertson, Dale and Moutsios during their visit to New Zealand in April 2010 for the staff-postgraduate 'Reading Group on University Reform, Globalisation and Europeanisation', UoA.
3. PhD course 'Globalisation, higher education and the knowledge economy' taught by Profs S. Robertson and R Dale (UNIVBRIS on an Erasmus exchange to AU) and Prof S Wright (AU). Held on 8-9 Nov 2010, the course was attended by 13 students.
4. PhD seminars and supervision given by Wright, Bovbjerg, Moutsios, Michel and Nielsen (AU) on an Erasmus exchange to UNIVBRIS 29 Nov – 3 Dec 2010.
5. Research seminar on methodology and anthropological knowledge held by Cris Shore at AU on 18 Feb 2011 (attended by 35 faculty and students).
6. Research Seminar 'Methodologies: Combining Ethnography and Political Economy' held on 8-10 June 2011 at AU, Copenhagen. Attended by 23 participants including 7 Erasmus Mundus Masters of Lifelong Learning students.

7. Lecture 'Entrepreneurial academics and the Third Mission of the university in New Zealand' held by Cris Shore for staff and students at AU on 21 June 2011.
8. PhD course and staff workshop - Collaborative writing about academic identities' by Sheila Trahar (UNIVBRIS) at DPU/AU on 28 May-1 June 2012 and attended by 7 people.
9. Research seminar - 'Introducing narrative inquiry' given by Sheila Trahar (UNIVBRIS) at DPU/AU 30 May 2012.
10. Research workshop - 'Universities as Knowledge Organisations' given by Shore and Lewis (UoA) and Wright (AU) and held at DPU/AU on 13 August 2012. Attended by seven Masters, PhD and Post Doc researchers.
11. PhD supervisions given by Nielsen (AU) and Wright (AU) during their visits to the departments of education and anthropology, Auckland University, October to December 2012 and spring 2013.
12. Research seminar - 'Explorations into the anthropology of policy: the case of Danish university reform and changing forms of student participation' given by Gritt B. Nielsen (AU) at CRSTIE - School of Critical Studies in Education at the Faculty of Education, Auckland University, on 17 October 2012, attended by 15 people.
13. Research seminar - 'The Politics of "Policy": An Anthropological Approach to the Study of Power and Governance' given by Susan Wright and Cris Shore on 24 October 2012 in the seminar series 'Government, Governance and the State'. Delivered by video link to New Zealand's eight universities, attended by 28 staff and students.
14. Research seminar - 'The Role of Sino-Foreign Campuses in the Internationalization of Chinese Universities' given by ESR Martin Bech Hansen (AU) at the Business School, Auckland University, on 20 December 2012, attended by 14 staff and students.
15. Research seminar - "'The Path is Made by Walking On It": Metaphor and Narrative Inquiry in Higher Education Research' given by Sheila Trahar (UNIVBRIS) to UoA's Narrative and Metaphor Network, Department of Education, UoA on 2 May 2013. Attended by 35 staff and students.
16. Research seminar - 'Transglobal research' Inaugural seminar of UoA students' Social Anthropology Society, given by Sue Wright (AU) and Cris Shore (UoA) at Department of Anthropology, UoA, on 3 May 2013. Attended by 10 students.
17. Research seminar - 'The English for Academic Purposes (EAP) Programme in a university in Iran: Factors Influencing its Success' given by ESR Saba Kiani (UoA) to EPOKE research programme, Department of Education (DPU), AU, 6 June 2013. Attended by 18 people.
18. Research seminar - 'Flexible Firm? The design of culture and culture of design in Bang and Olufsen' given by Jakob Krause-Jensen to joint seminar between URGE and Auckland NGZS, 31 October 2013.
19. Research seminar - 'Symbolic policy, ideology and common sense: a Gramscian analysis of biculturalism in New Zealand' given by ESR Megan Lurie (UoA) to EPOKE research programme, Department of Education (DPU), AU, 25 November 2013. Attended by 23 staff and students.
20. PhD Training - 'Theories of knowledge: an anthropological approach' given by ESR Lene Teglhus (AU) to UoA's anthropology doctoral writing seminar and participation in weekly seminars through November/December 2013.
21. Training activity - Jakob Krause-Jensen (AU) held knowledge exchange meetings with academics teaching UoA's MA course in anthropology of organisations, and as a result has introduced new teaching methods into his course on anthropology of organisations at AU.

In sum, URGE has been hugely successful beyond its initial goals. Reports on the six workpackages are in Attachments 1-6 and the resulting working papers are in Attachments 7-12. The Book Proposal is in Attachment 13. Each WP created links and synergies with other projects, which generated substantial results and had a vast multiplier effect, not least in the exceedingly high number of activities and publications listed in Section 2 with additional peer-reviewed publications not accepted by CORDIS in Attachment 15. URGE inspired eight new research projects which leveraged extra

grants and resources and extended the collaboration and the research beyond the end of the URGE project. The value of the knowledge transfer model is borne out by the experience of URGE and there has been huge value-added for all involved, not least the EU, as the project put the EU in a very good light. Participants at the final Annual Assembly suggested that this report should say that if people wanted advice on what had made this IRSES project work so well, the coordinators would be happy to provide it.

Changes to original proposal – indicate any deviation from original proposal

1. Erasmus Mundus in Educational Anthropology. The original proposal included linking UoA into the Erasmus Mundus in Life Long Learning convened by AU but the future of that programme became uncertain. The visits of administrator Henckel (AU) to UoA and of administrator Read (UoA) to AU generated plans for an Erasmus Mundus Masters in Educational Anthropology. Read achieved high level approval in UoA and in AU. Wright established potential European partners and together with UoA they wrote an application. However, the academic and administrative reorganisation at AU delayed institutional approval for the project until it was too late for the European partners, despite their utmost efforts, to achieve their institutional approval for the proposal. It was therefore impossible to submit the proposal and the following year rule changes made the proposal ineligible.

2. The death of one participant, serious illness of another, two participants' changing their jobs, and two others changing their work circumstances meant new participants had to be found and the programme of visits was revised. This was done successfully. In the process we included three ESRs and one newly appointed ER, and strengthened the training aspects of the project. Rather than damaging the project, these changes enhanced the ability to meet URGE's objectives.

MANAGEMENT REPORT

Please describe the management activities relative to the initial financial planning of the project

Management Report:

General daily management: Wright has conducted the daily management. In the first 2 years, she was well supported by AU's research office in producing the CA and PA, in financial management and in negotiating with REA (especially over issuing the contract). After the reorganisation of administration at AU, in the 3rd and 4th years Wright only received support for reporting to the EU.

Project Coordinator. Wright's role as overall coordinator of the URGE programme has involved setting up the format for each work package to follow, monitoring progress, ensuring that the programme of secondments was implemented, and working to establish an atmosphere of 'critical encouragement' and 'active participation' within the whole group. To this end, as part of setting up the project, Wright produced the following documents for circulation to all participants:

- a. A 'Concept Note' on the project, circulated to all participants on 1 March 2010.
- b. An 'Authorship Protocol' establishing ways of acknowledging informal as well as formal knowledge exchange. This was discussed and improved at the Annual Assembly and then circulated to all participants on 5 December 2010.
- c. 'URGE Bulletins', circulated to all participants by email on 17 Nov 2010 and September 2011

Project coordination team: Wright, Robertson and Shore have functioned well as a coordination team. There have been three phases of meetings:

1. In the set-up phase, an intense series of meetings were held to set up the project, develop the format for work packages, workshops and working papers, arrange visits and establish procedures for recording activities, financial management and publication protocol (by Skype on 21 Jan, 24 Feb, 29 April, 13 Sept 2010, and face-to-face meetings on 6 July (in London), 26 Aug (at AU), 7 Nov 2010 (at AU)).
2. Because of the careful investment in establishing management and coordination systems in the set-up phase, the programme ran smoothly. The coordination team focused mainly on the detailed plans for each work package and each workshop programme. The project coordinator and each work package coordinator have communicated frequently by Skype and email. Face to face meetings between the whole project coordination team have been held during each of the workshops (Bristol, 3 Dec 2010, Copenhagen 8 June) and by Skype 5 Dec 2011).
3. Following the mid-term review, the project coordination team concentrated on identifying projects for long term collaboration between the partners. The project coordination team worked intensively by email and Skype, most notably on the preparation of the successful IIN application (Nov 2011-Jan 2012), on ideas for the Erasmus Mundus (Sept-Oct 2011), and on other funding applications for new projects (see above) that were designed to continue and expand the research agenda developed through URGE's knowledge exchange.

Coordination of each work package: Robertson coordinated WP1, Shore coordinated WP2, Dale coordinated WP3, Wright coordinated WP4 and WP5 and Shore coordinated WP6. Robertson's successful coordination of WP1 was used as a model for the other WPs. Each WP coordinator followed a standard format for producing a 'detailed plan' and coordination between the participants in each WP worked well. Each workshop included planning sessions for the next events and for writing the working papers.

Annual Assemblies: The first Annual Assembly was held during the WP1 workshop. This reviewed the work and organisation of the programme as well as the project's documentation and

communication. The second Annual Assembly was held during the WP2 workshop and reviewed progress, received comments and suggestions, and concentrated on identifying projects and funding sources for consolidating future collaboration between the partners. The third Annual Assembly was held during the WP4 workshop. This reviewed the work of the programme, publication plans and applications for projects to secure long term collaboration between the partners. These discussions were enhanced by two members of AU's research support team (Cermak and Meedom) who also subsequently participated in the URGE exchanges between support staff. The fourth Annual Assembly was held at the end of the final event in Auckland in April 2013 and this discussed publication plans arising from the URGE project and UoA's involvement with AU and UNIVBRIS in the continuing collaboration through the EU FP7 PEOPLE Marie Curie ITN project, UNIKE.

Virtual Communication: Email lists for the three teams (AU, UNIVBRIS, UoA) have been maintained and updated. This proved to be an effective means of communication. Skype was used for meetings of the project coordination team, see above.

Website: An URGE website has been hosted by AU. This website contains reports on each WP, the working papers, conference programmes and power point presentations, protocols for collaboration and records of meetings.

Management of secondments: An academic or administrator was the specified host for each visitor, and they took their responsibilities very seriously. The administrators who participated in URGE workshops and secondments played a very important role in advising and supporting people who were visiting their institution. With the help of relevant university services, hosts assisted with finding accommodation, organised office space and working facilities, and organised knowledge exchange and research training activities. They invited the visitor home and to social activities and ensured that they felt welcome and integrated into the department and the university. In particular UoA gave tremendous support to Bovbjerg (AU) and her family when she was hospitalised 10 days after her arrival in New Zealand, diagnosed with an extremely serious illness and had to return urgently to Denmark. During October to December 2012 when five visitors from AU were in Auckland, and again in April 2013 when two visitors from AU and four from UNIVBRIS were in Auckland the UoA team was extremely hospitable, solving unforeseen housing problems and holding memorable Kiwi barbeques.

Secondments of administrators: A major factor in the success of the URGE project has been the secondments of administrators from AU and UNIVBRIS to UoA and vice versa. Administrator Cook from UNIVBRIS and administrators Henckel, Cermak and Meedom from AU visited UoA, hosted by Administrators Read and Spencer. Administrator Read visited UNIVBRIS once and AU twice. They exchanged knowledge about research support systems at their universities and then used that knowledge and their contacts very effectively by supporting academics in finding funding sources and advising on the framing of applications to consolidate and prolong the academic collaborations established through URGE. In particular, Read (UoA) and Cermak (AU) provided invaluable support to Wright (AU) in preparing the UNIKE ITN application and Read (UoA) and Henckel (AU) worked on an Erasmus Mundus partnership between AU and UoA in terms of aligning local systems of course planning and gaining senior management support.

2. USE AND DISSEMINATION OF FOREGROUND

Section A (public) – DISSEMINATION MEASURES

This section should describe the dissemination measures, including any scientific publications relating to foreground and specify any applications for patents etc. Its content will be made available in the public domain thus demonstrating the added-value and positive impact of the project on the European Union.

Dissemination activities

This section must include a list of planned dissemination activities (publications, conferences, workshops, web, press releases, flyers, etc) in free text format. Where Articles have been published in the popular press, please provide a list as well.

The knowledge generated by the URGE project gives policy makers in national governments and the European Commission an empirically based understanding of the emergence of a new university-industrial complex, and of how reforms impact on universities and their research capacities from the points of view of academics, administrators and students. Comparisons between Denmark, Britain and New Zealand have provided valuable lessons for policy makers in all three countries. The results give them a new way of mapping the sector, a new concept of academic entrepreneurialism and point towards alternative models for relating the university to society.

Part of the value added has been URGE's influence on debates about the future of the university and the role of academics as stakeholders in university futures. The URGE project contributed directly to the formation of the University of Auckland's Senate Working Party Report on university governance, formally approved in 2013. Valuable knowledge from URGE has underpinned a number of submissions made to the New Zealand government regarding its proposed reform of university governing councils. This knowledge has been disseminated more widely in articles on the state of academia in New Zealand's foremost daily newspaper, The New Zealand Herald, and in a proposal for alternative forms of university ownership and governance in Times Higher Education. A further positive outcome from URGE has been the creation of a new national body in New Zealand, 'Academic Freedom Aotearoa' [<http://academicfreedom.kiwi.nz>] whose mission is to promote academic freedom and autonomy and bring to wider public attention the kinds of scholarly issues that formed the basis of the URGE working papers. The strategic plan for future exploitation of the intellectual property created by the URGE project emphasized that knowledge arising from the project should be disseminated freely and openly to as wide a public audience as possible. In this respect, the project has achieved one of its primary goals: to promote public debate and critical thinking about current higher policies and their implications for university futures.

URGE's value added is also demonstrated in the increasing use of URGE Working Papers and publications as academic resources, particularly for graduate students researching the cross-cultural dimensions of higher education reform. The most immediate beneficiaries of URGE's working papers and publications include the ESR and ER fellows involved in the follow-on EU FP7 PEOPLE IIN project, Universities in the Knowledge Economy (UNIKE). Other aspects of URGE – the methods of knowledge exchange, networking, research training and capacity building – have been converted into a model for ESR and ER training in the UNIKE IIN project. This ambitious training programme is designed to exploit the results of URGE in the development of a cadre of future research leaders. URGE has been instrumental in promoting further scientific developments in seven other new research projects that have grown out of the URGE workshops and collaborations, including the analytical focus on models of university governance, the innovation agenda around research commercialization, and new forms of university-industry partnerships.

Conferences organised

1. Public Symposium 'Methodologies: Combining Ethnography and Political Economy' held on 8-10 June 2011 at AU, Copenhagen. Attended by 23 participants.
2. Public Symposium: 'Globalisation and higher education: towards a new conceptual framework' held on 14 May 2010, 14.30-17.00. Attended by 43 people from across 5 faculties and 3 NZ universities.
3. 4-Day Conference: 'Globalisation and higher education: towards a new conceptual framework' held on 29 Nov-3 Dec 2010 at UNIVBRIS. Attended by 17 participants: 8 from 3 UK universities, 4 from NZ, 5 from DK and 1 from Brazil (see Work Package 1 report).
4. 3-Day Research Seminar 'Methodologies: Combining Ethnography and Political Economy' held on 8-10 June 2011 at AU, Copenhagen, attended by 23 participants: 4 from UK, 4 from NZ, 15 from DK (see Work Package 2 report).
5. 2-Day Symposium: 'Globalisation, Higher Education and the Knowledge Economy: Refiguring Subjects and Spaces in the Neoliberal University' held on 1-2 December 2011 at UoA, attended by 25 participants (see Work Package 3 report).
6. Worldwide Universities Network Conference 'Globalising Geographies of higher education and research' at Bristol, 1-3 Feb 2012 organised by 8 members of URGE from UoA and UNIVBRIS to disseminate the results of URGE's work. <http://www.bristol.ac.uk/wun/events/2012/ggher.html>
7. 3-day Research Workshop 'Universities as Knowledge Organisations' held at Aarhus University on 8-10 August 2012. Attended by 31 people. (See Work Package 4 report)
8. Public symposium 'The Death of the Public University?' held at Auckland University on 6-7 November 2012. Attended by 79 people. (See Work Package 5 report)
9. Public Symposium 'The Character of Academic Research and the Conduct of Researchers', held at University of Auckland in the morning of 22 April 2013. Attended by 50 people. (Work Package 5 report)
10. Research Workshop at UoA, 'The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement', afternoon of 22 April 2013. (See Work Package 6 report)
11. URGE Final Conference 'The University in 2030: Towards a New Agenda' held at University of Auckland on 23-24 April 2013. Attended by 59 people, speakers from AU (2), UNIVBRIS (4) Melbourne, Deakin, APRU and 5 New Zealand universities. (See Work Package 6 report)

Public lectures and seminars (in addition to those listed under 'Training Events' in Section 1)

1. Seminar: 'Transnational education reform and the "progress of societies"' by Moutsios (AU) at UoA, 27 April 2010.
2. Seminar: 'Capitalism, Modernity and the Future of Education in the Social Contract' by Dale (UNIVBRIS) at UoA, 20 May 2010.
3. Seminar: "'Producing" the Global Knowledge Economy: The World Bank, the Knowledge Assessment Methodology and Education' by Robertson (UNIVBRIS) at UoA, 27 May 2010
4. Lecture: 'Is free education under attack from the EU? The case of Scandinavia' by Henckel at UoA.
5. Lecture 'Entrepreneurial academics and the university's Third Mission' by Shore at AU, 21 June 2011.
6. Seminar: 'Explorations into the anthropology of policy: the case of Danish university reform and changing forms of student participation' by Nielsen (AU) at UoA, 17 October 2012.
7. Seminar: 'The Politics of "Policy": An Anthropological Approach to the Study of Power and Governance' by Wright & Shore by video link to New Zealand's 8 universities, 24 October 2012.
8. Research Seminar - 'Flexible Firm? The design of culture and culture of design in Bang and Olufsen' by Krause-Jensen at joint URGE (UoA) and NGZS seminar, 31 October 2012.

Newspaper Articles drawing on URGE's work

- Parliament Magazine: Special issue of the EU's Parliament Magazine to celebrate the Danish Presidency included a description of the URGE project, results and future work (Issue 340, 19 Dec 2011).

- On the reform of University governing councils (2013)

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11239145

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11217266

- On the corporate model of university management

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10711204

- Commentary on the emphasis on STEM subjects and its implications

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11172286

- On the rise of VC pay and its implications for society

http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=10775801

- On the Trust University

<http://www.timeshighereducation.co.uk/story.asp?storycode=414835&encCode=777991469BC54243875JTBS737226>

Publications: Additional peer-reviewed publications that could not be entered in the CORDIS table below are listed in Attachment 15.

Publications

With regard to scientific publications published before or after the final report, such details/references and an abstract of the publication must be provided to the REA or the Commission at the latest two months following publication.

Furthermore, an electronic copy of the published version or the final manuscript accepted for publication must also be provided to the REA or the Commission at the same time for the purpose of publication by the REA or the Commission if this does not infringe any rights of third parties.

LIST OF SCIENTIFIC PUBLICATIONS, STARTING WITH THE MOST IMPORTANT ONES

| No. | Title / DOI | Main author | Title of the periodical or the series | Number, date or frequency | Publisher | Place of publication | Date of publication | Relevant pages | Permanent identifiers (if applicable) | Is open access provided to this publication ? | Type |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------|-----------------------|----------------------|---------------------|----------------|---------------------------------------|-----------------------------------------------|---------------|
| 1 | The de-Europeanization of the university under the Bologna Process 10.1177/0725513613512198 | S. Moutsios | Thesis Eleven | Vol. 119/Issue 1 | SAGE Publications Ltd | United Kingdom | 01/12/2013 | 22-46 | | | Peer reviewed |
| 2 | Reimagining internationalization in higher education: international consortia as a transformative space? http://dx.doi.org/10.1080/03075079.2013.773219 | Marc Tadaki , Christopher Tremewan | Studies in Higher Education | Vol. 38/Issue 3 | Routledge | United Kingdom | 01/04/2013 | 367-387 | | | Peer reviewed |
| 3 | How commercialisation is redefining the mission and meaning of the university: a reply to Steve Hoffman 10.1111/j.1469-8676.2011.00181.x | Cris Shore | Social Anthropology | Vol. 19/Issue 4 | Blackwell Publishing | United Kingdom | 01/11/2011 | 495-499 | | | Peer reviewed |
| 4 | Universities and the commercial construction of reality: reply to commentaries 10.1111/j.1469-8676.2012.00210.x | Cris Shore , Laura McLaughlan | Social Anthropology | Vol. 20/Issue 3 | Blackwell Publishing | United Kingdom | 01/08/2012 | 298-303 | | | Peer reviewed |
| 5 | Beyond the multiversity: neoliberalism and the rise of the schizophrenic university 10.1111/j.1469-8676.2009.00094.x | Cris Shore | Social Anthropology | Vol. 18/Issue 1 | Blackwell Publishing | United Kingdom | 01/02/2010 | 15-29 | | | Peer reviewed |
| 6 | 'Third mission' activities, commercialis | Cris Shore , | Social Anthropology | Vol. 20/Is | Blackwell Publishing | United Kingdom | 01/08/2012 | 267-286 | | | Peer review |

| | | | | | | | | | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------|------------------|-------------------------|----------------|------------|-----------------|--|----|---------------|
| | ation and academic entrepreneurs 10.1111/j.1469-8676.2012.00207.x | Laura McLaughlan | | sue 3 | | | | | | | Peer reviewed |
| 7 | Who 'owns' the university? Institutional autonomy and academic freedom in an age of knowledge capitalism http://dx.doi.org/10.1080/14767724.2012.677707 | Cris Shore, Mira Taitz | Globalisation, Societies and Education | Vol. 10/Issue 2 | Routledge | United Kingdom | 01/06/2012 | 201-219 | | | Peer reviewed |
| 8 | The politics of knowledge in education 10.1080/01411926.2011.615388 | Elizabeth Rata | British Educational Research Journal | Vol. 38/Issue 1 | Routledge | United States | 01/02/2012 | 103-124 | | No | Peer reviewed |
| 9 | A critique of the role of culture in Maori education 10.1080/01425692.2012.736184 | Megan Lourie, Elizabeth Rata | British Journal of Sociology of Education | Vol. 35/Issue 1 | Taylor and Francis Ltd. | United Kingdom | 02/01/2014 | 19-36 | | | Peer reviewed |
| 10 | Knowledge and the politics of culture: An example from New Zealand's higher education policy and practice 10.1177/1463499613509993 | E. Rata | Anthropological Theory | Vol. 13/Issue 4 | SAGE Publications Ltd | United Kingdom | 01/12/2013 | 329-346 | | | Peer reviewed |
| 11 | The Three Stages of Critical Policy Methodology: an example from curriculum analysis | Rata, E. | Policy Futures in Education | 12 (3) | Symposium Journals Ltd | | 01/06/2014 | TBA | | No | Peer reviewed |
| 12 | Response to Dominic Boyer 10.1111/j.1469-8676.2009.00092_2.x | ELIZABETH RATA | Social Anthropology | Vol. 18/Issue 1 | Blackwell Publishing | United Kingdom | 01/02/2010 | 76-79 and 80-82 | | | Peer reviewed |
| 13 | The politics of knowledge in education 10.1080/01411926.2011.615388 | Elizabeth Rata | British Educational Research Journal | Vol. 38/Issue 1 | Routledge | United States | 01/02/2012 | 103-124 | | | Peer reviewed |
| 14 | Theoretical Claims and Empirical Evidence in Maori Education Discourse 10.1111/j.1469-5812.2011.00755.x | ELIZABETH RATA | Educational Philosophy and Theory | Vol. 44/Issue 10 | Blackwell Publishing | United Kingdom | 01/01/2012 | 1060-1072 | | | Peer reviewed |
| 15 | Localising neoliberalism: indigenist brokerage in the New Zealand university 10.1080/14767724.2010.537951 | Elizabeth Rata | Globalisation, Societies and Education | Vol. 8/Issue 4 | Routledge | United Kingdom | 01/11/2010 | 527-542 | | | Peer reviewed |
| 16 | Erratology and the Ill-Logic of the Seismic University http://dx.doi.org/10.1080/00131857.2013.817941 | Sean Sturm, Stephen Francis Turner | Educational Philosophy and Theory | 1 | Blackwell Publishing | United Kingdom | 30/07/2013 | 1-11 | | | Peer reviewed |

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|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------|-----------------|------------------------------|----------------|------------|---------|--|----|---------------|
| 17 | Introduction: Anthropologies of University Reform | Wright, S.; Rabo, A. | Social Anthropology | 18 (1) | Blackwell Publishing | | 01/02/2011 | 1-14 | | No | Peer reviewed |
| 18 | Experiences and Perceptions of Internationalisation in Higher Education in the UK | Trahar, S. & Hyland, F. | Higher Education Research and Development | 30 (5) | Routledge | | 30/08/2011 | 623-633 | | No | Peer reviewed |
| 19 | Changing Landscapes, Shifting Identities in Higher Education: some narratives of academics in the UK. | Trahar, S. | Research in Education | 86 (1) | Manchester University Press | | 01/11/2011 | 46-60 | | No | Peer reviewed |
| 20 | Autoethnographic Journeys in Learning and Teaching in Higher Education | Trahar, S. | European Educational Research Journal | 12 (3) | Symposium Journals Ltd | | 01/06/2013 | 367-375 | | No | Peer reviewed |
| 21 | Introduction. Contemporary Methodological Diversity in European Higher Education Research http://dx.doi.org/10.2304/eej.2013.12.3.301 | Sheila Trahar | European Educational Research Journal | Vol. 12/Issue 3 | Symposium Journals Ltd | United Kingdom | 01/01/2013 | 301 | | | Peer reviewed |
| | Peopling policy: on conflicting subjectivities of fee-paying students | Nielsen, G. B. | Policy Worlds: Anthropology and the Analysis of Contemporary Power | 14 | Berghahn | Oxford | 15/04/2011 | 68-85 | | No | Article |
| | Globalisering som spørgsmål: modularisering og kompetencetænkning som svar?[Globalisation as question: modularisation and competenceorientation as answer?] | Nielsen, G. B. & Sarauw, L.L. | Uddannelseskvalitet i en globaliseret verden. Videnskøkonomiens indtog i de videregående uddannelser | | Samfundslitteratur | Frederiksberg | 01/01/2012 | 105-122 | | No | Article |
| | Timing Students' Freedom. On paradoxes of efficiency and accountability Copenhagen | Nielsen, G. B. | University Performance Management - The Silent Managerial Revolution in Danish Universities | | DJØF-forlag | Copenhagen | 01/03/2011 | 175-192 | | No | Article |
| | Higher Education in Germany | Michel-Schertges, D. & Schertges, C. | Higher Education across Nations | | B. R. Publishing Corporation | New Delhi | 01/01/2014 | 285-338 | | No | Article |
| | Globalisierung, Konkurrenz und Bildung | Michel-Schertges, D. | Bildung, Gesellschaftstheorie und Soziale Arbeit | | Barbara Budrich Publishers | | 01/02/2013 | 193-204 | | No | Article |
| | The university beside itself 10.1007/978-94-6209-458-1 | Sturm, S.R., & Turner, S.F. | Re-imagining the Creative University for the 21st Century | | SensePublishers | Rotterdam | 01/01/2013 | 49-59 | | No | Article |
| | Ranking universities within a globalised world of competition states: to what purpose, and with what implications for st | Wright, S. | Uddannelseskvalitet i det 21. århundrede [Quality in Higher Education in 21st | | | | 01/01/2012 | 79-100 | | No | Article |

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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------|---------------------|------------|---------|--|------------|
| | udents? | | Century] | | | | | | | |
| | 'Danske universiteter – virksomheder i s tatens koncern?' [Danish universities – companies in the corporation of the state?] | Wright, S. | Hvordan Styres Viden ssamfundet? [How to Govern a Knowledge S ociety?] | | | | 16/04/2012 | 263-284 | | No Article |
| | The double shuffle of university reform – the OECD/Denmark policy interface | Wright, S.; Ørberg, J.W. | Academic identities – aca demic challenges? America n and European experience of the transformation of higher education and res earch | | Cambridge Scholar Pr ess | Newcastle upon Tyne | 01/12/2011 | 269-293 | | No Article |
| | Viden der tæller [Knowledge that Counts] | Wright, S. | Motivation og mismod [Motivation and Desponde ncy] | | | | 01/01/2011 | 211-236 | | No Article |
| | Section I: Introduction to Studying Policy: Methods, Paradigms, Perspectives | Wright, S. | Policy Worlds: Anthropol ogy and the Analysis of Co ntemporary Power | | Beghahn | Oxford | 15/04/2011 | 27-31 | | No Article |
| | Markets, Managerialis m and Measurem ent: Organisational transformati on of un iversities in UK and Denmark | Wright, S.; Boden, R. | University in Measures | | DJØF Publishing | Copenhagen | 01/01/2011 | 79-99 | | No Article |
| | Policy Worlds: Anthropology and the Anal ysis of Contemporary Power | Wright, S. | Policy Worlds: Anthropol ogy and the Analysis of Co ntemporary Power | | Berghahn | Oxford | 15/04/2011 | 1-343 | | No Article |
| | Learning Under Neoliberalis m: Ethno graphie s of Governance in Higher Educati on | Shear, B., Hyatt, S. B. a nd Wright, S. (eds.) | Learning Under Neoliberal is m: Ethnographie s of Governance in Higher Ed ucation | | | | 01/01/2015 | All | | No Article |
| | The Reform of New Zealand's University S ystem: 'After Neoliberalis m' | Shore, C. | Learning Under Neoliberal is m: Ethnographie s of Governance in Higher Ed ucation | | | | 01/01/2015 | TBA | | No Article |
| | Autonomy and Control: Danish University Reform in the Context of Modern Gov ernance | Wright, S. and Ørberg, J. W. | Learning Under Neoliberal is m: Ethnographie s of Governance in Higher Ed ucation | | | | 01/01/2015 | TBA | | No Article |
| | “Humboldt’ Humbug! Contemporary Mo bilizations of ‘Humboldt’ as a Discourse to Support the Corporatizati on and Marketiza tion of Universities and to Disparage Al | Wright, S. | The Humboldtian Tradition : Origin and Legacy | | | | 01/01/2015 | TBA | | No Article |

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|--|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----|------------------------------------------------------------|---------------|------------|-----------|--|-----|------------|
| | ternatives | | | | | | | | | | |
| | Walking the talk for equity in universities | Airini | Researching pedagogy and learning | | Sense Publishers | Rotterdam | 01/06/2014 | TBA | | No | Article |
| | Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World | Robertson , S., Mundy, K. Verger, A. and Menashy, F. (eds) | Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World | | Edward Elgar Pub | | 29/08/2012 | 1-320 | | No | Article |
| |) International ising a Transnational Higher Education Programme Curriculum: Pursuing Sameness or Disrupting Educational Imperialism? | Trahar, S. & Lazarus, E. | International ising the Curriculum in Disciplines: Stories from Business, Education and Health | | Via e Pensiero Press, Universita Cattolica del Sacro Cuore | | 01/06/2014 | TBA | | No | Article |
| | Developing Narrative Inquiry in Educational Research in the Asia Pacific | Trahar, S. & Yu, W.M. | Developing Narrative Inquiry in Educational Research in the Asia Pacific | | Routledge | Singapore | 01/06/2014 | TBA | | No | Article |
| | Avoiding future hauntings: Teaching for social justice in higher education in the postcolonial context of Hong Kong | Trahar, S. | International izing Teacher Education for Social Justice : Theory, Research and Practice | | Information Age Publishing | Charlotte, NC | 01/01/2014 | 79 | | No | Article |
| | Contextualisi ng Narrative Inquiry: Developing Methodologica l Approaches for Local Contexts | Trahar, S. | Contextualisi ng Narrative Inquiry: Developing Methodologica l Approaches for Local Contexts | | Routledge | London | 01/01/2013 | 1-200 | | No | Article |
| | 'Introduction . Conceptualisi ng Policy: Technologies of Governance and the Politics of Visibility | Shore, Cris and Wright, S. | Policy Worlds: Anthropology and the Anatomy of Contemporary Power | | | | 01/01/2011 | Chapter 1 | | No | Article |
| | Organization and the New: Proceedings of the 2013 Commission for Organization al Education Annual Conference | Sturm, S.R., & Turner, S.F. | The plastic classroom | | Philipps University | | 28/02/2013 | | | | Conference |
| | Methodologies For Studying University Reform and Globalization: Combining Ethnography and Political Economy Summative Working Paper for URGE | Shore, C. & Davidson, M.(With Gritt Nielsen, Elizabeth Rata, Dirk Michel Schertges, Sheila Trahar, Chris Tremenwan and Su | Working Papers on University Reform | 21 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/03/2013 | | | Yes | Monogram |

| | | | | | | | | | | | |
|--|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------|----|---------------------------------------------------|------------|------------|--|--|-----|----------|
| | | san Wright) | | | | | | | | | |
| | Researching Academic Agency in the Cultural Production of Indigenous Ideology in New Zealand Universities | Rata, E. | Working Papers on University Reform | 17 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/04/2011 | | | Yes | Monogram |
| | Toward a New Conceptual Framework | Robertson, S. | Working Papers on University Reform | 20 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/02/2012 | | | Yes | Monogram |
| | Academic Autonomy and the Bologna Process | Moutsios, S. | Working Papers on University Reform | 19 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/02/2012 | | | Yes | Monogram |
| | The European Particularity | Moutsios, S. | Working Papers on University Reform | 18 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/02/2012 | | | Yes | Monogram |
| | European Coordination and Globalisation | Dale, R. | Working Papers on University Reform | 22 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/03/2014 | | | Yes | Monogram |
| | Shooting Arrows – Disruptions, Intersections and Tracing Lines in Gender Research | Locke, K. | Working Papers on University Reform | 23 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/04/2014 | | | Yes | Monogram |
| | Research Assessment Systems and their Impacts on Academic Work in New Zealand, the UK and Denmark | Wright, S.; Curtis, B.; Lucas, L. and Robertson, S. | Working Papers on University Reform | 24 | EPOKE, Department of Education, Aarhus University | Copenhagen | 01/04/2014 | | | Yes | Monogram |

Section B (confidential) - EXPLOITABLE FOREGROUND AND PLANS FOR EXPLOITATION

This section should specify the exploitable foreground and provide the plans for exploitation. It will be kept confidential and will be treated as such by the REA.

The applications for patents, trademarks, registered designs, etc. must be listed according to the template provided below.

The list should specify at least one unique identifier e.g. European Patent application reference. For patent applications, only if applicable, contributions to standards should be specified.

| LIST OF APPLICATIONS FOR PATENTS, TRADEMARKS, REGISTERED DESIGNS, UTILITY MODELS, ETC. | | | | | |
|----------------------------------------------------------------------------------------|--------------|-------------------------------------|---------------------------------------------|---------------------------------|-----------------------------------------|
| Type of IP Rights | Confidential | Foreseen embargo date dd/mm/yyyy | Application reference(s) (e.g. EP123456) | Subject or title of application | Applicant(s) (as on the application) |

| OVERVIEW TABLE OF EXPLOITABLE FOREGROUND | | | | | | | | |
|------------------------------------------|---------------------------------------------|--------------|-------------------------------------|--------------------------------------------|-----------------------------|-----------------------------------------------------|----------------------------------------------------|--------------------------------------------|
| Type of Exploitable Foreground | Description of Exploitable Foreground | Confidential | Foreseen embargo date dd/mm/yyyy | Exploitable product(s) or measure(s) | Sector(s) of application | Timetable for commercial use or any other use | Patents or other IPR exploitation (licences) | Owner and Other Beneficiary(s) involved |

| ADDITIONAL TEMPLATE B2: OVERVIEW TABLE OF EXPLOITABLE FOREGROUND | |
|------------------------------------------------------------------|---------------------------------------|
| Description of Exploitable Foreground | Explain of the Exploitable Foreground |

3. PERSON IN CHARGE QUESTIONNAIRE

EXCHANGE MOBILITY ASSESSMENT:

| | |
|-------------------------------------------------|----|
| What is the size of the hosting research group? | 18 |
|-------------------------------------------------|----|

How many researchers have you supervised, within the past 10 years? Of which funded by:

| | |
|------------------------|----|
| EC/Marie Curie actions | 5 |
| EC Other Funding | 0 |
| University fellowships | 9 |
| National public bodies | 1 |
| Industry | 3 |
| Other | 11 |

Other, please specify:

CSC (2), Coimbra, EUROSA, British Council, Rigshospitalet, Iranian Government, Turkish Research Foundation, Self-funded (3).

| | |
|---------------------------------------------------------------|---|
| How many researchers have you supervised within this project? | 4 |
| Corresponding to how many person months? | 4 |

Number of publications resulting directly from the research project:

| | |
|---------------------------------------------------------|----|
| Selected researcher(s) and yourself | 18 |
| Selected researcher(s) alone | 23 |
| Selected researcher(s) with authors other than yourself | 26 |

Participation of the selected researcher(s) in conferences (number):

| | |
|---------------------------------------------------------------|-----------|
| Passive | 0 |
| Active | 141 |
| How do you rate the overall success of the research training? | Very good |

General assessment:

RESEARCHER ASSESSMENT:

Rate the overall level of the recruited researcher(s) integration in the research team and the host organisation with regards to:

| | |
|---------------------------------------------------|------|
| participation in meetings/seminars | Fair |
| discussions of results and project-related topics | Fair |
| co-operation with other team members | Fair |

| | |
|--------------------------------------------------------------------|------|
| co-operation with other researchers of the host institution | Fair |
| co-operation with other researchers of the partnership | Fair |

Rate the overall performance of the selected researcher(s) with regard to:

| | |
|------------------------------------------------------------------------------------------------|------|
| originality of researchers' approach towards research (initiative/independent thinking) | Fair |
| capacity to develop new skills and to benefit from training | Fair |
| productivity (research results/ publications/ international conference attendance) | Fair |
| communication skills | Fair |
| group leader skills (collaboration with other groups/project management) | Fair |
| training and/or teaching skills | Fair |

Comment:

No researchers were recruited for this project ('Fair' selected in lieu of N/A).

RESEARCH NETWORKING OUTCOMES:

| | |
|------------------------------------------------------------------------------------------------------------|-----|
| Do you intend to continue the collaboration and networking activities after the end of the project? | Yes |
|------------------------------------------------------------------------------------------------------------|-----|

If no, please specify:

| | |
|-----------------------------------------------------------------------------------------------|-----|
| Has this project provided additional links with other research groups or institutions? | Yes |
| If yes, do you plan to submit a joint proposal? | Yes |

If yes, indicate the number of contacts in each case

| | |
|-----------------------------------|----|
| Universities | 12 |
| Research Centres | 0 |
| Industry/private companies | 5 |
| Others | 5 |

If Other, please specify:

Socio-economic actors.

Rate the importance of the following outcomes of the research training:

| | |
|------------------------------------------------------|-----------|
| results of the research | Very good |
| number of publications | Very good |
| development of research | Very good |
| establishment of international collaborations | Very good |

| | |
|------------------------------------------------------------------------------|-----------|
| transfer of knowledge/technology | Very good |
| training of students/researchers | Very good |
| further academic qualifications (PhD, habilitation etc.) for fellows | Fair |
| Comments: | |
| No fellows were recruited for this project ('Fair' selected in lieu of N/A). | |

YOUR OPINION ABOUT THE MARIE CURIE ACTIONS:

Do you have any other comments or suggestions of how to improve the Marie Curie actions concerned?

No.

Did you have previous knowledge of the Marie Curie actions? No

If yes, what sort of image do you think that the Marie Curie actions have among the scientific community in your research area?

Attachments

Attachments - URGE - final.pdf

Date:

Person in charge of the project for the beneficiary(ies):