

University Reform, Globalisation and Europeanisation (URGE)



Work Package 6 Detailed Plan

EU FP7 (PEOPLE) MARIE CURIE IRSES

Detailed Plan for Work Package 6

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

Objectives

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

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

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

Description of work

Universities have traditionally played a central role in educating its citizens, in the construction of nationhood and nation-building, and education of an international community through aid-based programmes. More recently they have also taken on the role of region-building. At the same time, they have often been criticized for promoting elite knowledge, for limited engagement with the wider public, and for creating exclusion and marginalisation on the basis of ethnicity, race and class. The effects of such marginalization are evident at the level of the student and academic body, as well as in the kinds of research questions pursued and knowledge produced. The pursuit of 'excellence', quality research, higher world rankings and elite, fee-paying students exist alongside the mission of many universities to be inclusive, to improve social mobility and

equality and strengthen national and regional cohesion. How are universities coping with these diverse and seemingly contradictory policy agendas? Is 'equity' compatible with 'excellence'? How do shifts in agendas around aid/trade affect who accesses universities within the region? Is the social mission of the university changing as a result of processes of regionalization and globalization, and what does this augur for the future?

The tasks of this package are:

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

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

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

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

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

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

The WP will involve visit (s) by:

1. Shore (UoA) will visit AU and UNIVBRIS (1 month each) hosted by Wright and Robertson respectively. The purpose of the visits will be to compare and consolidate information across the three countries on the **social** purposes of the university and on how university staff and students attempt to reconcile their universities' diverse missions. During his visits he will also coordinate the detailed planning of this work package.
2. Airini (UoA) will visit UNIVBRIS (1 month) hosted by Robertson. The purpose is to research the UK's 'widening participation' strategies, and undergraduate and postgraduate teaching. This is preparatory work for the commencement of this work package and especially to inform the research project to be developed during the subsequent visit to AU.
3. Airini (UoA) will visit AU twice (1 month and 2 months) hosted by Wright and Søndergaard. The purpose of the visit is to exchange knowledge between Airini's current project and Søndergaard's previous research on women's experiences in

university leadership in New Zealand and Denmark. Airini will also work with members of EPOKE and others at DPU working on teaching approaches that help/hinder student success in postgraduate studies. In her first visit she will aim to set up a joint project and then follow up the results in her second visit.

4. Robertson (UNIVBRIS) will visit UoA (4 Months) to work with the UoA team (particularly Airini, Spencer and Rata) on contributing the outcomes of the LLAKES research which engages directly with this work package, and on how this knowledge speaks to the NZ and Danish cases. She will also collaborate on the development of the Working Paper.
5. Spencer (UoA) will visit AU (2 Months) to share knowledge on Auckland University's pioneering widening access programme.

Duration: 19 months

Deliverables

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

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

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

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

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

Researchers involved

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

Involved as hosts:

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