
	EUROPEAN COMMISSION Research Executive Agency Marie Curie Actions – International Research Staff Exchange Scheme	
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**Project No:** 247565

**Project Acronym:** URGE

**Project Full Name:** University Reform, Globalization and Europeanization

## Marie Curie Actions

# Periodic Report

**Period covered:** from 04/01/2012 to 03/01/2014

**Period number:** 2nd

**Start date of project:** 04/01/2010

**Project coordinator name:**  
Prof. Susan Wright

**Version:** 1

**Date of preparation:** 12/02/2014

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**Duration:** 48

**Project coordinator organisation name:**  
AARHUS UNIVERSITET

# Periodic Report

## PROJECT PERIODIC REPORT

<b>Grant Agreement number:</b>	247565
<b>Project acronym:</b>	URGE
<b>Project title:</b>	University Reform, Globalization and Europeanization
<b>Funding Scheme:</b>	FP7-MC-IRSES
<b>Period report:</b>	2nd
<b>Period covered - start date:</b>	04/01/2012
<b>Period covered - end date:</b>	03/01/2014
<b>Name, title and organisation of the person in charge of the project for the beneficiary(ies):</b>	Prof. Susan Wright AARHUS UNIVERSITET
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## **DECLARATION BY THE PROJECT COORDINATOR**

I, Prof. Susan Wright, as person in charge of the project (247565, URGE), for the beneficiary(ies), hereby confirm that:

- The attached periodic report represents an accurate description of the work carried out in this project for this reporting period;
- The project:
  - (o) has fully achieved its objectives and technical goals for the period;
  - ( ) has achieved most of its objectives and technical goals for the period with relatively minor deviations;
  - ( ) has failed to achieve critical objectives and/or is not at all on schedule.
- The project Website is up to date (if applicable);
- To my best knowledge, the financial statements which are being submitted as part of this report are in line with the actual work carried out and are consistent with the report on the resources used for the project and if applicable with the certificate on financial statement;
- The beneficiary(ies), in particular non-profit public bodies, secondary and higher education establishments, and research organisations, have declared to have verified their legal status. Any changes have been reported under section 3 (Project Management) in accordance with Article II.2.f (Monobeneficiary) or with Article II.3.f (Multibeneficiary) of the Grant Agreement.

## SUMMARY OF THE SECONDMENT OF RESEARCHERS DURING THE REPORTING PERIOD

Beneficiary: AARHUS UNIVERSITET													
WP n°	First name of the Researcher	Last name of the Researcher	Date of Birth	Gender	Type	Seconded To	Seconded To(Short Name)	Seconded To (Country)	Start date of secondment	End date of secondment	EU Contribution / fellow-month (€)	No. of full-time equivalent months covered by this secondment during this reporting period	Total EU Contribution (€)
6	Niels Henrik	Meedom	04/11/1975	Male	MNGT	University of Aukland	UoA	NZ-New Zealand	17/11/2013	18/12/2013	1800	1.05	1890.00
5	Martin	Bech	15/11/1960	Male	ESR (<4 years)	University of Aukland	UoA	NZ-New Zealand	08/11/2012	07/12/2012	1800	0.99	1782.00
6	Lene	Kaufman	12/07/1964	Female	ESR (<4 years)	University of Aukland	UoA	NZ-New Zealand	01/11/2013	15/12/2013	1800	1.48	2664.00
6	Jakob	Krause	14/08/1963	Male	ER (4-10 years)	University of Aukland	UoA	NZ-New Zealand	03/10/2013	31/10/2013	1800	0.94	1692.00
5	Wright	Susan	30/07/1951	Female	ER (4-10 years)	University of Aukland	UoA	NZ-New Zealand	13/04/2013	10/05/2013	1800	0.92	1656.00
6	Dirk	Schertes	26/10/1968	Male	ER (4-10 years)	University of Aukland	UoA	NZ-New Zealand	03/04/2013	27/04/2013	1800	0.83	1494.00
3	Astrid	Cermak	08/04/1970	Female	MNGT	University of Aukland	UoA	NZ-New Zealand	15/11/2012	14/12/2012	1800	0.98	1764.00
6	Dirk	Schertes	26/10/1968	Male	ER (4-10 years)	University of Aukland	UoA	NZ-New Zealand	02/11/2012	26/01/2013	1800	2.81	5058.00
5	Wright	Susan	30/07/1951	Female	ER (4-10 years)	University of Aukland	UoA	NZ-New Zealand	16/10/2012	19/12/2012	1800	2.13	3834.00
5	Gritt	Nielsen	21/03/1975	Female	ER (4-10 years)	University of Aukland	UoA	NZ-New Zealand	01/09/2012	20/12/2012	1800	3.65	6570.00
Total no. of full-time equivalent months covered by this secondment during this reporting period:												15.78	
Total EU Contribution for this Beneficiary in euros (not including the contribution to third countries secondments):													28404.00

**Beneficiary: UNIVERSITY OF BRISTOL**

WP n°	First name of the Researcher	Last name of the Researcher	Date of Birth	Gender	Type	Seconded To	Seconded To(Short Name)	Seconded To (Country)	Start date of secondment	End date of secondment	EU Contribution / fellow-month (€)	No. of full-time equivalent months covered by this secondment during this reporting period	Total EU Contribution (€)
5	Roger	Dale	20/11/1940	Male	ER (4-10 years)	University of Auckland	UoA	NZ-New Zealand	06/03/2013	19/05/2013	1800	2.45	4410.00
6	Susan	Robertson	05/04/1955	Female	ER (4-10 years)	University of Auckland	UoA	NZ-New Zealand	03/02/2013	11/05/2013	1800	3.28	5904.00
5	Lisa	Lucas	10/10/1968	Female	ER (4-10 years)	University of Auckland	UoA	NZ-New Zealand	28/01/2013	27/04/2013	1800	3.03	5454.00
3	Dan	Cook	24/06/1978	Male	MNGT	University of Auckland	UoA	NZ-New Zealand	23/02/2013	10/03/2013	1800	0.54	972.00
6	Sheila	Trahar	15/05/1951	Female	ER (4-10 years)	University of Auckland	UoA	NZ-New Zealand	23/04/2013	14/05/2013	1800	0.72	1296.00
Total no. of full-time equivalent months covered by this secondment during this reporting period:												10.02	
Total EU Contribution for this Beneficiary in euros (not including the contribution to third countries secondments):													18036.00

**Partner: University of Auckland**

WP n°	First name of the Researcher	Last name of the Researcher	Date of Birth	Gender	Type	Seconded To	Seconded To(Short Name)	Seconded To (Country)	Start date of secondment	End date of secondment	EU Contribution / fellow-month (€)	No. of full-time equivalent months covered by this secondment during this reporting period	Total EU Contribution (€)
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No secondments for this Partner

**Totals per beneficiary (to be encoded in FORMs C):**

Beneficiary(short name)	Total EU Contribution	Total no. of full-time equivalent months covered by this secondment during this reporting period
AARHUS UNIVERSITET	28404	15.78
UNIVERSITY OF BRISTOL	18036	10.02
Totals:	46440.00	25.80

**Totals per partner (for information only):**

Partner(short name)	Total EU Contribution	Total no. of full-time equivalent months covered by this secondment during this reporting period
University of Aukland	0.00	0.00
Totals:	0.00	0.00

**1. PUBLISHABLE SUMMARY****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 IIN 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.

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

Website: <http://edu.au.dk/forskning/projekter/urges/> Contact: Sue Wright [suwr@dpu.dk](mailto:suwr@dpu.dk)

## 2. GENERAL PROGRESS OF THE PROJECT

### Qualitative indicators of progress and success in line with workplan and milestones (description of progress towards milestones and deliverables)

Description of modifications:

Overall the programme of work packages, visits and activities went very well. There were three modifications.

1. The death of one participant, serious illness of another, two participants' changing their jobs, and two others changing their work circumstances meant we had to find new participants and revise the programme of visits. This was done successfully. In the process we included three ESRs and one newly appointed ER, and strengthened the training aspects of the project.
2. The working paper for WP1 was late because of illness. As each of the working papers built on the previous one, this delay had a knock-on effect on the working papers for WP2 onwards. All were completed by the end of the project and none of the other activities or milestones was affected.
3. When the main participant from UoA in WP6 was unable to participate in secondments, the focus in WP6 on equality was widened to include a new research project on women, engagement and university management. This improved the coverage of WP6 at the same time as it turned an idea generated by the mid-term review into a concrete collaborative research project, took up one of the new methodological challenges developed in WP2, and enabled a newly appointed ER from UoA to engage in research training with a senior researcher during a secondment to AU.

Qualitative indicators/description of progress in line with work plan, milestones and deliverables:

WP2 (co-ordinator Shore, UoA) from March 2010 to April 2012

Milestone 2.2 and Deliverables 2.2 and 2.3 - the holding of a workshop which developed methodologies for combining political economy with ethnography - delivered on time and reported previously.

Milestone 2.3 and Deliverable 2.1 - WP2 Working paper - 'Methodologies for studying university reform and globalization: combining ethnography and political economy' by Cris Shore and Miri Davidson with Gritt Nielsen, Dirk Michel Schertges, Sheila Trahar, Chris Tremewan and Susan Wright (Attachment 1).

<http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/>

WP3 (coordinator Dale, UNIVBRIS) from August 2010 to March 2012

Report on WP3 (Attachment 2) <http://edu.au.dk/forskning/projekter/urges/work-package-3/>

Milestones 3.1, 3.2 and 3.4 and Deliverables 3.2 to 3.5 delivered on time and reported previously.

Milestone 3.3 and Deliverable 3.1 - WP3 Working paper: 'European Coordination and Globalisation' by Roger Dale (Attachment 3)

<http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/>

Milestone 3.4 Mid-term review – the annual meeting reviewed not only progress on the project but new research opportunities that were arising. As administrator Carsten had left AU and could not take a secondment to UoA, substitute visits by administrators were designed to optimise these new opportunities and fulfil Deliverables 3.4 and 3.5 (Attachment 4).

Deliverable 3.4 - Administrators Henckel (AU) and Read (UoA) gained high level support for developing a new Erasmus Mundus proposal and this work continued in WP4 (below).

Deliverable 3.5 – Administrators Cermak (AU) and Read (UoA) explored funding opportunities for joint research applications that would put the programme’s collaboration on a long term footing resulting in 8 new projects:

1. An application for an FP7 PEOPLE Marie Curie IIN has been successful (see below) and this is a major way for the results of URGE to be used effectively and for the collaboration to be carried forward and extended.
2. A new project by Lewis and Shore on the university’s Third Mission in the social sciences reached the final round of the highly competitive Marsden Fund in New Zealand, and was successfully funded by UoA’s Cross-Faculty Research Initiative Fund.
3. Two World University Network projects arising from URGE funded collaboration between UNIVBRIS and UoA.
4. Three new collaborative projects on academic identity, gender and equity (for WP6) were conducted during URGE visits and are continuing beyond the end of the URGE project.
5. One new project on internationalisation of higher education and the global student was conducted by Nielsen during an URGE secondment and continues.

WP4 (coordinator Wright, AU) from February 2011 to October 2012

Report on WP4 (Attachment 5) <http://edu.au.dk/forskning/projekter/urge/work-package-5/>

Milestone 4.1 Detailed work plan delivered on schedule, April 2011. In addition to the planned deliverables, two meetings (at AU on 9 and 10 June 2011 attended by 7 people) scoped the key issues and problems to be addressed in WP4.

Milestone 4.3 and Deliverable 4.1 - Scientific paper on ethnographies of university reform and universities as knowledge organizations - URGE participants exceeded this target by publishing two scientific papers (Attachments 11 and 12). In addition, arising from URGE activities on this theme, four scientific papers were given at international conferences, five scientific papers were published, and an edited book (Boone, Hyatt and Wright) is forthcoming - listed under ‘Dissemination of results’ (below).

Milestone 4.2 and Deliverable 4.2 - Workshop - ‘Universities as Knowledge Organisations’ was held on 8-10 August 2012 at AU. As reported previously, this was rearranged so as to maximize participation from UoA and fulfilled the aim of generating scientific journal publications - listed under ‘Dissemination of results’ (below).

Deliverable 4.2 – establishing future collaborations – drawing on the results of the mid-term review (Milestone 3.4), a workshop session was convened on four concrete actions for future collaboration between the partners, with the following success:

1. Universities in the Knowledge Economy (UNIKE). Wright made a successful application for an FP7 PEOPLE IIN project comparing developments in Europe and the Asia-Pacific Rim. This project started in February 2013. It builds on and extends the successful URGE partnership, adding 4 other European partners, 5 private sector, 5 socio-economic actors and 17 other associate partners with expertise on university reform in the Asia-Pacific region. 12 PhDs and 2 Post Docs have been appointed (1 more Post Doc to be appointed in 2014) to take forward the research agenda developed in the URGE project.
2. Academic entrepreneurialism. This is an emerging research theme pursued by all the partners, with an especial focus on the neglected concerns of the humanities and social sciences. Shore and Lewis

(UoA) have successfully raised funding for a multi-disciplinary project on the third mission and academic entrepreneurialism in New Zealand. Shore and Lewis' project has synergies with Robertson's existing project on universities in the Bristol region. In WP5, collaboration has been further developed by the visit of Administrator Meedom, Director of AU's Danish Centre for Culture and Learning, to work with Lewis at UoA and conduct an interview survey of officers and academics in New Zealand universities concerned with knowledge exchange in the humanities. Further synergies are being achieved through the UNIKE project (above), where an ER has been appointed to study the role of universities in civil society and she is conducting research with Robertson in Bristol and with Shore in Auckland.

3. Academic work and identity. This common interest between the three partners generated three projects. These consolidate the discussion of method from WP2, and have contributed to URGE visits and workshops for WP5 and WP6.

3a. Dirk Michel Schertges (AU) has developed a new project on academic identities in the context of policy change, involving interviews in Denmark and Germany and at partner organization UoA during his secondments there in 2012 and 2013. He plans to conduct similar interviews at partner organisation UNIVBRIS.

3b. 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.

3c. Locke (UoA) visited AU to work with Wright and gain training in ethnographic methods for a joint study of gender and management in Danish and New Zealand universities (see WP6 below).

4. Erasmus Mundus in Educational Anthropology. 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.

WP5 (coordinator Wright, AU) from March 2012-October 2013

Report on WP5 Attachment 6. <http://edu.au.dk/forskning/projekter/urge/work-package-6/>

Milestone 5.1 - Detailed plan - delivered on schedule, May 2012

Task 5.1 - Sharing and extending knowledge on the diversity of research activities currently being undertaken by the partner institutions. This has been achieved through three seminars by AU secondees to UoA, and two seminars by UoA visitors to AU (by Nielsen, Wright and Shore, Bech, Kiani and Lourie, listed below under 'Transfer of knowledge and Training activities').

Deliverable 5.1 - Generation of a data-set on research transfer activities - Niels Henrik Meedom, Director of AU's Danish Centre for Culture and Learning was seconded to UoA to conduct an interview survey of officers and academics in New Zealand universities concerned with knowledge exchange in the humanities. He is collaborating in comparative research in this topic with Nick Lewis and Cris Shore (UoA).

Milestone 5.2 and Deliverable 5.1 – a major conference - 'The Death of the Public University?' held at UoA on 6-7 November 2012 focused on detailed comparisons between research activities undertaken in New Zealand, Denmark and UK. Attended by 79 people, including three visitors from AU and academic staff and students from across seven faculties of the University of Auckland (Engineering, Law, Education, Business, Science, Arts, and Medicine and Health) and the Centre for

Academic Development.

Milestone 5.2 and Deliverable 5.3 – WP5 Final Symposium - ‘The Character of Academic Research and the Conduct of Researchers’, held at UoA on 22 April 2013, attended by 19 people. The symposium’s papers and detailed discussion of research assessment systems provided the basis for the WP5 working paper. Schertges presented the results of his collaborative research (see above) on the changing character of academic research and conduct of researchers.

Milestone 5.3 and Deliverable 5.2 – WP5 Working Paper – ‘Research Assessment Systems and their Impacts on Academic Work in New Zealand, the UK and Denmark’ by Susan Wright, Bruce Curtis, Lisa Lucas and Susan Robertson (Attachment 7)

<http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/>

WP6 (coordinator Shore UoA) from June 2012-December 2013

Report on WP6 Attachment 8.

Milestone 6.1 Detailed plan delivered on schedule, June 2012.

Milestone 6.2 and Deliverable 6.1 - Workshop at UoA, ‘The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement’ held on 22 April 2013, attended by 19 people. The workshop focused on the effects of globalization and regionalisation on the social mission of the university. Resulting papers are included in the book proposal submitted to publishers with results of URGE project (see below).

Task 6.2 and Deliverable 6.1 – Scientific article on changing mission of the university: Cris Shore and Laura McLauchlan 2012 ‘”Third mission” activities, commercialisation and academic entrepreneurs’ *Social Anthropology/Anthropologie Sociale* 20 (3): 267–286. (Attachment 13)

Task 6.2 and Deliverable 6.1 – changing mission of the university - paper by Lene Tegllhus (AU) ‘Ideoscapes in the local: global flows and entangled knowledge’ given to the 38th annual conference of ASAA/NZ entitled ‘Ethnoscapes, Culturescapes: Anthropologies for the present’ in December 2013 at Raglan, New Zealand.

Task 6.4 and Deliverable 6.1 - ‘The University Beside Itself’, special issue of *Argos Aotearoa* (2014) (eds Henry Babbage, Anna Boswell, Miri Davidson, Sean Sturm and Stephen Turner), Auckland: *Argo Aotearoa New Zealand* (ISSN: 2324-5794)

Task 6.5 - Compare postgraduate teaching approaches - Lene Tegllhus (AU) participated in UoA’s anthropology doctoral writing seminar, including presenting a thesis chapter on theories of knowledge. As a result of this experience, she has established a similar writing group at AU. Jakob Krause-Jensen (AU) engaged in knowledge exchange with academics teaching UoA’s MA course in anthropology of organisations, and as a result has introduced new teaching methods into his course at AU.

Additional deliverable – Seminar - ‘Flexible Firm? The design of culture and culture of design in Bang and Olufsen’ by Jakob Krause-Jensen at a joint seminar between URGE (AU) and Auckland NGZS, 31 October 2012.

Milestone 6.2 and Deliverable 6.2 – URGE Final Conference at UoA, ‘The University in 2Q30: Towards a New Agenda’ held on 23-24 April 2013. Attended by 59 people, including 2 from AU, 4 from UNIVBRIS, members of 5 New Zealand universities, and speakers from the Universities of Melbourne and Deakin, and APRU. This conference was the climax of URGE’s work and generated the themes and material for the resulting book (see below).

Deliverable 6.3 – Jointly written academic publications – the project has yielded numerous journal articles (see list) and the results of the URGE project are so successful that they warrant comprehensive publication in an edited volume. A book proposal ‘Universities in the Knowledge Economy: Current Trends and Alternative Futures’ contains a jointly written introduction by the four WP coordinators (Wright, Shore, Robertson and Dale) followed by 26 chapters in 4 sections: 1. Universities as knowledge organisations. 2. The university’s contested meaning and missions. 3. ‘Imagining’ academics and students in the knowledge university. 4. Imagining alternative futures.

The proposal is submitted to Routledge and other leading publishers (Attachment 9).  
Deliverable 6.4 – Publication on equity – Working paper 6 ‘Shooting Arrows: Disruptions, intersections, and tracing lines in gender research’ by Kirsten Locke (Attachment 10)  
<http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/>  
Deliverable 6.5: Final report to EU reviewing the scientific results of the 6 work packages, the synergies that have been created, and the practical arrangements and actions for joint projects and further long term collaboration.

### 3. PROJECT ACHIEVEMENTS

#### Scientific highlights and research achievements:

In 2013-14 there have been the following scientific achievements:

1. The ‘Follow that...’ approach – a new methodology for studying university reform that links political economy and ethnography of everyday life. Growing out of theoretical debates in WP1, this methodology had been developed in WP2, led by Shore, and has involved 6 participants from the three partners, first in WP2’s workshop, then in subsequent knowledge exchange and discussion during visits and by email, and finally coming together in WP2’s working paper (Attachment 1 <http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/>).

2. Critical approaches to 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’? Shore and Lewis (UoA) have gained funding for a Cross-Faculty Research Initiative Fund (CFRIF) project on academic entrepreneurialism in New Zealand. Meedom has conducted comparative research on knowledge exchange in the humanities in Denmark and New Zealand. Robertson has an existing project on university students and entrepreneurialism in the Bristol region. Academic entrepreneurialism is also the topic of one of the UNIKE ERs, based at AU (see Deliverable 4.2 above). 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. 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).

4. Universities in the Knowledge Economy (UNIKE). Wright made a successful application for an FP7 PEOPLE ITN project comparing developments in Europe and the Asia-Pacific Rim. This project started in February 2013. It builds on and extends the successful URGE partnership, adding 4 other European partners, 5 private sector, 5 socio-economic actors and 17 other associate partners with expertise on university reform in the Asia-Pacific region. 12 PhDs and 2 Post Docs have been appointed (1 more Post Doc to be appointed in 2014) to take forward the research agenda developed in the URGE project.

5. Academic work and identity. This common interest between the three partners generated three new projects (by Schertges, Trahar, and Locke and Wright) 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. These projects are continuing beyond the end of the URGE project.

#### Transfer of knowledge and Training activities (workshops):

1. 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.
2. Research seminar - ‘Introducing narrative inquiry’ given by Sheila Trahar (UNIVBRIS) at DPU/AU 30 May 2012.

3. 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.
4. 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.
5. 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.
6. 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 people.
7. Research seminar - 'The Role of Sino-Foreign Campuses in the Internationalization of Chinese Universities' given by Martin Bech Hansen (AU) at the Business School, Auckland University, on 20 December 2012, attended by 14 people.
8. 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 people.
9. 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 people.
10. Research seminar - 'The English for Academic Purposes (EAP) Programme in a university in Iran: Factors Influencing its Success' given by Saba Kiani (UoA) to EPOKE research programme, Department of Education (DPU), AU, 6 June 2013. Attended by 18 people.
11. 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.
12. Research seminar - 'Symbolic policy, ideology and common sense: a Gramscian analysis of biculturalism in New Zealand' given by Megan Lourie (UoA) to EPOKE research programme, Department of Education (DPU), AU, 25 November 2013. Attended by 23 people.
13. PhD Training - Lene Tegllhus Kauffmann (AU) 'Theories of knowledge: an anthropological approach' presentation to UoA's anthropology doctoral writing seminar and participation in weekly seminars through November/December 2013.
14. 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.

#### **Dissemination of results (conferences, publications...):**

##### Conferences organised

1. Research workshop 'Universities as Knowledge Organisations' held at Aarhus University on 8 – 10 August 2012. Attended by 31 people including three URGE visitors from Auckland University, three URGE visitors from Bristol University and three students from the Erasmus Mundus Masters in Lifelong Learning.
2. Public symposium 'The Death of the Public University?' held at Auckland University on 6-7 November 2012. Attended by 79 people from across seven faculties and three URGE visitors from Aarhus University.
3. 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, including 2 from AU, 4 from UNIVBRIS, members of 5 New Zealand universities.

4. Workshop at UoA, 'The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement' held in the afternoon of 22 April 2013.
5. URGE Final Conference 'The University in 2Q30: Towards a New Agenda' held at University of Auckland on 23-24 April 2013. Attended by 59 people, including 2 from AU, 4 from UNIVBRIS, members of 5 New Zealand universities, and speakers from the Universities of Melbourne and Deakin, and APRU.

#### Papers at international conferences

- Shore, Cris and Davidson, Miri 'Beyond Collusion and Resistance: Academic-Management Relations within the Neoliberal University' Paper presented in the session 'Collusion: Theorizing academics, the university and the state' at the Conference of the American Anthropological Association in Montreal, 18 November 2011.
- Wright, Susan 'Knowledge That Counts: Accommodation and Resistance to the Danish Research Points System' Paper presented in the session 'Collusion: Theorizing academics, the university and the state' at the Conference of the American Anthropological Association in Montreal, 18 November 2011.
- Wright, Susan 'Anthropology and the imagining of future European universities' paper given to the conference of the Association of Social Anthropologists of New Zealand at Wellington, 8-10 December 2012.
- Trahar, Sheila 'Collaboratively Writing Academic Identities: Exploring the Methodological Value of Collective Biography' paper given to the annual conference of the European Educational Research Association (ECER) in Cadiz, 18 - 21 September 2012.
- Read, Lynette and Henckel, Ole 'Facilitating Sustainable International Research Collaborations – the Opportunities and Challenges' paper to the biennial conference of International Network of Research Management Societies (INORMS) held at Copenhagen, 13-16 May 2012.
- Lene Teghhus Kauffmann 'Ideoscapes in the local: global flows and entangled knowledge' given to the 38th annual conference of ASAA/NZ entitled 'Ethnoscapes, Culturescapes: Anthropologies for the present' in Raglan, New Zealand, December 2013.

#### Publications

- Airini (2014) 'Equity, change, and we the university'. Special issue of *Argos Aotearoa: The University Beside Itself* 1: 111-115. ISSN: 2324-5794
- Airini (in press) 'Walking the Talk for Equity in Universities'. In: Slee, R. (Ed.) *Researching Pedagogy and Learning*. Rotterdam, Holland: Sense Publishers.
- Babbage, H., Boswell, A., Davidson, M., Sturm, S. and Turner, S. (eds.) (2014) 'The University Beside Itself'. Special issue of *Argos Aotearoa*. ISSN: 2324-5794
- Curtis, E., Townsend, S. and Airini (2012) 'Improving Indigenous and Ethnic Minority Student Success in Foundation Health Study'. *Teaching in Higher Education* 17 (5): 589-602.
- Lucas, L. (forthcoming) 'Performance-based Research Assessment in Higher Education'. Oxford, UK: Oxford Bibliographies.
- Michel-Schertges, D. (2013) 'Globalisierung, Konkurrenz und Bildung'. Pp. 193-204 in Braches-Chyrek, R., Nelles, D., Oelerich, G. and Schaarschuch, A. (eds.) *Bildung, Gesellschaftstheorie und Soziale Arbeit*. (1. Ed.) Leverkusen, Germany: Barbara Budrich Publishers.
- Michel-Schertges, D. and Schertges, C. (2014) 'Higher Education in Germany'. Pp. 285-338 in Joshi, I K. and Paivandi, S. (red.) *Higher Education across Nations*. New Delhi, India: B. R. Publishing Corporation.
- Moutsios, S. (2013) 'The De-Europeanization of the University under the Bologna Process'. *Thesis Eleven* 119 (1): 22-46.
- Nielsen, G. B. and Sarauw, L.L. (2013) 'Entreprenørskab: Uddannelsesindustrialisering i Nye Klæder?' [Entrepreneurship: Educational Industrialisation in New Clothing?] *Dansk Pædagogisk*



- Tidsskrift 2 (2013). ISSN: 0904-2393
- Nielsen, G. B. (2012) 'Higher Education Gone Global: Introduction to the special issue' *Learning and Teaching* 5 (3): 1-21.
- Nielsen, G. B. and Sarauw, L.L. (2014) 'Fremdrift og Fremsyn : Kampen om de Studerendes Tid' [Progress and Foresight: The Battle of the Students' Time]. *Dansk Pædagogisk Tidsskrift* (in press). ISSN: 0904-2393
- Nielsen, G. B. and Sarauw, L.L. (2012) 'Globalisering som Spørgsmål: Modulisering og Kompetencetænkning som Svar?' [Globalisation as Question: Modularisation and Competenceorientation as Answer?]. Pp. 105-122 in: Leth Andersen, H and Jacobsen J. C. (eds.) *Uddannelseskvalitet i en Globaliseret Verden: Vidensøkonomiens Indtog i de Videregående Uddannelser*. Frederiksberg, DK: Samfundslitteratur.
- Rata, E. (2012) 'The Politics of Knowledge in Education'. *British Educational Research Journal* 38 (1): 103-124.
- Rata, E. (2013) 'Knowledge and the Politics of Culture: An Example from New Zealand's Higher Education Policy and Practice'. *Anthropological Theory* 13 (4): 329-346.
- Rata, E. (2014) 'The Three Stages of Critical Policy Methodology: an example from curriculum analysis'. *Policy Futures in Education* 12 (3): (in press)
- Rata, E. (2012) 'Theoretical Claims and Empirical Evidence in Maori Education Discourse'. *Educational Philosophy and Theory* 44 (10): 1060–1072.
- Robertson, S., Mundy, K., Verger, A. and Menashy, F. (eds.) (2012) 'Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World'. Cheltenham, UK: Edward Elgar. ISBN: 978.1.78195.331.0
- Shear, B., Hyatt, S. B. and Wright, S. (eds.) (forthcoming, 2015) 'Learning Under Neoliberalism: Ethnographies of Governance in Higher Education'. Oxford, UK: Berghahn Books.
- Shore, C. (forthcoming, 2015) 'The Reform of New Zealand's University System: 'After Neoliberalism''. In: Shear, B., Hyatt, S. B. and Wright S. (eds.) *Learning Under Neoliberalism: Ethnographies of Governance in Higher Education*. Oxford, UK: Berghahn Books.
- Shore, C. and Davidson, M. (forthcoming) 'Beyond Collusion and Resistance: Academic-Management Relations within the Neoliberal University' *Learning and Teaching: International Journal of Higher Education in the Social Sciences (LATISS)* 7 (1): (in press)
- Shore, C. and McLauchlan, L. (2012) 'Third Mission' Activities, Commercialisation and Academic Entrepreneurs'. *Social Anthropology/Antropologie Sociale* 20 (3): 267–286.
- Shore, C. and McLauchlan, L. (2012) 'Universities and the Commercial Construction of Reality: Reply to Commentaries'. *Social Anthropology* 20 (3): 298-303.
- Shore, C. and Taitz, M. (2012) 'Who 'Owns' the University? Institutional Autonomy and Academic Freedom in an Age of Knowledge Capitalism'. *Globalisation, Societies and Education* 10 (2):201-219.
- Sturm, S.R. and Turner, S.F. (2013) 'Erratology and the Ill-Logic of the Seismic University'. *Educational Philosophy and Theory*. (Published 30 July 2013) Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/00131857.2013.817941#.UzYvbdxY7o4>
- Sturm, S.R., & Turner, S.F. (2013) 'The University Beside Itself'. Pp. 49-59 in: Besley, T. and Peters, M.A. (eds.) *Re-Imagining the Creative University for the 21st Century* Rotterdam, Holland: Sense Publishers.
- Sturm, S.R. and Turner, S.F. (2014) 'What Could the University Be?' Special issue of *Argos Aotearoa: The University Beside Itself* 1:133-138. ISSN: 2324-5794
- Tadaki, M. and Tremewan, C. (2013) 'Reimagining Internationalization in Higher Education: International Consortia as a Transformative Space?' *Studies in Higher Education* 38 (3): 367-387.
- Trahar, S. and Lazarus, E. (2014) 'Internationalising a Transnational Higher Education Programme Curriculum: Pursuing Sameness or Disrupting Educational Imperialism?' In: Green, W., Whitsed, C. and Beelen, J. (eds.) *Internationalising the Curriculum in Disciplines: Stories from Business,*

Education and Health. Milan, Italy: Universita Cattolica del Sacro Cuore Milan, Vita e Pensiero Press. (in press)

Trahar, S. and Yu, W.M. (eds.) (forthcoming) 'Developing Narrative Inquiry in Educational Research in the Asia Pacific'. Singapore: Routledge.

Trahar, S. (2013) 'Autoethnographic Journeys in Learning and Teaching in Higher Education'. *European Educational Research Journal* 12 (3): 367 -375.

Trahar, S. (2013) 'Internationalisation of the Curriculum: Concepts and Working Practices'. *EU/Tempus* – translated into Hebrew and Arabic. (Published in October 2013) Retrieved at <http://www.hit.ac.il/upload/minisites/tempus-iris/Publications/loC%20Publication%20English.pdf>

Trahar, S. (2014) 'Avoiding Future Hauntings: Teaching for Social Justice in Higher Education in the Postcolonial Context of Hong Kong'. In: Phillion, J., Sharma S. and Rahatzad J. (eds.) *Internationalizing Teacher Education for Social Justice: Theory, Research and Practice*. Charlotte, NC: Information Age Publishing.

Trahar, S. (ed.) (2013) 'Contextualising Narrative Inquiry: Developing Methodological Approaches for Local Contexts'. London, UK: Routledge.

Trahar, S. (guest ed.) (2013) 'Contemporary Methodological Diversity in European Higher Education Research: the Value of Narrative, Autoethnography and Collectively Biography' Special Issue of *European Educational Research Journal* 12 (3).

Trahar, S. (2013) 'Introduction: Contemporary Methodological Diversity in European Higher Education Research'. Introduction to Special Issue of *European Educational Research Journal* 12 (3): 301-309.

Trahar, S. (guest ed.) (forthcoming) 'Learning and Teaching in Transnational Education'. Special Issue of *Learning and Teaching in the Social Sciences (LATISS)* (to be published in Spring 2015)

Vostal, F. and Robertson, S.L. (2012) 'Knowledge Mediators and Lubricating Channels: On the Temporal Politics of Remissioning the University'. *Out of the Ruins: The University to Come*. Special Issue of *TOPIA: Canadian Journal of Cultural Studies* 28.

Wright, S. (2012) (co-authors Rebecca Boden and Penelope Ciancanelli) 'Trust Universities? Governance for Post Capitalist Futures' *Journal of Co-operative Studies* 45 (2): 16-24.

Wright, S. (2012) 'Ranking Universities Within a Globalised World of Competition States: to What Purpose, and with What Implications for Students?'. Pp. 79-100 in: Leth Andersen, H. and Jacobsen, J. C. (eds.) *Uddannelseskvalitet i det 21. århundrede [Quality in Higher Education in 21st Century]* Frederiksberg, DK: Samfundslitteratur.

Wright, S. (2012) 'Danske Universiteter – Virksomheder i Statens Koncern?' [Danish Universities – Companies in the Corporation of the State?]. Pp. 263-284 in: Faye, J. and Budtz Pedersen, D. (eds.) *Hvordan Styres Videnssamfundet? [How to Govern a Knowledge Society?]* Copenhagen, DK: Samfundslitteratur.

Wright, S. (forthcoming) "'Humboldt' Humbug! Contemporary Mobilizations of 'Humboldt' as a Discourse to Support the Corporatization and Marketization of Universities and to Disparage Alternatives'. In: Josephson, P., Karlsohn T. and Östling, J. (eds.) *The Humboldtian Tradition: Origin and Legacy*. Leiden, Holland: Brill.

Wright, S. (forthcoming) 'Anthropology and the Imagineering of Future European Universities' submitted for a special issue of *Focaal*.

Wright, S. and Ørberg, J. W. (forthcoming, 2015) 'Autonomy and Control: Danish University Reform in the Context of Modern Governance'. In: Shear, B. Hyatt, S. B. and Wright, S. (eds.) *Learning Under Neoliberalism: Ethnographies of Governance in Higher Education*. Oxford, UK: Berghahn Books.

URGE Working papers

Working Paper 18:

'University: The European Particularity' By: Stavros Moutsios (February 2012) Copenhagen, DK:

EPOKE, Department of Education, Aarhus University. ISBN: 978-87-7684-929-0 (Attachment 15)  
Working Paper 19:

‘Academic Autonomy and the Bologna Process’ By: Stavros Moutsios (February 2012) Copenhagen, DK: EPOKE, Department of Education, Aarhus University. ISBN: 978-87-7684-928-3 (Attachment 14)

Working Paper 20:

‘Globalisation and Regionalisation in Higher Education :Toward a New Conceptual Framework’ By: Susan Robertson (with Roger Dale, Stavros Moutsios, Gritt Nielsen, Cris Shore and Susan Wright (February 2012) Copenhagen, DK: EPOKE, Department of Education, Aarhus University. ISBN: 978-87-7684-927-6 (Attachment 16)

Working Paper 21:

‘Methodologies For Studying University Reform and Globalization: Combining Ethnography and Political Economy’ By: Cris Shore and Miri Davidson (with Gritt Nielsen, Elizabeth Rata, Dirk Michel Schertges, Sheila Trahar, Chris Tremewan and Susan Wright) (March 2013) Copenhagen, DK: EPOKE, Department of Education, Aarhus University. ISBN: 978-87-7684-920-7 (Attachment 1)

Working Paper 22:

‘European Coordination and Globalisation - Summative Working Paper for URGE Work Package 3’ By: Roger Dale (March 2014) Copenhagen, DK: EPOKE, Department of Education, Aarhus University. ISBN: 978-87-7684-837-8 (Attachment 3)

Working Paper 23:

‘Shooting Arrows – Disruptions, Intersections and Tracing Lines in Gender Research’ By: Kirsten Locke (April 2014) Copenhagen, DK: EPOKE, Department of Education, Aarhus University. ISBN: 978-87-7684-829-3 (Attachment 10)

Working paper 24:

‘Research Assessment Systems and their Impacts on Academic Work in New Zealand, the UK and Denmark’ By: Susan Wright, Bruce Curtis, Lisa Lucas and Susan Robertson. (April 2014) Copenhagen, DK: EPOKE, Department of Education, Aarhus University. ISBN: 978-87-7684-828-6 (Attachment 7)

All URGE working papers are available at

<http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/>

## 4. PROJECT MANAGEMENT

### Overview of the activities carried out by the partnership; Identification of problems encountered and corrective action taken:

1. General daily management: Wright has conducted the daily management. For reporting to the EU, she was supported by a member of AU's economic department.
2. Project coordination team: Wright, Robertson and Shore have functioned well as a coordination team. 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 planning of workshops, and on the establishment of long term collaboration arising from the URGE project. Most noticeably, the coordination team collaborated closely in preparing the successful application for the UNIKE IIN project, which is designed to continue and expand the research agenda developed through URGE's knowledge exchange.
3. Coordination of each work package: Robertson coordinated WP1, Shore coordinated WP2, Dale coordinated WP3, Wright coordinated WP4 and WP5, and Shore coordinated WP6. Each 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. Three participants from UNIVBRIS and three from UoA were able to participate in WP4's workshop at DPU/AU in Copenhagen in August 2012. Two participants from AU and four from UNIVBRIS participated in WP5&6's final symposiums and URGE conference 22-24 April 2013.
4. Annual Assemblies: 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 have also 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 IIN project, UNIKE. Minutes of the Annual Assembly are found in Attachment 4.
5. 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.
6. 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.
7. Management of secondments: There was a specified host for each visitor, and they took their responsibilities very seriously. With the help of relevant university services, they assisted with finding accommodation, organised office space and working facilities, and organised knowledge exchange and research training activities. 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.
8. 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. Apart from helping enormously with making arrangements for academic visitors to their institutions, these visits involved knowledge exchange about systems of research support at the universities. Notably

Read made a presentation to senior managers at AU about the system of ‘Thematic Research Initiatives’ developed at UoA; and Read and Henckel explored possibilities for establishing an Erasmus Mundus partnership between AU and UoA in terms of local systems of course planning and in terms of senior management support. Read and Cermak provided invaluable support to Wright in preparing the UNIKE ITN application. These administrators also contributed to scientific activities: Henckel presented a paper on his PhD research on Erasmus Mundus to the WP3 final 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 between New Zealand universities and society in the humanities. Reports of these visits are included in Attachment 4.

## 5. ADDITIONAL INFORMATION

### **Additional information, which may be considered useful to assess the work done during the reporting period:**

When reporting the travel dates in "Summary of the secondment of researchers during the reporting period", the total no. of full time equivalent months adds up slightly more than the amount claimed in Form C. For AU it is 0,05 month and for UNIVBRIS it is 0,02 month. We are not claiming for this extra time. The amount claimed in form C accords with that agreed in the Grant Agreement.

UoA's participation in the project was funded by the New Zealand Ministry, MORST. There were 8 secondments from New Zealand (6 to AU and 2 to UNIVBRIS) in the reporting period.

Date:

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