

# University Reform, Globalisation and Europeanisation (URGE)



## Work Package 6 Report

EU FP7 (PEOPLE) MARIE CURIE IRSES

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## 1. Detailed plan for the work package

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

### Revised and Improved Objectives

Drawing on detailed empirical work being carried out by the different partners, this WP will address a number of key questions including the following:

1. What are the effects of national and international reforms, globalization and internationalization on the **social** purposes of the university and its relationship with wider polity?

These reforms, explored in previous Work Packages, include New public management, commercialization, entrepreneurialism, IP regimes, global ranking systems, internationalisation, student fee systems, widening access, public engagement, knowledge transfer, quality assurance mechanisms, and research assessment activities).

2. What are the implications of these reforms for permanent and casual contract academics, administrative staff and students? In particular, how are these reforms affecting historically marginalized populations (by class, gender and ethnicity) in terms of:
  - (a) education and employment in the university?
  - (b) teaching and learning and high status courses within the university?
  - (c) advancing careers within the university?

3. How do university staff and students attempt to reconcile these diverse missions?

What kinds of policies, programmes and practices have been developed to mediate/mitigate the social effects of these reforms, or to assess the conditions for success? Such practices include access courses, new pedagogies and forms of assessment, mentoring, targeted admission and completion rates, and affirmative measures.

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

## Description of work

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

## Knowledge Exchange tasks (revised)

To meet the objective cited above, the WP will draw on the following contributions:

1. What are the effects of national and international reforms, globalization and internationalization on the **social** purposes of the university and its relationship with wider polity? - Shore, Wright and Robertson  
Programmes for widening access and academic achievement. Comparative analysis of UK and NZ policies for widening access and improving retention for under-represented categories of students by class, gender and ethnicity (Airini, Annie Weir and Kirsten Locke)  
Government reforms and their implications for the social purposes of universities in other contexts (e.g. Iran - Kiani).  
The Influence of Ethnic Politics on the New Zealand University - Rata
2. What are the implications of these reforms for permanent and casual contract academics, administrative staff and students? In particular, how are these reforms affecting historically marginalized populations (by class, gender and ethnicity) in accessing:
  - (a) Education and employment in the university?
  - (b) Learning and Teaching within the university? Trahar
  - (c) and advancing careers within the university? - AiriniGender restructuring – Blackmore;  
Women and leadership in higher education (Locke, Lourie)
3. How do university staff and students attempt to reconcile these diverse missions? - Lucas

The tasks of this package are:

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

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

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

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

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

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

The WP will involve visit (s) by:

1. Shore (UoA) will visit AU and UNIVBRIS (1 month each) hosted by Wright and Robertson respectively. The purpose of the visits will be to compare and consolidate information across the three countries on the **social** purposes of the university and on how university staff and students attempt to reconcile their universities' diverse missions. During his visits he will also coordinate the detailed planning of this work package.
2. (Revised) Locke (UoA) will visit AU (1 month) hosted by Wright. The purpose of the visit is to exchange knowledge on women and university leadership and to conduct an interview survey on this topic in Danish universities and draw on Søndergaard's previous research on women's experiences in university leadership.
3. Robertson (UNIVBRIS) will visit UoA (4 Months) to work with the UoA team (particularly Airini, Spencer and Rata) on contributing the outcomes of the LLAKES research which engages directly with this work package, and on how this knowledge speaks to the NZ and Danish cases. She will also collaborate on the development of the Working Paper.

Duration: 19 months

**Deliverables**

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

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

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

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

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

**Researchers involved**

Shore (UoA), Locke (UoA), Lourie (UoA), Robertson (UNIVBRIS)

Involved as hosts:

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

## 2. Record of Activities

Month	Hosts	Visiting Personnel	Activities and Deliverables
Aug 2012			<b>Deliverable 6.1 – Scientific article</b> on changing mission of the university: Cris Shore and Laura McLauchlan 2012 “Third mission” activities, commercialisation and academic entrepreneurs’ <i>Social Anthropology/Anthropologie Sociale</i> 20 (3): 267–286.
22 April 2013	Shore Lewis Rata, Spencer	AU: Wright, Michel- Schertges UNIVBRIS: Dale, Lucas, Robertson, Trahar Guests: Rizvi (Melbourne), Blackmore (Deakin)	<b>Deliverable 6.2 - Workshop in Auckland:</b> ‘The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement’
23-24 April 2013		AU: Wright, Michel- Schertges UNIVBRIS: Dale, Lucas, Robertson, Trahar. Guests: Rizvi (Melbourne), Blackmore (Deakin)	<b>Deliverable 6.2 – Final Conference</b> at UoA: ‘The University in 2Q30: Towards a New Agenda’.
2 May 2013	Rata, Mike Hanne	UNIVBRIS: Trahar	<b>Seminar</b> at UoA: ‘The Path is Made by Walking On It’. Metaphor and Narrative Inquiry in Higher Education Research
3 May 2013	Shore	AU: Wright	‘Transglobal Research’ Inaugural seminar of UoA students’ Anthropology Society
31 October 2013	Shore	AU: Krause- Jensen	<b>Seminar</b> at UoA: ‘Flexible Firm? The design of culture and culture of design in Bang and Olufsen’ Jakob Krause-Jensen. Joint seminar between URGE and Auckland NGZS
December 2013	Park (UoA)	AU: Tegllhus	<b>Task 6.2 - Changing social missions of universities:</b> ‘Ideoscapes in the local: global flows and entangled knowledge’ paper given to the 38 <sup>th</sup> annual conference of ASAA/NZ entitled ‘Ethnoscaples, Culturescaples: Anthropologies for the present’ at Raglan, New Zealand.
November 2013	Shore, Park (UoA)	AU: Tegllhus, Krause-Jensen	<b>Task 6.5 - Compare postgraduate teaching approaches:</b> Lene Tegllhus participation in the anthropology doctoral

			writing seminar, UoA, including presentation of thesis chapter on theories of knowledge; Jakob Krause-Jensen knowledge exchange with academics teaching UoA's MA course in anthropology of organisations. Both have resulted in new developments at AU
March 2014		Wright, Shore, Robertson, Dale	<p><b>Deliverable 6.3 - Jointly-written book:</b> <i>Universities in the Knowledge Economy: Universities after Neo-Liberalism</i></p> <p>Proposal with 26 chapters in 4 sections</p> <ul style="list-style-type: none"> <li>• Universities as knowledge organisations</li> <li>• The university's contested meaning and missions</li> <li>• 'Imagineering' academics and students in the knowledge university</li> <li>• Imagining alternative futures</li> </ul> <p>Submitted to Routledge and other leading publishers.</p>
November 2013	Wright, Søndergaard	UoA: Locke	<b>Deliverable 6.4 (revised) – New collaborative project:</b> Susan Wright (AU) and Kirsten Locke (UoA) on equal opportunities: gender and university management.
March 2014		UoA: Locke (author) Wright (editor)	<b>Deliverable 6.4 (revised) – working paper on fostering equal opportunities:</b> Kirsten Locke 'Shooting Arrows: Disruptions, intersections, and tracing lines in gender research' located at <a href="http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/">http://edu.au.dk/en/research/research-areas/epoke/publications/working-papers/</a>
April 2014		Wright, Shore, Robertson, Dale	<b>Deliverable 6.5 - Final Report to EU</b> (co-authored by Wright, Robertson and Shore) reviewing the scientific results of the 6 work packages, the synergies that have been created, and the practical arrangements and actions for joint projects and further long term collaboration.

### 3. Workshop in Auckland: ‘The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement’, 22 April 2013

#### 3.1 Announcement



### **The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement.**

**URGE Symposium, Monday 22 April**

**Venue: Arts 1, 315**

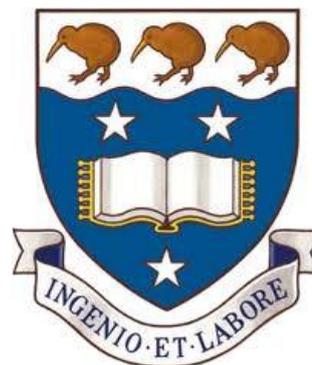
**9:30 am – 4:40 pm**

#### **The Shifting Contours of Teaching, Learning and Research: Globalization and the Transformation of the Public University**

Universities have traditionally played a central role in educating citizens, in the construction of nationhood and nation-building. At the same time they have often been criticised for promoting elite knowledge, for limited engagement with a diverse wider public, and for creating exclusion in ethnicity and class. The effects have been evident at the level of the student body as well as in the kinds of research questions pursued and knowledge produced. The pursuit of ‘excellence’, quality research, higher rankings, and elite fee-paying students exists alongside the mission of many universities to be inclusive of diversity, to improve social mobility and equality. How are universities responding to these policy agendas? This symposium will explore the influence of policy reforms on the social purposes of the university sector drawing on comparative studies from New Zealand, Denmark and the United Kingdom. Papers will compare and analyse the conceptual shifts that are occurring and explore the often contradictory policies that universities have adopted and their impacts on the social purpose of universities.

#### **Speakers Include:**

- **Dr. Lisa Lucas (University of Bristol)**
- **Prof. Susan Wright (Aarhus University)**
- **Prof. Susan L. Robertson, (University of Bristol)**
- **Jill Blackmore, (Deakin University)**
- **Dr. Dirk Michel Schertges (Aarhus University) ‘**
- **And Nick Lewis, Cris Shore, Airini, Kirten Locke, Bruce Curtis (University of Auckland)**



## 3.2 Programme and Abstracts

### **The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement. URGE Symposium, Monday 22 April 2013**

#### **2:30 – 4:30 PANEL 3: Widening Access: Are Equity and Excellence Compatible?**

Speakers:

##### **Saba Kiani: ‘Neoliberalism and Islamicisation in Iranian Universities’**

This paper examines the confluence of Islam and contemporary forms of neoliberalism within Iranian higher education. While neoliberal strategies emphasise the marketisation of higher education in the global knowledge economy, the Iranian government has embarked on a set of university reforms that are also based on religious imperatives. In order to implement these reforms, the government has appointed new university Vice Chancellors who combine loyalty to the regime with fidelity to the clerics. In this paper I will explore the implications of these contradictions.

##### **Airini, Kirsten Locke, and Annie Weir: ‘Diversity, equity and excellence in the University: A comparative study of New Zealand and Scotland’**

Universities have traditionally played a central role in educating citizens, in the construction of nationhood and nation-building. At the same time they have often been criticised for promoting elite knowledge, for limited engagement with a diverse wider public, and for creating exclusion in ethnicity and class. The effects have been evident at the level of the student body as well as in the kinds of research questions pursued and knowledge produced. The pursuit of 'excellence', quality research, higher rankings, and elite fee-paying students exists alongside the mission of many universities to be inclusive of diversity, to improve social mobility and equality. How are universities responding to these policy agendas? This paper explores the influence of policy reforms on the social purposes of the university sector in Scotland and New Zealand. A comparative critical analysis suggests a conceptual shift is taking place. While diversity, equity and excellence have been questioned as seemingly contradictory, policy and university initiatives suggest some level of complementarity. This paper discusses origins, possibilities and challenges when diversity and equity are core to the business of high performing, socially purposeful universities.

##### **Jill Blackmore, (Deakin University) ‘Leadership in higher education: a feminist perspective of global restructuring’**

Leadership has only recently become part of the lexicon of reform in higher education at a time of heightened marketization as academic capitalism ‘goes global’. The radical restructuring of higher education post-1987 in Australia was gendered and gendering in its processes, practices and effects (Blackmore and Sachs 2007). The paper draws from Bourdieu’s (1988) distinction between academic and intellectual habitus, Connell’s (2009) framing of the social relations of gender and notions of transnational masculinities, and Hearn’s (2004) ‘hegemony of men’ that is informed by the Critical Studies on Men (CSM). I argue yet another phase of gender restructuring is underway, marked by the emergence of new forms of academic (managerial) and intellectual ‘leadership habitus’. The sphere of decision-making in Higher Education is increasingly distant from academics as the field is no longer able to protect its boundaries,

discourses and practices from the social fields of politics, economics and the media. At the same time, devolved governance puts the onus on university leaders to be strategic, innovative and entrepreneurial within the context a university sector that has multiple often contradictory functions, expectations and values with regard to private and public good (Marginson 2012). This impacts on who gets to lead and what leadership practices are valued. Evidence from a three year longitudinal study suggests that there is a lack of both gender and racial diversity in Australian universities, despite the existence of a range of equity policies. This lack of diversity in leadership and of the practices of leadership has significant flow on effects for the future of leadership in and of higher education.

- **Discussant. Maureen Baker (Sociology Department, University of Auckland)**

**4:30 – 5:15**

**Wrap up Session: Reflections on the past, present and future of URGE (Sue Wright, Susan Robertson, Cris Shore and others)**

Evening Drink

**7:30 Conference Dinner**

### **3.3 Power Point Presentations**

These are available at the URGE website <http://edu.au.dk/forskning/projekter/urge/>

(or contact Lynette Read [l.read@auckland.ac.nz](mailto:l.read@auckland.ac.nz)).

### 3.4 Photographs





## 4. Final Conference at UoA: 'The University in 2Q30: Towards a New Agenda', 23-24 April 2013

### 4.1 Announcement

# University Reform, Globalisation and Europeanisation



# THE UNIVERSITY IN 2Q30: TOWARDS A NEW AGENDA

**This Conference** is the last in a series of national and international workshops and symposia, generated by European Commission funded project – University Reform, Globalisation and Europeanisation (URGE) - exploring how the processes of regionalisation and globalization are redefining the nature and scope of universities. *The University in 2Q30* is the third of these symposia held in Auckland and will again connect the themes of URGE to processes of change in New Zealand universities.

*The University in 2Q30* will explore the changing landscapes of global higher education, including how shifts within it have led to radical transformations in the University's meaning and mission, the nature of knowledge production and its consumption, the development of new academic subjectivities, issues of equity and inclusion and new forms of discipline and control within the academy. Focusing on 2Q30 as a possible alternative reality, participants are challenged to imagine and materialise new projects and possibilities for democratising knowledge creation in the academy.

**Keynote Speakers** include Jill Blackmore, Deakin University, Fazal Rizvi, Melbourne University, Michael Peters, Waikato University, Chris Tremewan, APRU, Susan Robertson, University of Bristol, Sue Wright, Aarhus University, and Cris Shore, University of Auckland.

**Date: Tuesday 23-Wednesday 24th April 2013**

**Venue: Room 220, Arts 1 (Building 206)**

**RSVP: Melissa Spencer: [m.spencer@auckland.ac.nz](mailto:m.spencer@auckland.ac.nz)**

## 4.2 Programme

### The University in 2Q30: Towards a New Agenda Programme Day 1 (April 23)

	Theme	Tentative Titles	Speakers	Chair
<b>9.00-9.15</b>	<b>Arrival and coffee</b>			
<b>9.15-9.30</b>		Introduction to conference	Cris	
<b>9.30-11.00</b>	Shifting landscapes of global higher education	Re-sectoralisation, reterritorialisation, financialisation	Susan Robertson Discussants: Chris Tremewan, Sue Wright, Jane Kelsey	Nick Lewis
<b>11.00-11.15</b>	<b>Coffee/tea</b>			
<b>11.15-12.45</b>	From industrialisation to post-industrialisation	Pedagogy, quality logics and the performative university	Jill Blackmore Discussants <b>(t.b.c.):</b> Sean Sturm, Kirsten Locke, Lisa Lucas	John Morgan
<b>12.45-1.45</b>	<b>Lunch</b>			
<b>1.45-3.15</b>	Post-Industrialisation	From Massification to MOOCs and Beyond	Michael Peters Discussants <b>(t.b.c.):</b> Campbell Jones, Stephen Turner, Elizabeth Rata	Roger Dale
<b>3.15-3.30</b>	<b>Afternoon tea</b>			
<b>3.30-5.00</b>	Mobility and subjectivity	Session 4: Mobility and Subjectivity: Global Competences and the New subjects of Higher Education	Fazal Rizvi Discussants: Nigel Haworth, Sheila Trahar, Roger Dale	Sue Wright

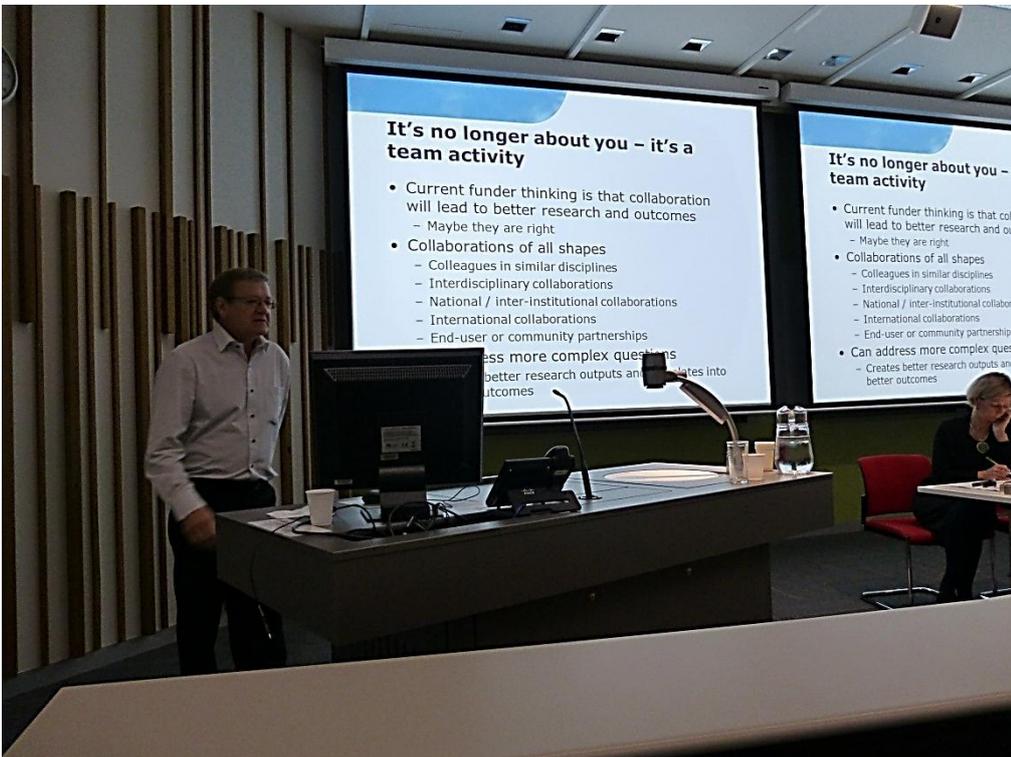
## Programme for Day 2 (April 24)

	Session	Presenters	Chair
9.00-9.15	<b>Arrival and coffee</b>		
9.15-11.00	<b>Short paper session (15 minute papers)</b>  Strategising 2Q30: How the Future is Being Assembled	Avalanche or Invention? SQ30 in the Making(Shore/Lewis) Crafting Consortia (Tremewan) University Research Strategies (John Smart) Imagineering the Future University: the politics of re-invention (John Morgan) Strategies of Resistance (Sandra Grey)	Susan Robertson
11-11.15	<b>Coffee/tea</b>		
11.15-12.30	<b>Panel Discussion:</b>  Re-assembling the Future: An Alternative 2Q30	Panellists ( <b>t.b.c.</b> ): Student activism (student); Blogging with the Enemy (Susan); The Trust University (Sue); Reworking the 3 <sup>rd</sup> Mission (CS/NL); Staying ahead in contract Spaces (Roger); Continued Philosophical Critique (Dirk); An equitable university (Airini)	John Morgan
12.30-1	Wrap-Up	Cris, Sue, Susan	

### 4.3 Power Point Presentations

These are available at the URGE website <http://edu.au.dk/forskning/projekter/urge/>

## 4.4 Photographs







## 5. Seminar presentations by AU visitors to UoA

### 5.1 Sheila Trahar to the narrative and metaphor seminar



**THE UNIVERSITY OF AUCKLAND**  
**FACULTY OF EDUCATION**

## The Narrative and Metaphor SIN invites you to a seminar with Sheila Trahar:

# ‘The Path is Made by Walking On It’: Metaphor and Narrative Inquiry in Higher Education Research

**The University of Auckland, School of Education**

**Thursday 2 May | 4.30 - 6pm | H205, Epsom Campus**

A strength of narrative inquiry as a methodological approach is that it enables readers to see transparently how interactions between researcher and research participants help to shape and structure research texts rendering them engaging and readable. I endorse ‘narrative, performative methodologies’ as being ‘reflexively consequential, ethical, critical, respectful and humble’ (Denzin & Lincoln, 2008: 6), but a crucial question to ask is ‘What does narrative inquiry help us to learn about our phenomenon that other theories or methods do not?’ (Clandinin & Connelly, 2000: 123, original emphasis).

In this seminar I will share how narrative inquiry has helped me to learn about the ‘phenomenon’ of teaching and learning in international higher education environments, focusing in particular on the reflexively consequential and humbling experiences that have enabled this learning. I shall discuss my own approach to narrative inquiry, focusing especially on how the metaphor of a journey has enabled me to travel alongside participants in a range of higher education research projects. In addition, I show how I draw on other literary devices to shape and structure research texts, rendering them, I hope, engaging and readable. The use of narrative inquiry in higher education research is, unfortunately in my view, rare. I will discuss how narrative has enabled me, as a higher education practitioner, to question my values, my beliefs and myself, in my interactions with fellow travellers in a complex, multilayered environment - ‘to make my path by walking on it’.

**Biographical note:** Sheila Trahar is Reader in International Higher Education in the Graduate School of Education, University of Bristol, UK. She has published widely in the area of international higher education and her research and teaching reflects her commitment to inclusivity in higher education and to the use of narrative inquiry and related methodological approaches. Key publications include *Developing Cultural Capability in International Higher Education: A Narrative Inquiry* (2010) and *Contextualising Narrative Inquiry: Methodological Approaches for Local Contexts* (2013).

**RSVP to [e.fitzpatrick@auckland.ac.nz](mailto:e.fitzpatrick@auckland.ac.nz)**



## 5.2 Sue Wright and Cris Shore to the UoA Anthropology Society

### **Social Anthropology Society's first event:**

#### **Transglobal Research; A sit down with Cris Shore and Sue Wright**

**Friday 3rd May 6pm in the tearoom.**

This event provides a great opportunity to talk to Professors Cris Shore and Sue Wright about how they collaborate between New Zealand and Denmark. Since it is structured more as a discussion than a lecture, we will be sitting in a circle (or a shape somewhat resembling a circle as judged by social scientists).

The event is open to **anyone** who is interested, so please invite your friends. We're asking for \$5 donation to cover the costs of food and drinks served on the night. Any additional funds collected will go into supporting our next event. Apologies for the late notice, our exec has been working very hard on getting the society as a whole off the ground. The next event advertising will begin much much earlier.

Sarah Dunbar

### 5.2.1 Photograph



## 5.3 Jakob Krause-Jensen to joint seminar between URGE and Auckland NGZS

# URGE AND THE AUCKLAND BRANCH NZGS JOINT SEMINAR

To be held on Thursday, 31st October 2013  
4pm in Room HSB 802 (Anthropology Tea Room)

**Jakob Krause**

(Department of Education (DPU), Aarhus University, Denmark)

## A FLEXIBLE FIRM? THE DESIGN OF CULTURE AND CULTURE OF DESIGN IN BANG & OLUFSEN

Bang & Olufsen is one of the crown jewels of Danish manufacturing, which is known world-wide for its high-end home electronics. The company has also gained a reputation through their state-of-the-art version of value-based management, a management strategy focused on establishing consistency in everything a company does. In this presentation I explore how the aesthetics of Scandinavian minimalism translate into management practice. The paper examines some of the challenges and contractions of translating company culture into policy and practice.

# BANG & OLUFSEN

*The University Reform, Globalisation and Europeanisation (URGE) project Auckland Branch of the New Zealand Geographical Society and invite you to join us for the seminar followed by refreshments*

Enquiries: Nick Lewis [n.lewis@auckland.ac.nz](mailto:n.lewis@auckland.ac.nz)



## 5.4 Lene Tegllhus paper to annual conference of Association of Social Anthropologists of New Zealand

38<sup>th</sup> annual conference of ASAA/NZ

Conference theme: 'Ethnoscapes, Culturescapes: Anthropologies for the present'  
held at Raglan, New Zealand, December 2013

'Ideoscapes in the local: global flows and entangled knowledge'

Lene T. Kauffmann,

Anthropologist, PhD. Student, Department of Education, University of Aarhus, Denmark

### ABSTRACT

In relation to my Ph.D project (still in progress), titled 'knowledge in the everyday making of the state – truth, trust and evidence in the field of health promotion,' I have conducted fieldwork with a focus on knowledge production and its use in the field of health promotion. The paper will explore 'global' ideas, concepts and images (for example 'evidence' and 'health') that are continuously used to narrate 'health promotion' locally, and it will explore how these depend on their relation to particular non-local contexts, both political and theoretical in character.

I will use Arjun Appadurai's concept of 'scape' as a starting point of a discussion on the relation between the global and the local. The concept takes both imaginative and material aspects into consideration as global 'flows'. In my project, the global materialises in the local in pervasive ways that have called into question the classical opposition between global and local. According to Appadurai, 'ideo-scape' is composed by chains of ideas, concepts and images such as democracy, welfare and freedom (Appadurai 1996: 36). In the field of health promotion, the equivalent ideas, concepts and images would be 'health' and 'evidence' as already mentioned, but also ideas of 'validity', of 'truth' and of the concept of 'knowledge society'. What I want to argue is that the 'ideoscape' is potent in regard to study global ideas that 'flow' into the local but when it comes to understanding the way researchers and policymakers in health promotion employ these global ideas, concepts and images in their everyday working life, a different approach is needed, attending to meanings and understandings at the local level as relationally composed.

6. Kiwi Hospitality



## 7. Lists of Participants

### 7.1 Workshop in Auckland: 'The Social Purposes of the University and Academic Research: Between Excellence, Elitism, Equity, and Engagement', 22 April 2013

#### Attendance

Name	Email	Faculty/Department	signature
Airini	airini@auckland.ac.nz	Education/UoA	
Annie Weir	a.weir@auckland.ac.nz	Education/UoA	
Bruce Curtis	b.curtis@auckland.ac.nz	Sociology/ UoA	
Cris Shore	c.shore@auckland.ac.nz	Anthropology/ UoA	
Dirk Michel Schertges	dimi@dpu.dk	Aarhus University	
Elizabeth Rata	e.rata@auckland.ac.nz	Education/ UoA	
Jill Blackmore	Jillian.blackmore@deakin.edu.au	Deakin University	
John Morgan	John.morgan.ac.nz	Education/ UoA	
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## 7.2 Final Conference at UoA: 'The University in 2Q30: Towards a New Agenda', 23-24 April 2013

### The University in 2Q30: Towards a New Agenda

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