

Universities in the Knowledge Economy



Universities in the
Knowledge Economy

PROJECT DESCRIPTION FOR MANAGEMENT PURPOSES

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EU Marie Curie
Initial Training Network (ITN)
7th Framework programme



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B.1 LIST OF PARTICIPANTS

Partnership	Legal Entity/Country	Department	Scientist-in-Charge
Full Partners (Beneficiaries)			
1. AU	Aarhus University, Denmark	Department of Education	Prof. Susan Wright
2. UB	University of Bristol, United Kingdom	Graduate School of Education	Prof. Susan Robertson Prof. Roger Dale
3. RU	Roehampton University, United Kingdom	Business School	Prof. Rebecca Boden
4. LU	Univerza V Ljubljani, Slovenia	Faculty of Education	Prof. Pavel Zgaga
5. UPORTO	Universidade do Porto, Portugal	Faculty of Psychology & Educational Sciences	Assoc. Prof. António Manuel Magalhães
6. ENS DE LYON	Ecole Normale Supérieure de Lyon, France	Institut Français de l'Education	Prof. Jean-Louis Derouet Reader Romuald Norman
Associated Partners – Private sector			
1. THE	Times Higher Education, UK		Phil Baty, Deputy Editor
2. BB	Berghahn Books, UK/USA		Vivian Berghahn, Managing Director
3. ACA	Academic Cooperation Association, Belgium		Bernd Waechter, Director
4. GHK	GHK Consulting Limited, UK		Dr Nick Henry, Principal, Regions, Economic and Development Practice
5. Routledge	Routledge, Taylor & Francis Group, UK		Graham Hobbs, Editorial Director
Associated Partners – Socio-economic actors			
6. APRU	Association of Pacific Rim Universities, Singapore		Prof. Christopher Tremewan, Secretary General
7. SDC	Sino-Danish Center, Education and Research, Denmark / China		Prof. Hans Gregersen, Executive Director
8. EURODOC	European Council of Doctoral Candidates and Junior Researchers, Belgium		Ludovic Garattini, President
9. MCO	Magna Charta Observatory, Italy		Prof. Dr. Üstün Ergüder, President Istanbul Policy Center, Sabanci University, Turkey
10. CIRGE	University of Washington, USA	Faculty of Arts / Center for Innovation and Research in Graduate Education	Prof. Maresi Nerad, Director
Associated Partners – Universities			
11. UoA	The University of Auckland, New Zealand	Department of Anthropology and Centre for European Studies	Prof. Cris Shore
12. ESSCA	ESSCA School of Management, France		Prof. Dr Wei SHEN, Professor of International Relations. Director of the ESSCA Shanghai Campus
13. UP	University of Provence,	The Laboratoire Méditerranéen de	Dr Corine Eyraud, Maître de

	France	Sociologie (LAMES)	conférences
14. UCSB	University of California, Santa Barbara, USA	Department of English	Prof. Christopher Newfield
15. UCSC	University of California, Santa Cruz, USA	Department of Anthropology	Prof. Donald Brenneis
16. CU	Cornell University, USA	Department of Anthropology	Prof. Davydd J. Greenwood
17. DU	Deakin University, Australia	Faculty of Arts and Education, School of Education	Prof. Jill Blackmore, Director
18. SU	The University of Sydney, Australia	Faculty of Education and Social Work	Prof. Anthony R. Welch
19. HKIE	The Hong Kong Institute of Education, China	Centre for Governance and Citizenship	Prof. Mok, Ka Ho, Joshua, Associate Vice President
20. HKU	The University of Hong Kong, China	Faculty of Education	Dr Rui Yang, Assistant Dean
21. ZU	Zhejiang University, China	College of Education	Prof. Gilsun Song, Assistant Dean
22. BNU	Beijing Normal University, China	Institute of International and Comparative Education	Prof. Liu Baocun, Director
23. SJTU	Shanghai Jiao Tong University, China	Center on Graduate Education Research, College of Education	Prof. Shaoxue Liu, Director and Vice Dean
24. NUS	National University of Singapore, Singapore	Asian Migration Research Cluster, Asia Research Institute	Prof. Brenda S.A. Yeoh, Cluster Leader
25. TJC	Tokyo Jogakkan College, Japan		Prof. Takao Kamibeppu
26. UKM	The National University of Malaysia	Institute of Ethnic Studies (KITA)	Distinguished Prof. Shamsul AB, Founding Director
27. UBC	The University of British Columbia, Canada	Centre for Policy Studies in Higher Education and Training, Faculty of Education	Prof. Hans G. Schuetze

Three of the above partners (FP1 AU, FP2 UB and AP11 UoA) are partners in the FP7 PEOPLE IRSES project URGE (University Reform, Globalisation and Europeanisation) (2010-13, PIRSES-GA-2009-247565).

That project has generated not only knowledge exchange but a new collaborative research agenda, which is the basis of this application. Four new European partners have been selected with the additional expertise required successfully to address the new topics in the research agenda. Associated partners have been chosen from the private, socio-economic actor and university sectors who fulfil two roles. They both offer a specific area of training or expertise in doctoral education and they extend the partners' specialist knowledge and regional expertise, especially concerning the Asia Pacific Rim.

B.2 Scientific & Training Quality

B.2.1 Project Overview and Main Objectives

University education and research have important roles to play in the world of the 21st century. To compete in the global knowledge economy the European strategy is to create a European Research Area (ERA) and a European Higher Education Area (EHEA). Other kinds of strategies have formed in other world regions. These strategies have to be understood within a geographic shift in emerging centres of power from Europe to the Asia Pacific, and particularly East Asia.

This UNIKE programme of research training aims at developing the knowledge and skills in early career and more advanced researchers to enable them critically to examine how universities in regions of the world are being reformed in this process of creating knowledge economies and societies. UNIKE researchers will develop their research capabilities through focusing on the two global shifts.

The principal objective of the network is to develop a critical mass of research capacity which examines how processes of creating regional and global knowledge economies are redefining the nature and scope of universities in Europe and the Asia Pacific Rim.

This objective, and the challenging new research agenda to which it gives rise, are the successful result of the FP7 PEOPLE IRSES project URGE (University Reform, Globalisation and Europeanisation). Knowledge exchange between partners in Denmark (AU), UK (UB) and New Zealand (UoA) widened the existing agenda on university research and the range of disciplines associated with this field of inquiry. The URGE programme has generated new perspectives and research questions about the transformation of an institution central to policy projections of the future. This UNIKE proposal extends the ambition to answer the research questions which have emerged from a new constellation of disciplinary perspectives. In doing so, it not only contributes a deeper understanding of the EU policies to form European Research and Higher Education Areas (ERA, EHEA), but through critical and comparative analysis of the enormous effort that has gone into university reform, UNIKE strengthens and develops that policy direction.

The above research objective calls for new theories and methods for comparing and analysing the transformation of universities globally and regionally. Among signatories to the Bologna process, stretching from Europe to the Urals and central Asia, research on processes of coordination which focuses on the policy's own high order frameworks and abstract concepts rarely uncovers what similarities and diversities are actually emerging on the ground. How, in what ways, with what outcomes are processes of creating the ERA and EHEA not only preparing Europe for global competition but also acting as a model and motor for globalisation in other regions? How, in what ways, and with what outcomes is this model being projected through inter-regional organisations, such as ASEM (Asia-Europe Meeting)? And what other strategies are being adopted, not least in APRU's (Association of Asia-Pacific Rim Universities) vision of the role of university research in the formation of the region. What roles are being played by a newer range of actors that includes ranking organisations, publishing firms, and international student recruiters?

The ambition of this ITN is to develop theoretical and methodological approaches, and research capacities that enable the tracing out of processes of transformation spanning transnational, national, institutional, departmental and individual scales. To grasp how managers, academics and students in their everyday practices adopt, modify or contest trans-national, national and institutional policies, and take their own alternative initiatives, requires not only an expanded and invigorated approach to researching the transformation of universities, but the development of capacity, via networked expertise in research training, to make systematic explorations of these questions. Where the research on university reform has tended to focus on one or other aspect of reform – e.g. the policy role of trans-national organisations, or the reforms of

university governance and management – this has not revealed their cumulative effects on what is actually happening ‘on the ground’ and in the sector as a whole. Comparative analysis of university transformations demands strengthened and strategic European networking of expertise in the analysis of the sector, and improved collaboration between European and ‘third country’ researchers, especially in the Asia Pacific Rim, using a model of distributed interdisciplinary cooperation.

URGE’s re-scoping of the field, to locate universities in new socio-economic and political complexes, has led to the identification of relevant partners from the private sector and among key socio-economic actors at the forefront of developments. This is a new departure for disciplines that do not have a tradition of collaborative research with the private sector. Each private sector and socio-economic partner is chosen for their contributions to widening the knowledge base and the scope of the training, and as best situated to facilitate high impact dissemination of research outputs. Their contributions are tightly structured into the programme and individual projects, as specified below. The result will be a network across Europe and the Asia Pacific and a new generation of highly skilled researchers, better able to analyse and act on the future development of institutions central to the knowledge economy.

B.2.2 State of the art and innovations

In Europe, governments have embraced international agendas for university reform (EU, OECD, World Economic Forum, UNESCO and the World Bank) on the understanding that the future lies in the development of an ideas-driven competitive global knowledge economy. By arguing that the two ways to compete successfully in this economy are through transfer of research findings into innovative products and through a higher education system that can attract international trade and produce a highly skilled population, universities are placed at the centre of strategies to prosper in this new economic regime. For ten years, the Bologna Process has promoted the coordination of university degree structures and quality assurance and the mutual recognition of qualifications and periods of study. This aimed not only to enhance student mobility in Europe, but through ‘Tuning’ projects and the Asia-Europe Meeting (ASEM), the Bologna Process has been projected into the Asia Pacific as a way of organising both regional and international mobility and trade in higher education, and as a potential model for creating other higher education regions. Doctoral education has also come under scrutiny by the European Universities Association (EUA) and the European Council of Doctoral Candidates and Junior Researchers (EURODOC) as well as in surveys and reports from Asia Pacific Rim countries, notably the USA. Here the EU’s ITN initiative and the National Science Foundation’s IGERT programme are themselves significant.

In the URGE project our New Zealand partner, with their links to other countries in the Asia Pacific, showed that there are multiple points of origin for current university reforms and several competing agendas or models for reform, which raise questions about the purpose and very idea of the university and the role of universities in regional formation. The UK partner has demonstrated that to focus on changes to universities alone is not sufficient to explain current changes to the sector. Academic work has spawned a plethora of new private companies, forming a new university-industrial complex in the knowledge economy, whose composition, key concepts and operations, and articulations to the existing sector are poorly understood. The Danish partner has developed a new approach to analysing changes in the ways universities are re/organising and interacting with their new environment from the multiple perspectives of policy makers, managers, academics and students. Preliminary meetings of UNIKE partners confirmed that researchers from several disciplines are raising serious questions about what is going on within universities.

URGE’s preliminary work in combining perspectives from education, sociology, political economy, geography and anthropology holds promise for answering questions about the re-shaping of universities in knowledge economies in ways that combine comparison with context. Studies inspired by an ‘anthropology of policy’ also question the dominant motif, that reforms ‘trickle down’ from governments to institutional managements and thence to academics at the chalk face. On the contrary, ethnographies of universities in Denmark and New Zealand show that there is a need to grasp a much more complex mixture of compliance,

contestation and transformation to understand how academic practices are changing. When policies, like the Bologna Process, travel across Europe and between regions, it is also unclear how appearances of similarity are sustained and what is actually going on underneath. Is a parametric policy model in fact creating uniformity? Would there be value in a more stochastic approach, if unexpected and positive deviants offered ‘unlikely but liberating outcomes’ (Argyris et al. 1985)? As a result of this review of current knowledge about university reform, the questions arising and the promise shown by new inter-disciplinary approaches and methods of inquiry, the overall objective, stated above, has been refined into three work packages (WPs). These three work packages organise the research programme and training activities.

- **WP1 Concepts and theories** explores a new conceptual and theoretical framework to analyse the role of universities in contrasting globalised and regionalised knowledge societies and economies.
- **WP2 Trends and developments** compares how universities in Europe and the Asia-Pacific Rim are being reshaped as knowledge organisations, with new methods of ‘coordinating’, internationalising and trading in higher education, new expectations of universities’ roles in the society and economy, and intensified interactions with a penumbra of burgeoning industries which publish, audit and rank their performance.
- **WP3 Policies and practices** will develop extended case studies to compare how such ‘re-missioning’ of the university has been accompanied by changes to the financing, governance and management of universities, and how these processes affect academic practices and identities and the very idea of the university.

Work package 1: Concepts and theories

This Work Package seeks to construct new theories and methodologies for analysing the nature and consequences of the transformation of Universities across the globe, from ivory tower academies to key engines of the global knowledge economy. These transformations reverberate across the whole sector, and across all continents. A crucial element of this WP is recognising that those consequences take a very wide range of forms and intensity, and the key questions are: How does the range and intensity of university transformations affect conceptions of higher education and its public and private responsibilities? Why do countries and institutions join in this process of reform and what trade-offs are involved?

The WP will address the novel conceptual and methodological challenges posed by the transformation of higher education at institutional, national, regional levels through a focus on the nature and consequences of the *range* of relationships that emerge from responses at all levels to these challenges, and on constructive and effective means of addressing them. This means not just asking how ‘traditional’ forms of the University can be maintained, but developing new understandings of, and responses to, their changing nature.

Five ESR projects based at three Full Partners will belong to WP1

ESR 1: ASEM meetings and HE ‘policy travel’ from Europe to Asia

Bristol University, Roger Dale

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

Links with other projects: Synergies with ESR2’s focus on the experience of ‘small’ countries in international negotiations, ESR 6. Secondment with AP7 SDC

ESR 2: Internationalisation of higher education in centres and peripheries

Ljubljana University, 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.

Links with other projects: ESR1, ESR6, ESR9, ESR11. Secondment with AP6 APRU

ESR 3: Conjunction of ‘world cultures’: attempts to combine Confucian and Western educational traditions

Aarhus University, 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? Case: Design and teaching of Sino-Danish Centre courses from the perspectives of teachers and students.

Links with other projects: ESR9, ESR12. Secondment with AP7 SDC

ESR 9: Academic values between globalisation and globalism

Ljubljana University, 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.

Links with other projects: ‘Differentiation, Equity, Productivity: the social and economic consequences of expanded and differentiated higher education systems – internationalisation aspects’ (DEP-08-EuroHESC-OP-016). ESR2, ESR3, ESR6, ESR10, ESR11, ER2. Secondment with AP9 MCO

ESR 12: Comparing models of doctoral education

Aarhus University, Susan Wright

Objective: To compare the European and US flagship models (IGERT and ITN) which aim to prepare doctoral education for a ‘global future’ and the latest changes in Chinese doctoral education.

Links with other projects: ESR11, ESR3. Secondment with AP10 CIRGE, visit to AP23 SJTU

Work Package 2: Trends and developments

Over the past two decades, important changes have occurred in the political economy of higher education, as advanced scientific knowledge is viewed as an engine for individual and economic and social development, a means for developing a competitive and productive services sector, and an important revenue earner for institutions and national governments (Marginson, 2009; Fielden and Middlehurst, 2010). Policies promoting individual investments in university knowledge (Callander, 2010), in institutional reforms to promote the development of ideas, innovations and patents (Slaughter and Rhodes, 2002) and to attract talent and brainpower from around the world (Robertson, 2010), as well as ways of identifying and promoting national and global excellence (Hazelkorn, 2011), have become central activities for European and Asia-Pacific Rim countries. New models are emerging, based on a rather different conceptual language (hubs, networks, learning cities, higher education area), intended to overcome the rigidities of existing, largely national, models. These strategies are being pursued by institutions in cities and sub-national territories, and at national and supranational scales, and involve the development of a new regulatory architecture.

Studies of a new ecology of companies, financiers, government agencies and universities concerned with nanotechnology, life sciences, pharmaceutical and information technologies are under way (Slaughter and Rhoades, 2004). A few ethnographies are beginning to explore researchers’ own ways of handling this environment (Hansen 2011). However, studies to date tend to draw upon one discipline, on the one hand, and limit their focus to the few star disciplines, on the other. Our preliminary investigations indicate that the new industrial complex around universities is much more complicated than reported to date – involving a range of actors often not visible on first glance. These include firms brokering student mobility, think tanks, incubators which sit on university campuses and science parks, publishing firms who have become active in developing auditing, citation and ranking technologies, firms conducting student satisfaction surveys, or who provide bespoke packages for institutions aimed at developing creative individuals, cities and regions.

From the other direction, universities are being asked to account for the significant investments of public funds within the sector. They are encouraged to be more outward facing toward their publics and to

explore new ways of sharing knowledge beyond the rather narrow channels of knowledge dissemination. New digital technologies are increasingly being harnessed for these purposes and promise significantly to transform how and to whom knowledge is being distributed. Similarly, academics are responding to the changing environment by creating new roles as academic entrepreneurs engaged in developing start up firms and patenting ideas.

Three ESR and two ER projects based at three Full Partners will belong to WP2

ESR 4: Mapping the field of higher education industries, and choosing case studies

Bristol University, Susan Robertson

Objective: To map, develop regional typologies, and investigate cases drawing on new theoretical and methodological approaches to the 're-missioning', 're-sectoralising' and 're-ordering' of higher education.

Links with other projects: ESR5, ESR6, ER2. Secondment with AP3 ACA

ESR 5: Audit culture and the industries of ranking

Aarhus University, 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.

Links with other projects: ESR4, ER1, ER2. Robertson/Olds' work for OECD. Secondment with AP1 THE

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

ENS de Lyon, Jean-Louis Derouet and Romuald Normand

Objective: To analyze the relationship between think tanks and academic knowledge, the kind of knowledge they prioritize and produce, and how new academic entrepreneurs are emerging as 'mediators', 'translators' and 'gatekeepers' between the worlds of business, universities and media.

Links with other projects: ESR6, ESR9, ESR11. Secondment with AP4 GHK

ER 1: New landscapes of publishing and knowledge dissemination

Bristol University, Susan Robertson

Objective: To generate an account of new forms of publishing and knowledge dissemination in higher education (actors, activities, histories, interests, effects), and to examine the consequences for dissemination and impact.

Links with other projects: ESR5, ER2. Secondment with AP2 BB, visit to AP15 UCSC

ER 2: Academic entrepreneurialism, civil society and democracy

Aarhus University, Susan Wright

Objective: To identify concepts and forms of university-society relations and to understand and theorise the 'inner workings' of academics' actual interactions with 'surrounding society'.

Links with other projects: ESR4, ESR5, ESR9, ER1. The project will complement initial work by FP2 UB and AP11 UoA. Visits to FP2 UB and AP11 UoA

Work Package 3: Policies and practices

WP3 explores the dynamic relationship between the 're-missioning' of universities and their funding, governance and management. Finance, governance (decision-making for control, accountability and regulation) and management comprise a suite of control technologies which make possible and facilitate the trends and developments to be explicated in WP2. They are 'tools' to which governments and university managers increasingly turn to implement policy and strategy. As WP1 will make explicit, such technologies are far from neutral and objective - they shape and determine the course of organisations, mediating power relationships within them. For instance, the introduction of commercial accounting approaches in a university may lend power to finance professionals at the expense of academic autonomy and also redefine the institution as one with a profit-seeking motive. These control regimes also shape the working lives of academics, regulating and disciplining behaviour and creating new modes of resistance. WP3 seeks to address what control technologies have been embedded and what effects they have on organisational forms

and ethos, and on academic identities. It will also explore the routes to adoption in differing regions. Most innovatively, this work package will seek to map possible alternative funding, governance and management regimes of control which might have wholly different, and perhaps more beneficial, impact on the transformation of universities. The projects in WP3 will take the form of a set of extended case studies.

Four ESRs and one ER based at 3 Full Partners will belong to WP3

ESR 6: Governance through Autonomy – A context-rich comparative study

University of Porto, 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.

Links with other projects: ESR1; ESR2; ESR4; ESR9; ESR10. TRUE (Eurohesc/ESF) – ‘Transforming Universities in Europe’ (Individual Project – Governing and Governance in Higher Education) both focus on the analysis of the impacts of the changing landscape in higher education institutions. Secondment to AP6 APRU, visit to AP25 TJC

ESR 7: Alternative ownership, finance and organisation

Roehampton University, Rebecca Boden

Objective: To model and evaluate alternative business forms (such as cooperatives) which might be adapted and adopted as models for university governance and management.

Links with other projects: ESR4, ESR5. Links to ongoing work between FP1 AU, FP3 RU, AP16 CU and Glasgow University, visit to AP16 CU.

ESR 8: Management and gender

Roehampton University, 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.

Links with other projects: ESR4, ESR5, ESR9. The project will link to AP17 DU’s comparative project on management and gender in universities worldwide, visit to AP17 DU

ESR 11: Impact of governance changes on the educational categories and internal life of universities

University of Porto, António M. Magalhães

Objective: The project examines the reconfiguration of educational categories resulting from the changes to governance in higher education. As the Bologna 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.

Links with other projects: ESR2; ESR9; ESR10; ESR12

ER 3: The conditions and characteristics of Homo Academicus Europeanus in the European Higher Education and Research Area

ENS de Lyon, Jean-Louis Derouet and Romuald Normand

Objective: to study the impact on, and new opportunities for, careers, strategies and professional practices, especially among young academics posed by the creation of a European Research Area, new modes of governance and institutionalisation, and the restructuration of the profession.

Links with other projects: Visit to AP11 UoA

B.2.3 Research training to meet methodological challenges

The three Work Packages and their constituent projects face a common methodological challenge: to grasp changes to the research and higher education sectors that are happening *comparatively* across two key regions of the world and that encompass multiple *scales*, from the trans-national to the local and individual.

The research training programme will engage all the ESRs and ERs in exploring these challenges of comparison and scale and in acquiring the advanced technical skills and new methods needed to address them. Even though they are engaged in individual projects, this common research training programme will produce a highly skilled cohort who participate in a shared research agenda and have sufficient working knowledge of each others' disciplines, techniques and methods to generate synergies and theoretical breakthroughs and advance knowledge on the changing role and nature of universities in knowledge economies.

The research training programme addresses these new theoretical and methodological approaches in 6 training packages:

- a. Global processes and regional spaces.** New ways of conceptualising the diverse and overlapping regional spaces that governments and universities are forming in Europe and the Asia Pacific Rim (FP2 UB, AP6 APRU, AP11 UoA). Techniques of modelling and mapping needed to grasp them (FP2 UB).
- b. Policy travel.** A conceptual grammar for analysing policy movement across space (FP2 UB) and an 'anthropology of policy' to trace transformations across scales (FP1 AU, AP11 UoA). Techniques for analysing policy terms, texts and power relations (FP1 AU, AP11 UoA, AP15 UCSB).
- c. Mapping knowledge economies.** Scoping the emergence of a new higher education policy sector as encompassing state, private and socio-economic actors (FP2 UB) and techniques for mapping and visualising these networks (FP2 UB).
- d. Ranking and governance.** Understanding new forms of governance and how their mechanisms (rankings, citations) operate across scales - 'world', national, institutional, individual (AP1 THE, FP5 UPORTO, FP1 AU). Statistical skills to analyse their operation (FP2 UB's Centre for Multi-level modelling).
- e. Management technologies.** Gaining much greater purchase on the shifts in roles, power relations and values within universities by combining analysis of the sociology and politics of higher education (FP4 LU, FP5 UPORTO) with critical management accounting (FP3 RU, AP13 UP) and anthropologies of organisations (FP1 AU, AP16 CU). This entails technical skills in analysing budgeting processes and financial flows (FP3 RU).
- f. Figures in the higher education landscape.** How to analyse transformations of the figure of the manager, academic, student, and the university itself - do people simply take on a new garb designed by policy makers, or are they actively involved in negotiating their own roles and the meaning of the university itself? A structured knowledge exchange between perspectives from anthropology, sociology of education, geography and philosophy (FP1 AU, FP2 UB, FP5 UPORTO, FP6 ENS DE LYON, AP11 UoA).

B.2.4 Contribution of private sector and socio-economic actors in the research programme

Private sector and socio-economic actors have all been selected because they offer specialist knowledge and a particular vantage point on the field of university reform. Their contributions are each specified in their 'letter of commitment' (B.9) and are as follows:

- Each private sector and socio-economic actor is scheduled to contribute their knowledge to a workshop or summer school.
- 4 of the private sector associated partners and 4 of the socio-economic actors are hosting a secondment for 3-6 months (see list of Secondments in Table B4.4.3 and organisation of secondments in B.3.6).
- The academics and many of the private sector and socio-economic actors are available as a resource for the ESRs and ERs to contact for specialised knowledge, references and networking, for their own projects and for their virtual seminars (described in section B.3)
- Most university associated partners (AP10-27) wish to host an ESR/ER as a visiting researcher.

- All associated partners will contribute to annual reviews of the overall research and training programme, through their participation on the Advisory Board.

Table B.2.1 List of Work Packages

WP No.	Work Package Title	Type of Activity	Lead Participant	Other Participants	Start Month	End month
0	Start up	Training	AU	FPs, AP11 UoA	1 - Feb 2013	12 - Jan 2014
1	Concepts and theories	Research	UB/LU	All	6 - Jul 2013	48 - Jan 2017
2	Trends and developments	Research	UB/ENS	All	6 - Jul 2013	48 - Jan 2017
3	Policies and practices	Research	RU/ AU/ UPORTO	All	6 - Jul 2013	48 - Jan 2017
4	Training programme	Training	AU	All	9 - Oct 2013	48 - Jan 2017
5	Dissemination & Outreach	Dissemination & Outreach	UB	FPs, AP11 UoA, ESRs, ERs	9 - Oct 2013	48 - Jan 2017
6	Project completion	Research	AU	ER1, All	30 - Jul 2015	48 - Jan 2017
7	Evaluation	Training	AU	FPs, ESRs, ERs	1 - Feb 2013	48 - Jan 2017
8	Management	Management	AU	FPs, AP11 UoA,	1 - Feb 2013	48 - Jan 2017

B.3 TRAINING

B.3.1 Objective, importance and timeliness

The principal aim of the training programme is to produce a networked group of expertly trained, mobile and independent future research leaders who are highly competent to work in a range of sectors and develop new, critical and interdisciplinary analyses of the role and scope of universities in global knowledge economies and regions.

The second aim is to create a cohort of current and future research leaders committed and able to develop doctoral education in their own institutions and internationally.

Concerning the first aim, research training has assumed new importance because of universities' new-found prominence in national and regional strategies to compete in the knowledge economy. This programme assembles leading researchers from Europe and the Asia Pacific Rim who both critically analyse current developments and possible future scenarios, and engage in dialogue with commercial researchers and national and international policy makers. They will facilitate the ESRs' and ERs' development of the skills needed to combine criticality with practicality. For the first time in this field, private sector and socio-economic actors are incorporated into the research programme.

Among the partners there is a commitment to reinvigorate the research agenda by developing new theoretical approaches and methodologies in the three Work Packages described in Section B and the six training packages in B.2.3. This agenda, to reframe the regionalisation and globalisation of universities, their 're-sectoralisation' and their cross-scalar processes of transformation, requires that training in university studies, which has hitherto focused primarily on higher education, comparative education and sociology be widened in this programme in collaboration with anthropologists, geographers, political economists, philosophers, statistical analysts and organisation, management, accounting and language specialists.

Concerning the second objective, international developments in doctoral training are both part of UNIKE's research agenda and a source of inspiration for practical improvements. ESR12 will gain special insight into questions of how to combine critical analysis with practical action. Trained by CIRGE in techniques to evaluate doctoral programmes, s/he will see this in action when CIRGE makes annual formative evaluations to assist the programme manager and the Full Partners in reflexive analysis which will feed into annual improvements to the UNIKE programme. All partners also have mechanisms for feeding back good practice from UNIKE to improve their institution's doctoral training and UNIKE will also contribute its results to the burgeoning international debate about doctoral education.

In recognition of the urgent need to develop new approaches to research and training on this issue of high importance in the EU and elsewhere, two of the partner universities (FP3 RU, FP6 ENS) will use their participation in UNIKE as a basis for developing new centres of research and doctoral training on higher education which will reconceptualise and reinvigorate the research field. For other partners (FP1 AU, FP2 UB, FP5 UPORTO) the programme will add depth and range to their current expertise. These are clear signs of UNIKE's timeliness.

B.3.2 Structure of training programme to meet UNIKE's First Aim

The training programme for ESRs and ERs is organised in three pillars – scientific, complementary and personal skills. Their achievement is planned and monitored through each participant's Individual Research, Training and Career Plan.

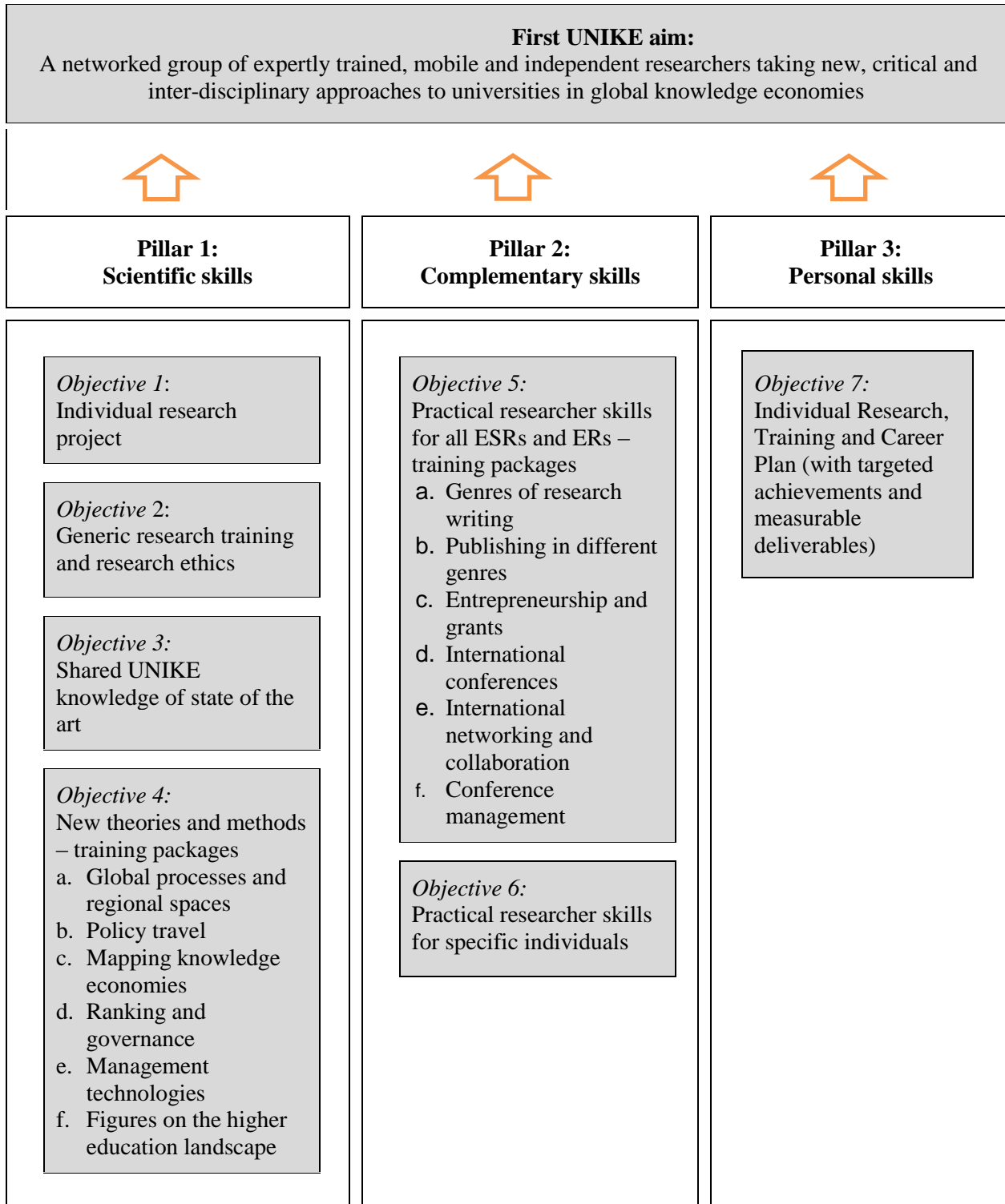


Figure 1: Structured UNIKE training programme: objectives organised in three pillars - scientific, complementary and personal skills

Pillar 1: Scientific skills

Objective 1: Individual research project

Methods:

- Each ESR and ER has their own project (described in B.2.2) and receives individual supervision. Initial project descriptions will be refined within the first six months, when each researcher must produce a detailed research plan.
- Suited to the topic of their individual project, each ESR and ER has a secondment to a private sector company or socio-economic actor and/or an extensive research visit at an Associated Partner with relevant specialist knowledge. (See descriptions of projects in B.2.2 for extensive research visits and Table B.4.3 for detailed list of secondments).

Success criteria: Detailed research plan and plan for secondment and/or research visits included in Individual Research and Training Plan and carried out as scheduled. Other shorter research visits to private sector, socio-economic actor or university partners will be added later as relevant to the ESR/ER's programme.

Objective 2: Generic research training and research ethics

Method:

- Each partner institution provides courses in social science/education research training. Information about these courses is being shared between the partners so that, where a course is not available in a language spoken by the ESR or ER, they can choose a course at another partner. They can also take a specialist course offered by a partner and needed for the ESR or ER's individual project. Students will be encouraged to develop a broad set of theoretical and methodological (qualitative and quantitative) skills.

Success criteria: Completion of ECTS required by own institution.

Objective 3: Shared UNIKE knowledge of state of the art

Methods:

- The researchers on each WP will form an ESR-led team to collect, share, debate, develop and publish knowledge. They will use Associated Partners as specialist resource persons for contacts, references and electronic interview. The ESRs will run a series of 'webinars' to share their research and will be encouraged to consider using a wiki to enhance their communication and knowledge sharing. The UNIKE website will host students' blogs to disseminate their analyses of literature or policies.
- For each Work Package there will be one workshop and one summer school, compulsory for all full partners, ESRs and ERs. Some associated partners will teach on each workshop and summer school; other associated partners and their doctoral students are welcome to participate (within totals set by facilities and pedagogy). The Auckland summer school and the final conference will be summative and public events involving all the Work Packages and showcasing the results of UNIKE's work. At each event participants will share their research, thereby building up a common body of knowledge.

Success criteria: Each ESR and ER participates in WP teams and attends at least 6 out of 8 UNIKE events. Each ESR and ER conducts one electronic interview or virtual seminar, writes one blog and gives one paper to a UNIKE event.

Objective 4: New theories and methodologies – training packages

Method:

- The 6 training packages on theoretical and methodological challenges and new research techniques are specified in Table B.2.3 below, along with details of which full and associated partners will teach them. These training packages will be compulsory for all ESRs and ERs and taught at the six workshops and summer schools as set out in Table B.3.1 below. The training packages cover:
 - a. Global processes and regional spaces
 - b. Policy travel
 - c. Mapping knowledge economies
 - d. Ranking and governance
 - e. Management technologies
 - f. Figures on the higher education landscape

Success criteria: All ESRs and ERs complete at least 5 of the 6 training packages.

Pillar 2: Complementary skills

Objective 5: Practical researcher skills for all ESRs and ERs:

Methods:

- Each of the UNIKE workshops and summer schools will involve associated partners from the private sector and socio-economic actors not only in providing knowledge but in delivering training packages on skills relevant to employment in their sector. Pedagogically, this has the advantage of integrating knowledge and skills. Some of the partners and associated university partners also have specialist expertise.
The training packages are as follows:
- a. **Genres of research writing:** All ESR/ERs will be tutored in writing an abstract, thesis, article (FP2 UB, FP1 AU are journal editors), report (FP4 LU is author of numerous reports for EU, Bologna Ministerial meeting), op ed (AP1 Deputy Editor of Times Higher Education) and blog (FP2 UB runs a well-respected academic blog)
- b. **Publishing in different genres:** The package will take ESR/ERs through the processes of publishing in different formats, with consideration of the audiences they reach. Genres include: book (AP2 BB), article (AP2 BB and AP5 Routledge), on-line, open access (e.g. invite Gustavo Fischman, Arizona State, editor of open access journal *Education Policy Analysis Archives* or Gerald Jackson, Editor, NIAS Press based at Copenhagen University and publishing for the Asian academic market www.niaspress.dk)
- c. **Entrepreneurship and grants:** creating a consortium and planning a project (UB); application writing (AP15 UCSC is a member of NSF grants committee, FP1 AU is a member of Swedish Research Council); and the support available for universities' research support staff (AU, UB, UoA).
- d. **International conferences.** Each ESR will be funded to participate in two international conferences and each ER to participate in one. Abstract writing will be part of the workshop on writing genres (above) and feedback on papers to UNIKE workshops and summer schools will develop ESR/ERs' presentation skills.
- e. **International networking and collaboration:** Membership of their ESR-led WP team will give ESR/ERs experience of international networking and collaboration in distant teams. It will be especially the role of ER1 to not only provide technical know-how for electronic networking, but to provide expertise in the facilitation of teams and the creation of scholarly communities at a distance.
- f. **Conference management.** Each ESR and ER will be a member of the organising team for a UNIKE workshop or summer school, responsible for contacting speakers, designing the programme, liaising with the local administrator and programme manager, and acting as chair and respondent in sessions.

Success criteria: Each ESR/ER participates in at least 5 of the 6 training packages, produces two publications in different genres and each ESR gives 2 and each ER gives 1 paper at international conferences. ESR/ERs participate actively in their WP team and in organising one summer school or workshop and include planning for future collaborative research in discussions with their UNIKE mentor (see below).

Objective 6: Practical researcher skills for specific individuals

Method:

- Where an ESR or ER's project requires specialist skills, they will be seconded to a private sector company (e.g. AP4 GHK for policy analysis) or a socio-economic actor (e.g. AP10 CIRGE for evaluation techniques) to gain those skills. An ESR or ER may arrange a research visit to associated university partner where there is particular expertise.

Success criteria: ESRs and ERs identify any such specialised training needs and schedule a secondment and/or visits in their initial Individual Research, Training and Career Plan, and carry it out.

Pillar 3: Personal skills

Objective 7: Individual scientific and training plan (with targeted achievements and measurable deliverables)

Methods:

- Each ESR and ER develops their Individual Research, Training and Career Plan within the first 6 months with the support of their supervisor. If their institution has similar requirements, they follow that model. Otherwise, a UNIKE template for the Research Plan requires development of a 15 page detailed project outline (problem formulation, literature review, theoretical approach, methodology, research sites and methods, dissemination plan and time plan). The Training Plan identifies scientific and complementary

training needs and how they will be met through supervision and mentoring, the university's generic research training, other partners' courses, and the UNIKE secondment, research visits, training packages, workshops and summer schools. The Career Plan is based on the Model Career Development Plan for Marie Curie Fellows available at CORDIS.

- Each ESR or ER has a UNIKE mentor (a critical friend), who discusses this plan with the researcher and their supervisor after 6 months and annually thereafter, to assess progress, take stock of experience and developments, agree any well-founded changes and discuss plans for the next stage – using reflective practice for training researchers and lecturers based on Kolb's learning cycle
http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php
- The ESR and ER may contact their mentor at any time, as a leading scholar in the field, for scientific knowledge and career guidance.

Success criteria: Each ESR's and ER's Individual Research, Training and Career Plan is agreed after 6 months and revised every 12 months thereafter. Plans contain a good range of secondments, visits and events. ESR/ERs evaluate the planning and meeting with their mentor as valuable

B.3.3 Extra training for ERs

Each ER will participate in the three pillars of the training programme, as above. They will be allocated a supervisor at their own institution, and a UNIKE mentor. In addition the ER's will be offered the following opportunities to enhance their careers as independent researchers and team leaders:

- Intersectoral and interdisciplinary experience and training – each ER's project involves a secondment to another sector, an international visit to researchers working on an allied topic from another disciplinary perspective, and/or an invitation for a relevant associated partner to come on a research visit to the ER's institution (see ER1, ER2, ER3 projects in B2 above).
- Capacity to build collaborations – each ER will build up an international network of researchers on their topic and with the support and advice of their supervisor, their institution's research officer, and their UNIKE mentor, identify opportunities to apply for a future collaborative research project.
- Active role in management – Each ER has a specific role in the management of the UNIKE programme.
 - ER1 facilitates the 3 WP teams in using electronic technologies and creating academic communities at a distance. E.g. they will use IT to network with and interview relevant resource persons among the associated partners, hold ESR-run webinars, and experiment with wikis and blogs.
 - ER2 supports the UNIKE manager in the programming and organisation of the workshops and summer schools.
 - ER3 assists the Network Coordinator in managing the Project Completion (WP6), which involves creating the consortium and writing the application for the Erasmus Mundus PhD proposal, formulating the continuation strategy, organising the final conference, and the working with the Network to write the book proposal and negotiate a contract with publishers.
- Organisational skills – each ER will be responsible for turning their own research project and their network of links with the cognate research of partners and associated partners into a programme of knowledge exchange and training at one of the UNIKE workshops or summer schools. They will be part of the team organising that workshop or summer school.

B.3.4 Ratio of ESRs and ERs

The number of ESRs and ERs to be recruited by UNIKE accords with the structure of the 3 research work packages outlined in section B2. Each WP consists of 3-4 ESR projects (total 12) of 36 months and ER projects (total 3) of 20-24 months. Each partner hosts 1-3 ESRs and this is well within their capacity for the provision of supervision, research facilities and a good academic environment (set out in Forms B7). Three ERs are needed to help facilitate the collective activities of the research teams in each WP, and to gain managerial experience by each having a specific task: assisting in facilitating distributed academic communities; helping to organise the programme of workshops and summer schools; helping to manage the completion stage of the project. The ratio of ESR months to ER months in the project is 86% - 14% which is in accordance with the ITN guidelines.

B.3.5 Involvement of private sector and other associated partners

Five private sector companies, five ‘socio-economic actors’ and 17 associated university partners have been carefully selected to provide the following:

1. First-hand knowledge of the role of universities in knowledge economies from the perspectives of private companies and socio-economic actors
This knowledge will be accessed by ESRs and ERs through
 - Secondments for specific researchers (detailed in Table B.4.3)
 - Contributions from Associated Partners to Objective 4, the training packages of methodologies and research techniques detailed in B.2.3 and Objective 5, training packages of complementary skills, detailed above.
 - ESR/ERs’ interviewing and networking.
2. Complementary skills needed for employment as researchers for private companies and socio-economic actors. These skills are built into the secondments of individual ESRs and ERs and, as most sponsors of secondments are also scheduled to teach the whole cohort of students in training packages (Objective 5 above) all ESR/ERs will be familiarized with the modes of operation and the specific skills of the following sectors.
 - **Research consultancy** (AP4 GHK, AP9 MCO) – insights into how a consultancy operates, skills in report writing, policy analysis, distilling recommendations from research results
 - **Academic publishing** (AP1 THE, AP2 BB, AP5 Routledge, AP15 UCSC) – insights into current developments in book and journal publishing and news magazines, data and news gathering and dissemination, writing in genres ranging from academic articles to status reports and op eds.
 - **Educational development** (AP10 CIRGE, AP8 EURODOC)– map of the research centres, socio-economic actors and inter/governmental agencies active in policy development on graduate education, current knowledge and policy agendas, evaluation techniques, strategies for institutional change .
3. Specialist knowledge of university reforms in the Asia Pacific rim. Private sector, socio-economic actors and academic associated partners offer the following:
 - AP6 APRU actively assessing its own role and university developments in member countries
 - AP3 ACA newsletter following and analysing higher education developments in Europe and beyond.
 - AP7 SDC, Sino-Danish Centre engaged in the knowledge triangle and educational development in China.
 - AP10 CIRGE comparative research worldwide and especially with the AP23 SJTU’s Center on Graduate Education Research.
 - Academic experts on university reforms around the Asia Pacific rim - China, Hong Kong, Malaysia, Japan, Singapore, New Zealand, Australia, Canada and USA (Ap11 + AP14-27).

B.3.6 Organisation of secondments

Secondments have been offered for 3-9 months. In all cases it has been agreed that the company will appoint a mentor and beforehand, discussions between the mentor, researcher, and supervisor will establish the student’s task, their location in the organisation, and IPR and rights (or any restrictions) to publish material generated during their stay. There is a template for this agreement. All sponsors agree that the student can initiate an idea for the task that will advance their own research whilst providing the company with new and useful knowledge. All companies also have proposed tasks and experience that will give the students added value in terms of a vantage point onto the field in which they are researching, and a meaningful and very practical exposure to the working realities of a sector outside the academy where there are possibilities for employment using researcher skills. Each secondment entails specific knowledge and skills, and they will all learn to adapt their research skills to a specific task, learn a new genre of writing, and gain experience of working in a commercial organization. (See Table B.4.3 for details of secondments).

B.3.7 Improvement of doctoral training – to meet UNIKE’s Second Aim

To meet the second principal aim, as stated above, training is also organised in three pillars:

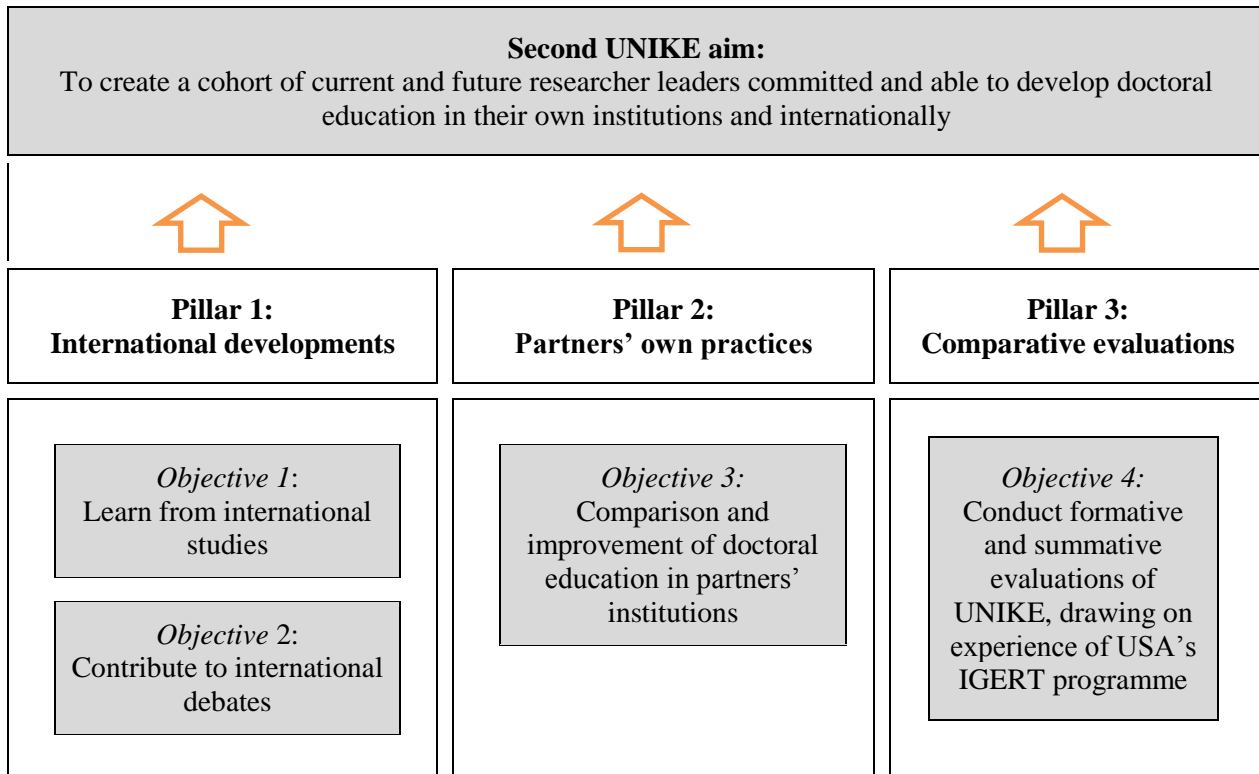


Figure 2: Structured UNIKE approach: training objectives regarding doctoral education organised in three pillars - international developments, partners’ own practices, and comparative evaluations.

Pillar 1: International developments

Objective 1: Learn from international studies.

Review reports and debates including the ‘Salzburg Principles’ and EUA’s Doctoral Education Projects, e.g. ‘Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe’ (CODOC); CIRGE’s Council of Graduate Schools Report – ‘Social Science PhDs – 5+ years out’; EURODOCS’ ‘Status of PhD students in Europe’; and Heggelund and Nerad (2008) *Toward a Global PhD?: Forces and Forms in Doctoral Education Worldwide*.

Method:

- A session at each workshop and summer school will focus on doctoral education. Sessions will review the above literature and invite participation from AP8 EURODOC and AP10 CIRGE and from FP4 LU, Pavel Zgaga, who is involved with the EUA’s Council for Doctoral Education and EURODOCS’ surveys on doctoral education and annual conferences. Research by ESR12 and ESR 3 on international developments in masters’ and doctoral education will also feed into these sessions.

Success criteria: Identify learning points and incorporate them in UNIKE’s practices and identify points of disagreement for public discussion.

Objective 2: Contribute to international debates

Methods:

- Follow unfolding developments, as many countries in Europe and the Asia Pacific Rim have embarked on an accelerated expansion of doctoral education, and ask their universities to review and experiment with their most specialist educational role.

- At the final conference there will be a session inviting AP8 EURODOC, UEA, AP10 CIRGE and associated partners working on doctoral education in the Asia Pacific Rim (AP11-27) to discuss the experience and lessons from the UNIKE evaluation.

Success criteria: One international journal article and one blog generating a debate on UNIKE's contribution to international doctoral education.

Pillar 2: Partners' own practices

Objective 3: Comparison and improvement of doctoral education in partners' institutions

Methods:

- The process of comparing doctoral education among the UNIKE partners has already started with the preparation of this application.
- A kick-off meeting of partners in June 2013 will continue the systematic process of sharing detailed knowledge about postgraduate recruitment and working conditions (referring to the 'European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers') and mutual recognition of each other's institutional training courses to widen opportunities for students (and cope with international students not knowing the local language of instruction).
- UNIKE survey of partners' practices of supervision, monitoring progress, research training provision. Identify and discuss differences, distil initial ideas for improvements.
- Use annual meetings of UNIKE mentors with ESR/ERs and supervisors to reflect on differences across institutions and sustain a continuous reflexive discussion of our practices of doctoral education.
- Use sessions devoted to doctoral education at each workshop and summer school to focus on a specific challenge, e.g. creating and maintaining face-to-face and virtual and dispersed doctoral communities, supervision practices and supervising by Skype, combining the development of core academic research skills and ethical awareness with opportunities to gain experience and complementary skills in applied research.
- Identify what added value an ITN programme like UNIKE affords researchers, beyond what an institution offers.
- Establish routes to mainstream in our own institutions successful new ways of broadening the skills and experiences gained in doctoral education and build the ideas into the development of new research centres at FP3 RU and FP6 ENS DE LYON.

Success criteria: Produce a series of UNIKE Notes on Doctoral Education. Each partner incorporates one new idea in their own or their institution's practices of doctoral education. In the long term, ESRs and ERs are committed and able to develop doctoral education in their own institutions (in whatever sector) and internationally.

Pillar 4: Comparative evaluations

Objective 4: Conduct formative and summative evaluations of UNIKE, drawing on experience of USA's IGERT programme

Method:

- AP10 CIRGE will use experience of evaluating the US NSF's **Integrative Graduate Education and Research Traineeship Program (IGERT)** to design and conduct evaluations of the UNIKE programme.

Success criteria: Annual formative evaluations are used to frame the partners' and the Advisory Board's discussions and refinement of UNIKE's operations and the ways it meets its objectives.

Final, summative evaluation is used to frame discussion of international doctoral education in UNIKE's final conference.

B.3.8 Role of Advisory Board

The Advisory Board meets annually to discuss a pre-circulated report on activities, detailed plan for workshops and summer schools, secondments and research visits, and the year's formative evaluation.

The roles of the Advisory Board are:

1. To review progress and achievement of the two principal objectives of the training programme by assisting partners in refining the research, complementary and personal skills requirements and by reviewing whether a suitable balance between these three pillars is being achieved and advising on improvements.
2. Reviewing the methods and success in developing doctoral education in partners' own institutions and internationally through discussions of international developments, examining their own practices, and conducting and using evaluations.

Table B.3.1 Main Network-Wide Training Events, Conferences and Contribution of Beneficiaries

	Main Training Events & Conferences	WP	Scientific Training Package ¹	Complementary Training Package ²	Lead	Project Month (est.)
1	Kick-off event (DK)	0	n/a	n/a	AU	5 – Jun 2013
2	Workshop (DK)	1	4a	5e	AU	9 – Oct 2013
3	Workshop (UK, UB)	2	4d	5b	UB	14 – Mar 2014
4	Summer school (SLO)	1	4b	5c	LU	18 – Jul 2014
5	Workshop (UK, RU)	3	4e	5d	RU	21 – Oct 2014
6	Summer/winter school (NZ)	1,2,3			UoA	25 – Feb 2015
7	Summer school (P)	3	4f	5f	UPORTO	29 – Jun 2015
8	Winter school (F)	2	4c	5a	ENS	33 – Oct 2015
10	Final Conference (DK)	5	n/a	n/a	AU	41 – Jun 2016

¹ Training packages

- a. Global processes and regional spaces
- b. Policy travel
- c. Mapping knowledge economies
- d. Ranking and governance
- e. Management technologies
- f. Figures on the higher education landscape

² Training packages:

- a. Genres of research writing
- b. Publishing in different genres
- c. Entrepreneurship and grants
- d. International conferences
- e. International networking and collaboration

Table B.3.2 Recruitment Deliverables per Participant

Participant No	Early-Stage Researchers		Experienced Researchers	
	Fellow Months	Number of Researchers	Fellow Months	Number of Researchers
1. AU	108	3	24	1
2. UB	72	2	24	1
3. RU	72	2	0	0
4. LU	72	2	0	0
5. UPORTO	72	2	0	0
6. ENS DE LYON	36	1	20	1
(Sub) Total	432	12	68	3

B.4 IMPLEMENTATION

B.4.1 Capacities of partners

Please refer to section B7 for the general capacities and facilities of each full and associated partner; key people's disciplinary perspectives, research strengths, experience of project management, research training and supervision: and ESRs' and ERs' access to these resources. Each associated partner has also specified their contributions to UNIKE in a letter of commitment in B9.

B.4.2 Partner selection and overall capacities

The six European full partners have been carefully selected to represent the range of research topics needed to achieve the theoretical and methodological advances planned for this research training programme. All leaders in their field, by bringing their different expertise to this shared research agenda, they generate the capacity to address the theoretical and methodological challenges of analysing the transformations of universities in knowledge economies.

Full Partner	Research focus
Susan Wright, AU	Anthropology of policy and social transformations
Roger Dale, Susan Robertson, UB	Globalisation and cultural political economies of scale
Rebecca Boden, RU	Critical management accounting
Pavel Zgaga, LU	Politics of higher education
António Magalhães, UPORTO	Governance of universities
Jean-Louis Derouet & Romuald Normand, ENS DE LYON	Social and symbolic orders of education

The full partners represent the disciplines of philosophy, sociology, political economy, management, and anthropology. This gives the Network strength in studying how large scale processes of change (political economy) connect with changes on the ground (anthropology, sociology) and the changes in ordering concepts (philosophy, anthropology), organization (management, sociology) and forms of governance and power (sociology, anthropology, philosophy) entailed. The URGE team at UoA is also of strategic importance to UNIKE because of the major role its research expertise has played in creating the theoretical and methodological basis for this project. UoA strengthens the Network's anthropology and critical educational studies and importantly adds considerable expertise in geography. Together these partners form the Management Board, but only the six European FPs (not AP – UoA) will receive EU funding and employ ESRs and ERs.

B.4.3 Selection of Associated Partners to Strengthen Knowledge of Asia Pacific Rim

Some of the European partners work on the internationalization of higher education (LU, UB) and have networks in the Asia Pacific, but UoA's importance to the UNIKE Network also lies in its strategic geographical position, poised between several regional models for the development of trade in higher education in the Asia Pacific. With its links to APRU, UoA has hitherto been the main contributor to the team's knowledge of regional strategies and university reforms in the Asia Pacific. Specifically with the aim of further strengthening knowledge in Europe about university reforms in the Asia Pacific rim, further associated partners have been chosen who are either located in Europe and have comparative knowledge (AP13 UP, AP12 ESSCA) or are renowned for knowledge of higher education in China (AP21 ZU, AP22 BNU, AP23 SJTU), Hong Kong (AP19 HKIE, AP20 HKU), Singapore (AP24 NUS), Malaysia (AP26 UKM), Japan (AP25 TJC), Australia (AP17 DU, AP18 SU), Canada (AP27 UBC) and USA (AP14 UCSB, AP15 UCSC, AP16 CU, AP10 CIRGE).

These Associated Partners provide an enormous knowledge resource to the project: they have offered to participate in workshops in Europe and to attend the Summer School in Auckland. The European partners each plan to invite 1-3 associated partners a year to stay on after a workshop or summer school as a visiting researcher at a partner institution to work with academic staff and doctoral students. Associated

partners will be available for ESRs/ERs to contact by email or electronic interview for knowledge, contacts and references to help with their projects. Most of the ESRs/ERs will visit one of these Associated Partners, either for an extended research stay or for a shorter research visit, e.g. after the Auckland summer school. Exchanges are also intended to be mutual. Associated partners will help advertise UNIKE positions and events. We hope to recruit ESRs/ERs from these partners and we hope their own doctoral students will participate (at cost) in UNIKE summer schools and workshops. We intend to foster our ESRs/ERs' networking with Associated Partners and their doctoral students so as to form future research and training consortiums and take the work of UNIKE forward after the end of the project.

B.4.4 Associated Partners' specialized contribution to training packages

Some of Associated Partners have been selected not only because of their regional knowledge of strategies for university reform in the Asia Pacific rim but also for specialized knowledge relevant to the scientific and complementary skills packages to be taught in the workshops and summers schools:

AP13 UP takes a critical accounting perspective on university reform. This approach is very rare and UNIKE has a very strong team to develop this aspect of WP3 with Dr. Eyraud (AP13) and Prof. Boden (FP 3) co-teaching on the RU workshop and advising ESR 7.

AP15 UCSC Prof. Don Brenneis has expertise on the publishing strategies of a wide network of professional associations, which he will contribute to WP2 by teaching in the ENS winter school and by hosting a research visit from ER1. He will also teach grant writing, based on his participation (and research on) the National Science Foundation.

AP16 CU Prof. Greenwood has specialist expertise both in the organization of universities and in participatory methods of organizational development in the private sector, which complements that of Prof. Wright on multi-perspectival ethnographies of university reform, and Prof. Boden on following financial flows. They will teach together on the UP summer school and Prof. Greenwood will host a research visit from ESR 7

AP17 DU Prof. Jill Blackmore leads a 7-country study of gender in university management and will share the findings in the ENS summer school and host a research visit from ESR 8.

B.4.5 Capacities and contribution of Evaluator

AP10: CIRGE (The Centre for Innovation and research in Graduate Education) University of Washington <http://depts.washington.edu/cirgeweb/c/> is a world centre of research and consultancy on doctoral education. CIRGE coordinates the 'Forces and Forms of Change in Doctoral Education Worldwide Network' (F&F Network) which engages researchers and experts in doctoral education from six continents in a series of international workshops and collaborations. One result is their forthcoming *Preparing PhDs for a Global Future: the Changing Nature of Doctoral Education under Globalization* edited by the Centre Director, Prof. Maresi Nerad. She has developed a methodology for longitudinal evaluation of development initiatives in doctoral education. In this, she has a close working relationship with the **AP23 SJTU** Center on Graduate Education Research, Shanghai Jiao Tong University and herself has conducted many evaluations of the USA National Science Foundation's IGERT programme.

Prof. Nerad has agreed to contribute her specialised knowledge to UNIKE by, first, hosting a secondment for ESR12 of up to 9 months whom she will train and supervise in an evaluation of two IGERT programmes and on translating this methodology into a comparative evaluation of two ITNs. Second, Prof. Nerad will evaluate UNIKE, provide annual formative evaluations to the Management Board and Advisory Board, and advise on the continuous improvement of the UNIKE training programme in the light of international comparisons, and will make a final summative evaluation. Third, the F&F Network will help worldwide dissemination of lessons from UNIKE's experience to develop this crucial element of future knowledge economies. In total Prof. Nerad will devote 4 months work over the UNIKE programme's 4 years.

B.4.6 Capacities and contributions of private sector and socio-economic actors

Private sector involvement in doctoral training is unusual in UNIKE's disciplinary fields. Companies have been selected that provide ideal sites for ESR's or ER's research topics. Companies' letters of commitment are in B9 and the secondments are detailed in Table B.4.3. In particular, for WP2, studies of the emerging

reformation of the higher education sector will be enormously strengthened through secondments with one of the top producers of world rankings (THE), a dynamic academic publisher (Berghahn – and Routledge is also offering to facilitate research), and a consultancy in the field of internationalisation of higher education (GHK). For WP1's studies of the internationalisation of higher education, another consultancy (ACA) gives a unique vantage point, but in this field socio-economic actors are most relevant - the Magna Charta Observatory, Sino-Danish Centre and Association of Pacific Rim Universities. The latter two provide important locations and networks for ESRs making comparative studies in the Asia Pacific countries. CIRGE's evaluation training for ESR 12 is described above.

All private sector and socio-economic hosts are offering secondments of 3-9 months. Senior people (e.g. THE's Deputy Editor; Berghahn's Managing Director) have offered to be mentors and combine work experience and elements of training (e.g. work on ACA's newsletter, Berghahn familiarisation with different departments) and with facilitation of research on the student's own project (e.g. APRU and SDC). These senior people have also agreed to participate in a workshop or summer school and not only contribute their knowledge to URGE's scoping of new developments in the sector (which many of them are also interested to learn about) but also contribute to the training packages on complementary skills necessary for widening researchers' employment prospects in the sector. All but one private sector or socio-economic organisation has offered to participate in the annual meeting of the UNIKE Advisory Board to review the linkages between the different elements of the UNIKE research training programme and between the programme and host universities' training, and to review the overall balance between scientific and complementary skills. These three facets – hosting secondments, contributing knowledge and training to workshops and taking an active role in the Advisory Board- represent the highest level of possible involvement in this research area.

B.4.7 Networking and exploitation of complementarities and synergies among partners

UNIKE's ambitious plans to considerably advance the state of the art on the three WPs and overall knowledge and theories about universities in the knowledge economy require effective internal and external communication. This will be achieved as follows:

Inter-personal knowledge exchange. Each WP involves interaction between senior researchers and 5 ESR/ERs who will work closely together for an extended period. In addition, as all workshops and summer schools are compulsory, all the senior researchers and ESRs/ERs in the programme will meet face to face three times a year. Care will be taken to create a sense of belonging to UNIKE's distributed academic community and an atmosphere of 'critical encouragement' and mutual confidence, which is needed for free exchange of ideas and to build high quality research capacity

Inter-project involvement. Within each work package, the 5 projects (ESR/ERs, supervisors and co-supervisors) improve their technical skill base and advance their scientific knowledge through their continuing active discussion and engagement with each other's projects. This will be achieved through regular ESR/ERs webinars; through supervising and co-supervising different projects; through exchanging work in progress by together planning and holding a workshop; and by formal presentations to advance knowledge and address the theoretical and methodological challenges in summer schools, the mid-way Auckland summer school and the final conference.

Long-term research collaboration. This tightly structured collaboration within the three WP teams and across the UNIKE network aims to create synergies between the different disciplinary approaches and knowledge of the full and associated partners, and to result in joint publications, future joint grant applications and an Erasmus Mundus PhD programme.

Programme website. A website, linked to those of the full and associated partners, will publicise the programme's positions, advertise activities, give visitor's contact details, and disseminate the programme's scientific results in a working paper series.

Innovative dissemination space ERI's UNIKE role is to use his/her research on emerging forms for academic communication to set up a platform for disseminating URGE's findings and results in impactful ways.

Scientific publications Each WP results in 5-8 scientific publications by the ESRs/ERs. These will be circulated for comment to ensure this knowledge is shared among the participants. This peer reviewing is to ensure the quality of these publications, which will be disseminated as working papers through UNIKE's website and submission to journals. The programme will result in an edited volume focusing on the central questions around which this collaboration coheres.

Publication protocol A protocol (such as successfully developed for the URGE project) for acknowledging both background and foreground knowledge, including from informal sources like workshop discussions will encourage idea-sharing and help protect junior researchers from power differentials in research teams. The protocol's formal rules on co-authorship and agreements on IPR prior to secondments also enhance the flow of information in the network.

B.4.8 Management team's experience of project management and allocation of time to UNIKE

Professor Susan Wright, Aarhus University (AU)

Professor Wright will coordinate UNIKE, take responsibility for day-to-day management, the functioning of the Management board and Advisory Board, the effectiveness of the evaluation and the continuation strategy. She will take responsibility for the kick-off meeting and initial conference and oversee the scientific and training programmes, secondments, workshops, summer schools and final conference. She will train, supervise and co-supervise local and visiting ESRs and ERs. She will devote 30% of her full time employment to UNIKE.

Professor Roger Dale, University of Bristol (UB) will be on the Management Board and take co-responsibility for the coordination of WP1 and for the associated AU workshop. Locally he will supervise ESR1 and provide co-supervision and support to visiting ESRs and ERs. He will devote 15% of his time to UNIKE.

Professor Susan Robertson, University of Bristol (UB) will be on the Management Board and take co-responsibility for the coordination of WP2 and for the associated BU workshop. Locally she will supervise ESR4 and ER1 and provide co-supervision and support to visiting ESRs and ERs. She will devote 15% of her full time employment to UNIKE.

Professor Rebecca Boden, Roehampton University (RU) will be on the Management Board and take co-responsibility for Work Package 3 and for the RU workshop. Locally she will supervise ESR7 and ESR8 and provide co-supervision and support to visiting ESRs and ERs. She will devote 15% of her full time employment to UNIKE.

Professor Pavel Zgaga, Ljubljana University (LU) will be on the Management Board, co-responsible for WP1 and responsible for organising the LU summer school. Locally he will supervise ESR2 and ESR9 and provide co-supervision and support to visiting ESRs and ERs. He will devote 20% of his full time employment to UNIKE.

Associate Professor António Magalhães, Universidade do Porto (UPORTO) will be on the Management Board, co-responsible for WP3 and responsible for organising the UP summer school. Locally he will supervise ESR6 and ESR11 and provide co-supervision and support to visiting ESRs and ERs. He will devote 15% of his full time employment to UNIKE.

Professor Jean-Louis Derouet & Reader Romuald Normand, Ecole Normale Supérieure de Lyon (ENS) will be on the Management Board, co-responsible for WP2 and responsible for organizing the ENS winter school. Locally they will supervise ESR 10 and ER 3 and provide co-supervision and support to visiting ESRs and ERs. Prof. Jean-Louis Derouet and Reader Romuald Norman will each devote 15% of their full time employment to UNIKE.

Professor Cris Shore, University of Auckland (Associate Partner 11, UoA) will be part of the managing board but will not have a vote in financial issues and, as NZ is a third country, UoA will not receive EU funding. Professor Shore will host the 2-week Auckland summer school, bringing together 3 WPs and Asia Pacific partners to generate new comparative knowledge on the changing role of universities in the formation of knowledge regions and economies. He will participate in other workshops in Europe and research visits to AU, BU and LU. He will host and provide supervision for visiting researchers to UoA and will devote 10% of his full time employment to UNIKE.

B.4.9. Management structure

Consortium In order to achieve UNIKE's purposes, the full partners will enter a Consortium Agreement in accordance with the following principles and structure:

Advisory Board All FPs and APs, as required by the ITN Guidelines, are members of the Advisory Board which meets annually (optimally associated with a workshop or summer school, and with video links to those not present). With papers circulated by the Network Coordinator in advance, the Advisory Board reviews progress and discusses the evaluator's (Prof. Nerad, AP10) formative evaluation. The

Advisory Board will oversee the quality and quantity of supervision of the early-stage researchers, its planning and coordination. It will consider in particular the coherence of the UNIKE programme, its interface with training at the ESR/ERs' own institution, and the overall balance between scientific and complementary skills. It has advisory, not decision-making powers.

Management Board Members will be all 6 FPs and the AP11 (UoA), chaired by the Network Coordinator. UoA (AP11) will be invited by the Consortium Partners (Full Partners) to contribute to the general planning and management processes and decision making. However AP11 will not hold financial obligations towards the EU contribution to the UNIKE. The Management Board will meet every 2 months in the first year and every 3 months thereafter. It is responsible for all parties' signing the Consortium Agreement and for continually reviewing the efficient implementation of UNIKE's project management and financial management, the programme of workshops and summer schools, the other work packages, deliverables and milestones. It discusses the annual formative evaluations and any improvements to be made. Decision making responsibilities: the Network Coordinator will forward all critical matters (e.g. disbursement of funds to FPs and event organizers, budget readjustments) to the board, seek its advice and find best possible solutions. The board will work on consensus principles and the democratic operations of the management board will be set out in the CA.

Network Coordinator (Prof. Susan Wright, AU) is responsible for the day-to-day administration and financial management of the network activities and has overall scientific responsibility for the project. She communicates with the EU commission, reports on the Network's progress and prepares decisions for the Management Board and Advisory Board. She is supported by a part time administrator and AU's finance office. Decision making responsibilities: Can request extra ordinary meetings of the Management Board and performs decisions of the Management Board.

Work Package Leaders The representatives of FPs on the Management Board are also designated co-leaders for each research training work package: WP1 Prof. Dale, BU and Prof. Zgaga, LU; WP2 Prof. Robertson BU and Prof. Derouet ENS; WP3 Prof. Boden, RU, Ass. Prof. Magalhães, UPORTO and Prof. Wright, AU. The WP package leaders are responsible for planning and coordinating the work package, its events, and the achievement of the milestones and deliverables.

Workshop and Summer School Organisers Each event has an organizer who is both from the host institution and a leader of the work package concerned. The organizer forms an organizing committee including ESRs and ERs and their supervisors from the relevant WP. The Auckland summer school and the final conference will be organized by Prof. Shore (AP11 UoA) and Prof. Wright (AU) respectively with the support of organizing committees drawn from all 3 WPs (ESRs, ERs and supervisors). The Network Coordinator will set a budget for each event and the organizer will prepare a programme and financial plan for agreement 4 months beforehand with the Network Coordinator and Management Board.

ERs' UNIKE responsibilities Each ER has a designated responsibility to give them management experience. ER1 is responsible for developing an innovative dissemination space to facilitate discussion among dispersed network members and to disseminate the research in a range of impactful ways. ER2 is responsible for assisting the Network Coordinator in managing the programme of workshops and summer schools and especially the Auckland summer school (assisting with financial management, networking, liaison with the local organizer, programme design, and preparing plans for the Management Board). ER3 is responsible for assisting with the Completion package, including organizing the final conference, preparing the book proposal, and other dissemination and outreach activities.

Supervisors Each supervisor is named in the project description and is responsible for recruiting the ESR or ER at their institution and providing regular supervision. If the institution's rules allow, a second supervisor to be appointed from another university, s/he will be chosen from UNIKE's full or associated partners. The supervisor supports the ESR/ER in developing an Individual Research, Training and Career Plan within 6 months of appointment and reviews this annually with the ESR/ER and their UNIKE mentor.

UNIKE Mentor Each ERS/ER will select a mentor from among the participating staff of the 6 FPs. A critical friend, this mentor will be available at any time for academic, practical and careers advice, and will hold an annual review meeting with the ESR/ER and supervisor(s).

B.4.10 Financial management

UNIKE's financial management will be handled by the coordinating partner AU's Finance Office, Administrative Centre Arts (ACA) in close contact with the central Research Support Office of Aarhus University. ACA is currently responsible for another ITN coordinated from AU (Forging Identities, 2009-

2012, GA no. PITN-GA-2008-212402) and intends to make similar arrangements for UNIKE. ACA is currently running three SSH-projects, an IRSES project, an ITN and an IOF and has long experience with both FP7 and LLP projects.

Allowances for the ESR/ER will be distributed to partners as soon as prepayment is received. The funding distribution from the coordinating partner to each network partner will depend on the activities run by the partner and their ESRs/ERS and will be decided by the Management Board. Reimbursement for invited speakers to workshops, summer schools and the final conference will be issued upon actual attendance at the training event.

The contribution towards management activities (Category 4) will be used to pay a dedicated financial manager at ACA. Expenses related to the work of the advisory board, audit certification as well as the web-page and communications support will also be covered from this budget.

The decision making process on budget readjustments for training/research/transfer of knowledge activities will be initiated by the Network Coordinator and decided by the Management Board by a majority of possible votes. All these rules will be agreed in the CA signed during the first months of the project.

B.4.11 Recruitment Strategy

UNIKE will ensure competitive international recruitment by advertising the 15 ESR and ER positions in the European Researchers' Mobility Portal <http://ec.europa.eu/euraxess>, through institutional advertisements (internet, mailing lists, major newspapers, flyers at conferences) and through full and associated partners' international contacts. A database of the 15 positions will be set up by the Network Coordinator and released through the UNIKE website. The person in charge is the Network Coordinator as WP0 coordinator.

Transparency in the selection process will be ensured to recruit the best candidates. The recruiting partner will short list the candidates based on the match of candidates qualifications to the project requirements. Interview panels will, wherever the host's rules allow, include another member of UNIKE's Management Board. All recruitment will confirm to the European Charter for Researchers and the Code of Conduct http://ec.europa.eu/eracareers/pdf/am509774CEE_EN_E4.pdf

To ensure gender balance, vacancies will be advertised through networks of women researchers and selection panels will have equal representation by gender. All host institutions operate equal opportunity schemes aimed at removing discrimination, and care will be taken to adhere to best practice. Throughout UNIKE's operations care over equal gender representation will be taken to provide positive models for ESR/ERs.

Table B.4.1 List of Milestones

List of Milestones				
Work Package	Milestone No.	Milestone	Lead Partner	Month
0	1	ESRs and ER1&2 appointed	All FPs	12 – Jan 2014
4	2	All ESR/ERs have met mentor to agree Individual scientific, training & career plan	AU	18 – Jul 2014
1	3	WP1 workshop and summer school completed	BU/LU	19 - Aug 2014
2	4	WP2 workshop and summer school completed	BU/ENS	35 - Dec 2014
3	5	WP3 workshop and summer school completed	RU/UP/AU	31 - Aug 2014
1,2,3	6	Auckland summer school completed	AP11	28 - May 2014
1,2,3,	7	Final conference completed	AU	42 - Jul 2016
1,2,3,4	8	Theses completed	All FPs	48 - Jan 2017

Table B.4.2 Deliverables List connected to Month (Note: In the Grant Agreement, Milestones are connected to WP not to months)

List of Deliverables						
WP	Del.No.	Deliverable	Lead FP	Nature	Dissemination	Month
0	0.1	Recruitment plan	AU	R	RE	1
0	0.2	Website	AU	O	PU	2
0	0.3	Kick-off event	AU	E	RE	5
1,2,3	1.1	Workshop	AU	E	RE	9
8	8.1	Research, training, dissemination and financial report	AU	R	PU	12
2	2.1	Workshop	BU	E	RE	14
1	1.2	Summer School	LU	E	PU	18
4	4.1	ESR/ER mentor meeting	AU	O	CO	18
7	7.1	Formative evaluation	AP10	R	RE	18
5	5.1	Dissemination & outreach plan	BU	O	PU	18
3	3.1	Workshop	RU	E	RE	21
8	8.2	Research, training, dissemination and financial report	AU	R	PU	24
1,2,3	1.3,2.2,3.2.	Summer School (NZ)	AP11	E	PU	25
3	3.3	Summer School	UP	E	PU	29
4	4.2	ESR/ER mentor meeting	AU	O	RE	29
7	7.2	Formative evaluation	AP10	R	RE	29
2	2.3	Winter School	ENS	E	PU	33
6	6.1	Proposal for Erasmus Mundus PhD, roadmap beyond UNIKE	AU	R	RE	33
8	8.3	Research, training, dissemination and financial report	AU	R	PU	36
5	5.2	UNIKE book proposal	AU	O	RE	36
6	1.4,2.4,3.4	Final Conference	AU	E	PU	41
4	4.3	ESR/ER mentor meeting	AU	O	RE	41
7	7.3	Summative evaluation	AP10	R	RE	41
8	8.4	Research, training, dissemination and financial report	AU	R	PU	48

Table B.4.3 List of Secondments

List of Secondments				
ESR/ER No.	Host	Place of Secondment	Length of Secondment	Purpose
ESR5	AP1 Times Higher Education	London Mentor: Phil Baty Deputy Editor	3 months	First hand engagement with THE World Rankings. Project: special analysis of rankings results and producing a report. Contribution to the launch that year's THE World Rankings.
ER1	AP2 Berghahn Books	New York Mentor: Vivian Berghahn, Managing Director	3 months	To gain knowledge of the changing landscape of publishing. Project: Training programme and research project on a current development in journal publishing.
ESR4	AP3 Academic Cooperation Association	Brussels Mentor: Bernd Waechter, Director	6 months	Develop skills for work in a research consultancy, different writing genres. Project: Work on ACA Newsletter, to follow and analyse higher education developments in Europe and beyond.
ESR10	AP4 GHK Consulting Limited	London Dr Nick Henry, Principal	3 months	Develop knowledge and skills needed for work in a research consultancy, especially report writing. Project: policy research in higher education.
ESR2 ESR6	AP6 APRU Association of Pacific Rim Universities	Singapore Prof. Christopher Tremewan, Secretary General	2 secondments, each 3 months	Participate in APRU and: 1. Project on internationalisation of higher education from peripheral perspectives. 2. Project on governance through autonomy in selected countries
ESR3 ESR1	AP7 Sino-Danish Center,	Beijing Prof. Hans Gregersen, Executive Director	2 secondments, each 3 months	1. Research on design and delivery of new Danish-Chinese MA programme 2. Research on higher education policy travel via ASEM.
ESR9	AP9 Magna Charta Observatory	Bologna President: Prof. Üstün Ergüder,	Up to 3 months	
ESR12	AP10 CIRGE Centre for Innovation & Research in Graduate Education	University of Washington, US. Prof. Maresi Nerad, Director	Up to 9 months	Training and supervision to conduct an evaluation of IGERT programme and design evaluation of ITNs

B.5 IMPACT

B.5.1 Career prospects and employability

ESRs and ERs completing the UNIKE programme will be equipped to become independent, international research leaders in the academic, private and socio-economic sectors. The ESRs and ERs will be part of a Network of researchers selected for their range of theoretical and disciplinary strengths and their ability to take on the challenges of forging new theoretical and methodological approaches to understanding the transformation of universities in knowledge economies. This Network includes both early and later career academics and representatives of industry and socio-economic actors who are interested in UNIKE for what they too will learn about the shifting sector in which they work.

To equip researchers to pursue this research agenda, not just in the four years of the UNIKE programme, but into the longer term, we have identified two tranches of skills. The first is new research methodologies and techniques, included in the First Pillar of the Training Programme, which are needed to grasp changes that are happening comparatively across regions of the world, and that encompass many scales, from the trans-national to the local and individual.

Second, for employability and mobility across academic, private and socio-economic sectors, ESRs and ERs will need the set of complementary skills listed in the Second Pillar of the Training Programme and to deliver these, academic expertise is combined with that of the private and socio-economic partners.

- Writing genres. The ESRs and ERs will gain experience in writing in a much wider range of genres than is usual, with both training in writing academic abstracts, conference presentations and journal articles - itself often lacking from graduate training (AP2 BB, AP5 Routledge, AP15 UCSC, FP2 UB, FP1 AU), how to write policy reports and distil recommendations (AP4 GHK, FP4 LU), and blogs, wikis and op eds (FP2 UB ER1, AP1THE).
- Publishing for wider publics. We will learn from our private sector partners how to reach much wider publics, e.g. through using the website as a platform for videoed interviews (AP5 Routledge, AP2 BB) press releases from the summer schools (AP1 THE) and Facebook and Twitter feeds (GlobalHigherEd blog). This will be the focus of ER1's research and UNIKE-wide role, and will involve all ESRs and ERs in each producing one such output.
- Entrepreneurship. Academic entrepreneurship will be a focus of the research projects in Work Package 2, with the aim of scoping current developments and re-theorising the concept. All ESRs and ERs will learn from this research in the WP2 workshop and Summer School. They will also be encouraged to use the associated partners to create international networks from which to form project partnerships, and they will receive training in grant writing (AP15 UCSC, AP11 UoA, FP2 UB). Their secondments will also be treated as a form of Knowledge Transfer Partnership (KTP), as a mechanism for mutual transfer of specialised knowledges between the university and the workplace. These experiences will be reviewed in the light of literature on KTPs, to distil their relevance for stimulating entrepreneurial creativity in their future research careers – whether this be in the academic or private sectors.

This combination of training, the links they will all make with private sector and socio-economic actors, their mobility not just within Europe, but in secondments or research visits to countries in the Asia Pacific rim, and the networks they will generate will equip them for careers as leading researchers in the academy, private sector or socio-economic actors – and to have the mobility to move between these sectors.

B.5.2 Structuring the initial research training capacity at the European level

In the process of formulating the UNIKE proposal, an initial survey of at the full partners' doctoral training was conducted, along with questions about how they felt their institution would benefit from involvement in UNIKE. The results showed that there are fairly standard supervision arrangements, but that coursework varies enormously. Some institutions provide generic social science research skills; others a narrow range of disciplinary approaches to the field: both saw benefit from UNIKE's new methodologies and research techniques (listed above) and from collaboration between an exciting new range of disciplines. As a sign of the importance of research training on the role of universities in the European Higher Education Area, two partners (FP3 RU and FP6 ENS DE LYON) are establishing new research centres for research and doctoral

training in higher education. They look to UNIKE to inspire new directions for research and new international collaborations within Europe and with the Asia Pacific. One partner (FP2 UB) has a mature Pacific Rim doctoral programme (Hong Kong) that others can learn from but even the partners with established centres expect to gain much greater range and depth through UNIKE.

Collaboration between the partners' doctoral training programmes is one of UNIKE's features. Initial difficulties about recognising each other's courses seem to have been resolved, and the UNIKE programme will arrange for all ESR/ERs to attend world class courses where available (e.g. FP2 UB's advanced quantitative training offered by the Centre for Multi-Level Modelling, referred to above) so that UNIKE's own training can focus on added-value not available elsewhere. FP2 UB and FP1 AU have a flexible model of short courses in English, and these will be available to ESRs if their host institution's teaching is not in a language they know.

There will be a session at each workshop and summer school, considering each element of doctoral education in turn (including methods of organising secondments and inter-university and cross-sector collaborations). These sessions will explore in contextualised detail from supervisors' and students' points of view, how, and why, things are done in the way they are and how they can be improved. We will draw on those partners expert in doctoral education (AP10 CIRGE, AP23 SJTU, AP8 EURODOC) to identify possibilities for improvement. These will result in a series of UNIKE Notes on Doctoral Education, themselves an output, to assist the initial research training capacity of Europe and one which will be used to strengthen capacity in the partner institutions. UNIKE's initial survey asked what feedback mechanisms participants would use to ensure UNIKE had a 'ripple effect' in making improvements in their own institution. Most will go through their Graduate Dean (or equivalent) and these will be invited to the workshop or summer school hosted by their institution and welcomed to those hosted by other partners. The aim is to build up interest and commitment among Graduate Deans in using lessons from UNIKE – the UNIKE Notes, ESR12 's research on comparative doctoral education, and the formative and summative evaluation of the UNIKE research training programme itself – to structure initial research training capacity at the European level.

In year 3, UNIKE will create a consortium of European and Asia Pacific partners to apply for Erasmus Mundus Joint Doctorates (EMJDs). UNIKE's experience will be specifically directed towards developing an international programme involving mobility between European and the Asia Pacific partners, jointly executed research projects and joint degrees. As yet, there are no EMJDs on education, let alone higher education, or the knowledge economy, or on globalization from UNIKE's disciplinary constellation. This EMJD will be an important way for UNIKE to create long-lasting structured training programmes between the partners' organisations that build research-training capacity and help the formation of the European Higher Education Area.

B.5.3 Contribution of the training programme towards the policy objective of enhancing public-private sector collaborations in terms of research training

UNIKE has managed to secure a high level of commitment from private sector actors concerned with key aspects of higher education. They will not only act as secondment hosts for ESR/ERs, but our intention is to encourage ESR/ERs to use their placement to transfer relevant research knowledge (substantive understandings; new ways of researching the sector) in the direction of private actors. In this way they will operationalise a genuine 2-way transfer model that is at the heart of the idea of knowledge-transfer partnerships. We will encourage both parties to reflect on the placement in a pedagogical way: what other different, or alternative ways of organising the placement might lead to different, deeper, more lasting outcomes? Our intention is together to produce reflexive descriptions on the placement, create a register of best/innovative practice, and direct it toward understandings of social innovation, on the one hand, and UNIKE Notes on Doctoral Training, on the other. One of our partners (FP2 UB) has undertaken research on the Professional Doctorate run by the School of Engineering (university/industry). Our aim will be to build on this work, with the view to working toward a longer standing goal of mutual recognition of training undertaken by all participants, including the private sector.

B.5.4 Mutual recognition by all partners of the training acquired, including training periods in the private sector

Our collaboration with the private sector over the delivery of opportunities for research training is in its early stages. Our intention therefore is to establish each partnership in light of the European Charter for Researchers, and to build up a relationship of trust and mutual exchange. Our longer term aim will be to explore what might need to be put into place in each of the partnership sites to achieve properly organised mutual recognition. This would then be a key element of future training, such as through an Erasmus Mundus Joint Doctorate.

B.5.5 Plans for exploitation of results

Each of the ESR's and ER's projects will result in a thesis and at least two articles submitted to international peer-reviewed journals. In preparing this application each Network member prepared and circulated a detailed outline of their project(s), including specifying two journals which would be suitable outlets for the project's results. Supervision and training will include working with students on writing an abstract and key words that will register appropriately in search engines, and on guiding them in the structuring and writing the articles. Training will be provided by AP5 Routledge and Berghahn Books (AP2BB) on the publication process.

The project as a whole will produce an edited volume with articles by the ESRs and ERs, single authored or jointly authored by two or more ESRs or with a supervisor. ER3's UNIKE task is to assist the Network Coordinator in organising the final conference where draft chapters will be presented and then in planning the volume, writing the book proposal to send to publishers and helping to edit the texts. The Network Coordinator is an experienced editor of journal articles and books and the ESRs will learn how to work with an editor. In these ways the ESRs and ERs will be equipped to continue publishing their results after the end of the project.

One of the partners (FP2 UB) has considerable experience with using new social media as well as generating impact cases for dissemination to the wider public. Learning these skills will be part of the Training Packages on 'New genres of writing', delivered at the first Workshop in Denmark and 'Publishing in different genres' delivered at the Summer School in Slovenia. ER2 will assist with this work.

B.5.6 Outreach

UNIKE has the ambition to use new methods to communicate effectively with much wider publics than usually associated with academic research. We take seriously the European Charter for Researchers' statement that research results should be exploited in the sense of communicated, transferred to other research settings, commercialised, and made available to the public. It is not expected that UNIKE's research results could be commercialised (although the UNIKE Notes on Doctoral Education could be compiled into a Handbook at low cost) but outreach activities will achieve the other three forms of exploitation.

Communication We will take advice from our private sector partners who are engaged in publishing (AP2 BB and AP5 Routledge) and in news coverage (AP1 THE and AP3 ACA) to develop methods of conveying our debates and findings through a range of media. ER1, whose UNIKE role is to develop an impactful and innovative dissemination space, will also assist ESRs in using that space. The research training will involve private sector partners in assisting in developing the ESRs' and ERs' writing and communication skills. The methods of communication will include:

- Blog e.g. summarising a policy report or discussing a policy development (modelled on Robertson and Olds GlobaHigherEd) – each ESR and ER to write one for public release.
- Writing an op ed. or newspaper article (Training by AP1 THE) – all ESRs required to write one for a local or international newspaper.
- Multimedia release – a podcast or video interview presenting research results to be hosted on the website.
- Wiki - the ESR-led groups for each Work Package will be encouraged to consider using a wiki to enhance their communication and knowledge sharing.
- UNIKE's dedicated website will also host Facebook and Twitter feeds. Facebook will enable the UNIKE collaborators to share information using private settings; twitter feeds will enable a

following of interested publics to be constantly updated with knowledge around key developments in the sector.

- Press release – one per summer school highlighting the topic and findings, for circulation to partners and other organisations concerned with reforms of universities in the knowledge economy – e.g. AP3 ACA, Chronicle of Higher Ed, University World News.

Transferred to other research settings The ESRs' secondments are mainly research settings or opportunities for information gathering and each ESR will engage in a research task written or presented in a form useful for that organisation. ESRs should learn skills needed for Knowledge Transfer Partnerships through these secondments, and will be encouraged to maintain contact with their secondment organisation and to exercise these skills by presenting the results of their thesis to the organisation in a suitable form (see also B.5.3 above).

We will seek to transfer knowledge by asking associated partners and other contacts to carry content. For example, we will circulate UNIKE Notes on Doctoral Education to partners' Graduate Deans (or equivalent), AP8 EURODOC, the European Student Union and European Universities Association and ask them to circulate through their websites.

Made available to the public Some of the communication methods listed above also entail communication with the public. To develop the ability to present academic research to a different discipline or age group, ESRs will be encouraged to act as Marie Curie Ambassadors to prepare and present their research to another university or a school. A particularly suitable audience would be the Erasmus Mundus Students and Alumni Association.

From Annex I – Grant Agreement:

UNIKE has the ambition to use new methods to communicate effectively with much wider publics than usually associated with academic research. We take seriously the European Charter for Researchers' statement that research results should be exploited in the sense of communicated, transferred to other research settings, commercialised, and made available to the public.

It is not expected that UNIKE's research results could be commercialised (although the UNIKE Notes on Doctoral Education could be compiled into a Handbook at low cost) but outreach activities will achieve the other three forms of exploitation.

Communication	Month
Each ESR and ER to write one blog for public release	M9-M36 (Winter school, Lyon)
Each ESR to write an op ed. or newspaper for a local or international newspaper.	M9-M36 (Winter school, Lyon and Workshop 2, Bristol)
The ESR-led groups for each Work Package to use a wiki or podcast or video interview to present their research on the website.	M23-28 (NZ Summer School)
One press release per summer school highlighting the topic and findings	M17, M25, M29, M33, M41
Transfer to other research settings	
ESRs' secondments to include a research task presented in a form useful for that organisation.	M18-M30
Associated partners asked to post UNIKE press releases and other output on their websites and circulate it to their members.	M1-M48
Commercialised	
UNIKE Notes on Doctoral Education to be compiled into a Handbook at low cost	M30-M48
Made available to the public	
ESRs to act as Marie Curie Ambassadors and present their research to other universities and Erasmus Mundus Students and Alumni Association.	M9-M42

B.6 ETHICS ISSUES

Describe any ethics issues that may arise in the proposal. In particular, you should explain the benefit and burden of the experiments and the effects these may have on the research subject.

This should be done in conjunction with the information provided in Guide for Applicants, Marie Curie Actions (Ethics) and for **all** proposals the following table must be completed.

ETHICS ISSUES TABLE

(Note: Research involving activities marked with an asterisk * in the left column in the table below will be referred automatically to Ethical Review)

Research on Human Embryo/ Foetus		YES	Page
*	Does the proposed research involve human Embryos?		
*	Does the proposed research involve human Foetal Tissues/ Cells?		
*	Does the proposed research involve human Embryonic Stem Cells (hESCs)?		
*	Does the proposed research on human Embryonic Stem Cells involve cells in culture?		
*	Does the proposed research on Human Embryonic Stem Cells involve the derivation of cells from Embryos?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

Research on Humans		YES	Page
*	Does the proposed research involve children?		
*	Does the proposed research involve patients?		
*	Does the proposed research involve persons not able to give consent?		
*	Does the proposed research involve adult healthy volunteers?		
	Does the proposed research involve Human genetic material?		
	Does the proposed research involve Human biological samples?		
	Does the proposed research involve Human data collection?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

Privacy		YES	Page
	Does the proposed research involve processing of genetic information or personal data (e.g. health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)?		
	Does the proposed research involve tracking the location or observation of people?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

Research on Animals		YES	Page
	Does the proposed research involve research on animals?		
	Are those animals transgenic small laboratory animals?		
	Are those animals transgenic farm animals?		
*	Are those animals non-human primates?		
	Are those animals cloned farm animals?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

Research Involving ICPC Countries ¹		YES	Page
	Is the proposed research (or parts of it) going to take place in one or more of the ICP Countries?		
	Is any material used in the research (e.g. personal data, animal and/or human tissue samples, genetic material, live animals, etc):		
	a) Collected in any of the ICP countries?		
	b) Exported to any other country (including ICPC and EU Member States)?		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

Dual Use		YES	Page
	Research having direct military use		
	Research having the potential for terrorist abuse		
	I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL	X	

¹ In accordance with Article 12(1) of the Rules for Participation in FP7, 'International Cooperation Partner Country (ICPC) means a third country which the Commission classifies as a low-income (L), lower-middle-income (LM) or upper-middle-income (UM) country. The list of countries is given in annex 1 of the work programme. Countries associated to the 7th Framework Programme do not qualify as ICP Countries and therefore do not appear in this list.

B.7 Capacities of the Host

The following tables describing Capacities of the Hosts are included in this section

Full Partners:

1. Aarhus University, DK (AU)
2. University of Bristol, UK (UB)
3. Roehampton University, UK (RU)
4. Univerza V Ljubljani, Slovenia (LU)
5. Universidade do Porto, Portugal (UPORTO)
6. Ecole Normale Supérieure de Lyon, France (ENS DE LYON)

Associated Partners:

1. Times Higher Education, UK (THE)
2. Berghahn Books, USA / UK (BB)
3. Academic Cooperation Association, Belgium (ACA)
4. GHK Consulting Limited, UK (GHK)
5. Routledge, Taylor & Francis Group, UK (Routledge)
6. Association of Pacific Rim Universities, Singapore (APRU)
7. Sino-Danish Center, Education and Research, Denmark / China (SDC)
8. European Council of Doctoral Candidates and Junior Researchers, Belgium (EURODOC)
9. Magna Charta Observatory, Italy (MCO)
10. University of Washington, USA (CIRGE)
11. The University of Auckland, New Zealand (UoA)
12. ESSCA School of Management, France (ESSCA)
13. University of Provence, France (UP)
14. University of California, Santa Barbara, USA (UCSB)
15. University of California, Santa Cruz, USA (UCSC)
16. Cornell University, USA (CU)
17. Deakin University, Australia (DU)
18. The University of Sydney, Australia (SU)
19. The Hong Kong Institute of Education, China (HKIE)
20. The University of Hong Kong, China (HKU)
21. Zhejiang University, China (ZU)
22. Beijing Normal University, China (BNU)
23. Shanghai Jiao Tong University, China (SJTU)
24. National University of Singapore, Singapore (NUS)
25. Tokyo Jogakkan College, Japan (TJC)
26. The National University of Malaysia, Malaysia (UKM)
27. The University of British Columbia, Canada (UBC)

Full Partner 1: Aarhus University (AU)	
General Description	Aarhus University's Department of Education, located at Campus Emdrup in Copenhagen, has 200 researchers and 70 PhD students covering the entire field of educational studies from didactics and lifelong learning to comparative education policy and learning technology. UNIKE will lie within the research programme EPOKE (Education, Policy and Organisation in the Knowledge Economy) with 12 staff.
Supervisors and Expertise	<p>Susan Wright (PhD) Professor of Educational Anthropology and leads EPOKE. Through 50 scientific publications, she has developed (with Shore) a new approach to the anthropology of policy, to study how people actively engage with university reform and other large scale process of transformation. She is a vastly experienced manager of large and multi-partner projects: Director (2000-3) of C-SAP, the UK Higher Education Academy centre for social science, she led a major educational development programme involving all the social science departments in the UK and 40-60 projects per year. She is successfully managing the current URGE FP7 PEOPLE IRSES project, coordinating a programme of work packages, secondments and workshops.</p> <p>Kirsten Marie Bovbjerg (PhD) Associate Professor. Trained as an ethnologist, KMB led EPOKE's project on how members engage with new forms of leadership and management techniques in knowledge organisations. Her current project explores the concept and practice of teamwork in a range of sectors. KMB has supervised 2 PhDs.</p> <p>Jakob Krause-Jensen (PhD) Associate Professor. An anthropologist who studies private sector organizations, and is currently working on education for innovation. His research expertise is relevant to several ESR projects and to UNIKE as a whole. He is Coordinator of the European Association of Social Anthropologists' 'Teaching Anthropology Network' (TAN).</p>
Key Facilities	DPU's campus houses the National Library of Education. In the Department of Education, doctoral students share excellent, fully equipped offices next to other members of EPOKE. The ESRs will also belong to the Graduate School of Arts, whose array of 3-4 day doctoral training courses and seminars are mostly in English and will be available for UNIKE ESRs.
Previous Training Programmes and Research	Wright has supervised 12 doctoral students to completion and, by directing C-SAP and serving on the UK Research Council's Training Board, she has played an active role in doctoral education. All three researchers teach PhD courses e.g. 'Globalisation, Higher Education and the Knowledge Economy' Sept 2010. Other recent research projects include 'Danish university reforms in an international context' (led by SW, Danish Research Council funded, 2004-9); 'Stress, new forms of leadership and intervention' (led by KMB, Danish Work Environment Fund 2007-10).
Publications	<p>Bovbjerg, K: M. (ed.) 2011 Motivation and Despondency (Aarhus UP, in Danish).</p> <p>Krause-Jensen, J. 2010 The Flexible Firm (Oxford, Berghahn).</p> <p>Wright, S. and Rabo, A. 2010 'Anthropologies of University Reform', special issue of Social Anthropology/Anthropologie Sociale (guest editors Wright, S. And Rabo, A.) 18 (1): 1-14.</p>

Full Partner 2: University of Bristol (UB)	
General Description	The Graduate School of Education (GSoE) at the University of Bristol is a specialist provider of graduate studies. Its expertise includes advanced quantitative analysis, education policy, political economy, psychology, science education, e-learning. The UB team is located at the Centre for Globalisation, Education and Society (GES), Graduate School of Education, which works in partnership with the ESRC Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES). GES has attracted significant funding from the major UK and EU bodies to conduct research on the substantive aspects of globalisation and education. An established programme is dedicated to mentoring (post)doctoral students, hosting international visitors and researchers, running seminars and conferences, and contributing to the intellectual life of the university.
Supervisors and Expertise	<p>Susan Robertson (PhD), Professor of Sociology of Education, is founding Director of the Centre for Globalisation, Education and Societies (15 research staff) and co-founder/editor of the journal Globalisation, Societies and Education. She has published more than 200 scientific papers and successfully supervised 40 doctoral theses and 7 post-doctoral students. She is a member of the ESRC Peer Review College, and coordinator for the ESRC-funded Global Transformations interdisciplinary doctoral research pathway in the Faculty. She has led more than 10 advanced doctoral classes. Currently senior researcher on an ESRC-funded programme on education and the knowledge economy, with projects on the globalisation of the university, and the development of enterprise and entrepreneurship.</p> <p>Professor Roger Dale (BA, PGCE, PhD) is a sociologist of education, who works in the Centre for Globalisation, Education and Societies. 2007-2010 he was the Scientific Coordinator for the Network on Social Sciences and Education (NESSE) providing research and policy advice to DGEAC. He was founding co-editor (with SR) of the journal Globalisation, Societies and Education. Dale has supervised more than 50 doctoral students to completion. He has taught doctoral courses on globalisation, education policy and European Education.</p>
Key Facilities	All courses are available to doctoral students, post-docs, and visiting researchers. In the GSoE students have dedicated work spaces, access to printing, access to virtual seminars from leading global universities via the World Universities Network, and an ongoing programme of seminars, reading groups, and workshops.
Previous Training Programmes and Research	The UB team has considerable combined experience in carrying out large projects that involve multiple partners across different institutional and national contexts. The GSoE is a recognised training outlet for the ESRC and provides formally-organised research training for early career and advanced researchers.
Publications	<p>Dale, R. and Robertson, S. (2009) Globalisation and Europeanisation in Education, Oxford: Symposium Books;</p> <p>Robertson, S. (2010) Corporatisation, competitiveness, commercialization: new logics in the globalizing of higher education, Globalisation, Societies and Education, 8. (2), pp. 191-203.</p>

Full Partner 3: Roehampton University, Business School (RU)	
General Description	Roehampton University employs over 1,200 academic and support staff. The University has nearly 11,000 students, 27.5% of them postgraduates. In the 2008 Research Assessment Exercise over a third of work submitted was classed as internationally excellent or world leading (3* or 4*) – the highest classifications available. The Business School has 25 active researchers. Its Centre for Organizational Research, directed by Rebecca Boden, provides the focus for the School's research. The University of Roehampton has a strong tradition in educational research
Supervisors and Expertise	Rebecca Boden (BA, PhD) , Professor of Critical Management, is one of the few management and accounting specialists in the world who researches higher education. Her work addresses the impact of accounting and management regimes of control on the nature of the knowledge produced, and its use. Professor Boden's arrival at Roehampton in September 2011 prompted plans for researchers from Education and the Business School to open an interdisciplinary centre in 2012 with a distinctively critical strand of research in higher education. Dr Len Holmes(BA, MPhil, PhD) (Reader in Management) researches expertise formation and its appraisal, as well as leadership in higher education and employability.
Key Facilities	Roehampton is well-situated in London, with very easy access to policy-makers, the British Library etc. The campus has exceptionally well-appointed office, library and IT facilities. The Business School is in a modern, purpose-built building with dedicated administrative support. PhD students have shared high-quality office space with desktop PCs and secure storage etc. All doctoral students are members of the Centre for Organisational Research, the research centre of the Business School, directed by Professor Boden. COR organises regular seminars and lectures and provides mentoring support for all members through professional development workshops and one-to-one assistance. Research training is provided via dedicated programmes from the University's Graduate School and joint programme with the departments of education and social sciences.
Previous Training Programmes and Research	Boden has supervised 4 doctoral students to completion and currently supervises 8 PhD students. She has been director of research degrees at two universities and developed and taught on a variety of postgraduate research methods courses. Boden regularly provides training sessions on publishing and career development. Holmes is director of research students in the Business School and teaches on the research methods programmes provide for doctoral students. He currently supervises 2 doctoral students (managing international workforces, knowledge sharing in multi-professional partnerships) and has 1 student awaiting examination (organisational change in the voluntary sector).
Publications	Boden, R. and Epstein, D. 2011 'A Flat Earth Society? Imagining academic freedom' Sociological Review, August 2011, 59, 3, 476-495. Boden, R. and Nedeva, M. 2010 'Employing Discourse: Universities and Graduate 'Employability' Journal of Education Policy, 25(1): 37-54. Holmes, L. 2007, Challenging the learning turn in education and training, in Rigg, C., Stewart, J. and Trehan, K. (eds) Behind and Beyond Critical Human Resource Development, London: Pearson

Full Partner 4: University of Ljubljana, Faculty of Education	
General Description	The University of Ljubljana with 56000 students comprises 26 faculties and over 2500 teaching and research staff. The doctoral school in Teacher Education and Education Science is a consortium of several faculties (Social Sciences, Arts, Sciences, Medicine, etc.) and a self-standing (outside University) research institute. The Faculty of Education faculty (50 active researchers) are experienced in training young researchers within a long lasting (more than 20 years) national scheme. Areas of research relevant for UNIKE are: (1) Higher education studies – Europeanisation and internationalisation aspects; (2) Educational Policy Studies; (3) Equity and Efficiency in Education. The Centre for Educational Policy Studies (CEPS) is a well-established unit within the Faculty of Education. Much of CEPS' work concerns European and international developments in higher education, and their implications for SE Europe. CEPS has experience of involving doctoral students in commissioned research.
Supervisors and Expertise	<p>Prof. Dr. Pavel Zgaga - courses in philosophy of education & education policy, recent research topics: Europeanisation and internationalisation of higher education; the Bologna Process; higher education systems and reforms; institutional autonomy and academic freedom.</p> <p>Assoc. Prof. Dr. Slavko Gaber - courses in sociology of education & education policy; research topics: equity and efficiency in education; systemic aspects of educational strategies and facilitation of social inclusion in education</p> <p>Dr. Manja Klemenčič; research topics: Europeanisation and internationalisation of higher education; the Bologna Process; higher education systems and reforms.</p>
Key Facilities	The Faculty of Education is located in campus "Bežigrad" (neighbours: social sciences, social work, economy, public administration) with about 20,000 students and all necessary facilities, including the largest specialized social sciences library in the country. There is a smaller specialized library at the Faculty of Education. A visiting professor & graduate student centre (on campus) provides accommodation for visitors. Within the Faculty of Education, the Centre for Educational Policy Studies acts as a meeting point for people with similar research interests from Slovenia and other countries of the region.
Previous Training Programmes and Research	<p>Zgaga (PZ) and Gaber (SG) have 12 completed and current PhD students, e.g. on Europeanisation of higher education, university autonomy and quality assurance, assessment, curriculum development.</p> <p>5 projects in the last 4 years (with a PhD researcher in the research team) include 'A Thematic review of Tempus Structural Measures', for EU's DG for Education and Culture; 'Enhancing Access' for EQUINET; and 'Differentiation, Equity, Productivity: the social and economic consequences of expanded and differentiated higher education systems' (DEP-08-EuroHESC-OP-016).</p>
Publications	<p>ZGAGA, P. 2009 'Higher education and citizenship: "the full range of purposes"' European Educational Research Journal 8(2) : 175-188.</p> <p>ZGAGA, P. 2009 'Éducation: du cosmopolitisme au globalisme' Rev. int. éduc. Sèvres, 52 : 39-50.</p> <p>ZGAGA, P. 2011 'Reforming Higher Education in "Transition". Between National and International Reform Initiatives: The case of Slovenia' European Education 43.</p>

Full Partner 5: University of Porto, Faculty of Psychology and Education Sciences (FPCEUP)	
General Description	The Faculty of Education at the University of Porto has 50 active researchers experienced in training young researchers in a 20 year-old national scheme covering (1) Higher education studies – Europeanisation and internationalisation aspects; (2) Educational Policy Studies; (3) Equity and Efficiency in Education. FPCEUP has a 3-year Doctoral Program in Education Sciences and develops original research in education in close relationships with research projects based in the Centre for Research and Intervention in Education and the Centre for Research in Higher Education Policies. With 20 researchers, CIPES provides an excellent research environment and meeting point for doctoral students from several Portuguese universities and faculties, including the Faculty of Education Sciences (FPCEUP) at UP. CIPES’ interest areas and recent projects range from state regulation, governance and economics of higher education, to quality assessment, knowledge production and indices of student satisfaction. CIPES is experienced in managing and participating in large EU projects on the academic profession, and the identification of barriers to good practices and European standards and guidelines. In cooperation with University of Aveiro, the Faculty of Economics of the University of Porto, and CIPES, FPCEUP also carries out a Doctoral Program on Higher Education Studies which can be used to train the ITN PhD students.
Supervisors and Expertise	António M. Magalhães is senior researcher at CIPES and collaborates with CIIE. He is associate professor (with aggregation) at FPCEUP. His research expertise includes higher education policies, the relationship between the state and higher education, governing and governance of higher education. He has participated in national and international projects on higher education and is currently Principal Investigator in the project ‘Governing and Governance in Higher Education’, in a Eurocoes/Eurohesc Research Collaborative Project called ‘Transforming Universities in Europe’ (TRUE). Cooperation between FPCEUP, CIPES and CIIE offers a stimulating research environment with not only physical resources to support research but expert guidance for PhDs and post docs.
Key Facilities	The faculty/university covers the research training/PhD courses, facilities (office space, computer, library, equipment e.g. recording equipment for interviews), some research expenses and for giving papers at international conferences.
Previous Training Programmes and Research	António M. Magalhães has supervised, nationally and internationally, 7 completed PhDs, 1 Post-doc and currently has 11 PhD students on topics such as national and European higher education policies, educational policies (focusing on relationships between governing and governance) and inclusion issues. He has participated in many national and international doctoral examination panels.
Publications	Magalhães, António M., Amaral, Alberto and Tavares, Orlanda 2009 ‘Equity, access and institutional competition’ Tertiary Education and Management, vol. 15, 1, 35-48. Amaral, Alberto and Magalhães, António 2009 ‘Between institutional competition and the search for equality of opportunities: access of mature students’ Higher Education Policy, 22, 505-521. Magalhães, António and Amaral, Alberto 2007 ‘Changing values and Norms in the Concept of Governance in Portuguese Higher Education’ Higher Education Policy, 20, 315-338.

Full Partner 6: Ecole Normale Supérieure de Lyon (ENS)	
General Description	ENS hosts the French Institute of Education which develops research programs, expertise, training and professional development for the French community of education. ENS has 2000 students, 400 PhDs, and 590 academics. It provides Masters and Doctorate courses in the sciences, humanities and social sciences. Its students receive individualized study programs, tutoring and research training. 23 research laboratories have contractual links to major research organizations, e.g. the National Center for Scientific Research. ENS is currently developing higher education as a focus area, led by Prof. Jean-Louis Derouet.
Supervisors and Expertise	<p>Jean-Louis Derouet, professor at the Ecole Normale Supérieure, is a leading researcher in the sociology of education. He is involved in several research programs and seminars in the Triangle (political sciences) laboratory and the French Institute of Education. He led the European Network of Social Scientists in Education and Training (2006-10).</p> <p>Romuald Normand, reader at the Ecole Normale Supérieure, is convenor of the European Assoc. of Educational Research's network 'sociologies of education'. Specialising on comparative education policies and globalization, he led a program for the National Research Agency (2006-10).</p> <p>Both are involved in training PhD students through doctoral courses in political and social sciences.</p>
Key Facilities	ENS has student residences, numerous ICT rooms, and an ICT department that manages different knowledge centers and disseminates information through departments and research units. International students (from 31 nationalities) are welcome in a collegium: 260 students and 50 international researchers from 224 partner institutions in 26 countries. The International office assists students every step of the way during their stay at the ENS de Lyon. Student associations include one providing guidance and support for PhD students. The Denis Diderot library has 1.2 million titles, specialized online resources and services via a joint portal on literature, the arts, and social and human sciences and specialized collections and a research documentation centre in education.
Previous Training Programmes and Research	<p>2006-2010 Education, Training, Employment : Policies of Measurement in the Knowledge Society, funded by the French National Research Agency</p> <p>2003-2006 The Transformations of Regional Policies in Lifelong Guidance, An European Comparison, Funded by the Regional Authority Rhône-Alpes</p> <p>Junior laboratory: Knowledge in Public Action. Seminar of the laboratory: sciences of government</p> <p>Master/Doctorate courses in sociology and economics of education: leadership, assessment & accountability, education and training policies, lifelong learning, school choice</p>
Publications	<p>Derouet J.- L., Normand R., 2011, 'The hesitation of French policy makers in identifying a Third Way in Education' Journal of Educational Administration and History 43(2), 141-163.</p> <p>Derouet J.- L., Normand R., 2009, 'Devolution, partial decentralization of education in France and improvement in the running of schools' in Nir A., (ed.) Centralization and School Empowerment From Rhetoric to Practice, Jerusalem: The Hebrew University, Nova Publishers.</p>

Associated Partner 1: Times Higher Education (THE)	
General description	Times Higher Education is dedicated to professionals working in higher education and research, and covers policy issues and intellectual developments worldwide through a specialist staff from the academic community. The annual Times Higher Awards and World University Rankings are focal points for the university sector, and key indicators of success for the university sector internationally.
Key Persons and Expertise	Phil Baty , deputy editor, is responsible for Times Higher Education's international coverage, and is the editor of the World University Rankings. Phil has been with the magazine since 1996, as reporter, chief reporter, deputy news editor and news editor.
Key facilities	The seconded student could become involved in the launch of the rankings for that year or special analysis of our rankings results, with a view to a special report.
Previous Training Programmes and Research	Phil Baty is a regular speaker at international conferences, contributing in 2011 to events organized by the United Nations Educational, Scientific and Cultural Organization, the World Bank, the Organization for Economic Cooperation and Development, British Council and others. Phil writes regularly on rankings for leading newspapers.
Publications	Baty, Phil (2011) The Future of University Rankings, in: Blue Skies: new thinking about the future of higher education. (Pearson). (IPN : 978-0-997-86378-9) Baty, Phil (2006). What makes a great leader? In: Big Questions in History (Vintage).

Associated Partner 2: Berghahn Books (BB)	
General description	Berghahn Books is an independent publisher of distinguished scholarly books and journals in the humanities and social sciences.
Key Persons and Expertise	Vivian Berghahn is Managing Director of Berghahn Books. As head of the New York office, her managerial responsibilities include online initiatives and development of business strategies in addition to overseeing the Journals division. With 14 years of experience in the publishing industry, she previously worked for Blackwell Publishing and Northeastern University Press.
Key facilities	The visiting student will be trained in a variety of aspects of editorial, marketing, and e-publishing procedures of a specialist publishing house serving the higher education markets with an internship to focus either on an agreed to specialized project or to cover a diverse range of activities.
Previous Training Programmes and Research	Berghahn Books has years of experience hosting work-experience interns and trainees in both offices – in Oxford through partnerships with the likes of the Oxford Brookes MS in Publishing and in New York through student placements from Pace University and New York University as well as international placements through CDS International.
Publications	Berghahn Books publishes 100 new titles and 34 journals per year. A full listing of all titles can be found on the website: www.berghahnbooks.com

Associated Partner 3: Academic Cooperation Association (ACA)	
General description	ACA is a federation of national member organisations funding and encouraging the internationalisation of their higher education systems. ACA produces studies and evaluations, organise international seminars and conferences, and provides information on new developments in European higher education.
Key Persons and Expertise	Bernd Wächter – Director, since 1998. Has published widely on international matters in higher education and is a frequent speaker at European and international education conferences. Editor and expert advisor for many international organisations. Laura E. Rumbley – Deputy Director. Former research associate at the Center for International Higher Education, Boston College. Has (co-)authored and edited numerous publications on aspects of international higher education.
Key facilities	ACA's areas of expertise include: international academic mobility in the European context; internationalisation strategies and approaches in European higher education; international attractiveness and global promotion of European higher education.
Previous Training Programmes and Research	ACA has organised or co-organised more than 40 international conferences and seminars about international higher education, has completed nearly 50 different projects on a wide range of topics relevant to internationalisation in higher education in Europe.
Publications	ACA's monograph series, the ACA Papers on International Cooperation in Education, has produced 17 publications since 1999. Numerous other publications have been produced, for, among others, the European Commission.

Associated Partner 4: GHK Consulting (GHK)	
General description	GHK has over 160 staff and experience in many national and transnational contexts. The company undertakes research and evaluation work throughout the policy cycle.
Key Persons and Expertise	Dr Nick Henry , Principal, Regions, Economic and Development Practice, Visiting Professor, Newcastle University. Nick is Head of Birmingham Office and has previously supervised doctoral students and set up two Postgraduate Masters. Dr Tina Weber , Principal, European Social Policy Practice. Tina is line manager to three other senior members of staff and has previously supervised one doctoral student.
Key facilities	GHK offices house are fully equipped with the necessary ICT and administrative resources and systems for office-based and remote working.
Previous Training Programmes and Research	GHK provides research and consultancy services to public and private sector clients around the world including several DG's of the European Commission, the UN, OECD, the Asian Development Bank and the World Bank.
Publications	Henry, N. and Dawley, S. (2011) 'Geographies of Economic Growth: Industrial and Technology Regions' in Lee, R., Leyshon, A., McDowell, L. and Sunley, P. The Sage Handbook of Economic Geography, Sage. Henry N, Angus, T., Jenkins, M. and Aylett, A. (2007) Motorsport Going Global: The Challenges Facing the World's Motorsport Industry, Palgrave MacMillan. Weber, T. (2001) 'The Sectoral Social dialogue' in Greenwood, J and Compston. H.), Social Partnership in the European Union, Palgrave.

Associated Partner 5: Routledge - Taylor & Francis (Routledge)	
General description	Taylor & Francis are publishers of 1600 academic journals and over 1500 books per year. We employ over 500 people.
Key Persons and Expertise	Graham Hobbs , Editorial Director Education Journals. Over 30 years experience in the publishing industry, mainly with academic journals and books.
Key facilities	At Routledge, we will be able to provide a student with access to all members of staff within the company, including Senior Management. They will be able to conduct interviews with the staff and use any data and contacts at other publishing companies we feel appropriate to their research.
Previous Training Programmes and Research	Graham teaches journal finance within Routledge and also on the Masters in Publishing Course at Oxford Brookes University. He also lectures regularly at universities and conference on subjects such as: ‘How to get Published in Academic Journals’, ‘How to Publish your PhD’ and ‘The Future of the Publishing Industry.’ He was Chair of the Publishers Committee on the recent EU funded EERQI Project and presented at the final meeting in Brussels in 2011.
Publications	

Associated Partner 6: The Association of Pacific Rim Universities (APRU)	
General description	APRU is an alliance of the 42 leading research universities of the Pacific Rim. The organisation coordinates a range of collegial and research projects involving its members.
Key Persons and Expertise	Secretary General Christopher Tremewan was previously Pro Vice-Chancellor of the University of Auckland, and Director of the New Zealand Asia Institute. He has supervised PhD candidates in Auckland. His PhD in political science is from the University of Canterbury, and his MPA from Harvard University.
Key facilities	The APRU Secretariat is located on the campus of the National University of Singapore (NUS). The Secretariat has office space for project staff and access to the library and other facilities of NUS. It manages research projects collaboratively with NUS academic departments or other APRU member universities.
Previous Training Programmes and Research	APRU holds an annual Doctoral Students’ Conference located at a member university.
Publications	Tremewan, C C (1994) <i>The Political Economy of Social Control in Singapore</i> (London, New York: Macmillan, St Martin’s Press). Reprinted in paperback 1996. Tremewan, C C (2009) ‘The NZ Culture Wars and the University’, in Elizabeth Rata and Roger Openshaw, <i>The Politics of Conformity</i> (Auckland: Pearson). Tremewan, C C (2006) ‘Repolicising Race’ in Elizabeth Rata and Roger Openshaw, <i>Public Policy and Ethnicity - The Politics of Ethnic Boundary-Making</i> (London: Palgrave Macmillan), pp. 95-112.

Associated Partner 7: Sino-Danish Center for Education and Research (SDC)	
General description	Sino-Danish Center for Education and Research involves the Chinese Academy of Science and its Graduate University and the eight Danish universities in a joint platform for undertaking education, research and exchange of scientific staff. Phase 1 entails several MSc programmes, research projects and collaborations with Danish companies active in China. From 2012 the Center will host 200 MSc and PhD students.
Key Persons and Expertise	Executive Director Hans Gregersen has a lifelong research career in health sciences and technology development. Professor Gregersen has led Danish public institutions and served on industrial boards. He has supervised more than 30 PhD students and has a huge network in China through 14 years of collaborations with Chinese institutions. Professor Gregersen has published 330 scientific papers.
Key facilities	The Center, located in the Yanqihu Campus, Beijing, will, from 2013, have a designated building with auditoriums, reading facilities, class rooms, academic working facilities, administrative facilities, housing for researchers and common areas. Students and researchers affiliated to the Center have free access to the Chinese Academy of Sciences' laboratories and resources around China. All Danish students and researchers in the programme will be based at one of the eight Danish universities.
Previous Training Programmes and Research	Specific training programmes are running with the individual partners. Research and education take place within five themes: Water and Environment, Sustainable Energy, Nanoscience, Life Sciences and Social Sciences.
Publications	Gregersen H. Biomechanics of the Gastrointestinal Tract. Springer Verlag 2006 (Chinese version of the 2002 English edition) ISBN 185-233520-3 Ødegaard S, Gilja OH, Gregersen H. Basic and New Aspects of Gastrointestinal Ultrasonography. World Scientific Publishers. 2005. ISBN 981-238-845-1

Associated Partner 8: European Council of Doctoral Candidates and Junior Researchers (EURODOC)	
General description	EURODOC is the European Council of Doctoral Candidates and Junior Researchers. It is an international federation of 34 national organisations of PhD candidates, and more generally of young researchers from 33 countries of the European Union and the Council of Europe.
Key Persons and Expertise	Ludovic Garattini is an official EP Lobbyist and EC official stakeholder, representing EURODOC in several organisations, networks and groups. Co-writer of the European Charter & Code as well as author of the First European Survey on Doctoral Candidates and advisor on European Commission MORE-II survey project.
Key facilities	Providing an ESR access to our expertise, archives, board members for interviews and information.
Previous Training Programmes and Research	EURODOC survey on conditions of doctoral students Position papers and European surveys on doctoral level issues, research and higher education management.
Publications	First European Survey on Doctoral Candidates in 12 European Countries ERA Contribution pack European Charter and Code

Associated Partner 9: The Magna Charta Observatory of Fundamental University Values and Rights (MCO)	
General description	The MCO is a non-profit organisation founded by the University of Bologna and the European University Association, aimed to protect the university values and rights laid down in the Magna Charta Universitatum (1988), signed by 752 universities worldwide.
Key Persons and Expertise	President: Emeritus Prof. Dr. Üstün Ergüder , Director, Education Reform Initiative at Sabanci University, Turkey Vice President: Prof. Dr. Aleksa Bjelis , Rector University of Zagreb, Croatia
Key facilities	The student whose expenses are covered through the project will be located at the Bologna office or at the university office of one of the council members designated as the contact persons on behalf of MCO for a secondment period, she/he will have access to staff for interview and will be included in the running of projects and conferences.
Previous Training Programmes and Research	Annual conferences – proceedings all published by Bononia Univ. Press Contemporary Threats and Opportunities. Proceedings of the Conference of the Magna Charta Observatory, 15-16 September 2011. Making the Magna Charta Values Operational Theory and Practice. Proceedings of the Conference of the Magna Charta Observatory. 16 September 2010.
Publications	Higher Education in Turkey: Institutional autonomy and Responsibility in a modernising society. Policy Recommendations in a Historical Perspective. Inventing Tomorrow's University. Who is to Take the Lead? An Essay of the Magna Charta Observatory by Jónasson, J.T. Academic Malpractice Threats and Temptations. An Essay of the Magna Charta Observatory and the National Unions of Students in Europe (ESIB).

Associated Partner 10: University of Washington (CIRGE)	
General description	CIRGE is solely devoted to the study and improvement of doctoral education to prepare PhD students to be effective leaders in research and society. CIRGE is internationally recognized as a trusted source of insightful analyses and practical information to help universities respond to today's challenges in training the next generation of researchers.
Key Persons and Expertise	Maresi Nerad , Professor , Higher Education Program, Education Leadership and Policy Studies, (5 PhDs, 15 Master's, 4 postdocs)
Key facilities	Small research center with PCs, local and UW's excellent central library, access to relevant flagship doctoral programs, 3 national databases on PhD career tracks.
Previous Training Programmes and Research	Three national surveys of PhDs 5-10- 15 years later Forces and Forms International Network of Experts in Doctoral Education Worldwide Assessment of International Collaborations at the (Post)Graduate Level
Publications	Nerad, M and Heggelund, M, eds. 2008. Toward a Global PhD? Forces and Forms in Doctoral Education Worldwide. Seattle: University of Washington Press. Nerad, M. 2011. "What We Know about the Dramatic Increase in PhD Degrees and the Reform of Doctoral Education Worldwide: Implications for South Africa." Perspective in Education. Nerad, M. 2011. "It takes a Global Village to Educate the Next Generations of PhDs and Postdocs." Acta Academia, Special Issue.

Associated Partner 11: The University of Auckland (UoA)	
General description	UoA is the largest research university in New Zealand and the highest ranked in the 2011 QS World University Rankings, having been ranked 82nd worldwide. UoA is made up of eight faculties and has more than 39,000 students, including 1,500 PhD candidates. The UoA has a strong international focus and is the only NZ member of Universitas 21, the World Universities Network and the Association of Pacific Rim Universities (APRU) – international consortia of research-led universities.
Key Persons and Expertise	Cris Shore , Professor of anthropology, has over 20 years experience of doctoral supervision. Involved in several research programmes including URGE and ‘Universities and the Third Mission’. Expertise includes HE reform, universities and commercialisation, anthropology of policy, audit culture and anthropology of the EU. Elizabeth Rata , ass. prof. in Education. Ten years of supervisory experience. Expertise includes education and society, education policy, knowledge and the curriculum.
Key facilities	Students can draw on resources of three departments and three faculties, including those of the Europe Institute; dedicated office space, computers and access to New Zealand’s most comprehensive research library. Access to seminar programmes and postgraduate student communities, and New Zealand-wide networks of postgraduate students that meet regularly using Access Grid technology.
Previous Training Programmes and Research	The UoA has comprehensive doctoral training programmes in all of its disciplines. Each of the host departments (Anthropology, Education and Geography) runs its own post-graduate seminars and workshops and offer regular research symposia. Since 2010, the UoA has also hosted an inter-disciplinary research programme, examining university reform and globalization (‘URGE’). This includes a network of New Zealand scholars across three faculties and seven departments with research expertise in the impact of globalization on the character and culture of the contemporary university in New Zealand and the wider Pacific region.
Publications	Shore, C. 2010. ‘Beyond the Multiversity: Neoliberalism and the Rise of the Schizophrenic University’ <i>Social Anthropology</i> , 18 (1): 15-29 Rata, E. 2010. ‘Localising Neoliberalism: Indigenist Brokerage in the New Zealand University’ <i>Globalisation, Societies and Education</i> , 8(4): 523-538.

Associated Partner 12: ESSCA School of Management (ESSCA)	
General description	ESSCA (Ecole Supérieure des Sciences Commerciales d’Angers) is one of France’s top business schools. Its Grande Ecole master programme is state-accredited and has received the EPAS label for programme excellence by the European Foundation for Management Development (EFMD). Extensive partnerships with Asian universities.
Key Persons and Expertise	Prof. Dr. Albrecht SONNTAG , Head of Centre for European Integration. Expertise on European studies, citizenship and identity. Prof. Dr. Wei SHEN , Associate Dean for China. Expertise on international student mobility/migration, Higher Education in China/Asia, EU-China/Asia relations.
Key facilities	Modern teaching and research facilities for social sciences (ICT, library, support facilities for travel, accommodation and fieldwork).
Previous Training and Research	EU FP7 project (coordinating institution) on FREE (Football & European Integration), >€ 2mil. European Science Foundation Early Exploratory Workshop (2012), EU Jean Monnet Programme for workshop of young researchers (2010), Erasmus Mundus (associate partner for Asia regional)
Publications	EVANS J. and SHEN W. (ed.) [2010], <i>Youth Employment and the Future of Work</i> , Council of Europe Publishing, Strasbourg, (225 pages). XIANG B. & SHEN W. (2009), <i>International Student Migration and Social Stratification in China</i> , <i>International Journal of Educational Development</i> , Vol. 29. SHEN, W. (2007), <i>International Student Migration: The Case of Chinese ‘Sea-turtles’ in Geometries of Power: Framing the Future of Higher Education</i> , in Epstein, Boden, Deem, Rizvi., and Wright, S. (ed.), Routledge: New York, pp 211-231.

Associated Partner 13: University of Provence (UP)	
General description	The LAMES research centre at the UP (which is now part of Université of Aix-Marseille) comprises 30 researchers and 35 doctoral students, and has strong affiliations with the Centre National de la Recherche Scientifique (CNRS).
Key Persons and Expertise	Corine Eyraud is a Lecturer in Sociology working on the “Economic Sociology of the State” in France and China. She was principal investigator of the CNRS Research Programme ‘The Introduction of Performance Management System in French Higher Education’ (2005-2008).
Key facilities	The LAMES is located in Aix-en-Provence within the facilities of the Mediterranean Human Sciences House (MMSH) (650 doctoral students).
Previous Training Programmes and Research	CNRS Research Programme “The Introduction of Performance Management System in Higher Education” (2006-2009).
Publications	Eyraud C., El Miri M., Perez P., “Performance Regime in French Higher Education”, <i>Revue française de Socio-économie</i> , 2011, 7, 149-170. Eyraud C., “Controversies on Public Policy Result Measurements. Issues for Higher Education”, in E. Chiapello, P. Gilbert (eds), <i>Sociology of Management Devices</i> , Paris, La Découverte, 2012, forthcoming.

Associated Partner 14: University of California at Santa Barbara (UCSB)	
General description	1100 academic staff, 22000 students
Key Persons and Expertise	Professor Christopher Newfield specializes in public university funding, university’s social impact, educational impacts of funding policy, academic leadership and management, and new forms of students learning. Actively involved on the faculty side of policymaking. Lead author of several noted white papers. Director of UC systemwide Education Abroad Program centers in France, with both budgeting and policy experience. Co-founder of the NSF Center for Nanotechnology in Society
Key facilities	Visiting students will have access to faculty in the graduate school of education, the 4Humanities project, the Graduate School of Education faculty, and related resources.
Previous Training Programmes and Research	Nano-scale Solar Innovation (includes a dimension of Training PhD students in literature, culture, communication, and public policy).
Publications	“The Humanities and the Crisis of the Public University,” co-editor (with Colleen Lye and James Vernon) of special issue of <i>Representations</i> (2011) Unmaking the Public University: The Forty Year Assault on the Middle Class, (Harvard University Press, 2008). Ivy and Industry: Business and the Making of the American University, 1880-1980 (Durham, N.C.: Duke University Press, 2003).

Associated Partner 15: University of California, Santa Cruz (UCSC)	
General description	Department of Anthropology has 22 fulltime faculty, approximately 55 doctoral students, approximately 600 undergraduate students
Key Persons and Expertise	Don Brenneis , Professor of Anthropology. Extensive publications on peer review, research funding and program assessment practices in the United States and, to some extent, comparatively, especially with the UK. Former Chair of the Editorial Committee, University of California Press, and editor of American Ethnologist and member of numerous editorial boards. I teach a graduate seminar on grant writing.
Key facilities	Office space, internet and library access, participation in departmental seminars and colloquia.
Previous Training Programmes and Research	Ongoing research on higher education evaluation and policy. Fifteen years of doctoral training experience
Publications	2009: Anthropology in and of the academy. Social Anthropology 17 (3): 261-275. 2006: Reforming promise, in Annelise Riles (ed.), Documents: Artifacts of Modern Knowledge, University of Michigan Press: 41-70. 2004: A partial view of contemporary anthropology: 2003 presidential address, American Anthropological Association. American Anthropologist 106 (3): 580-588.

Associated Partner 16: Cornell University (CU)	
General description	Cornell University, 20,000 students, about 1,800 faculty and 2,000 staff
Key Persons and Expertise	Davydd J. Greenwood , anthropologist specialized in university reform, leader of an international network of 20 scholars of university reform; numerous publications on university reform; focus on are organizational behaviour and redesign through action research, successful grant writer, 20 years academic administrative experience, 41 years university teaching and research
Key facilities	Library privileges, can take courses anywhere in university, faculty mentoring
Previous Training Programmes and Research	2 Ford Foundation projects: The Social Sciences at Risk and the Trans-Atlantic Forum on Universities with 20 scholars each Have supervised over 100 PhD students in the US and Norway
Publications	Introduction to Action Research, 2nd. Ed (Sage, 2007, Greenwood DJ and Levin M. (2005) Reform of the Social Sciences and of Universities through Action Research. In: Denzin NK and Lincoln YS (eds) The Sage Handbook of Qualitative Research Thousand Oaks - London: Sage, Greenwood DJ and Levin M. (2007) The Future of Universities: Action Research and the Transformation of Higher Education. In: Reason P and Bradbury H (eds) Handbook of Action Research. 2nd ed. Los Angeles: Sage, pp. 211-226.

Associated Partner 17: Deakin University (DU)	
General description	The School of Education has 85 full time academic staff (85% active researchers), 3000 undergraduates and 130 doctoral students. High quality Masters degrees online cater for students off campus.
Key Persons and Expertise	Prof. Jill Blackmore is Director of the Centre for Research in Educational Futures and Innovation (CREFI). Has won 10 Australian Research Council (ARC) grants. Current grants are Leadership in the entrepreneurial University, and Investigating the mismatch between Australian international graduate destinations and workforce shortages.
Key facilities	CREFI offers excellent conditions for doctoral students with a post graduate conference, a shared online/face to face conference with Manchester Metropolitan University, a Social Science Research laboratory, visiting scholar program.
Previous Training Programmes and Research	Prof. Jill Blackmore has run doctoral programs for the Australian Association of Research in Education and in the UK, Norway and Denmark, and holds workshops on women and leadership in higher education. She has 25 completed PhDs and currently supervises 12 PhDs. She has mentored early career researchers in Doctoral Supervision.
Publications	Blackmore, J. (2009) Anticipating Policy and Logics of Practice: Australian Institutional and Academic Responses to the Globalising "Quality Research" Agenda, Access: critical perspectives on communication, cultural & policy studies, Vol. 27 Blackmore, J, Brennan. M, Zipin, L. 2010 Repositioning the university: Changing governance and academic work Sense Publishers. . Blackmore, J. and Sachs. J. 2007Performing and reforming leaders: gender, educational restructuring and organizational change. SUNY Press New York (winner of Critics Choice, American Educational Studies Association).

Associated Partner 18: University of Sydney (SU)	
General description	With a long and proud record of professional education and development and research the Faculty of Education and Social Work is very well connected to major universities both within the Asia Pacific, North America, Europe and the UK.
Key Persons and Expertise	Anthony Welch is Professor of Education. A policy specialist, with extensive publications in numerous languages, has consulted to national and international governments and agencies. Visiting Professor in the US, Germany, France, Japan, and Hong Kong. Coordinates the research project The Chinese Knowledge Diaspora.
Key facilities	Any visiting student will have access to desk, computer and internet access, excellent research library, and worldwide data sets, as well as my expertise on HE reforms, particularly within the region, and the policy process more generally.
Previous Training Programmes and Research	Several research projects, on education policy reforms, and on regional higher education reforms, particularly in China, and South East Asia. Developed a special training programme for the Ministry of Education and Training (MOET) Viet Nam. Delivered training courses to educational leaders from China, and Indonesia
Publications	Welch, A., (2011) Higher Education in South East Asia. Blurring Borders, Changing Balance. London/New York, Routledge. Jarvis, D., and Welch, A., (2011) ASEAN Industries and the Challenge from China. London/New York, Palgrave Macmillan Welch, A. (2012) Counting the Cost. Financing Asian Higher Education for Inclusive Growth. Manila, Asian Development Bank. (In Press).

Associated Partner 19: The Hong Kong Institute of Education (HKIE)	
General description	HKIE) has 8000 students, three faculties (including the Faculty of Arts and Sciences (FAS)), one graduate school and 120 academic staff. FAS was established in 2009 as a strategic pathway to academic excellence for HKIEd. FAS comprises 5 academic departments and include the Centre for Governance and Citizenship.
Key Persons and Expertise	Ka Ho Mok is Chair Professor of Comparative Policy and Associate Vice President (External Relations), Dean, Faculty of Arts and Sciences and Co-Director, Centre for Governance and Citizenship. Professor Mok edits J. of Asian Public Policy and the Comparative Development and Policy in Asia Book Series (Routledge)
Key facilities	Office space, library and computer facilities.
Previous Training Programmes and Research	Professor Mok has taught and researched at University of Bristol, UK, University of Hong Kong and City University of Hong Kong. With many completed PhD students, he currently supervises at HKIEd, Univ. of Hong Kong, Zhejiang Univ. in China.
Publications	Mok, K. H. (ed.) 2010 The Search for New Governance of Higher Education in Asia. New York: Palgrave Macmillan Press Mok, K. H. 2011 ‘The Quest for Regional Hub of Education: Growing Heterarchies, Organizational Hybridization and New Governance in Singapore and Malaysia’ Journal of Education Policy, 26 (1), 61-81. Mok, K. H. 2009 ‘The Growing Importance of the Privatness in Education: Challenges for Higher Education Governance in China’ Compare 39 (1): 35-49.

Associated Partner 20: The University of Hong Kong (HKU)	
General description	HKU has a comprehensive range of study programmes and research disciplines spread across 10 faculties and about 100 sub-divisions of studies and learning. There are over 23,400 undergraduate and postgraduate students coming from 50 countries, and more than 1,200 members of academic and academic-related staff,.
Key Persons and Expertise	Rui Yang is Associate Professor and Assistant Dean of the Faculty of Education. He has a particular interest in crossculturalism in education policy, higher education, and sociology of education. A PhD from the University of Sydney in 2001, he has since taught and researched at Universities of Western Australia, Monash and Hong Kong, and written extensively in the field of comparative and international education.
Key facilities	World-class library resources, learning/research facilities incl. office and ICT facilities.
Previous Training Programmes and Research	Longstanding renowned programs in comparative and international studies in higher education and education policy at the Faculty of Education, involving a large number of doctoral students from a variety of countries in the world.
Publications	Yang, R. (2002) *Third Delight: Internationalisation of Higher Education in China (New York: Routledge, 2002), 268pp. Yang, R. (2011) *Self and the Other in the Confucian Cultural Context: Implications of China’s Higher Education Development for Comparative Studies. International Review of Education 57(3-4), pp. 337-355. Yang, R. (2010) *Soft Power and Higher Education: An Examination of China’s Confucius Institutes. Globalization, Societies and Education 8(2), pp. 233-43.

Associated Partner 21: Zhejiang University (ZU)	
General description	The Institute of International Comparative Education (IICE) is one of the largest entities for teaching and research at Zhejiang University. IICE is one of the top ranked Chinese institutions with regards to school development, training and research, and has become China's main centre of excellence in our field.
Key Persons and Expertise	Gilsun Song , Associate Professor, Director of the Institute of International Comparative Education, and Assistant Dean of International Cooperation Affairs in the College of Education at Zhejiang University, currently teaching and researching International Comparative Education.
Key facilities	Visiting students have access to the college's network of universities, institutes, and organizations, and to the college's professors and lectures.
Previous Training Programmes and Research	Projects: Education Aiding Poverty through Modern Communication Techniques; Bridging the 'Digital Divide' Doctoral and Master training program: Exchange Program for International Students from Seoul National University.
Publications	Gilsun Song: Internationalization of Chinese Higher Education Development, Korean Annual Press, 2010. Wuyan & Gilsun Song: World-Class University – Asia and Latin America in: Philip G. Altbach & Jorge Balan (Eds.) World Class Worldwide: Transforming Research Universities in Asia and Latin America. The Johns Hopkins University Press, 2007.

Associated Partner 22: Beijing Normal University (BNU)	
General description	2000 students from 69 countries study at BNU. The Institute of International and Comparative Education (IICE) at BNU comprises 10 professors, 6 associate professors, 2 assistant professors. 38 doctoral students (some 20 % international) are currently enrolled in the comparative education programs.
Key Persons and Expertise	Prof. Dr. Liu Baocun is a professor of comparative education and director of the National Center for Comparative Education and of the Institute of International and Comparative Education, both at BNU. He is supervising 16 graduate students and 3 postdoct fellows. Prof. Dr. Wang Yingjie is a professor of National Center for Comparative Education BNU. Formerly vice-president of BNU, and is now the chairman of Chinese Comparative Education Society. Experienced in supervising doctoral students.
Key facilities	The International students' office provides services to foreign students of BNU. The university holds large libraries and offers an on-campus accommodation. All necessary facilities are easily available in the students' dormitory areas.
Previous Training Programmes and Research	BNU and the Institute of International Education at Stockholm University collaborate on an international Master in comparative education, and starting in 2012, the ICEE is offering an Erasmus Mundus program with Austrian, German and Finnish partners. 152 doctoral students (including 12 foreign students) graduated from the institute.
Publications	Liu Baocun. Preparing Leaders for the Future: Reinventing Undergraduate Education in American Research Universities. Beijing: Higher Education Press, 2011. Liu Baocun. Innovative Nations Construction and the Higher Education Reform in China. Beijing: Higher Education Press, 2010. Wang Yingjie, Liu Baocun. The Formation and Development of World-class Universities. Taiyuan: Shanxi Education Press, 2008.

Associated Partner 23: Shanghai Jiao Tong University (SJTU)	
General description	SJTU has taken the lead in management reform of institutions for higher education. Total enrollment amounts to 42,881, of which 1,598 are international students. There are 17,766 undergraduates, and 24,017 masters and PhD candidates.
Key Persons and Expertise	Professor Dr. Shaoxue Liu is director of the Center for the Study of Graduate Education (CSGE), Graduate School of Education at SJTU. Professor Liu has supervised 10 doctoral students and 1 post doc.
Key facilities	About 10 doctoral students would gather together every two weeks, and every time there would one student be the manager of the seminar.
Previous Training Programmes and Research	SJTU houses 203 PhD programs and 28 Postdoctoral programs.
Publications	Can they be compared: graduate education in China and the United States? Fudan Education Forum, 2011 (3) (Chinese Press); A Research on Fostering Leading Scholars to Achieving the Goal of an Innovative Country, Renmin University Press, Beijing, 2009 (Chinese Press).

Associated Partner 24: National University of Singapore (NUS)	
General description	The Asia Research Institute (ARI) is a world-leading hub for social science and humanities research on Asia located at the National University of Singapore (NUS). ARI currently has 63 research staff..
Key Persons and Expertise	Brenda S.A. Yeoh , Professor of Geography; Research Leader of the Asian Migration research cluster; Principal Investigator of numerous projects. Research interests: Politics of space in (post-)colonial cities; gender, migration and transnational communities.
Key facilities	Students can tap into NUS' libraries and computer/IT facilities, and will have opportunities to participate in international conferences and workshops, and to interact and work with faculty, graduate students, and international scholars in various disciplinary fields from both the institute and the university community.
Previous Training Programmes and Research	Globalising Universities and International Student Mobilities in East Asia (2009 to present). Principal Investigators: Ho Kong Chong, Brenda Yeoh, and Francis Leo Collins.
Publications	Huang, S. and B.S.A. Yeoh. 2011. Navigating the Terrains of Transnational Education: Children of Chinese 'Study Mothers' in Singapore. <i>Geoforum</i> 42(3): 394-403. Sidhu, R., K.C. Ho, and B.S.A. Yeoh. 2011. The Global Schoolhouse: Governing Singapore's Knowledge Economy Aspirations. In <i>Higher Education in the Asia-Pacific: Strategic Responses to Globalization</i> , edited by S. Marginson, S. Kaur, and E. Sawir, 255-271. London: Springer. Yeoh, B.S.A. and S. Huang. 2010. Mothers on the Move: Children's Education and Transnational Mobility in Global-City Singapore. In <i>The Globalization of Motherhood: Deconstructions and Reconstructions of Biology and Care</i> , edited by W. Chavkin and J.M. Maher, 31-54. Oxon: Routledge.

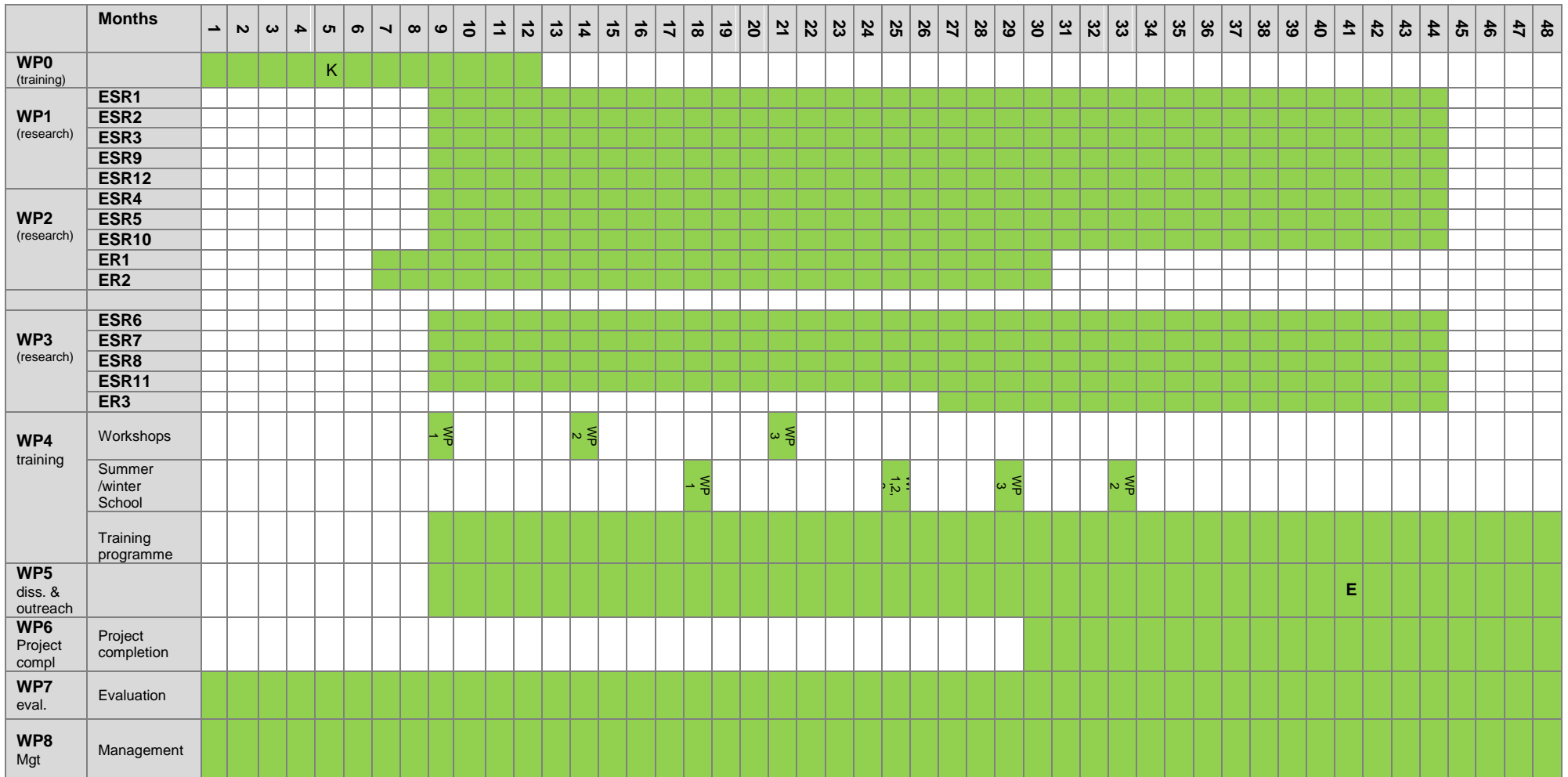
Associated Partner 25: Tokyo Jogakkan College (TJC)	
General description	TJC is a liberal arts college for women with focus on communication skills development and global/cross-cultural studies. There are 21 full-time and 50 part-time faculty, 30 staff members, and about 400 students.
Key Persons and Expertise	Takao Kamibeppu's expertise and research experience includes the policy and practice of the internationalization of higher education institutions in Asia (Japan, ASEAN member states, South Korea in particular), and regional harmonization of higher education in ASEAN and East Asia, the receptions of the Bologna Process in the different regions in the world.
Key facilities	The Multicultural Center assists students with accommodation at the off-campus apartment rooms reserved by the college. A group of faculty, staff and students are available to help the students with research and cross-cultural aspects.
Previous Training Programmes and Research	I have conducted research on the ramifications of Bologna Process in the higher education systems in Japan, other parts of Asia, and the United States. I have given consultations and advice to doctoral students in the field of education in the United States and Japan.
Publications	<p>“The interaction between ASEAN student exchange and the international student policies of Thailand, Malaysia and Singapore,” JASSO, 2011 (in Japanese).</p> <p>“Internationalisation of higher education in Japan: Recent policy developments and opportunities for greater cooperation with Europe,” Internationalisation of European Higher Education - An EUA/ACA Handbook, Dr. Josef Raabe Verlags-GmbH: Stuttgart, 2010.</p> <p>Towards the expansion of inter-university exchange in Asia and the Pacific. Japanese Ministry of Education, Culture, Sports, Science & Technology, March 2009 (in Japanese).</p>

Associated Partner 26: The National University of Malaysia (UKM)	
General description	One of the five elite research universities in Malaysia with 28,000 students, of which 3,000 are postgrads. It has 17 Faculties/Schools, 14 research institutes, one of which is KITA, Institute of Ethnic Studies with 12 full-time researchers and 30 postgrads.
Key Persons and Expertise	Shamsul AB , Distinguished Professor of Social Anthropology conducts research, teaching and lecturing on ‘politics, culture & economic development’ of the Malay speaking world of Southeast Asia. Mediator of numerous ‘ethnic conflicts’ in Malaysia in the last 30 years.
Key facilities	UKM library has 300,000 books in its collection, including 250 e-journals. Special housing facilities for foreign students; post grad cubicles, secretarial & ICT facilities at KITA and Main Library; free access to broadband Internet in the campus.
Previous Training and Research	Applied Fieldwork Course for MA in Asian Studies Program, Lund University, Sweden since 2005, for Hong Kong Business Polytechnic and for the Department of National Unity, Malaysia. KITA has 25 PhD students
Publications	<p>Modul Hubungan Etnik (Ethnic Studies Module), 2007 (first edition), 2012 (2nd edition); used in the compulsory course ‘Ethnic Relations’ in all the 20 public universities in Malaysia, involving annually 40,000 new students from the sciences and non-sciences.</p> <p>Sikhs in Southeast Asia: Negotiating Identity (Singapore, ISEAS 2011) (co-edited)</p> <p>Producing Knowledge of Southeast Asia: A Malaysian Viewpoint,” in: Inter-Asia Cultural Studies Reader. Routledge, 2007, pp.118-138.</p>

Associated Partner 27: The University of British Columbia (UBC)	
General description	The Centre has eight active research staff and some 20 graduate students attached to various research projects. The Centre itself has close links with EDST, the Department of Educational Studies, which has 30 faculty members and some 200 graduate students
Key Persons and Expertise	Hans G. Schuetze , Centre for Policy Studies in Higher Education and Training, (CHET) The Centre's research work is focused on Higher Education including non-university post-secondary education. Researchers involved in CHET's work are regular faculty members who are teaching courses on education policy and research methodology.
Key facilities	Visiting student (8–10 per academic year) are supervised and included in all academic activities of the Centre, including bi-weekly seminars and workshops. CHET is also hosting or co-organizing with other universities worldwide an annual International Workshop on Higher Education Reforms.
Previous Training Programmes and Research	EDST offer Doctor of Education programs in Adult Learning and Education (ALE) Higher Education (HIED) Educational Administration and Leadership (EDAL) Society, Culture and Politics in Education (SCPE) Adult Learning and Global Change (ALGC) Doctor of Educational Leadership and Policy (EdD)
Publications	Integrating School and Workplace Learning in Canada: Principles and Practices of Alternation Education and Training. Hans G. Schuetze and Robert Sweet (Eds.), March 2003, McGill-Queen's University Press. Higher Education and Lifelong Learning: International Perspectives on Change. Hans Schuetze and Maria Slowey (Eds.) 2001. ISBN: 9780415247948. Routledge.

B.8 GANTT CHART

- reflecting ESRs and ERs, Recruitments, Management and Dissemination / Outreach Activities



K = Kick-off meeting, E = End of project conference

B.9 Letters of Commitment

Letters of Commitment from all Associated Partners are included in this section:

1. Times Higher Education, UK (THE)
2. Berghahn Books, USA / UK (BB)
3. Academic Cooperation Association, Belgium (ACA)
4. GHK Consulting Limited, UK (GHK)
5. Routledge, Taylor & Francis Group, UK (Routledge)
6. Association of Pacific Rim Universities, Singapore (APRU)
7. Sino-Danish Center, Education and Research, Denmark / China (SDC)
8. European Council of Doctoral Candidates and Junior Researchers, Belgium (EURODOC)
9. Magna Charta Observatory, Italy (MCO)
10. University of Washington, USA (CIRGE)
11. The University of Auckland, New Zealand (UoA)
12. ESSCA School of Management, France (ESSCA)
13. University of Provence, France (UP)
14. University of California, Santa Barbara, USA (UCSB)
15. University of California, Santa Cruz, USA (UCSC)
16. Cornell University, USA (CU)
17. Deakin University, Australia (DU)
18. The University of Sydney, Australia (SU)
19. The Hong Kong Institute of Education, China (HKIE)
20. The University of Hong Kong, China (HKU)
21. Zhejiang University, China (ZU)
22. Beijing Normal University, China (BNU)
23. Shanghai Jiao Tong University, China (SJTU)
24. National University of Singapore, Singapore (NUS)
25. Tokyo Jogakkan College, Japan (TJC)
26. The National University of Malaysia, Malaysia (UKM)
27. The University of British Columbia, Canada (UBC)

References

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