

II. Individual doctoral projects



Individual doctoral projects

Doctoral project 1:

ASEM meetings and HE 'policy travel' from Europe to Asia

Part of Work Package 1: 'Concepts and theories'

Location: Bristol University, United Kingdom

Supervisor: Professor Roger Dale

Objective: To advance understanding of processes of trans-regional policy transfer by exploring ASEM meetings as a forum for discussing and extending the Bologna Process.

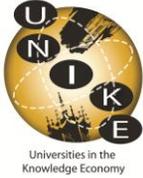
Background: The European Union (EU) seeks to export the model of the Bologna Process to Asia. The main interregional forum for such policy development between the EU and the Association of South East Asian Nations (ASEAN) is the Asia-Europe Meeting (ASEM). Emphasising that ASEM is a forum for dialogue and open exchange, the EU presents the Bologna Process, not as a ready-made model for transfer to Asia, but as a work-in-progress in Europe whose relevance to Asia is up for discussion. ASEM countries participate in ASEM working groups on the Bologna Process' agenda, but each is interested in particular aspects and it is not clear what ideas they take home and how they re-contextualise these ideas on higher education reform in their national settings.

Specific skills and aptitudes: Applicants are required to produce evidence of a strong background in the social sciences and/or comparative education, and be well grounded in social theories related to internationalisation and globalisation. Besides strong communication skills in English, the ability to communicate orally and in writing in other European and Asian languages would be a major asset.

Secondment and research visits : 3-4 month secondment to the Sino-Danish Centre in Beijing if the applicant chooses China as a case study. Research visits to ACA, a member of the Advisory Committee of the ASEM Education Hub, to study the contributions of think tank/consultancy to EU higher education policy-making with 3rd countries. and/or APRU, the Association of Pacific Rim Universities, many of whose members participate in ASEM.

Contacts for further information: For questions about the project contact Professor Roger Dale, r.dale@bristol.ac.uk; for questions about living and studying in Bristol please consult

<http://www.bristol.ac.uk/study/>



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Doctoral project 2:

Internationalisation of higher education in centres and peripheries

Part of Work Package 1: 'Concepts and theories'

Location: Ljubljana University, Slovenia.

Supervisor: Professor Pavel Zgaga

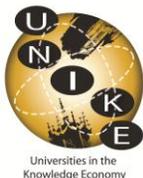
Objective: To analyse the dilemmas that 'internationalisation' of universities and higher education pose for academic life in small countries in Europe and Asia – as yet a neglected dimension of internationalisation.

Background: A standard package of measures is prescribed by e.g. the EU, OECD and World Bank to increase mobility of both staff and students and enhance competitiveness in the knowledge economy. Large countries set the benchmark for success. Small and peripheral countries experience huge challenges. How can universities sustain their role as guardians of a national language and culture if they teach and publish in an 'international language'? How can a department build an academic culture when its staff has an eclectic mix of academic traditions from different continents? How can these countries become part of a knowledge area; to what challenges do they have to respond?

Specific skills and aptitudes: Applicants are required to have a disciplinary background in the social sciences, comparative education and/or humanities, and be well grounded in social theories related to internationalisation and globalisation. The project also requires applicants to work with a combination of qualitative and quantitative methods. Knowledge of one or more of the less-spoken languages and cultures from small countries in Europe and/or Asia would be an advantage.

Secondment or research visit: Secondment to Association of Pacific Rim Universities, based in Singapore, and field research visits to selected small countries.

Contacts for further information: for questions about the project contact Pavel Zgaga pavel.zgaga@guest.arnes.si; for questions about living and studying in Ljubljana contact Igor Repac igor.repac@guest.arnes.si



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Doctoral project 3:

Conjunction of Chinese and Western educational traditions in the design and teaching of Sino-Danish Centre courses

Part of Work Package 1: 'Concepts and theories'

Location: Copenhagen Campus, Aarhus University, Denmark.

Supervisor: Professor Susan Wright

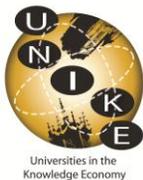
Objective: Internationalisation strategies of many European universities in Asia favour the development of joint degrees, but how do academics create joint pedagogies that meet the expectations of governments, society, universities, professors and students?

Background: The EU generally formulates the European Research Area and other world regions in economic terms. Similar tendencies are found in China, but cultural categories also take a prominent position in the debate. In particular, Chinese policy projects a tradition of 'Chinese education' in contradistinction to 'Western pedagogy'. Given this emphasis on pedagogic differences, how can joint degrees operate? The Sino-Danish Centre (SDC), a partnership between the Danish universities and the University of the Chinese Academy of Science (UCAS), expressly talks of the added value of courses combining Chinese and Western educational traditions. How are these differences in pedagogic cultures depicted in Chinese and Danish policy documents? How, in practice, do Danish and Chinese academics collaborate in the establishment of a joint curriculum for new MSc programmes? What are the actual experiences of teachers and students in teaching and learning across different academic traditions? Among employers, is there any evidence of differences in these students' skills and approach? Such questions would explore how policy, teaching and pedagogies are developed through the perspectives and everyday practices of professors, students and employers.

Specific skills and aptitudes: Applicants are required to have a disciplinary background in the social sciences or humanities (preferably in anthropology or an ethnographic approach to education). Evidence is required that applicants are able to work with a combination of policy documents and qualitative methods, including participant observation and semi-structured interviewing. Fluency in English and sufficient knowledge of Chinese for fieldwork is also required.

Secondment or research visit to partner: Secondment to the Sino-Danish Centre in Beijing for 3 months for fieldwork. Research visits to Chinese partners to discuss research questions, methods and results.

Contacts for further information: for questions about the project, contact Professor Susan Wright suwr@dpu.dk; for questions about studying at Aarhus University visit <http://ias.au.dk/international-academic-staff-ias>. Note that the Department of Education (DPU) is located in Copenhagen. Information on living in Copenhagen http://studies.ku.dk/housing/finding_housing_on_your_own



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Doctoral project 9:

Academic values between globalisation and globalism

Part of Work Package 1: 'Concepts and theories'

Location: Ljubljana University, Slovenia.

Supervisor: Professor Pavel Zgaga

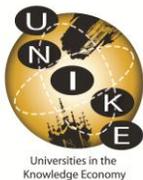
Objective: There are widespread academic complaints that 'academic values' have become endangered but there is not much insight into the issue from a comparative perspective. The project will analyse and compare the dynamism of academic values challenged by 'globalizing' knowledge economies and the impact of these challenges on universities in Europe and Asia Pacific Rim.

Background: The history of the university is part of the history of globalisation – strength for civilization – yet the role of universities in today's globalization processes is highly disputed. Theoretical as well as political concerns have been raised that academic space has been relocated "in the market place" (Bok, 2003) and academic values are caught between "education for profit" and "education for democracy" (Nussbaum, 2010). According to Beck (1997), a distinction should be made between globalisation, globality and globalism, with the latter seen as an ideology – a new dimension – that endangers civilisation.

Specific skills and aptitudes: Applicants are required to have a disciplinary background in the social sciences, comparative education and/or humanities, and be well grounded in philosophical and social theories related to the production of scientific knowledge and academic values as well as internationalisation and globalisation. They should demonstrate knowledge of the history of the university and of today's universities in Europe and Asia and an ability to use quantitative and qualitative research methods.

Secondment or research visit to partner: Secondment for 3 months to the Magna Charta Observatory of Fundamental University Values and Rights, the leading organisation in this field with signatory members in 80 countries. Field visits to Asia Pacific Rim partners.

Further information: for questions about the project contact Pavel Zgaga, pavel.zgaga@guest.arnes.si
For questions about living and studying in Ljubljana contact Igor Repac, igor.repac@guest.arnes.si



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Doctoral project 12:

Models of doctoral education

Part of Work Package 1: 'Concepts and theories'

Location: Copenhagen Campus, Aarhus University, Denmark

Supervisor: Professor Susan Wright

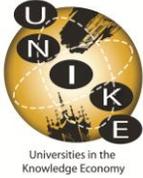
Objective: To compare the European and USA's flagship doctoral programme models (that is, the EU's 'Initial Training Network' (ITN) and, in the USA, the National Science Foundation's interdisciplinary, theme-driven IGERT program) and review the latest changes in Chinese doctoral education.

Background: Questions about the nature and quality of doctoral education for a 'global future' (Nerad 2009) have risen to prominence in Europe, the USA and elsewhere in the Asia Pacific Rim. Great variations in the practices of supervision and examination have been the subject of reports, as have the balance between training for careers inside and outside academia, and the labour market experiences after completion. Both the EU's ITN and USA's IGERT programme promote models for doctoral education which prepare doctorates for various employment markets. Asian countries are looking especially to the USA's model for expanding their doctoral education. This evaluation and comparison will make a timely contribution to the debate and development of doctoral education.

Specific skills and aptitudes: A background in anthropology, sociology, higher education or another social science discipline is required. The research will involve analysis of policy documents, interviewing a wide range of people from policy makers to academics and students, and possibly developing and analyzing a short online survey. Skills such as text analysis, in-depth interviewing, survey construction and analysis are required. The candidate needs an excellent understanding of organizational theory, and familiarity with literature in the sociology and anthropology of higher education.

Secondment or research visit: A secondment of up to 9 months with Prof Nerad at the Center for Innovation and Research in Graduate Education (CIRGE), University of Washington, to learn evaluation skills, conduct evaluations and research on 2 IGERTs, and design research on the European ITN. The European study will involve research visits to EURODOC, an associated partner. Chinese visits could include the Institute of International and Comparative Education, Beijing Normal University and the Center on Graduate Education Research at the College of Education at Shanghai Jiao Tong (associated partners).

Further information: for questions about the project, contact Professor Susan Wright suwr@dpu.dk; for questions about studying at Aarhus University visit <http://ias.au.dk/international-academic-staff-ias>
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Doctoral project 4:

Mapping the field of higher education industries, and choosing case studies

Part of Work Package 2: 'Trends and developments'

Location: Bristol University, UK.

Supervisor: Professor Susan Robertson

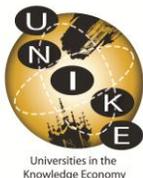
Objective: To map and create regional typologies of the new field of higher education industries, and generate cases that will contribute to the development of theoretical and methodological approaches that will help us understand transformations of higher education globally.

Background: Radical changes in the higher education landscape demand that we develop ways of researching and theorising transformations in the higher education sector. This means broadening our lenses to take in a range of other actors operating within higher education, along its boundaries, and outside the sector. It also requires the development of a multi-scalar analytic in order to bring into view new scales (global and regional) that are being constructed to advance new higher education projects.

Specific skills and aptitudes: A background in social sciences is highly desirable, particularly in areas such as education, sociology, geography or politics. Applicants will have an interest in theory-building, drawing on qualitative and quantitative material. Research will include the analysis of documents, interviews with a wide range of sector actors, and data gathering through site placements.

Secondment or research visit: Secondment to Academic Cooperation Association, Belgium, which works to develop an overview of developments within the sector; research visits to selected associated partners.

Further information: For questions about the project, please contact Susan Robertson, University of Bristol s.l.robertson@bristol.ac.uk. For information on living in Bristol, please consult <http://www.bristol.ac.uk/study>



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Doctoral project 5: Audit culture and the Industries of ranking

Part of Work Package 2: 'Trends and developments'

Location: Copenhagen Campus, Aarhus University, Denmark.

Supervisor: Professor Susan Wright

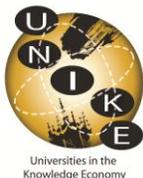
Objective: To map the rise and analyse the dynamics of university rankings on the university sector, its governance, institutional strategies and academics' self-management.

Background: University rankings emerged in the early 1980s alongside inter/national audit policies to make universities more accountable to governments and student 'consumers'. However, the launch in 2003, of a series of global ranking initiatives has had a major impact on many universities around the world. Whilst there has been a growing body of research and commentary on global and national ranking systems, less is known about the rankings as an industry. This project will critically examine the emergence of the ranking industry, the different players in the sector, and their relationships to each other and to universities. It will develop an understanding of the rankings as a form of knowledge and as an economy, and their implications for the sector.

Specific skills and aptitudes: A background in the social sciences is highly desirable as well as an ability to analyse both quantitative and qualitative material. Applicants must demonstrate an ability to use a range of research methods and engage in different research settings: research will include analysis of documents, participation in a team producing rankings, and interviews with a wide range of commercial and university actors.

Secondment or research visit: 3-month secondment to Times Higher Education on their THE World University Rankings. Research visit to Bristol University to enhance understanding of the political economy of higher education.

Further information: For questions about the project, contact Professor Susan Wright suwr@dpu.dk; for questions about studying at Aarhus University visit <http://ias.au.dk/international-academic-staff-ias> . Note that the Department of Education (DPU) is located in Copenhagen. Information on living in Copenhagen can be found at Copenhagen University http://studies.ku.dk/housing/finding_housing_on_your_own or Copenhagen Business School <http://www.cbs.dk/en/CBS-International/Accommodation/Freemovers>



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Doctoral project 10: Think Tanks and Academic Entrepreneurs in the Production of Knowledge

Part of Work Package 2: 'Trends and developments'

Location: École Normale Supérieure de Lyon, France.

Supervisors: Professor Jean-Louis Derouet and Reader Romuald Normand

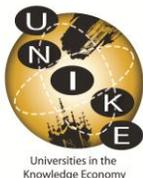
Objective: To analyze the relationship between think tanks and academic knowledge, the kind of knowledge they prioritize and produce, and the consequences for scientific knowledge more generally.

Background: In the European Higher Education and Research Area, new academic entrepreneurs are emerging who are variously 'mediators' (Osborne, 2004) 'translators' and 'gatekeepers' between several worlds: business, universities and media. Many of them are located in Think Tanks. The doctoral student will join a research project, led by members of the research unit Triangle, on the modalities of academic involvement in Think Tanks that are lobbying European institutions. The focus of the doctoral project will be on the academic careers and knowledge production of researchers working for these Think Tanks. In cooperation with the team, s/he will contribute to a data bank and treat statistics on paths, careers and biographies of these individuals. S/he will conduct interviews with a sample of the surveyed population (researchers, administrative staff, executives) and will work on archives available at a European level.

Specific skills and aptitudes: Applicants are required to be graduates in political science or sociology. In addition to university-level competence in written and spoken English, applicants must be sufficiently fluent in French to conduct fieldwork, participate in seminars and defend their thesis. However the thesis can be written in either French or English. Applicants must be skilled in the treatment of statistical data. Previous experience in working on European studies or Think Tanks would be an advantage.

Secondment or research visit to partner: 3-month secondment to GHK Consulting UK to work on a project and gain first-hand insight into how academics translate into the world of think-tanks.

Contacts for further information: For questions about the project and about living and studying in Lyon please contact Romuald Normand: romuald.normand@ens-lyon.fr



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Doctoral project 11:

Impact of governance changes on the educational categories and internal life of universities

Part of Work Package 3: 'Policies and practices'

Location: University of Porto, Portugal

Supervisor: Associate Professor António M. Magalhães

Objective: The project examines the reconfiguration of educational categories resulting from the changes to governance in higher education – an overlooked aspect of current reforms. As the Bologna Process' rationales of reform have been implemented beyond the European region, carrying on their shoulders the governance reforms, attention must be paid to their impacts on the reconfiguration of educational categories such as 'professor', 'student', 'teaching', 'learning', class and campus – the traditional time/space of education.

Background: Knowledge has been widely replaced by competencies and learning-outcomes, which are promoted as keywords of higher education curricular reforms (Barnett 1996). Links between the rise of this new educational paradigm and the restructuring of governance can be identified by looking not only at discourses about curricular reforms but also the tuning programs and projects and their political objectives.

Specific skills and aptitude: Candidates are expected to have a solid background in social/education sciences and be well acquainted with comparative methodologies, approaches to discourse analysis and /or ethnographic methodologies.

Secondment or research visit: Research visits to Aarhus, Bristol and Auckland universities

Further information: for questions about the Faculdade de Psicologia e de Ciências da Educação – Universidade do Porto and the project contact António M. Magalhães, antonio@fpce.up.pt

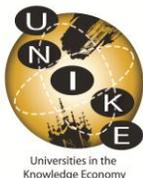
For technical and administrative issues contact Helena Barbieri, barbieri@fpce.up.pt

For general questions about visas, living and studying in Porto please access the site 'Life at the U.Porto'

http://sigarra.up.pt/up_uk/web_base.gera_pagina?p_pagina=122270

http://sigarra.up.pt/up_uk/web_base.gera_pagina?p_pagina=1001555

or contact the International Cooperation Office of U. Porto, sri@reit.up.pt



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Doctoral project 7: Alternative forms of university ownership, finance and organisation

Part of Work Package 3: 'Policies and practices'

Location: Roehampton University, UK

Supervisor: Professor Rebecca Boden

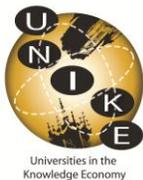
Objective: To model and evaluate alternative ownership, financial and organisational forms (for instance, trusts or co-operatives) which might be adapted and adopted as models for university governance and management.

Background: Rendering universities amenable to fundamental organisational change opens up the prospect of radically re-shaping them. To date, and almost without exception, transformation has been along the lines of making universities akin to private sector for-profit businesses underpinned by the techno-rational, hegemonic forms of ownership, funding, governance and management regimes of control usually adopted in the for-profit sector. Such narrow approaches fail to recognise and appreciate the multitude of alternative business forms in use in the public, private, for-profit and not-for-profit sectors globally. This project will identify and analyse these alternatives, evaluating their suitability for adoption by universities and their likely impact on knowledge-producing activities and the lives of staff and students.

Specific skills and aptitudes: Applicants are expected to be able to demonstrate an understanding of issues in organisational studies and, preferably, critical accounting/finance or economics. It would be an advantage if the applicant had practical experience of working in university administration or in a private or public or not-for-profit organisation and could demonstrate how they would use this experience to generate ideas for the kinds of organisational change outlined above.

Secondment or research visit: This project will be linked to ongoing work between Professor Rebecca Boden, Professor Susan Wright (Aarhus University), Professor Davydd Greenwood (Cornell University) and Dr Penelope Ciancanelli (Glasgow University).

Further information: For questions about the project or for questions about living and studying in Roehampton contact Professor Rebecca Boden, Rebecca.boden@roehampton.ac.uk



II. Individual doctoral projects



Doctoral project 6: Governance through Autonomy – A context-rich comparative study.

Part of Work Package 3: ‘Policies and practices’

Location: University of Porto, Portugal

Supervisor: Associate Professor António M. Magalhães

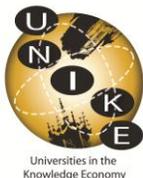
Objective: The project examines the meanings and significance of ‘autonomy’ as a central concept in new forms of university governance. The aim is to grasp how it acts simultaneously in three ways: as an instrument of state regulation; as an incentive for making universities into coherent and strategic organisations; and as mechanism for interpellating academics as appropriately ‘self-managing’ subjects.

Background: Autonomy is a key operational concept in the shift from governing to governance (Wright 2008). In restructuring the state, the centre now often sets the policy aims and subcontracts delivery to ‘autonomous’ agencies, including universities. This contrasts with traditional ‘university autonomy’, as a space for the free development of ideas ring-fenced from political and economic interests. The European Universities Association (EUA 2011) ranked countries’ universities on an ‘autonomy index’, but arrangements are diversified in Europe (Paradise et al. 2009) and even more so when compared, for example, with Japan (Goldfinch 2006, Oba 2005). When conceiving of universities as firm-like ‘complete organizations’ (Brunsson and Sahlin-Andersson 2000), institutional autonomy often means ‘the right to manage’, which academics complain undermines academic freedom - itself the subject of a ‘freedom index’ (Karran 2007).

Specific skills and aptitudes: Candidates are expected to have a solid background in social science, preferably in politics/education policy analysis and be well-acquainted with comparative and case study methodologies and discourse analysis.

Secondment or research visit: Secondment to APRU and research visits to Associated Partners, for example, in Japan, China, Aarhus, Bristol and Roehampton; contact with governance section of EUA.

Further information: for questions about Faculdade de Psicologia e de Ciências da Educação – Universidade do Porto and the project, contact António M. Magalhães antonio@fpce.up.pt
For questions about technical and administrative issues, contact Helena Barbieri, barbieri@fpce.up.pt
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or contact the International Cooperation Office of U. Porto, sri@reit.up.pt



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Doctoral project 8: Management and gender

Part of Work Package 3: 'Policies and practices'

Location: Roehampton University, United Kingdom

Supervisor: Professor Rebecca Boden

Objective: To explore university leadership as a complex relationship between personal biographies, institutional arrangements and policy developments, with a particular emphasis on gender diversity.

Background: Policies for higher education in a wide variety of countries globally are predicated upon there being a cadre of suitable leaders to implement reform processes. Yet implementation will be contingent upon the conceptualisation of leadership and the constitution of leaders in the context of specific national and institutional strategies for developing and reforming universities.

Specific skills and aptitudes: Applicants will be expected to have a strong background in and understanding of gender and organisational theory.

Secondment or research visit: This project will feed into a multi-country study being coordinated by Professor Jill Blackmore at Deakin University in Australia. The doctoral student will make research visits to Professor Blackmore's team for short periods.

Further information: For questions about the project or for questions about living and studying in Roehampton contact Professor Rebecca Boden, Rebecca.boden@roehampton.ac.uk