

University Reform, Globalisation and Europeanisation (URGE)



Work Package 2

EU FP7 (PEOPLE) MARIE CURIE IRSES

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1. Work Package 2

1.1 Detailed Plan

Title: Methodologies: Combining Ethnography and Political Economy

Work Package Coordinator: Cris Shore (Auckland)

Partners involved: Shore, Rata, Tremewan, Spencer & Lewis (UoA); Wright, Nielsen (UA); Jones, (Southampton/Bristol).

Objectives

1. Share the expertise of AU and UoA on the ethnographic study of universities and UNIVBRIS's expertise on critical discourse analysis, in order to promote further joint research initiatives.
2. Explore how to combine the strengths of these interpretive and analytical approaches to empirical data – finding out what is actually going on in universities from different perspectives – with political economy's ability to frame this in a wider theoretical understanding of globalisation.
3. Operationalise the conceptual framework developed in WP1 into a methodology for future research and to create a foundation for future collaborative research bids particularly in the area of globalisation and higher education.

Tasks

The main task of this work package is to provide an evidence-base of what is happening to universities as they try to adapt to the challenges of the global knowledge economy. Much has been written from a theoretical and abstract perspective, especially drawing on approaches from political economy. Few empirical studies have been carried out that illustrate how these processes translate into practice, or how key university stakeholders are participating in processes of change. Our aim is to translate the conceptual and theoretical framework outlined in WP1 into a methodology and research strategy. This work package will develop the methodology that will lay the foundations for subsequent joint research proposals and grant applications involving the European and third country partners in longer-term collaborative research.

The importance of developing a strong empirical strand to accompany the theorising is to ensure that theory serves as a tool of analysis and remains linked to the circumstances of social life. This is an interactive approach to the relationship between theory and empirical study which privileges neither. Rather the relationship itself is pivotal to a comprehensive understanding of social phenomena. However that relationship is complex. There needs to be a link between the empirical account and the theoretical explanation for the relationship to exist. Establishing such a link, especially between local processes which take on different forms in different countries and multi-layered global forces, unites the various expertise of the contributors to this package.

Specific Tasks are to:

1. Share knowledge about ethnographic methodologies developed by existing projects:
 - UoA's projects, an 'Ethnography of Auckland University' and 'Academic Agency and Indigenous Ideology in New Zealand Universities'.
 - AU's project 'New Management, New Identities? Danish University Reform in International Perspective'
 - UNIVBRIS's project on EU's discourses and the politics of the production of text.
2. Identify the strengths from each project in studying policy histories, governance reform, and new ways of enacting of the roles of managers, academics and students.
3. Identify the methods used in fieldwork and analysis to create a composite ethnographic picture of what is going on. The methods may include case studies, document analysis, narrative approaches, historical studies, and participant-observer ethnographic study.
4. Identify possible methods for combining the methodologies of ethnography and political economy and assess the advantages and possible problems. This includes the danger recognised in the social sciences of privileging either theoretical inquiry on the one hand or focusing solely on empirical studies on the other. The former approach can led to the research itself becoming ideological while the latter can produce a superficial account of social processes.

Exchange visits by:

1. Shore, Tremewan, Spencer and Lewis (University of Auckland) will visit Bristol University

2. Shore (Auckland) will visit Aarhus for 2 separate months hosted by Wright and Nielsen. The purpose of the visits is to work with Wright and other members of EPOKE to share knowledge about methods and methodologies used in their current research projects. In the first visit Shore will also use face-to face contacts to develop the detailed plan for the work package, and his second visit, overlapping with Rata's will be the occasion for the final workshop on relating local and national processes to wider shifts in the global knowledge economy.

3: Nielsen (AU) will visit the University of Auckland for 5 months, (expect timing to be discussed) hosted by Shore and Rata. The aim is to share knowledge about the methodologies developed in the project 'New Management, New Identities? Danish University Reform in an International Perspective' and her associated Ph.D. She will learn about the methodologies developed in Shore's ethnographic studies of New Zealand university reform and Elizabeth Rata's project 'Researching Academic Agency in the Cultural Production of Indigenous Ideology in New Zealand Universities'. During this visit Nielsen will present a seminar and contribute to the design the working paper (Deliverable D 2.1).

4. Jones (Southampton/UNIVBRIS) to be discussed whether he can visit Auckland for 1 month hosted by Shore and Rata. The purpose is to work with the Auckland team on his ethnography and critical discourse analysis of the politics of the production of EU texts on higher education.

5. Rata (Auckland) will visit University of Bristol for 1 month hosted by Robertson and Dale. The purpose is to work with the Bristol team on how to combine the methodologies of ethnography and political economy. The focus will be on how to identify and analyse the various connections between localised processes and global forces.

Duration: 22 months

1.2 Schedule of Activities

Month	Hosts	Visiting Personal	Tasks
June-August	Shore		Develop Work Plan Reading Group seminar: discussion of paper by Lewis
September	Shore Rata		Finalise Work Plan; Reading Group discussion of papers by Tremewan;
October	Shore, Rata, Tremewan, Spencer, Lewis		Deliverable 1: * Methods: Developing a Framework for combining scales * Writing Group and Post-graduate workshop * Follow up writing group meeting
November	Robertson Dale (Bristol)	Tremewan Shore Spencer Lewis	Deliverable 2: Post-graduate meeting: discussion of NZ case-studies of university reform
December	Robertson Dale (Bristol)	Tremewan Shore, Spencer Lewis Wright, Nielsen, Moutsios, Bovbjerg	Deliverable 3:: Research Methods & University Reform: Presentation of papers on themes: <ul style="list-style-type: none"> - Local & global scales - Actors and institutions; - Projects & ethics - Agency and power - New forms of governance;
February	Wright Nielsen (AU)	Shore	* Deliverable 4: * Workshop on Methodologies * Meetings with doctoral students Presentation of paper on anthropological methods and methodologies.
March			
April	Lewis, Shore,		Deliverable 5: NZ Workshop on

	Tremewan		internationalisation of HE
May	Wright (AU) Moutsios	Rata	Deliverable 6: * Contribute to reading group * Meetings with doctoral students Presentation of paper on the relationship between neoliberalism and knowledge production in the university as an example of aligning empirical research methods to a political economy approach
June	Wright Nielsen (AU)	UoA: Shore, Rata, Tremewan, Lewis. UoB: Dale AU: Nielsen, Kristensen, Bovbjerg, Moutsios, Henckel, Wright.	Deliverable 7: Work Package 2 Concluding Event 8-10 June at AU Methodologies: Combining Ethnography with political Economy
July			
August - November	Reed Shore	Nielsen	Deliverable 8: * Meetings with doctoral students * Contribute to reading group on global regionalisms Presentation of research by Nielsen Begin outlining Working Paper 1
December	Rata Shore	Bovbjerg	Planning for WP3; participation in Writing Group Deliverable 9: Working Paper 2
June 2012			Deliverable 10: Publish Working Paper 1

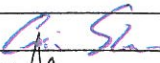


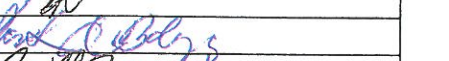

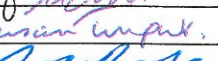

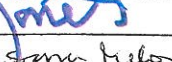
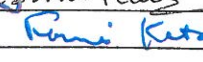

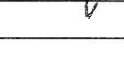
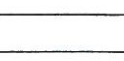



1.3 Record of Activities

Research Workshop – Attendance List

Held at Bristol 30 Nov 2010

Work Package 2: Preparation of contributions, activities, visits (Convened by Cris Shore)

Held at graduate School of Education, Bristol University, 30 November 2010

WP2 30 Nov	Signed attendance
Contributions, activities, visits	
Cris Shore	
Nicholas Lewis	
Melissa Spencer	
Chris Cris Tremewan	
Stavros Moutsios	
Kirsten Marie Bovbjerg	
Gritt Nielsen	
Dirk Michel	
Susan Wright	
Susan Robertson	
Roger Dale	
Peter Jones	
Susana Melo de Melo	
Fumi Kitigawa	
Lisa Lucas	
Thomas Muhr	
Alfredo Gomes	

Seminar held by Cris Shore at AU, 18 February 2011



DANMARKS PÆDAGOGISKE
UNIVERSITETSSKOLE
AARHUS UNIVERSITET

Pæd. Ant. Område Lunchtime Seminar

Speaker: **Professor Cris Shore**, Department of Anthropology, The University of Auckland

Professor Cris Shore will talk about his book project 'Anthropologists Up Close and Personal' which is addressed to issues of methodology particularly questions around ethnography, fieldwork and what is 'anthropological knowledge'

All VIPs and pæd. ant. students who are interested in developing the pedagogical anthropological interest area, are welcome to participate.

Friday 18 February 11.30-13.00 in D174

Tuborgvej 164
2400 København NV

2. DPU Copenhagen Workshop

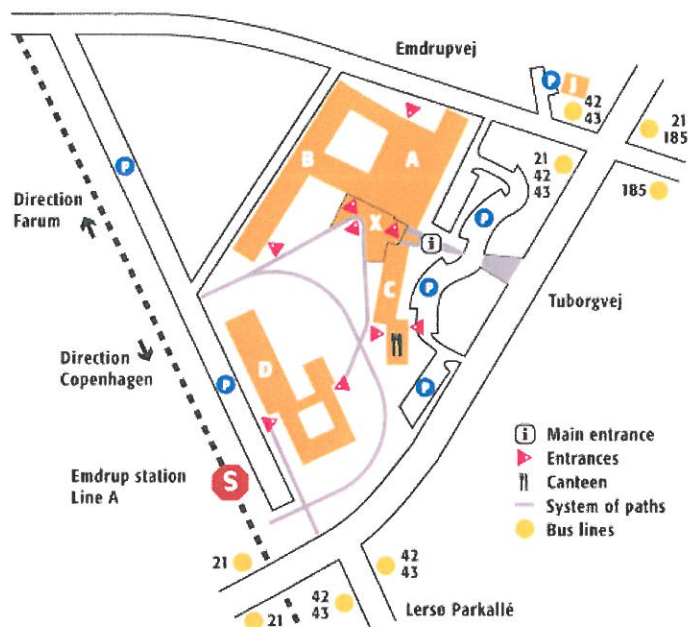
2.1 How to get to the workshop



Directions to DPU NV

Address: DPU, Aarhus University, Tuborgvej 164, 2400 Copenhagen NV

The URGE workshop will take place in the D building



Directions from Copenhagen Airport to DPU

By **public transport** the campus can be reached in 40-50 minutes. At the airport get on the **Metro**. The Metro station is located at the end of Terminal 3 and is covered by the roof of the terminal.

The Metro operates at 4-6 minute intervals from 5am through the day and the evening, and runs every 15 minutes during the night until midnight. Thursday - Sunday the Metro operates round the clock.

Tickets for the Metro are available at the Metro station and at the DSB ticket sales counter in Terminal 3. Please note that the ticket machines do not accept notes, only coins and cards such as the Dankort, VISA, etc.

Take the metro and get off at Nørreport Station. Follow the directions to the **S-train** (S-tog) platform. Catch the A-line (blue) bound for Farum. Get off at Emdrup Station. From here, it is a five minute walk to campus (see the map above). The URGE WP2 is held in building D. The journey will take 30-40 minutes

By **taxi** campus can be reached in 30-40 minutes. The fare should be about 350 DKK (45 EUR). Taxis can pick up passengers outside all arrivals areas (Terminal 1 and Terminal 3).

Directions from the centre of Copenhagen/Hotel Cabinn City to DPU

By taxi, the Danish School of Education (DPU) campus can be reached in 20 minutes. The fare should be about 200 DKK (27 EUR).

By train catch the **S-train** (S-tog) A-line (blue) bound for Farum. Get off at Emdrup Station. The Danish School of Education (DPU) campus/Emdrup Station can be reached very easily in less than 15 minutes. Purchase a 2-zone ticket at DSB counters or machines and stamp it in the yellow boxes on the platform (not on the train).

2.2 Programme for URGE Work Package 2 Research Seminar

‘Methodologies: Combining Ethnography and Political Economy’

Copenhagen, 8 – 10 June 2011

Building D, Room D165

WEDNESDAY, 8 June

9: 15 - 10: 30

- Welcome and introduction to the URGE project (Sue Wright)
- Introductions
- Aims and objectives of WP2 (Cris Shore)

BREAK

10: 45 – 12: 00

‘The University as Contested Space: Corporatization, Academic Freedom and the Anthropology of Disputes (Cris Shore, University of Auckland)

LUNCH

13: 30 – 14: 45

‘Enacting the university – In a double sense’ (Sue Wright)

BREAK

15: 00 – 16: 15

‘Researching Brokers and Brokerage’ (Elizabeth Rata, University of Auckland)

18: 00 – 19: 00

Progress and planning meeting for Work Package 4 (Contributors: Sue Wright, Kirsten-Marie, Sheila Trahar, Chris Tremewan, Dirk Michel + all who are interested)

Evening: Restaurant (we each pay for ourselves)

THURSDAY, 9 June

9: 15 – 10: 30

'The Value of Narrative Inquiry in Exploring Academic Identities?' (Sheila Trahar, University of Bristol)

BREAK

10: 45 – 12: 00

'Academic Identity Formation in the Light of the "New University"' (DirkMichel-Schertges, Aarhus University)

LUNCH

13: 00– 14:15

The geopolitics of international university networks: origins and shifting rationales (Christopher Tremewan, University of Auckland)

BREAK

14: 30 – 16.00

Methodology as ontology? Remaking geography through experimentation in the making of New Zealand social science (Nick Lewis, University of Auckland)

18:00 – 19.00

Planning Session for WP3 (Contributors: Roger Dale, Ole Henckel, Susana de Melo + all who are interested)

Evening:

Restaurant – Conference Dinner (we each pay for ourselves)

FRIDAY, 10 June

9: 15 – 10: 30

'Figuration work: a fruitful methodology for studying university reform?' (Gritt Nielsen, Aarhus University)

BREAK

10:45 – 12:00

Ethnographic Journeys in Higher Education (Lisa Lucas, University of Bristol)

LUNCH

13: 00 –14.30

URGE Annual Assembly – future research plans/projects emerging from URGE (DPU's Research Support, Astrid Cermak will participate)

END

2.3 Abstracts

Dirk Michel-Schertges, Aarhus University

‘Academic Identity Formation in the Light of the “New University”’

On the background of contemporary (inter)national developments in Higher Education restructuring form and content of the “university” as such, the paper will focus on academic identity formation. Starting with the theoretical assumption by Adorno’s “Theory of semi-Bildung” (Halbbildung) stating that “Bildung” has become a “sediment of negative objective intellect” thus socialized semi-Bildung that can be described as “the omnipresence of the alienated mind” (cf. Adorno 1997) and Lefebvre’s “Critique of Everyday Life” (2002) concentrating on the fragmentation of social praxis it is planned to operationalize patterns of alienation. Assuming aftereffects of the “new university” on academics – i.e. the dialectics between individual and institution/organization – a methodological framework (autobiographical-narrative and theme-oriented interviews) will be introduced to discover tendencies of academic alienation on various academic (and possibly administrative) levels.

Nick Lewis, University of Auckland

‘Methodology as ontology? Remaking geography through experimentation in the making of New Zealand social science’

In this paper I assemble six pieces of collaborative work that explore the idea of methodology as ontology (four with Richard Le Heron, one with Stephen FitzHerbert, and one with Cris Shore). Three of these explorations involved experimentation in social science institution building, biological economies, and constructive conversations about bio-science still in the making. In a recently published paper, Richard Le Heron and I ask whether geography is what geographers do, but from post-structuralist position. We suggest that it is and that it is by producing knowledge that we bring worlds into being. And we begin to ask what that means for a post-development politics of social science conducted from within new connections between academy and economic and political actors. With Stephen FitzHerbert, I ask more pointed questions about method in relation to the praxis generated by this intellectually and politically co-constitutive stance. The point is to do with the potential to disrupt and remake knowledge and its enactment by placing oneself into and inhabiting institutional trajectories in worlds that are topological and far less stable or hierarchically ordered than those of the development project. With Cris I have begun to think about new subjects and spaces in the university, and the particular type of academic entrepreneur that I have made myself. In the context of this workshop, I will ask pointed questions about the performance of the academic entrepreneur as a potentially progressive subject in this making of the world by doing knowledge production (in new ways).

Lisa Lucas, University of Bristol

‘Ethnographic Journeys in Higher Education’

This paper will draw on a recent piece of writing I did for an edited book where I attempted to map out the field of ethnographic work undertaken within higher education, including areas of learning and teaching, the social and learning life of students, organizational cultures and management processes as well as policy processes within university institutions. The variety of types of ethnography was also explored, including multi-sited ethnography (Marcus, 1995; Wright, forthcoming), virtual ethnography (Hemmi et al, 2009; Cashmore et al, 2010), self ethnography (Alvesson, 2003), fictional ethnography (Tierney, 1993) and ethnographic discourse analysis (Jones, 2009). Methodological issues raised around these diverse forms of ethnography and the experiences of researchers in conducting such work in universities will be discussed. Reflections on the fascinating potential of ethnographic study within higher education as well as the challenges will be given in light of my own qualitative research on policy change, management and academic work in universities.

Gritt Nielsen, Aarhus University

‘Figuration work: a fruitful methodology for studying university reform?’

The notion of ‘figuration’ has been used by feminist thinkers (e.g. Haraway) as a mode of theory for pointing to alternative visions of subjectivity (exceeding modern dualisms and moving towards notions of ‘situatedness’ and ‘becoming’). In introducing a methodological triad of ‘figure’, ‘friction’ and ‘world-making’ this paper seeks to put together theories of figuration for the use of social anthropologists when studying processes of reform. With the point of departure in a study of shifting conditions for student participation, the paper explores how, in everyday life at university and in people’s engagement with policy processes, ‘the student’ is located at different but intersecting scales and thus ‘figured’ in conflicting ways. It argues that anthropological analysis of such competing figuration processes may work to open up spaces for alternative visions of both subjectivity and of policy-making.

Elizabeth Rata, University of Auckland

‘Researching Brokers and Brokerage’

In this workshop presentation I draw on my research into the way neo-tribal capitalism has developed in New Zealand to shed light on how corporate capitalism is developing in the university more widely. I suggest that university leaders serve as brokers between a corporatised university and the knowledge and financial capitalism of the contemporary global marketplace. It is the structural position of university leaders that makes the brokerage particularly effective. Acting as intermediaries between academic labour and the global higher education market, brokers commodify the knowledge product in the act of serving the international demand. Within the brokerage function, this group emerges as a self-interested bourgeoisie.

The methodological issue to be addressed in researching brokers and brokerage concerns how to analyse the entire brokerage process. This ranges from identifying the agents, their networks, and the various structures that are established as a result of the brokerage function, as well as analysing that function through brokerage discourse and policy development.

Cris Shore, University of Auckland

'The University as Contested Space: Corporatization, Academic Freedom and the Anthropology of Disputes'

Since January 2011 the University of Auckland has been locked in a growing dispute between academics staff and university management over the Vice Chancellor's attempt to remove key conditions from the staff employment agreement, including provisions governing academic promotion, discipline and research and study leave. The rationale for these changes, according to the VC, was that they would bring 'efficiency gains' and help align individual contracts more closely with the university's strategic plan. What began as a minor dispute with the union over the location of employment policies has escalated into a full-blown conflict between academics and management over principles of academic freedom and the question of 'who owns the university'? As part of an on-going ethnographic study of university reform in New Zealand, this paper tracks the genealogy of the dispute and what it reveals about the current state of New Zealand's universities.

The methodological issues addressed in this study concern the uses of ethnography and legal anthropology – particularly the anthropology of disputes - to analyse situations of conflict. These approaches provide a valuable framework for analysing wider social processes and societal transformation. Disputes are about social relations as well as the right to make decisions, but, I suggest, they also provide a diagnostic tool for disclosing the socio-cultural order at large.

Sheila Trahar, University of Bristol

'The Value of Narrative Inquiry in Exploring Academic Identities?'

Methodological approaches such as narrative inquiry, life history and autoethnography, are particularly valuable and becoming increasingly common in practitioner research and in researching professional identities. They are, however, less common in higher education research. In this session, I shall share the ways in which I have used narrative inquiry and autoethnography in a range of higher education projects with the aim of facilitating conversations about their potential for, in particular, WP6.

Christopher Tremewan, University of Auckland

'The geopolitics of international university networks: origins and shifting rationales'

This presentation traces the origins and development paths of three university networks: Universitas 21, the Association of Pacific Rim Universities and the Worldwide University Network. It identifies factors impelling the formation of international alliances, the associated geopolitics of higher education, their potential and the key challenges they face. Who really needs them? Are they a transitional phenomenon? Do they have unrealistic aspirations? How do they reflect the international relations of states and broader globalisation trends?

Sue Wright, Aarhus University


'Enacting the university – In a double sense'

Denmark has proved to be a very good prism through which to study high octane doses of international university reform. This presentation will introduce the research project 'New Management, New Identities? Danish University Reform in an International Context' which ran from 2004 to 2009. The project team is now writing a book Enacting the University. The presentation will focus on the particular methodological problem of taking multiple perspectives on university reform. International and national policy makers tend to take an 'authoritative approach' to policy (Shore and Wright 2011) assuming that once they have 'enacted' their view of the future university in legislation, then this will be translated into institutional forms and management techniques, and 'trickle down' to change the practices of academics and students at the chalk face. In contrast, we take a 'democratic and contested' approach to policy, in which top-down, authoritative views are only one of multiple ways of imagining the university, which managers, academics and students and enacting through formal initiatives and small everyday practices. The book aims to keep both kinds of enactment in play and to hold them in tension, so as to conceive of the university as 'enacted' in both ways at once. The workshop presentation offers this approach as a contribution to the methodological puzzle of how to combine insights from political economy and ethnography in the study of university reform.

2.4 Presentations

WP 2:
'Methodologies: Combining Ethnography and Political Economy'
Workshop, DPU
8 June 2011

Key Partners: Cris Shore, Elizabeth Rata, Chris Tremewan, Nick Lewis (UoA); Sue Wright, Gritt Nielsen, Dirks Michel (UA); Lisa Lucas, Sheila Trahar, Thomas Muhr (UoB).



University of Otago - Collaborative and Transdisciplinary

WP2: Aims and challenges


AIMS are to:

- Share expertise of AU and UoA ethnographic studies of universities and UoB's expertise on critical discourse analysis and extended case method
- Explore ways to combine strengths of macro-level political economy perspectives with micro-level ethnography
- Translate the conceptual and theoretical framework outlined in WP1 into a methodology and research strategy.
- Lay a foundation for subsequent joint research initiatives
 - How do these processes translate into practice? How are they impacting upon the lives of those who work or study in universities?
 - How can we provide an evidence-base of what is happening to universities as they try to adapt to the challenges of the global knowledge economy?
 - The Holy Grail: a methodology that combines scales (joining up the global-local disconnect)**

Key Actors in the new globalised HE environment

Actor	Examples of Emerging and/or Increasing Powerful Actors	Key Interests	Key Challenges
Government	Higher Education Funding Councils (HEFCs), Higher Education Research Council (HERC), Higher Education Statistics Agency (HESA), Higher Education Quality Improvement Agency (HEQIA)	Quality assurance, research excellence, internationalisation, student success	Globalisation, regionalisation, Europeanisation, micro-level aspects of everyday life
Industry	Large corporations, SMEs, start-ups	Skills, innovation, research and development, talent	Globalisation, regionalisation, Europeanisation, micro-level aspects of everyday life
Academia	Universities, research centres, think tanks	Research excellence, internationalisation, student success	Globalisation, regionalisation, Europeanisation, micro-level aspects of everyday life
Students	Students, parents, alumni	Quality assurance, research excellence, internationalisation, student success	Globalisation, regionalisation, Europeanisation, micro-level aspects of everyday life
Non-profit	Charities, NGOs, think tanks	Quality assurance, research excellence, internationalisation, student success	Globalisation, regionalisation, Europeanisation, micro-level aspects of everyday life
Media	News outlets, social media, influencers	Quality assurance, research excellence, internationalisation, student success	Globalisation, regionalisation, Europeanisation, micro-level aspects of everyday life
Technology	EdTech, digital learning, MOOCs	Quality assurance, research excellence, internationalisation, student success	Globalisation, regionalisation, Europeanisation, micro-level aspects of everyday life

Questions to address



UNIVERSITY CHALLENGE

- How do we connect macro-level political economy perspectives on the processes of globalisation, regionalisation and Europeanisation with micro-level aspects of everyday life?
- Beyond providing texture and local colour, how can empirical, evidence-based analysis of what is happening within universities inform theory?
- What impacts are shifts in the political economy of higher education having upon the day-to-day practices of university subjects and actors? And
- How do those actors perceive and engage with those (often quite contradictory) processes?

The Challenge - Responses

- Mapping the Key Actors involved**
 - Scoping the political field (Bourdieu?); identifying relations/hidden histories (Nader 1983); tracking connections/ multi-sited ethnography anthropology of policy
- Tracking Key Metaphors (e.g. of Modern and Post-Modern Universities)**
 - Helix
 - Hubs
 - Hotspots
 - Networks
 - Clusters
 - Internationally competitive/ world class
 - Discourse analysis and metaphor analysis
 - Follow that metaphor (Marcus 1995); Lakoff and Johnson *Metaphors we Live By*; Root metaphors and master symbols; E. Martin;
 - NB. Symbolic analysis; the power of ritual (Turner/Kertzer)
- Deconstructing the 'isms'**
 - (A whole set of key concepts for the understanding of society derive their power from appearing to be just what they always were, and derive their instrumentality from taking on quite different forms (Smith 2006:628)
 - 'Problematising language categories; de-naturalising discourses; strategies for challenging received wisdom

Bringing WP1 and WP2 into alignment

- some 'analytical assemblages' (?)
 - 5 possible areas/themes we might focus on

The overarching question that animates the URGE project is 'how are universities engaging with the challenges of the global knowledge economy?' 5 methodological aspects of its mission;

- Track the networks ["follow that policy"] Globalisation, regionalisation & the problems of scale: what exactly is 'policy transfer' in the context of university reform? Who is transferring what to whom, how, and with what effects?
- Analysing the university as a site of contestation ["follow that dispute"]? What are the key areas of 'friction'? *Disputes* as a methodological vantage point for analysing changing policy frames and social relations.
- Problematising language & unpicking the 'isms' ["Follow those metaphors discourses"] E.g. 'hubs', 'hotspots', 'triple helix', 'internationalisation', 'innovation', 'entrepreneurship', 'knowledge transfer'. What new kinds of actors, structures, processes and subjects are these creating?
- New management, new governance, new power relations: ownership and appropriation: who owns the university and its knowledge? ["Follow these meanings: legal, symbolic & economic understanding of the university & its mission"]
- Observing/theorising the changing conditions of academic existence: how did are these impacting on research, academic practice and everyday university life? How is university 'work' being redefined? How did we get *here*? [genealogical approach, histories of the present]

The problem of 'comparison'

- Comparison requires a shared theoretical agenda & conceptual language
- 3 parallel developments in the political economy of higher education:
 - growing emphasis on the idea of the 'global knowledge economy' as the driving force of modernity and as the system within which all countries must now compete (knowledge as 'raw material' that can be claimed through legal devices, owned, and marketed as a product or service' (Slaughter and Rhoades 2004: 17)
 - Shift in conception of university education; from 'public good' to private investment for skills and employability
 - spread of New Public Management principles and practices and a new common sense based around human capital theory.

Are these developments evidence of a 'globally structured agenda of university reform?' (Dale 2000),

University Reform and Globalization: Seven Global Trends

1. Retreat of the state support for universities (i.e. public disinvestment of higher education) and increasing government unwillingness to pay for costs of university education
2. Rising fees and levels of student debt (as unis try to make up for lost income),
3. Increasing emphasis on commercial activities that generate new income streams – most visibly see in the rise of 'third stream' activities (spin-out companies, patenting and licensing, business incubators etc), aimed at commercialise research and forging stronger ties between universities and industry
4. The expansion of management and administrative systems for measuring efficiency or 'excellence' of services.

Macro-level trends in the political economy of HE (cont.)

5. Rise of 'export education' market as HE institutions embark on the search for new fee-paying consumers online or overseas
6. Changes in university staffing profiles and employment practices. Rise of new categories of employee ('HR consultants' to 'Professional Teaching Fellows' etc.). And the increasing casualization of academic labour.
7. Increasing *differentiation* (and hierarchy) within HE as well as between universities (i.e. through various forms of benchmarking and auditing such as research assessment exercises). 'Star player syndrome' and increasing branding and self-promotion: the rise of universities as global brands (e.g. Harvard, MIT, LSE – but also Bristol, Aarhus and Auckland).

Locating/theorising these developments in a wider context: "Embedded Neoliberalism"

- "neo-liberalism has become the dominant ideology in contemporary society and one consequence of this is that it is very difficult to think outside of its black box. *It is very difficult to think of policies that are either being discussed or developed that are not neo-liberal.* There is no language outside of this that enables us to communicate outside of that world-view ... when our gaze becomes centred on one sector or institutional setting it can obscure neo-liberalism's pervasiveness. ... neo-liberal thinking manifests itself in different sectors of society and across institutional settings. *It takes different forms but is part of the same phenomenon*" (Harris 2007:4, emphasis added).
- "the central feature of the neoliberal state is that all social relations, not just economics, are seen as relations of exchange" (Harris 2007:19) Quoting Polanyi she adds, "instead of the economy being embedded in social relations, social relations are embedded in the economic system" (Polanyi 1944:57).

Methods, Perspectives and Approaches

1. Ethnography (anthropological; institutional and autoethnography)
2. Anthropology of policy approach
3. Language: Discourse analysis, Metaphor analysis, sociolinguistics
4. Genealogical approaches
5. Extended case-study method (Buworoy – but also Gluckman/Manchester School)
6. Discourse Analysis [Critical /Ethnographic; Narrative analysis; metaphor/rhetoric]
7. Interpretive and symbolic approaches
8. Life history techniques

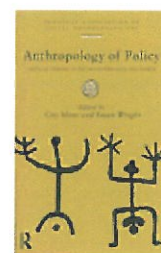


Ethnography & ethnographic fieldwork

1. Empirical work: qualitative data
2. Small places, big issues (why seemingly mundane things matter)
3. Participant observation; ('participant-objectivation' Bourdieu). ... 'intensive immersion' (or 'deep hanging out' (Marcus)); the ontological imperatives of 'Being There' (but his is not the be all and end all – i.e. importance of moving between analytical scales)
4. 'Thick description'
5. Emphasis on understanding how events / processes appear from perspective of people we study (i.e. from the "natives' point of view").
6. Importance of subjective encounters ... but analyses draw on multiple sources of evidence ('triangulation')
7. Importance of situating events in their wider social context
8. What constitutes 'the field'?
9. Multi-sited ethnography

Anthropology of Policy Approach

- Using policy as a framework to connect actors, institutions and sites across scales; reconceptualising the field, not as a bounded or contained place but as a site of interaction and contestation; a 'contact zone' (Clifford) as well as a 'space of flows' (Castells).



Language: Discourse analysis, Metaphor analysis, sociolinguistics

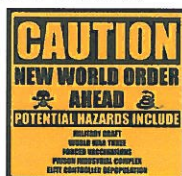
- Importance of language as a way into examining wider social processes
- Keywords and master symbols (Williams; Ortner)
- Metaphors: root metaphors, mobilizing metaphors and social action (Lakoff and Johnson; Martin)
- NB. Whose metaphors are these? How are they being used, adapted, reframed? With what consequences? [Qv. Marcus 1995 'Multi-sited ethnography']

Genealogical approach(es)

- "to identify the accidents, the minute deviations – or conversely, the complete reversals – the errors, the false appraisals, and the faulty calculations that gave birth to those things that continue to exist and have value for us. It is to discover that truth or being do not lie at the root of what we know and what we are, but the exteriority of accidents" (Foucault 1977:146).
- Foucault's genealogies work by:
 - "...revealing to us the (often quite recent) inventedness of our world. His descriptions enable us to discern the broken lines of the irregular contours of our goldfish bowl, of our present, taking shape in all their necessarily contingent exteriority." (Burchell: 30-31)

Ethnographies of University Reform: Where to from here?

- What is the level at which we can best observe / track the processes re-shaping HE?
- What are the questions / problems for which ethnography can provide some answers?
- How can we use theory to sharpen / hone ethnographic analysis?
- How are we using methods in our research?



A small case study:

- The University of Auckland's "Good Call' scheme



Enacting the university – In a double sense

URGE Workshop 2, DPU,
8-10 June 2011

Sue Wright
suwr@dpu.dk

New Management, New Identities? Danish University Reform in an International Context

- Background to 2003 University Law (1970-2003, later changes)
- How 2003 law translated into different universities (8 in initial study. Fieldwork in 3 universities, 2 contrasting departments)
- How board members, managers, academics and students imagine and enact their new roles/the university

Project duration 2004-8 Funder: Danish Research Council

- Researchers:
Associate Professor Stephen Carney, RUC
Associate Professor John Krejsler, DPU
PhD student Gritt Bykærholm Nielsen, DPU
Project leader Susan Wright, DPU
Research Assistant: Jakob Williams Ørberg, DPU

Concepts

- Process of transformation (versus reform)
- Policy – ‘narratives constructing the past in such a way as to claim a particular problem in the present and project only one possible solution for the future’
 - Social and political space of contestation articulated through relations of power and systems of governance
 - authoritative, instrumental, trickle down
 - democratic
- Governance
 - space to be governed
 - redefinition of role and purpose of institutions & professions
 - new subject positions and expectations about conduct
 - Regulatory mechanisms to bring persons, organisations and political objectives into alignment
- University
 - Not an a priori entity – Ryle
 - Continuous process of organising – an institution with ‘a career in time’ (Lesser 1933 Pawnee handgames)
 - Ideological project to create a coherent organisation surmounted by rector speaking for and as the university
- Enactment
 - Policy makers’ top-down vision - enactment of a law
 - People as active agents in a creative, participatory process – imagine and enact the university in daily life
- Methodology: Issue, field, site

Ryle’s category mistake

“A foreigner visiting Oxford or Cambridge for the first time is shown a number of colleges, libraries, playing fields, museums, scientific departments and administrative offices.

He then asks ‘But where is the university?’ I have seen where the members of the Colleges live, where the Registrar works, where the scientists experiment and the rest. But I have not yet seen the University in which reside and work the members of your University.’

It has then to be explained to him that the University is not another collateral institution, some ulterior counterpart to the colleges, laboratories and offices which he has seen. The University is just the way in which all that he has already seen is organized.”

Ryle, G. (1949: 16) *The concept of mind*. New York: Barnes & Noble.

Sites

- Policy debates – documents, conferences, online consultations, media debates
- 3 universities
 - Old and multi-faculty, specialist, 70s reform pedagogy
 - hastening the reforms, reluctant, resistant
- 2 faculties and 2 departments
 - Science v. humanities
 - external funding v. dependent on basic grant

Focus: processes of change in the construction of the university
not treat universities as units or entities *a priori*

Sites: *in* universities, not ethnographies *of* universities or departments

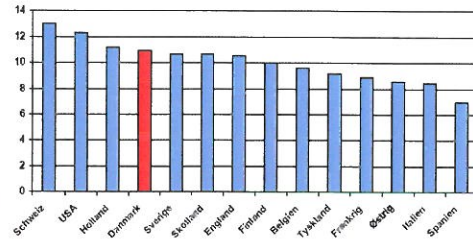
Methods

- Corpus of policy documents
 - Law texts 1970-2009
 - Policy debates
 - Steering technologies – histories
- University documents
 - preparation for the new law
 - New statutes, minutes, contracts
- Interviews
 - 16 national politicians and policy makers
 - 33 board members and managers
 - 20 academics
 - 35 students, 19 teachers/course administrators
- Participant observation
 - Policy forums, political meetings
 - Board meetings
 - Student union conference and events
 - 3 undergraduate courses
- International comparisons
 - Sweden, Norway, Austria, UK, NZ, USA

Policy debates - Why reform?

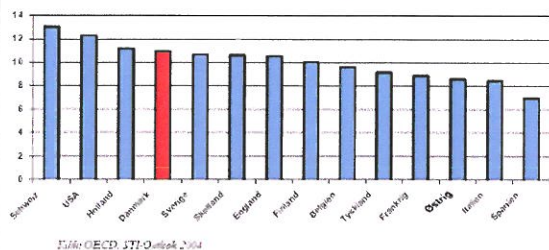
- Not broken - Denmark performs well in OECD measures
- World is changing – Global Knowledge Economy (GKE) – fast approaching and inevitable future – meet it/make it
- Change university governance and management to perform well in GKE and improve links with 'surrounding society' (industry)
- Restore political trust
- Increase funding – universities to drive Denmark's competitiveness in GKE
- 'From idea to invoice'

Figur 2. Gennemsnitlige antal citationer pr. publikation i udvalgte lande, 1994-2004



Kilde: 'ISI Essential Science Indicators IVA baseret på data fra ISI Web of Science 1. 2004'. Citationsdata for i alt 20 mest frekvent citerede lande, sortret efter antal citationer pr. publikation (gjennemsnit af de 144 lande som vejes i ISI Essential Science Indicators. Oprettet ved hjælp af Excel, januar 1994 til august 2004.

Figur 1. Antal videnskabelige artikler pr. mio. indbyggere for udvalgte OECD-lande i 2001



Kilde: OECD, STI-Output 2004

GKE in Denmark

- Sectors – Pharma, Life Sciences, IT
- Products
 - knowledge – transfer into innovations, invoices
 - graduates – knowledge, network, research skills

What kind of knowledge?

- Drucker (*Post-Capitalist Society* 1993)
Widespread intellectual capitalists – blend craftworker/manager
- Reich (*The Work of Nations* 1991)
Symbolic analysts – 50% population
- Stewart - (*Intellectual Capital* 1997)
Profit comes from turning intellectual capital into proprietary knowledge
 - Sole ownership and control (not genius)
 - Market domination not market innovation
 - Monopoly rent (not a competitive market)
 - Investor capital, executive compensation
- Others = 'service knowledge workers'
 - generic (humanities) skills in information, communication, cultural mediation, organisation, networking
 - don't create profit - Intellectual capital does not drive financial capital
 - downsize, outsource, automate

Knowledge Management

- 'Business is looking to KM to turn a worker's ideas into a proprietary product that would return a rent-sized profit' (Stewart 1997: 133)
- Focus resources on fields close to market
 - Humane management of knowledge worker to produce intellectual raw material (degree of freedom) but manager controls financial decisions (not self management)
 - Convert human capital into structural capital (company property)
- 2 Potential futures in 1990s:
 - Universities harnessed to KM- intellectual raw material dominated by capitalism
 - Universities' networked craft labour in partnership with industry – financial goals keyed to technological potential and social effects (Newfield *Unmaking the Public University* 2008)

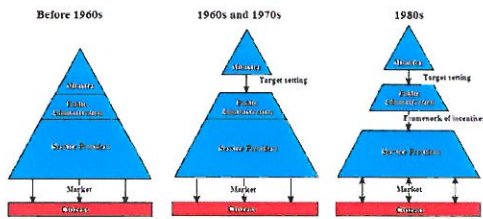
2003 University Law (1)

- **Re-purpose education and research:**
 - **Role**
 - Stronger links to 'surrounding society'
 - Contribute to 'growth, development and welfare'
 - Restore politicians' trust
 - Drive the knowledge economy
 - **Education**
 - mass education for employability
 - faster throughput of students
 - international mobility
 - education of global elite
 - **Research**
 - engine of innovation – 'from idea to invoice'
 - prioritised and 'relevant' (to economy)
 - high global ranking for fundamental research
 - core institution in knowledge-region

2003 Danish University Law (2)

- **Aim and Frame Steering**
 - Tighter link between political aims and what service providers do
 - Faster response by service providers to ministers' policy changes
- **Steering model – political technologies**
 - Politicians/Ministry – set policy goals and budget
 - Ministerial Agency – steer policy implementation
 - University – Legal status of self-owning institution (agentification)
 - University Boards
 - Appointed rector, dean, head of department
 - upwardly accountable
 - Contracts – chain - performance targets and indicators
 - Output based payments and competitive funding
 - Control of liquidity
 - Ministerial Inspection

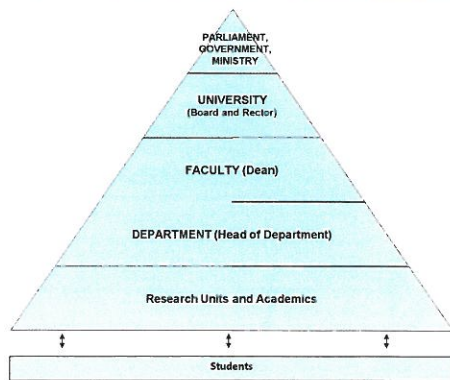
Steering the public sector: relations between political leaders, public administration, service providers and citizens



Source: 'Management systems in the public sector' Appendix to the 1996 Budget Report (Ministry of Finance 1996).

OEM (original equipment manufacturers) System

- Car manufacturers and IT companies
 - Main company focuses on overall business strategy - core team
 - Cut fixed costs – labour force, plant, buildings
 - Outsource (contract out) functions to external suppliers or to parts of company 'spun off'
 - Respond quickly to market - alter contracts with suppliers, change supplier.
- Continually improve performance
 - impose price reductions on suppliers (threat to move contract to a cheaper supplier, anywhere in the world)
 - intrusive surveillance
 - supplier highly dependent on and responsive to the contractor
- Transfer responsibility to supplier
 - production methods (freedom of management)
 - ethical standards
 - cost and risk of investment in new staff, tools and plant to develop new products.
- Problems
 - Exploitative – poverty and danger
 - Supplier sells independently
 - Inefficient - company's managers too distant from the point of value production



Chain of Contracts





Keywords and Semantic Clusters

Example: 'Freedom'

- 'Academic discourse'
 - University
 - realm free of state power and industrial influence
 - Workplace democracy
 - elected decision-making bodies and leaders
 - Research
 - choice of topic, method, dissemination, public debate
 - Individual professional judgement and ethics
 - freedom from management

Cluster – institutional autonomy, democracy, academic freedom, professional ethics, personal responsibility

Keywords and Semantic Clusters

- Policy discourse 'Setting universities free'
 - Self-owning universities
 - no longer under state protection
 - responsible for protecting own freedom and research ethics
 - Freedom from 'internal fuss' (democracy)
 - interminable discussion had prevented strategic action
 - Freedom to manage
 - to make strategies and focus resources on economic priorities
 - to meet performance targets
 - Further 'degrees of freedom' promised
 - when government could trust that universities had acquired the capacity to act as freely contracting beings
 - learnt how to be free from patrimonial governance (Yeatman)

Cluster – freedom, responsibility, accountability, enterprise, strategy, trust

Steering Technologies

- Self-ownership
- Development contract
- University strategy
- Clause 17
- Output payments

'Clause 17'

2003 § 17 Stk. 2. The head of department carries out the institute's day-to-day leadership, including planning and allocating work tasks. The institute leader can order a colleague to take on particular tasks. In the time [left over], when academic colleagues have not been directed to such tasks, they can research freely within the framework of the university's research strategy.

1999 § 7 Stk 3. The head of department carries out the institute's day-to-day leadership as authorised by the rector and following guidelines laid down by the department's board. This includes planning and allocating work tasks. The institute leader can order a colleague to take on a particular task, but with respect for their free choice of scientific methods.

Assemblage (2)

'Partial manifestations' of a presumed 'university-whole'

- 'Nobody has a helicopter view of the steering model or of the university it is meant to produce'
- Each draws on aspects of the assemblage, stretching and shaping it in different ways
- Some have more insitutional power than others, but all are engaged in enacting the relationship between steering and control and their ideas of the university
- Each person refers to 'the university' – which is a partial manifestation of the university-whole they resume to exist and are trying to enact (Strathern 1991:114)
- Co-production of imagination and enactment. The university co-produced by multiple actors, working within constraints of steering technologies, but imagining and enacting them, their own roles, and the university in multiple ways.

Co-production

- University as a contested whole
 - Continuously re-enacted by a vast array of people
- Multiple actors
 - Students, academics, managers, policy makers
 - differently positioned in the policy field
 - unequal ability to shape the institution
 - working within the constraints of steering technologies
- Imagining and enacting
 - actors imagine and enact the steering technologies, their own role and the university in multiple ways
 - all contribute to enacting different visions of the university
 - no single image – not even the 'steering model' - survives the process of co-production

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- Ryle, G. (1949: 16) *The concept of mind*. New York: Barnes & Noble
- Stewart, Thomas A. 1997 *Intellectual Capital. The New Wealth of Nations*, New York: Doubleday



The Value of Narrative Inquiry in Exploring Academic Identities

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'You do it with a story'?

'How to encompass in our minds the
complexity of some lived moments
in life? How to embody in language
the mix of heightened awareness
and felt experience?...You don't do
that with theories. You don't do
that with a system of ideas. You do
it with a story' (Coles, 1989; 128)




The Story Continues....

- o 'Who shapes the culture of learning and
intellectual HE spaces and who
determines the norms of discourse'?
(Turner & Robson, 2008; 11)
- o How are globalising processes 'mediated
on the ground, in the flesh and inside the
head...as these intersect with their lives
and identities'? (Kenway & Fahey, 2006;
267)



The Story Continues...

- o Interested in particular how 'globalisation'
and 'internationalisation' affect learning,
teaching and assessment practices in
higher education
- o Curious about the 'lived experiences' of
the 'core players in the process' –
students and academics?
- o Little research on academic identities in
diverse landscapes – focus tends to be
on responses to
managerialism/neoliberalism



Narrative Inquiry and Cross-Cultural Research?

- o Important to conduct research within a
paradigm (s) that took account of diverse
ways of constructing knowledge and
realities
- o Researching across difference 'messy work'
– celebrating the differences rather than
seeking to find ways to bridge them
- o Narratives provide a window to the
contradictory and shifting nature of
hegemonic discourses which are often
taken for granted as stable monolithic
forces – individuals' stories are constrained
but not determined by hegemonic
discourses



The Autoethnographic Turn

- o Own beliefs and values became subject to
interrogation
- o Eurocentric assumptions that inform many
methodological approaches challenged
- o Challenged assumptions that inform
dominant pedagogical approaches in higher
education
- o Began to explore what it means to be a
white British woman while recognising
shifting nature of 'cultural identities'
- o Lived experiences of cultural diversity in
higher education still rare – emphasis on
'international students', comparative –
talking 'about' rather than talking 'with/in'

What is Narrative Inquiry?

- 'An amalgam of interdisciplinary analytic lenses, diverse disciplinary approaches, and both traditional and innovative methods – all revolving around an interest in biographical particulars as narrated by the one who lives them' (Chase, 2005; 651)
- 'Narrative inquirers tend to begin with experience as lived and told stories... Narrative inquiry characteristically begins with the researcher's autobiographically oriented narrative associated with the *research puzzle*' (Clandinin & Connelly, 2000; 40, original emphasis)

What is Narrative Inquiry?

- The methodological use of story
- Focuses on the ways in which people make and use stories to interpret the world - retrospective meaning making
- Narratives are not 'simply' a set of facts – rather they are social products produced by people within the context of social, historical and cultural locations
- Interpretive devices through which people represent themselves
- Rather than 'what happened' – 'what is the significance of this event'?

What is Narrative Inquiry?

- Narrative is - the ways in which people make and use stories to interpret the world
- Narratives express emotions, thoughts, interpretations
- Stories are both enabled and constrained by a range of social resources and circumstances
- Narrative researchers treat credibility and believability as something that storytellers accomplish
- A narrative is shaped by interaction with the listener – and the audience

Travelling in the Borderlands?

- Advocates 'pluralism, relativism and subjectivity' (Lieblich et al., 1988;2)
- 'Our constructions are the product of social forces, either structural or interactional' (Burr, 2003; 20)
- 'Local knowledge' – postmodernism
- 'bumps up against post-positivism, Marxism and post-structuralism' (Clandinin & Rosiek, 2007; 59)
- ...and critical theory e.g. Phillion, Andrews et al.

What is the Role of the Researcher?

- 'A different relationship between researchers and subjects and between authors and readers' (Ellis & Bochner, 2000; 733-5)
- Researcher's 'stories' are intrinsic to the research – they are not 'bracketed off' or separated
- Relationships with participants are foregrounded
- Authoritative voice?
- Supportive voice?
- Interactive voice?
- *Writing* becomes a crucial part of the process of *inquiry*
- Use of *literary devices* e.g. poetry, letters, dreams, flashback, fictionalising

The Narrative Inquiry Research Process

- Research process 'unfolds' – common *not* to have very specific research questions at the outset
- Discrete activities of research – theoretical frameworks, data collection and analysis, literature review – often woven together
- Research *process* itself is as important as the research – and often becomes a story
- Often begins with the 'researcher's autobiographically oriented narrative associated with the research puzzle' (Clandinin & Connelly, 2000; 40)

What are the Research Methods/Strategies?

- Gathering of stories in any form – visual, written, oral
- Narrative interviewing
- 'Actions, doings and happenings' – unanticipated narratives
- Reflecting team
- Collective biography (Davies & Gannon)
- Researcher's reflexivity intrinsic

Narrative Interviewing

- Unstructured
- Invites stories that are meaningful for the narrator – rather than assume s/he has answers to questions researcher might pose
- A 'discursive accomplishment' (Riessman, 2004; 709) – two active participants produce meaning together
- Story will differ – depending on teller and listener

Narrative Interviewing

- Requires sophisticated skills in listening and probing meanings
- Interview data are not a report on an external 'reality' but a 'reality' constructed by both parties
- Considers how the 'interviewee' determines what is – or isn't – a 'good story'
- Acknowledges the shifting 'power' in a research conversation
- The interview has a life of its own – the 'inter' is important
- The 'Western' structure of a story

Dialogic/Performance Analysis

- Interrogates how talk is interactively ('dialogically') produced and 'performed' as narrative
- 'Performative' – identities situated and accomplished with an audience in mind
- Requires close reading of contexts, including the influence of researcher, setting and social circumstances on the production and interpretation of narrative

Dialogic/Performance Analysis

- The response of the listener and ultimately the reader/audience is implicated in the art of storytelling
- Intersubjectivity and reflexivity come to the fore – dialogue between researcher and researched, text and reader

Narrative Inquiry and Higher Education Research

Practitioner research rare – relatively few in depth accounts of interactions between 'international students', 'local students' and academics

Enables critical interrogation of own values, beliefs 'culture' – including learning and teaching 'culture'



Narrative Inquiry and Higher Education Research

- Learning and teaching encounters in a multicultural landscape
- Experiences of academic staff in a diverse context
- Experiences and perceptions of British Black and minority ethnic postgraduates
- Intersections between 'internationalisation' and Widening Participation agendas
- Listening to Academic Voices



Some Challenges to Narrative

- Narratives are often collected and celebrated in an uncritical and unanalysed fashion
- A common failing is to imply that participants' voices 'speak for themselves'
- Autobiographical accounts are no more 'authentic' than other modes of representation
- Stories are shaped by cultural conventions and conform to conventions of genre
- Personal narratives, oral testimony and autoethnographies should not be treated as unmediated representations of social realities



Some Challenges to Narrative

- Narrative researchers are opposed to collective understanding being derived from their work
- They resist a 'globalised, homogenised, impoverished system of meaning' (Fox, 2008)
- Yet – 'stories are social artefacts, telling us as much about society and culture as they do about a person or a group' (Riessman, 2008; 105)



Some Challenges to Narrative

'How does this individual with whom I am speaking reflect wider social and historical changes that form the context of his or her life? I am convinced that if I can listen carefully enough, there is much to learn from every story that one might gather. For society really is comprised of human lives, and if we can understand the framework that lends meaning to those lives, then we have taken the important first step to being able to access the wider framework that is the binding agent of a culture' (Andrews, 2007; 491).



Some Ethical Conundrums

- If narratives are 'mutual constructions' – who 'owns' the stories?
- Is the notion of 'informed consent' culturally embedded? For example – Andrews' work with East German political activists – 'no one felt that they 'owned' someone's words'
- Use of 'real names' – others become visible




'Future Hauntings'?

'We learn how to recognise emotions and feelings as forms of embodied knowledge and how to name the histories and cultural inheritances that we need to come to terms with if they are not to produce future hauntings' (Seidler, 2010; 157)



'Perhaps one day I'll sort my identity out'

'I mean this whole stuff about identity nowadays. There seems to be a whole lot of angst about our identity, our academic identity, our cultural identity and all this – I hold 3 different passports and I've lived in 6 different countries. I'm curious about my identity but I don't angst about it. I read stuff about identity and I think "Oh yeah, that would be interesting", perhaps one day I'll sit down and sort my identity out'



University Reform, Globalisation and Europeanisation (URGE)

WP2: 'Methodologies: Combining Ethnography and Political Economy'

Academic Identity Formation in the light of the "New University"
Dirk Michel-Schertges

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The political-economy of knowledge production

- Key-Competences (OECD)
- Knowledge Production
- Knowledge Value and ECTS
- Institutional Production and Alienation
- Knowledge and Competition
- Knowledge and Experiences

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Knowledge as commodity

Let's assume that knowledge is a commodity which fulfils the criteria of **use value** and **exchange value**. Without the fulfilment of this requirement educational qualifications would be without any substance, a sham.

In our case the value is compounded by a certain number of ECTS points leading to certificate would only be a "signifier". The essential elements of the use value are only realized whilst being used by consumption or transformed to be a credit-voucher (the credential).

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Knowledge and competition

The analysis of the structural reform shows how the rules of the game are legitimized. The process also creates the platform on which the competition between rival institutions takes place. The game is established and accepted by the participants. They also recognize the outcome as a "fair" impact on their future as looser and winners.

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...the Fordistic "Factory-School"
disciplining the future workforce

...the Toyota-School: "new knowledge" communicated in the school system is limited by a narrow instrumental frame within which the fields of innovation, originality and social reflection is restricted.

...the Flexible Accumulation
The new aims of profitability of flexible accumulation – the priority of financial speculation – created and expanded new arenas, the public sectors like "schools, healthcare, government, [which] find ways to be profitable themselves, that is, to act like businesses (...) the metaphor of the market became more than a metaphor and extended the range of the market." (Shumar, 1997, p. 82)

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The "ideal type" of lecturing

The single lecture is often described in a model telling the content, the students learning outcome, materials and work forms. The issue is that alternative approaches are disappeared. A profit accumulating organization has to manage cost-benefit, accounting and to minimize the expenditures, especially the amount of calculated work load.

The consequence is a decrease and limitation of the professional staffs' control over their own jobs; this means a solution which is in absolute contrast to what is evident for most research about work environment: the influence and control of one's own work are the key point for personal satisfaction and a good work environment.

The "ideal type" of student

The ideal type of student gets her certificate in shortest possible time, using less work hours of the professional staff and so makes the institution more effective and competitive on the market. The neoliberal structures constitute – directly or indirectly – the aims and content of the assimilation process of neo-liberal ideology and are neglecting the active citizen as such.

The workload as the individual student invests in her personal studies is calculated in the ECTS. ECTS is pre-designed and defines scholarly work: to study, read, listen and learn, doing home work structured and practiced in a way as in traditional secondary schools and high schools. The goals of university colleges and universities are to get students socialized to be capable to manage themselves to accumulate the "academic currency" as easy and effective as possible.

The question is:

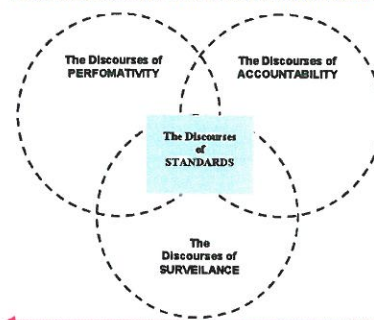
How do we gain back and keep the awareness of the social, liberating and empowering interests? How can academics in tertiary education and universities mobilize and resist serving the reductionist purpose and a **new competition school** (konkurrence staten; Pedersen)?

The emphasis is upon **performance** and it should be no surprise that the performance of education systems, schools, teachers and students is frequently expressed in terminology more usually associated with **industrial production** –

- output,
- quality control,
- accountability and
- human resource management.

The **ideology of performance** serves a mechanism through which success of the economic project is demonstrated in incontestable, 'neutral' valuations and as a device through which regulates in a similarly incontestable 'neutral' manner, the competitions between individuals.

Discourses of Reforms of Public Service in a Modernized State

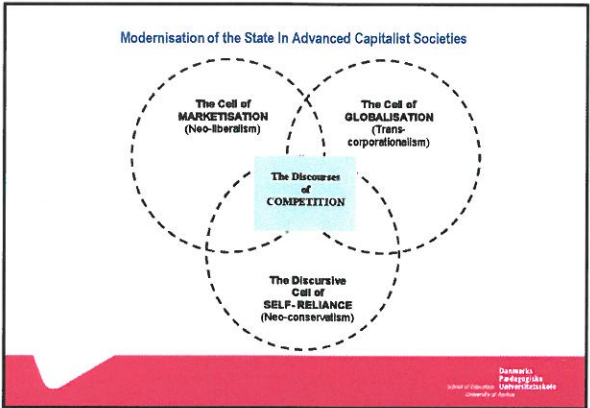


The **Performance discourse** is about measurement; about regulation; as well as about shaping and disciplining subjective identities.

"Performativity is a technology, a culture and a mode of regulation, or a system of 'terror' in Lyotard's words, that employs judgments, comparisons and displays as means of control, attrition and change. The performances (of individual subjects or organizations) serve as measures of productivity or output, or displays of 'quality', or 'moments' of promotion...or inspection. They stand for, encapsulate and represent the worth, quality or value of an individual within a field of judgment." Ball (1999)

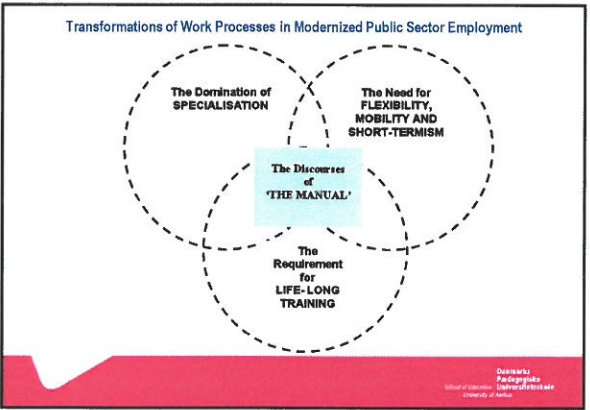
The **discourse of accountability** is a discourse through which performance is audited and displayed and in which the significances of financial accounting are applied to social processes and defend the supremacy of performativity (Evetts, J., 2003).

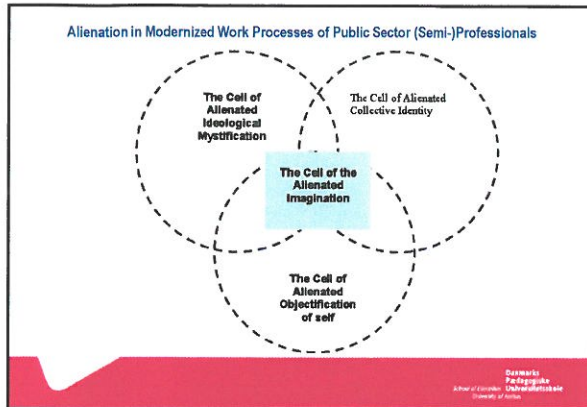
The **discourse of surveillance** can be described by Bentham's panopticon, i.e. is a prison in which prisoners are separated from each other and believe that those in authority can observe them at any time. The pressure is, therefore, upon self-regulation.



The Discourse of Competition

The dynamic of free market capitalism is **competition**, as both an **accumulation strategy** and the **method of regulating** the means and the social relations of production. In a globalized economy, both entrepreneurs and transnational corporations are in a permanent state of competition. The competitions are over the creation and appropriation of surplus value. They are, therefore, in competitions over levels of investment, over energy, materials and labour costs and competitions over sale prices in the distribution of commodities and services.





The replacement of bureaucratic order by flexible goal orientation and contracting policies serves the idea of freedom in an "active society" proclaimed by the OECD. (OECD 1990; 1988)

In this context an active society means **organizational and institutional flexibility** as well as competitive citizen legitimated by the concept of **positive freedom**. (Michel Schertges/Jensen)

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Here **positive freedom** is both a mystification and an illusion. A **mystification** on the (inter)national meso- and macro-level so as to legitimize the neo-liberal notion of freedom leaving out substantial preconditions formulated in the concept of negative freedom and on the micro-level an **illusion** because it promotes the concept of false autonomy amplifying individual alienation and one-dimensionality. (Michel Schertges/Jensen)

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Dialectic between positive and negative freedom?

The concept of negative freedom is a domain of action of non-interference by others (Berlin)

whereas

positive freedom is to be understood as self-mastery. (cf. Svan 2003: 117)

>>> Societal conditions?

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This notion of false autonomy corresponds with the ideas of meritocracy and serves both social injustice and the development of false consciousness while veiling the societal relations and neglecting the social coercions being subject to all citizens within the given formation of society.

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Whether men are free is determined by the rights and duties established by the major institutions of society. Liberty is a certain pattern of social forms. (Rawls 1999: 55 f.)

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The privatization of institutions of education is advertised as freeing the citizens from the chains of the state while in reality bereaving the citizens of the preconditions of negative freedom but especially the societal conditions to act and live "freely".

>> responsibility, untouchable >> notion of arbitrariness

Arbitrary power is

...an act of the will not guided nor restricted by any law. It is characteristic of all absolute governments to become arbitrary, but in theory we can well conceive of a power without external limits, which would impose limits to itself and respect the limits thus selfimposed.

(cf. Block 2004)

"But it would be an error to look for arbitrary power only in despotic states."

(...)

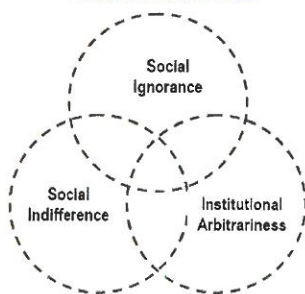
In modern democratic states these "cases of arbitrary power should be charged to the account of the discretionary power which the laws are obliged to leave to a considerable number of officials, or rather to the account of citizens who submit to the abuse of power without making use of the legal defense at their command." (cf. Block 2004)

Despotism provided by neo-liberal promotion of freedom

...legislation and other government action to shift the balance between employer and employee in favour of the former, and the corresponding weakening of the bargaining capacities of unions.

...changes in public service organisation involving a move away from established patterns of bureaucratic rationality and towards a more entrepreneurial form of organisation characterised by the identification of cost-centres, the application of user-pays principles, allowing managers to manage (Hindes 2000: 72)

Societal-Arbitrariness

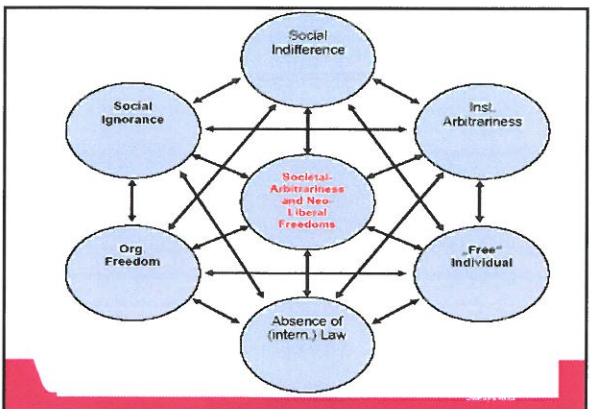
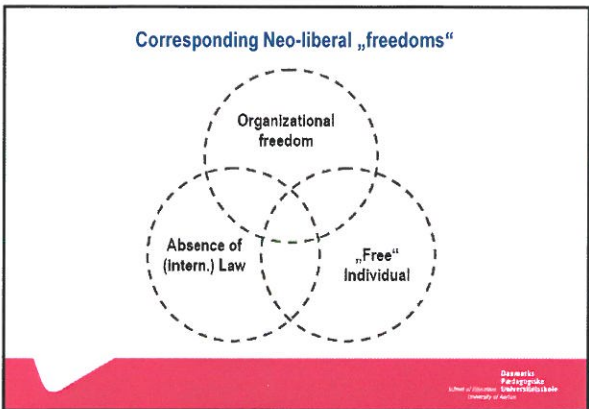


Social-ignorance can be observed on the micro (and meso)-level by societal decision-maker like politicians, economists, entrepreneurial bureaucrats as well as public servants – alienated by economic and instrumental reason – introducing and establishing structures of arbitrary power following the agenda of supra- and international competition without reflection of its need.

(Michel-Schertges/Jensen) macro: untouchable

Institutional-arbitrariness comprises deregulations of institutional commitments and responsibilities such as the change from full-employees to temporary worker, contracting policies and all kinds of weakening of legally bindings.
(Michel-Schertges/Jensen) meso: deregulation

Institutional-arbitrariness is a new form of societal rules of social obligations on the micro-level and **social-indifference** is the erosion of societal rules laws serving to prevent irresponsible effects of contemporary capitalism in the name of social peace and social integration of all social layers and classes on the macro-level.
(Michel-Schertges/Jensen) micro: irresponsibility/(un)social praxis



How influence these structures the individual within the institution and the realm of praxis?

Two concepts of alienation/reification...
Adorno: Concept of semi-Bildung (reification)
Lefebvre: Fragmentation of social praxis (alienation)

Socialized Semi-Bildung
as a "sediment of negative objective intellect"

<p>"Coagulated" Culture</p> <ul style="list-style-type: none"> - aristocratic academic - muff/mustiness n the gov'n - homo academicus - musealization of knowledge 	<p>Commodification of Bildung</p> <ul style="list-style-type: none"> - reification - economical rationality <ul style="list-style-type: none"> - performativity - accountability - surveillance - etc.
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Lefebvre: Social Praxis

- everyday life vs. everydayness
- fragmentation of social life (regime question)
- solidarity and collective consciousness
- *transduction*, induction, deduction (see also Marcuse)

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Radio interview between Adorno and Gehlen:
 A: creating an autonomous individual (Subjekt)
 G: giving the individual institutions (Objekt)
 DEMOCRACY

Subjectively responding objects
 vs. **objectively acting subjects** (Kilian 1971)

<p>Social praxis (creativity) ...is a reflexive mode of "mutual action" depending on the free will and creative action of individuals.</p>	<p>Institutional(ized) praxis (creativity) ...is a mode of action depending on existing "unliberated" content and structures limiting the range of creativity</p>
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Methodology Expert / group interviews, Concerning different cultures?

- Autobiographic-narrative interviews
 - Theme-oriented interviews -
 worklife, social praxis, etc...

→

Group of interest:

- Academic workers
- Students
- (- Administration)

- performativity, accountability, surveillance, competition, standardization;
 ideal student, ideal teaching; ideal research; manual thinking;
 positive/negative freedom; economical reason; institutionalized praxis;
 social praxis;
 other indicators...

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THANKS for listening...

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Methodology as ontology? Remaking geography through experimentation in the making of NZ social science

Nick Lewis
University Reform, Globalisation and Europeanisation (URGE)
Work Package 2 Research Seminar
Copenhagen June 8-10, 2011

Geography, methodology, and reinterpreting 'geography is what geographers do' (Le Heron and Lewis 2011)

- What has held geography together is the disposition and sensitivity to produce situated knowledge
- How we come to know is through theorising away from the empirical. Geography is distinguished by the aggregate sum of multiple 'dos'. ... gives us a disposition to recognise the situated nature of knowledge, but if geography is what geographers do, then ours is very much a discipline of producing situated knowledge.
- This gives freedom to explore, not just a sanction to do different substantive research, but to understand the world from the doing of making the world.
- geography has always had the potential to nudge 'What is' and add more 'ands' to what is.

Methodology as ontology: A proposition

- ... we contend that 'doing 'is' and 'and'' is an ontological proposition. What follows is that the usual epistemological question of 'How do we know this to be the case?' needs to be extended to include 'How do we know the world if this 'is' is the case? And 'What implications ensue as we relate more 'ands'?' If we are saying that the world is nothing but relations, we are saying that while you do see potential or actual relationality without 'doing', relations do not come into being without 'doing'.
- Settlements do not have to be around a progress narrative. Nor do they have to be around a meek acceptance of a subservient role.

Le Heron and Lewis (2011)

Connections: Positioning in seminar

- What if the value of 'friction' is its generative energy – is there a politics of friction?
- Engagement and enactment – relating a politics of knowledge production to action
- Beyond policy centrism (methodological polyism) – digging behind policy as a verb
- Interpreting knowledge exchange as the co-production of knowledge
- What is the consensual basis for regimes of governance – how do we engage in renegotiating this consensual basis and enact a 'disturbance of progress'?

Starting points: ideas

- Situated knowledge (Haraway 1988): asking/knowing from situated positions, all asking/knowing is situated, embodied/embedded, all interpretation is situated
- Social enquiry 'enacts the world' at multiple sites and moments by making choices about what to bring to attention and how to elaborate upon it, and through the performative and co-constitutive roles of selected categories (Law and Urry 2004)
- Political projects: 'Strategically mobilized narratives' that marshal governmental and spatial imaginaries, diverse interests, institutions, and cultural and economic trajectories into a calculated, more or less coherent, and calculative project' (Larner et al. 2007, Lewis et al. 2008)
- Performative economies: our frames, measures and categories make the world (Callon 2010)

Starting points: Situatedness

- Being positioned and acting entrepreneurially in expanding networks
- Practicing a politics of knowledge production around institution building, collective interests, capability building
- Collapse of the disciplines and monastic academic subjectivities (homo academicus)
- Increasingly porous boundaries between universities and spaces/subjects/practices of knowledge production: impact, translation, cognotariat
- Geography (education/anthropology?) home for a turn or a disposition to practice?
- *PAR on the place of social research in social knowledge production ...*
- ... in New Zealand ('situated theorisation of situatedness')

A New Zealand setting

- Transparency and comparative openness of networks (academy-industry-policy proximity), instability of institutions, turnover of categories, immediacy and economism of the national development project.
- Makes plausible a project of expanding the knowledge production, pedagogic, and political capabilities of social science simultaneously in teaching, community and policy realms
- Potentialities beyond the department – a politics of geographical practice (interventionism in post-development outside NPM) (Le Heron and Lewis 2007)
- Directs attention to the practice of social knowledge production, co-learning, and co-constitutiveness at the interfaces between academy, policy, science and industry
- Makes plausible the notion of methodology as ontology

A proposition: Consequences of a particular present

- The disintegration of the 'development project' reminds us that political spaces are never fully strategised or settled, and institutions not fixed
- Post-development, advanced liberal political spaces
 - fragmented but still underpinned by social institutions
 - opportunities for different forms of politics, including opportunistic interventions and entrepreneurial institution building (interventions in assemblage, as opposed to resistance per se, or launching alternative projects)
 - engagement beyond participation, translation
- Knowledge production is often a forgotten fragmentation/privatisation in the fracture of state/nation/society/economy/territory
- The crucial question in the politics of knowledge production may be how we perform knowledge rather than its substance
- Work Packages 5&6 need to be prefigured in Work Package 2

A post-structuralist political economy?

- Deconstructing and analysing discourse to see what ideas do (or aim to do), asking what work categories do (performative dimensions of social and economic categories)
- Attentiveness to the situatedness and constitutiveness of knowledge: How, where and by whom knowledge is produced, interpreted and enacted are all crucial questions
- Projects, discourses and practices ... spaces and subjects
- The world is always both made and in the making but there are always institutions and investment and knowledge trajectories

Practising PSPE

- Social scientists experiment with and upon the world (Amin and Thrift, 2005) - social research becomes as much about what might be made and what should be brought into being as it is about investigating what appears as social reality
- Engage to enact different social realities by enhancing the generative potential of reinterpreting, reassembling and generating new knowledge in diverse ways
- Emphasise the active - generate a relevant, accessible and potentially transformative thinking and practice in situ
- Seek to escape the bounds of research, academy, discipline, institutions, and current capabilities/epistemology
- Fracture binaries between researcher and researched; and interpretations of the world and acts to transform it (know into being multiple possible worlds 'through collective experimentations' – Callon and Muniesa 2005)
- Focus on political projects of knowledge production

(Ex-post) research agenda

- What possibilities might be generated for engagement/enactment under neoliberalism?
- Is there a generative politics of knowledge production in post-development?
- Does PSPE offer us a helpful frame for mobilising a politics of knowledge production?
- What might PSPE look like (how might it be practised)?
- If community/nation depend on difference in economic topography, how can this be shaped progressively – e.g. how can we do economy/city/policy better in NZ
- Can/will collective economic practices leak into better outcomes for New Zealanders

Enactment: Projects and methodologies as ontology(?)

Project	Object of Analysis	'Engaged' subjects	Sites of Engaged Performance	Knowledge: 'Doing Fix'
Biological economies	Firms, provenance, Nexus chains/place	Enterprises, Devt Agencies	Chatham House exchanges, Chatshops	Experimentation
Knowledge Spaces	Social science institutions	Science bodies, officials, politicians	A/I Ethnographies: HWT, BRCS, RSNZ, RunningHot; Collaboratories; Ref. Group	Capability, collective action
Securing NZ geography	Discipline	Geographers	NZGS/AGTA meetings, Journals, 'Schooling' debates	What geographers do
Constructive conversations	Biopharming	Academics, Sci. managers	Writing retreats, Stakeholder seminars	Promissory science
Anchor organisations	Urban boosterism	Urban 'leaders'	Seminars, Interviews	Leadership
Situated Knowledges	Methodological sensitivity	SKCAN	Building Collectivity, meetings	Situatedness
Third Mission	Third stream activities	Budgetariat, cognotariat	Workshops/ reflexive subjects	Subjects/spaces
'Following' (in) Northland	Post-development Initiatives	Iwi Trusts, Runanga	Hui, site visits with students	Alterity/diversity
Central Otago	Regional strategy	Devt agencies, Enterprises	Workshops/report	Associational action

Methods?

- Centred on privileged positioning within networks (inserting, mobilising, opportunist leaps):
 - non-representational knowledge: knowing by doing (inventing interventions ‘engaged sites’ / auto/institutional ethnography)
 - being positioned – PAR without a project: non-projected, unethicised
- Balanced by interviews, discourse analysis, and document analysis / following objects, mapping practices

Some reflections


- A different mode of knowledge production – methodology as ontology?
- At centre is where/when/how/with whom we do research: not methods but performative practice ... including opportunistic/invited/unethicised engagements
- The trajectories are there – we are positioned within them (limits to access, negotiation, rights in rooms) but they are unfixed and present is emergent
- Sites and moments are crucial (Le Heron 2009): luck, planning, timing, entrepreneurial engineering
- A new entrepreneurial academic subjectivity and related politics of knowledge production (Lewis 2009b)
- Reflects and performs a new politics: reinvention of social democracy from encounter up through generative practice and institutions
- Centres ‘for whom and in whose name’ do we research – interplay with curiosity, relevance, politics, context

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List of Abbreviations from Table


- HWT – *He Waka Tangata*, Ministry of Research Science and Technology funded emerging leaders group in New Zealand social sciences
- BRCS - Building Research Capacity in Social Sciences (5 year project funded by Tertiary Education Committee to stimulate social science networks in NZ)
- RSNZ - Royal Society of New Zealand
- RunningHot – major bi-annual interdisciplinary conference in New Zealand (co-hosted by HWT)
- SKCAN – Situated knowledges collective of Auckland and Newcastle
- NZGS – New Zealand Geographical Society
- AGTA – Auckland Geography Teachers Association

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Figuration Work


A fruitful methodology for studying university reform?

Gritt B. Nielsen
assistant professor
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Two-fold ambition of the study

- To explore how 'the student' – as a contested figure in a period of reform - is negotiated and enacted in diverse pedagogical, institutional and political settings.
- To develop a theoretical and methodological framework for working with issues of reform, policy and processes of change as objects of anthropological enquiry.



Diachronic and synchronic approaches

Historically

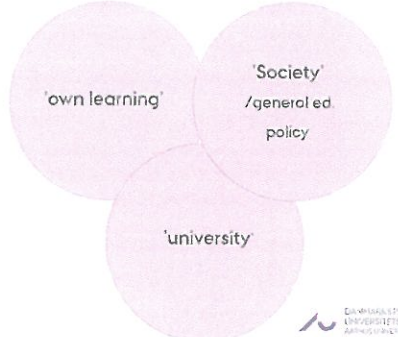

- > Policy documents, media debates and historical accounts from 19th century until the present

Ethnographically

- > Activities of politically active students
- > Three natural science courses at 3 different Danish universities
- > Interviews with students, tutors and university leaders
- > Meetings, social events, immatriculation, policy documents, media debates etc.




University reform and student participation in:






Participation – a relational concept

Participation	↔	'Deltagelse' (participation)
		'Medbestemmelse' (co-determination/ participation in decision-making)
Be/take part of/ in particular world	↔	An activity/process
		An (imagined) community



Matriculation – a welcome to what?

The handshake – a ritual passing to what?



2005 rector

"By giving each of you a personal handshake I confirm that you are now a part of 'Universitas' – the community from the Middle Ages which has survived for 526 years"

2006 rector

"In a moment I start the race – your studies. Not with a pistol but with a handshake _ Ready, Steady, Go!"

Copenhagen University Rector's matriculation speech 2005

Welcome to:
'universitas' – community of researchers and students

Education as:
a voyage of discovery – not charter or business

Ideal of Learning
curiosity, involvement in the educational institution and larger society.
Participation as moral obligation.

→ Student as independent explorer; co-owner; co-citizen

Rector's Matriculation speech 2006

Welcome to:
a global race for knowledge and education

Education as:
race and competition
Copenhagen uni offers 'good coaches' and 'good training facilities'

Ideal of learning (implicit):
creativity, entrepreneurship, individualism –
efficient and at high speed

→ Student as private investor; customer/consumer; knowledge soldier;

The student as part of

Integrative wholes

- › The person embodies this whole
- › Ownership as 'part-whole' relation
- › Sense of belonging, appropriate conduct, common identity
- › The person unseparable from the whole

Aggregative wholes/ Unity of units

- › the person is autonomous and *set apart from others*
- › ownership as 'subject- object' relation
- › rights, illegal/legal conduct, and a person or groups mastering of a thing
- › the person is separable from the thing owned

Approaches to the study of reform

1. Focus on larger and general tendencies

Discourses , political rationalities (Rose, Dean) , global social imaginaries (Rizvi), policy scapes (Ball)

Pitfalls:

Change as inevitable outcome of abstract, non-locatable imperatives: as global processes of 'neo-liberalism' or 'New Public Management'

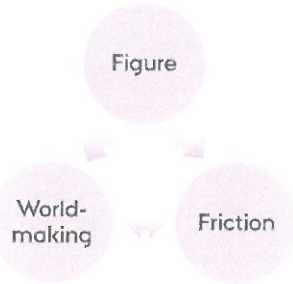
2. Focus on 'local' practices:

Processes of policy 'appropriation' (Sutton & Levinson)
Ascribes agency to people

Pitfalls:

produces 'policy' as a pre-given thing people *re-act* to
assigns 'policy' a too dominant role in people's lives
restricts focus to explicit policy negotiations

My approach: 'Figuration Work'



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Figuration Work

- > Not fieldwork on the 'inside' of a (pre-)given world; rather focus on constant production /negotiation of different figures.
- > Intersection of people's figure production and my analyses
- > Ontological politics (A. Mol)

Frictional events

- > A process of *differentiation* through which figures take form as part of particular 'wholes' / 'worlds'
- > "the awkward, unequal, unstable, and creative qualities of interconnection across difference" (Tsing)
- > Events of disputes, conflicts, ambivalence etc (Moore, Gluckman, Kapferer, Foucault)
- > Larger processes *integral* to the frictional event – event always points beyond itself

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Figure /figuration and world-making

- Figure – both noun/entity and verb /process
- Appears as absolute entity – but relative to its assembled components and to other figures → figuration
- The power of figures: do not just *contain* but *shape* 'worlds' or 'wholes' of/in which the student is/takes part.
- Figuration – a way of 'scaling' the student

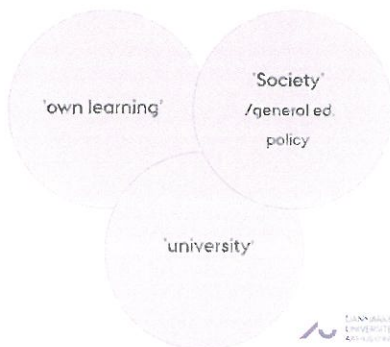
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The status and choice of frictional events

1. Student protests against 2006 welfare reform proposal
 - Students' participation in the shaping of national education politics and Danish society
2. Chinese students' complaint to Minister (2005)
 - Students' participation in the shaping of their university
3. Friction between the student, Kathrine and the teacher, Niels
 - Students' participation in the shaping of their education and learning

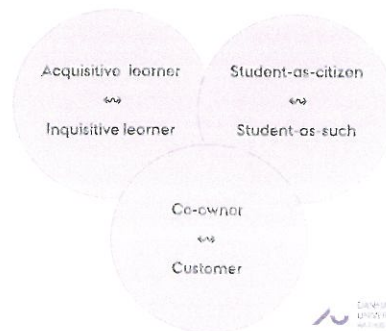
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University reform and student participation in:



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Student figures in friction

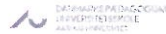


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From deconstruction to affirmation of the positivity of difference ?

"Figuration is about resetting the stage for possible pasts and futures. Figuration is the mode of theory when the more 'normal' rhetorics of systematic critical analysis seem only to repeat and sustain our entrapment in the stories of the established disorders" (Haraway)

→ Figuration work:
create (policy)space for multiple figures and constant process of transformation?



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Ethnographic Journeys in Higher Education

URGE WP 2 Research Seminar: 'Methodologies: combining ethnography and political economy'

Socio-Political Context of Academic Work

Mediation of research policies with institutional processes: management of research, academic work and identity

Bourdieu (1988)

- Forms of capital (symbolic, cultural, social and material)
- Sites of struggle over meaning and value attached to academic work
 - Submission to RAE
 - Research active/Non-research active

What is Ethnography?

- ▶ "...a longer period of fieldwork in which the researcher tries to get close to the community (organization, group) being studied, relies on their accounts as well as on observations of a rich variety of naturally occurring events (as well as on other materials, e.g. documents or material artifacts) and has an interest in cultural issues (meanings, symbols, ideas, assumptions)". (Alvesson, 2003: 171)

Ethnographic Research

- ▶ Types of Ethnography
 - ▶ Multi-sited Ethnography (Marcus, 1995)
 - ▶ Virtual Ethnography (Hemmi et al, 2009)
 - ▶ Ethnographic Discourse Analysis (Jones, 2009)
 - ▶ Self-Ethnography/Auto-Ethnography (Alvesson, 2003)
 - ▶ Fictional Ethnography (Tierney, 1993; Sparkes, 2007)
- ▶ Methodological Issues
- ▶ Value of Ethnographies

Ethnographic work in Higher Education

- ▶ Mapping Areas of Research
 - ▶ Ethnography of Student Life, Student Cultures and Student Learning
 - ▶ Ethnographic Explorations of University and Disciplinary Organisation and Cultures
 - ▶ Ethnography and Higher Education Governance and Policy
- ▶ "It is imperative that we turn our critical lens on the very institutions where many of us work and see that the forces of globalism are not only operating on the institutions we inhabit, they are transforming the way we produce knowledge and infiltrating our very consciousness. It is critical that we understand these processes (Shumar, 2004)"

Student Life, Student Cultures and Student Learning

- ▶ "...the students have no idea what the professors spend their time doing...two sophomore friends once admitted to me that they had always privately thought that 'tenure' meant that a faculty member had been around for 'ten years'..." (Moffatt, 1989: 25)
- ▶ Moffat (1989) 'Coming of Age in New Jersey'
- ▶ Nathan (2005) 'My Freshman Year'
- ▶ Holland and Eisenhart (1990) 'Educated in Romance: women, achievement and college culture'

Nathan (2005) My Freshman Year

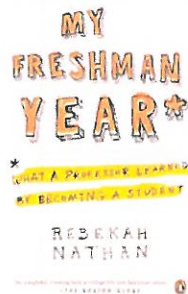
- ▶ Nathan was a Professor but chose to enroll as a Freshman and live in student dorms for one year as part of an ethnographic study.
- ▶ Attended classes and essentially lived the life of a student during this period, was known as a fellow student to those she was researching.
- ▶ "I found out quite unwittingly that if I walked like a duck and quacked like a duck then people thought I was a duck."
- ▶ "My fellow students began sharing opinions and gossip with me that I would never hear as a Professor."

Nathan (2005) 'My Freshman Year'

- ▶ She collected a wide variety of data sources
 - ▶ Formal interviews and focus groups
 - ▶ Informal conversations
 - ▶ Observations in class, dorms and other areas of institutional life
 - ▶ Artifacts such as posters, notes, graffiti etc
- ▶ She claims a high degree of 'familiarity' with the students and 'authenticity' in terms of representing their experiences.
- ▶ She was able to provide an understanding of student life in relation to their academic life, social life within and beyond the dormitories and their social networks and community involvement.

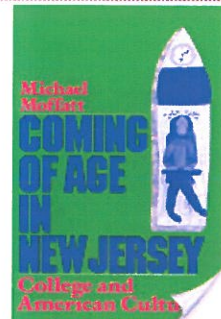
Nathan (2005) 'My Freshman Year'

- ▶ "(the) undergraduate world view as I came to understand it, linked intellectual demands with in-class domains and other formal areas of college life... 'Real' college culture remained beyond the reach of university institutions and personnel, and centred on the small, ego-based networks of friends that defined one's personal and social world. Academic and intellectual pursuits thus had a curiously distant relation to college life."



Counter-evidence to 'undergraduate cynical' (Moffat, 1989)

- ▶ "I had just finished testing Ray on a series of vocabulary terms when he began questioning me on the past imperfect tense. 'Forget that', I responded, 'she says it's not on the test.' What he said next shocked me. 'Is that the only reason you want to learn this material...for the test? Don't you want to speak French better? Come on do it.' I was mortified really and caught between my two roles. He was right of course, but not from the standpoint of public student culture, which I had learned to imitate."

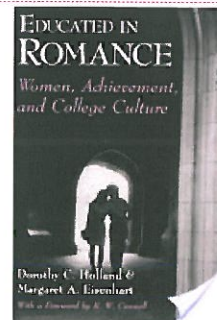


Social Reproduction?

- ▶ These ethnographic studies offer an understanding of the rites of passage into society and culture and how these are mirrored within values present in student life, which in turn play a key role in social reproduction.
- ▶ Due to the intensive nature of the research, and the ability to build rapport and enter more personal domains of people's lives, a richer more nuanced picture of social domains and cultures and people's experiences of them beyond the social scripts can be accessed.

Holland and Eisenhart (1990) Educated in Romance

- ▶ In-depth study of white and black women at two US colleges, following them into the transition to work.
- ▶ The significance of academic success and achievement took second place to the prestige awarded by patriarchal judgment of attractiveness and thus romantic success based on male interest.



'New' Ethnographies within Learning and Teaching

- ▶ 'Virtual' Ethnographies – use of new technologies that "can capture the various emotions, experiences and insights that students are feeling in particular personal and social spaces." (Cashmore et al, 2010)
- ▶ Cashmore et al (2010) – using free form video diaries alongside focus groups.
- ▶ Hemmi et al (2009) – traditional collection of data via participant observation of classrooms and in parallel data collected from a distance learning course using Wikis, Facebook and Second Life.

University and Disciplinary Organisation and Cultures

- ▶ Bourdieu (1988) Homo Academicus – "A Book for Burning"
- ▶ Alvesson (2003) and the problem of 'organizational loyalty' and the issue of not "exposing backstage conditions"
- ▶ Difficulty of over familiarity and the potentially impossible task of making the "familiar strange".

Tierney (1988) – Organisational Culture

- ▶ Management of academic culture involves the "management of meaning and the management of social integration."
- ▶ Framework of organisational culture
 - ▶ Environment
 - ▶ Mission
 - ▶ Socialisation
 - ▶ Information
 - ▶ Strategy
- ▶ "The president's use of space sets an example emulated by others. His open-door policy, for example, permeates the institution. Administrators either work in open space areas in full view of one another or the doors to their offices are physically open, inviting visits with colleagues, guests or more importantly students."

Shumar (1997) College for Sale

- ▶ Universities are forced to "see themselves as a business providing a product to the market."
- ▶ Commodification and the impact on intellectuals and university life and the work force in the university sector.



Shumar (1997) College for Sale

- ▶ Problematising the notion of 'being there' in anthropological research.
- ▶ "an ethnographer not only comes to a deep knowledge and appreciation of a group of people, but s/he invents that group for the purpose of considering it and sharing the subsequent information"



Alvesson (2003)

- ▶ Self-ethnography – drawing attention to one's own cultural context.
- ▶ 'Closeness' of the researcher ensures a degree of understanding.
- ▶ 'Multiple cultural configurations' and "blind spots" makes studying other departments very difficult.
- ▶ "Blind spots" and "omission of 'taboo' subjects also a problem in one's own institution.
- ▶ Perennial perplexities of...accounts relating to...
 - ▶ Closeness/distance
 - ▶ Authentic/sanitized

Sparkes (2007) Embodiment, academics and the audit culture

- ▶ 'Methodology of the Heart' (Pelias, 2004)
- ▶ Embodied struggles of an academic at a university that is permeated by an audit culture.
- ▶ Informal interviews and personal experiences – "the constructive process is inspired by partial happenings, fragmented memories, echoes of conversations, whispers in corridors, fleeting glimpses of myriad reflections seen through broken glass, and multiple layers of fiction and narrative imaginings."

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3. Record of Copenhagen Workshop

3.1 Photographs









3.2 List of Participants at URGE WP2 Workshop at DPU, Copenhagen, 8-10 June 2011

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