

# Universities in the Knowledge Economy



Universities in the  
Knowledge Economy

## **UNIKE BRISTOL WORKSHOP REPORT**

**24 – 26 February 2014**

**Version 1, 24 April 2014**



**EU Marie Curie  
Initial Training Network (ITN)  
7<sup>th</sup> Framework programme**



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## Introduction

### UNIKE project description

UNIKE is an EU funded project to explore the changing roles of universities in the knowledge economy in Europe and the Asian Pacific Rim. It is funded under the FP 7 People Action. UNIKE is a Marie Curie Initial Training Programme. That is, its forms is on providing a training programme for 12 PhD fellows and 3 Post Doc fellows and associated fellows as they conduct research on the above theme. Further information can be found at [www.unike.au.dk](http://www.unike.au.dk). First, it focuses on the substantive and theoretical challenges posed by universities' new role in a global knowledge economy, and especially the contrast between developments in Europe and the Asia Pacific rim. In recent years, massive effort has been put into reforming, managing and marketing universities in Europe and elsewhere in the world. The justification in Europe is that universities are to play a new role in the formation of the EHEA and ERA and in driving a knowledge-based economy. The reform processes are, arguably, themselves producing new ways of organising this economy in world regions and reforming the higher education sector itself. One aim of UNIKE is to provide doctoral and post-doctoral fellows with the theoretical, methodological and technical skills to analyse these processes in Europe and the Asia Pacific Rim. A second dimension of the training is to provide fellows with practical skills needed to do research and build a career either in academia or in the many other public and private sector organisations that have grown up around universities' new role in the knowledge economy. The third theme concerns doctoral education itself. Arguably one of the central new roles of universities is to equip doctoral fellows to work in the global knowledge economy. The composition of such doctoral education is currently debated worldwide and the training programme covers many of these aspects of doctoral education.

### Workshop programme in general

Over 3 years UNIKE is running a training programme consisting of workshops and summer and winter schools and a final conference. Each UNIKE workshop is subdivided into these different elements: scientific training, complimentary skills and aspects of doctoral education.

The topics for the scientific training are:

- Global processes and regional spaces
- Policy Travel
- Mapping knowledge economies
- Ranking and Governance
- Management technologies
- Figures in the higher education landscape

For the complementary skills:

- Genres of research writing
- Publishing in different genres
- Entrepreneurship and grants
- International conferences
- International networking and collaboration
- Conference management

For the aspects of doctoral education:

- History of policy debates about doctoral education
- Governance narratives and the reshaping of doctoral education
- Specificity of social science doctorates
- Partners' own practices of doctoral education
- Working for/researching in other organisations
- Academic freedom

## **Bristol Workshop**

The second workshop in the framework of the project “Universities in Knowledge Economies” (UNIKE) was hosted by the Graduate School of Education (GSE) at the University of Bristol and took place in various locations in the city of Bristol, including the GSE but also the M-SHED, an interactive exhibition space showcasing the dynamic history of the city. The workshop gathered the partners and fellows (doctoral and postdoctoral researchers) at the project, as well as a number of external lecturers and guest students.

The Bristol Workshop was the second in the series and was held on 24 -26 February 2014. It focused on the following elements:

1. Scientific training: Governance and Rankings  
Aim: to understand new forms of governance and how their mechanisms (rankings, citations) operate across scales - world, national, institutional and individual.
2. Complementary skills: Publishing in different genres  
Aim: to take the fellows through the processes of publishing in different formats, with consideration of the audiences they reach. Genres include: book, article, on-line, open access and publishing for the Asian academic market.
3. Aspects of doctoral education: Working for/researching in other organisations  
Aim: to give an insight into arrangements for secondments, using secondments to provide empirical research data, producing an output for the sponsoring organization etc.

Each of the three elements was covered in one or more sessions where formal presentations were made and discussed.

The UNIKE fellows and partners are divided into three work groups.

### **Work group 1: Concepts and theories;**

This Work group 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. This Work group 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.

### **Work group 2: Trends and developments;**

Over the past two decades, important changes have occurred in the political economy of higher education, a means for developing a competitive and productive services sector, and an important revenue earner for institutions and national governments. New models are emerging, intended to overcome the rigidities of existing, largely national, models. At the same time, governments are also asking universities to account for 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. Similarly, academics are responding to the changing environment by creating new roles as academic entrepreneurs engaged in developing startup firms and patenting ideas.

### **Work group 3: Policies and Practices**

Work group 3 explores the dynamic relationship between the “re-missioning” of universities and their funding, governance and management. Finance, governance and management comprise a suite of control technologies which make possible and facilitate the trends and developments to be explicated in work group 2. They are “tools” to which governments and university managers increasingly turn to implement policy and strategy. Work group 3 seeks to address what control technologies have been embedded and what effects they have on organisational forms and ethos, and on academic identities.

In preparation to the scientific training the 3 work groups, consisting of fellows and partners, held electronic meetings and shared their existing publications on the topic and other references that they found useful in their research. The fellows of each of these work groups made a collective presentation and stimulated discussions on governance and rankings in terms of their three work group themes.

In addition, in this workshop all the fellows presented progress on their own research project. When they started in September 2013, they were asked to prepare a detailed Research, Training and Career Plan within the first six months. These were all put on the UNIKE internal part of the website for fellows and partners to read in advance of the Bristol workshop. During the workshop three sessions were scheduled for the fellows and associated fellows to present their research plans for the plenary discussion. All fellows have also chosen a partner from another university as their mentor and each fellow met his or her mentor during the workshop.

## UNIKE Workshop 2: Governance and Ranking University of Bristol, 24 – 26 February 2014

**Day 1: Monday, February 24**

**Location: Graduate School of Education, Room 1.20/1.21**

9.00-9.15		Welcome and Introduction by Susan Robertson (Workshop organizer) and Sue Wright (UNIKE coordinator)
9.15-10.15	<b>Session 1.1</b>	Scientific Training. Current Debates on Governance and Ranking in Higher Education Presenters: Susan Robertson, Roger Dale, Antonio Magalhães Note Takers: Katja Jonsas, Benedikte Custers
10.15-11.00		Tea/coffee break- Fellows meet with Mentors
11.00-12.00	<b>Session 1.2</b>	Doctoral Training. Ethnographic Research in Organizations: Theories, Ethics, Strategies. Presenters: Sue Wright, Jana Baćević Note Takers: Catherine Butcher, Vanja Ivošević
12.00-12.30	<b>Session 1.3</b>	Doctoral training. Practical Considerations for Planning your Secondment Presenter: Brian Staines, University of Bristol Career Services Note Takers: Sintayehu Alemu, Miguel Lim
12.30-13.30		Lunch in Room 1.20/1.21  Group photos
13.30-14.00	<b>Session 1.4</b>	PhD Fellows' Presentations Presenters: Miguel Lim, Vanja Ivošević, Janja Komlijenovič Chairs: Pavel Zgaga and Nick Lewis
14.00-14.30		Discussion
14.30-		PhD Fellows Presentations

15.00		Presenters: Corina Balaban, Tatyana Bajenova, Catherine Butcher Chairs: Sue Wright and Romuald Normand
15.00-15.30		Discussion
15.30-16.00		Tea/coffee break
16.00-16.30	<b>Session 1.5</b>	Scientific training. Discussion of concepts and theories of Governance and Ranking Presenters: Work Group 1 Note Takers: Tatyana Bajenova, Janja Komljenović
16.30-17.00		Break for transition to Jessop's talk
17.00-18.15	<b>Session 1.6</b>	Scientific training. Cultural Political Economy Approach to Higher Education, Public talk in Room 4.10 Presenters: Bob Jessop and Ngai-Ling Sum, University of Lancaster Chair: Roger Dale Note Takers: Katja Jonsas, Chris Muellerleile
18.15-18.45		Wine Reception with Bob Jessop and Ngai-Ling Sum Room 4.10 Foyer
19.00		Dinner at River Station Restaurant

## Day 2: Tuesday, February 25

**Location: M Shed Museum, Board Room**

9.00-9.30	<b>Session 2.1</b>	Scientific training. Discussion of trends and developments in Governance and Ranking Presenters: Work Group 2 Note Takers: Catherine Butcher and Benedikte Custers
9.30-10.00		Tea/coffee break- Fellows meet with Mentors
10.00-10.30	<b>Session 2.2</b>	PhD Fellows' Presentations Presenters: Sintayehu Kassaye Alemu, Que Anh Dang, Freya Jie Gao



		Chairs: Roger Dale and Pavel Zgaga
10.30-11.00		Discussion
11.00-11.30		PhD Fellows' Presentations Presenters: Sina Westa, Benedikte Custers, Katja Jonsas Chairs: Rebecca Boden and António Magalhães
11.30-12.00		Discussion
12.00-13.00		Lunch
13.00-14.30	<b>Session 2.3</b>	<i>Times Higher Education World Universities Rankings</i> Presenter: Phil Baty, Editor of <i>Times Higher Education</i> Chair: Miguel Lim Note Takers: Sintayehu Alemu and Jana Baćević
14.30-15.00		Tea/coffee break - Fellows meet with Mentors
15.00-16.30	<b>Session 2.4</b>	Panel discussion on ratings, measurements, indicators in higher education Panelists: Phil Baty, Harvey Goldstein, Nick Lewis Chair: Susan Robertson Note Takers: Tatyana Bajenova and Janja Komljenović
16.30-17.30	<b>Session 2.5</b>	Breakout Meetings: Partners' management meeting, Ph.D. fellows' private session, Post-docs fellows' private session
19.30-		Dinner: ThaiEdge

### Day 3: Wednesday, February 26

Location: M Shed Museum, Board Room

9.00-9.30	<b>Session 3.1</b>	Scientific training. Discussion of policies and practices surrounding Governance and Rankings Presenters: Work Group 3 Note Takers: Sintayehu Alemu and Chris Muellerleile
9.30-10.00		Tea/coffee break- Fellows meet with Mentors

10.00-11.30	<b>Session 3.2</b>	<p>Doctoral education. The Engaged University Presenter: Jana Baćević</p> <p>Jana Baćević and Susan Robertson recorded interview with Kate Miller from University of Bristol, Department of Public Engagement</p> <p>Chair: António Magalhães Note Takers: Katja Jonsas and Benedikte Custers</p>
11.30-13.00		Lunch and walk around Bristol Harbour-100th Anniversary of the Floating Harbor-Guided by Roger Dale
13.00-14.30	<b>Session 3.3</b>	<p>Complimentary skills. Marketizing Knowledge: new spaces of academic publishing Presenter: Chris Muellerleile</p> <p>Chris Muellerleile/Susan Robertson recorded interview with Gustavo Fischman, Arizona State University on trends in publishing</p> <p>Chair: Romuald Normand Note Takers: Catherine Butcher and Jana Baćević</p>
14.30-14.45		Tea/coffee break (short break)
14.45-16.00	<b>Session 3.4</b>	Brain storm on Next Workshops in Ljubljana and Roehampton
16.00-16.30		Evaluations and wrap-up

## Section 1: Scientific training

### Summary note

The scientific training at the workshop was 'Governance and Ranking'. This emphasised trends and developments in the research on governance and ranking, as related to universities in Europe, North America, and the Asia-Pacific. The complementary skills aspect focused on the presentations of the fellows' research plans, as well as methodological, ethical and practical issues related to the fellows' secondments.

Within the scientific pillar, the fellows had the opportunity to hear two guest public lectures. The first, by Bob Jessop and Ngai-Ling Sum from the University of Lancaster, focused on the cultural political economy of higher education. Jessop and Sum argued for a 'cultureal' political economy, emphasising the materiality of conditions of knowledge production that underpin or drive the trend towards measurement and competitiveness in higher education – including rankings as one of its manifestations. They followed the marketing logic of higher education through the evolution of 'knowledge brands' and 'gurus', suggesting that this is the process through which the structures of power influence selection of hegemonic imageries.

The second lecture was delivered by Phil Baty, editor of *Times Higher Education* (THE) world university rankings. Baty explained the evolution and methodology of THE rankings, underlining how they adapted to some of the critiques levied against them by different representatives of the global higher education community, and also reflected on some of the controversies surrounding global university rankings. The lecture was followed by a panel discussion on rankings, indicators and methodologies, moderated by Susan Robertson and featuring, besides Phil Baty, Harvey Goldstein from the University of Bristol and Nick Lewis from the University of Auckland. It questioned the causal relation between the performance of higher education institutions and the economy, as well as discussed the implications and effects of rankings on the governance of universities, both on institutional and national level, especially in the developing world. It questioned the inequalities between countries as perpetuated through specific ranking methodologies, and discussed the possibilities for and implications of more 'bottom-up' perspectives, which would strengthen the partnerships between universities, academics (and the broader public) on the one hand, and ranking agencies on the other. The ensuing discussion was very lively, and featured many questions and comments from the floor that opened up new venues for future exploration of the meaning of the 'ranking industries'.

Other aspects of scientific training included the introductory lecture on the current debates in governance and ranking of higher education, featuring Susan Robertson, Roger Dale and Antonio Magalhães. The lecture gave an overview of the main aspects and trends related to the concept of knowledge-based economies, and the implications of the rise of ranking industries, primarily for governance.

## Discussion raised by work groups

### Workgroup 1: Discussion of concepts and theories of governance and ranking

#### Presentation by Work Group 1



#### Concepts and Theories: Governance and Ranking

Workgroup 1: Que Anh Dang,  
Freya Jie Gao, Corina Balaban,  
Sintayehu Kassaye Alemu, Sina Westa



#### Change forces and challenges for Higher Education Institutions (HEIs):

- Globalisation
- Knowledge Society/Economy
- Massification
- New forms of funding
- Increased competition
- Accountability



#### Higher Education Institutions (HEIs) Responses:

- Partnership (diffused by international organisations like the World Bank and OECD)
  - Internationalization
  - Inter- Regionalization
- Governance
  - New Public Management/Network Governance/Neo-Weberian
- Evaluation
  - Quality Assurance
  - Ranking and Benchmarking
  - Risk Management/Reputational-risk Management



#### Dilemma between the Traditional Role and Change Forces:

- The change forces affect not all parts of universities to the same extent
- New hybrid models of traditional and modern elements have evolved
- Effects are visible in for example:
  - Quality of education compromised
  - Academic values
  - Features of the academic profession
  - Organisational structure (loose coupling tradition affected)
  - Policies
  - Education models
  - Curriculum



#### Questions for Discussion

- How can public governance maintain its influence in those institutions that could potentially escape local, national and supra-national governance, such as off-shore branch campuses? How does the international/national policies arrive on the local agenda as a result of negotiation between various levels of agents?



#### Questions for Discussion

- In relative terms, the top ranking universities are the conservative research universities of the US and UK:
  - What is the implication of this in terms of governance, 'Harvard Here' modeling and considering a single university "best" in the realm of universality of the university?
- Are universities still able to fulfill their obligation towards the benefit of the whole society? What are the long- and short-term effects on classical academic values like 'university autonomy' and 'academic freedom'?





## Questions for Discussion

- How do new modes of governance affect the emergence of education models and what are the consequences?
- How do new modes of governance change the nation state's role and affect policy making processes?
- What policy networks and policy regimes produce HE policies across national territorial boundaries, regionally, trans-regionally?



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## *Notes by Tatyana Bajenova, Janja Kompljenovič*

Three key messages or themes of the presentation:

- Challenges for higher education institutions (globalization, knowledge-based economy, massification, new forms of funding, increased competition, accountability)
- Reactions of higher education institutions: partnerships (internationalization, inter-regionalisation), governance (new public management, network governance, neo-Weberian), evaluation (quality assurance, ranking and benchmarking, risk management)
- Dilemma between the traditional role and challenges: not all parts of universities are affected by the change forces, emergence of new hybrid models of traditional and modern elements, impact on quality of education, academic values, and features of the academic profession, organisational structure, policies, education models, and curriculum.

Three key implications for, or open questions about the future of research on higher education and the knowledge economy:

- The implication of 'Harvard Here' modeling and considering a single university 'best' in the realm of universality of the university.
- Capacity/Incapacity of universities to fulfill their responsibilities towards the benefit of the whole society. The long- and short-term effects on classical academic values like university autonomy and academic freedom.
- Possibility/Impossibility for public governance to maintain its influence in off-shore branch campuses. Impact of new modes of governance on the emergence of education models, change of the nation state's role and influence on the policy making processes. Policy networks and policy regimes producing Higher Education policies across national territorial boundaries. Connection between ranking and funding.

## Work group 2: Discussions of trends and developments in governance and rankings

### Presentation by Work Group 2



### Emergences and causes

- Not new phenomenon (in USA supposedly since 1870s)
- New: global university rankings (since 2003)
- The move of publishers into the area



### Discussion of trends and developments in Governance and Ranking

Work Group 2

### Dynamics

- Rescaling upward to global institutions including IREG
- Emergence of a range of different players
- The refining of the technology
- Temporalities - on the horizon constantly
- Wrapped inside 'rating agencies' ratings of universities financial status
- The creation of divergent value chains (e.g new regional slicings such as QS Asia)
- Spreading of rankings to HE related fields (e.g. hottest researchers, or ranking of think tanks)

### Effects

- Adoption of rankings by HEIs, states and regions (e.g. U-multirank and U-map)
- U-Multirank

U-Map
- Integration into services offer (e.g. Thompson Reuters)
  - Linking more tightly to institutional assessment regimes and bibliometrics

### Governance and rankings

- Part of global governance of HE
- New disciplinary instruments
- Political technology used by national governments, institutions, disciplines and individuals
- Hierarchical character intimidating winners and losers generates new firms of inclusion and exclusion

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## *Notes by Catherine Butcher, Benedikte Custers*

Three key messages or themes of the presentation:

- It is worth keeping in mind, that rankings are permeating all different areas of social life.
- The technologies are constantly being refined and changed which affect how universities react to these constant changes. They differentiate, with a constant stream of new products e.g. rankings on reputation status; new kinds of regional rankings; and the spreading of the rankings in different fields. Temporality is also an important factor because it keeps the industry running.
- Thompson Reuters is associated with the Times Higher Education They assist with technology which can help university managers to manage their knowledge. Thompson Reuters can also map out what are the frontiers - the hottest papers and the 'research fronts' - especially in the natural sciences, the life sciences and engineering using what they refer to as 'the frontier of knowledge'. They can tell where is the 'hottest' research and map out knowledge as it is proceeding. Some research areas can be very active, while others can be dormant.



Three key implications for or open questions about the future of research on higher education and the knowledge economy:

- Rankings are not a new phenomenon. Global university rankings however in this sense, are new. They started to emerge in the 1990s. There are also different rankings related to think tanks on Higher Education around the globe. It is interesting to question why they suddenly started playing a role in a certain environment.
- ‘The beauty contest becomes much more personalised’: One can question the level of deception, if not corruption. For instance what is the influence of universities in reputation surveys, when universities are able to recommend to the ranking organisation (like QS) the organisations who can fill out the survey. They could suggest giving the questionnaires to employers whom they know.
- In terms of trends, an important development that attempts to shift away from some form of hierarchy has been the commissioning of the new U-Multirank for Europe. It is an effort to try and get Europe on the scale and it will come out this year. The U-Multirank will group institutions by size and try to make different comparisons

### Work Group 3: Discussion of policies and practices surrounding governance and rankings

#### *Presentation by Work Group 3*



UNIKU WORKSHOP  
RANKINGS AND GOVERNANCE

28.02.2014  
UNIVERSITY OF  
BRISTOL

#### UNIVERSITIES IN THE KNOWLEDGE ECONOMY

Discussion of policies and practices surrounding  
Governance and Rankings



UNIKU WORKSHOP  
RANKINGS AND GOVERNANCE

28.02.2014  
UNIVERSITY OF  
BRISTOL

Governance refers to a shift from state control to state  
steering, a shift from hierarchical authority of the  
government to self-organizing networks.

GROUP 3: GOVERNANCE & RANKINGS





Effective governance requires a re-examination of the government's tool kit. Government withdrawal and steering at a distance are all a part of the new tool kit.

Government is only one of the actors. Government does not have enough power to exert its will on other actors. Other social institutions are, to a great extent autonomous.



In a world where governance is increasingly operative without government, where lines of authority are increasingly informal, where legitimacy is increasingly marked by ambiguity, citizens are autonomous and increasingly capable of holding their own and engaging in collective action.



## Women and governance through rankings

Governance creates "new rationalities" that deconstructs "old" inequality regimes based on masculinity and masculine values.

This creates new opportunities for women because there will be/are new (managerial) power relations and position.



While we as academics "dance the dance" of the audit culture, we are governed, we govern ourselves but we also govern others.

The use of rankings, as a tool of governance, is not passive or neutral. "It shapes expectations, behaviors and values; it contributes towards the development of new organizational principles, and new professional subjectivities" (Sidhu, 2008).



The corporate governance model within higher education institutions is just not working.

Higher education is at a crossroads stemming from the current global economic situation, significantly reduced funding support, high student debts, and failing public confidence; therefore there is no better time than now for an alternative governance model to our higher education system



THANK YOU!

Any questions?  
Any comments?



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## *Notes by Sintaheyu Aelmu, Chris Muellerleile*

Three key messages or themes of the presentation:

- Governance is defined as a shift from state control to state steering, a shift from hierarchical authority of the government to self-organizing networks, but these networks must be considered in context and as political and constitutive of new subjectivities.
- There was a healthy debate whether new forms of Higher Education governance were 'working'. The presenters largely argued it was failing. Some members of the audience argued that it was effectively doing work, just maybe not the sort of work that is desirable. In other words, governance is reorganizing the Higher Education sector to align more closely with market forces.
- Governance, however, also breaks apart older social and cultural structures, for instance those related to male domination. This provides potential opportunities for women in the academy.

## Session 1.1: Current debates on governance and ranking in higher education

Presentation by Antonio Magalhaes, Susan Robertson, Rodger Dale

### GOVERNANCE AND RANKINGS

World - G8 World University Rankings Top 200 (2006 & 2008)

Country	Rank 2006	Rank 2008	Change
United States	1	1	0
United Kingdom	24	19	5
Australia	101	85	16
Japan	102	103	1
Netherlands	103	101	2
Germany	104	102	2
Canada	105	104	1
France	106	105	1
China	107	106	1
Hong Kong	108	107	1
Sweden	109	108	1
Austria	110	109	1
Denmark	111	110	1
India	112	111	1
Israel	113	112	1
South Korea	114	113	1
Malaysia	115	114	1
Russia	116	115	1
Singapore	117	116	1
New Zealand	118	117	1
Italy	119	118	1
Mexico	120	119	1
Spain	121	120	1
Taiwan	122	121	1
Thailand	123	122	1
Poland	124	123	1
UAE	125	124	1
Israel	126	125	1
Total	200	200	0

António Magalhães,  
Susan Robertson  
Roger Dale

### What is governance?

it is.... "The coordination of coordination" (Dale, 1997)

in other words....

....rather than the state carrying out all of the activities of government itself, the state determines how, and by whom, they will be carried out....

### What ideologies are shaping education governance projects?

#### AT THE LEVEL OF BIG ORGANISING IDEAS - OR META-GOVERNANCE

**Neoliberal theory** – (argues we need to recalibrate the relationship between the state and the citizen – hence vertical and horizontal rescaling of activities and actors)

**Human capital theory** – (argues that education is an investment which leads to economic growth)

**Competition theory** (argues competition between individuals/organisations leads to greater efficiencies in inputs and outputs)

#### AT THE LEVEL OF GOVERNANCE TECHNOLOGIES

**New Public Management** (audit, self-review, standards, outcomes...)

### Governance of Education - Actors, Activity, Scales

	supranational	national	sub-national					
	ownership	funding	provision	regulation	policy			
state								
market (for profit/not for profit)								
religious								
community								
household								

### Two big projects shaping dynamics

-producing globally competitive knowledge-based economies

- producing a more efficient and effective engine - the university - tied to producing a GCKBE

These dynamics have economic/political and cultural moments (a) new economy (b) relocation of centres of power upward into framing and monitoring activities and (c) new dispositions, identities and practices of academics/students

### Framing the GCKBE

OECD began work in the 1980s on development of basis for a new (information?) economy drawing on work of Machlup - but limited access

1990s tried to develop indicators under guidance of Lundvall to measure knowledge and learning

Mid 1990s settled on idea of knowledge economy - and influence turns to work of new growth theorists (innovation/research quality/learning)

Rise of Indicators and Analysis Division, Education Directorate in OECD under master 'framer' Schleicher

TABLE 1 U.S. Rankings in Various International Competitiveness Indicators		
Current innovation-based competitiveness <sup>1</sup>	8th	(in the world)
Percentage of young adults who have graduated from high school <sup>2</sup>	11th	(in the OECD*)
Science literacy among top students <sup>3</sup>	13th	(of 65 countries/regions tested)
College completion rate <sup>4</sup>	18th	(in the OECD*)
High school completion rate <sup>5</sup>	20th	(in the OECD*)
Density of broadband Internet penetration <sup>6</sup>	22nd	(in the world)
Science proficiency of 15-year-olds <sup>7</sup>	23rd	(of 65 countries/regions tested)
Proportion of college students receiving SAT degree <sup>8</sup>	27th	(in the OECD*)
Mathematics literacy among top students <sup>9</sup>	28th	(of 65 countries/regions tested)
Mathematics proficiency of 15-year-olds <sup>10</sup>	31st	(of 65 countries/regions tested)
Improvement in innovation-based competitiveness in the past decade <sup>11</sup>	40th	(in the world)
Quality of mathematics and science education <sup>12</sup>	40th	(in the world)
Density of mobile telephone subscriptions <sup>13</sup>	72nd	(in the world)

\*The Organisation for Economic Co-operation and Development (OECD) currently has 34 members.

<sup>1</sup>Information Technology and Innovation Foundation, The Global Competitiveness Index 2010-2011: Innovation and Competitiveness Indicators 2010, <http://www.itif.org/global-competitiveness/>

<sup>2</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

<sup>3</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

<sup>4</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

<sup>5</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

<sup>6</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

<sup>7</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

<sup>8</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

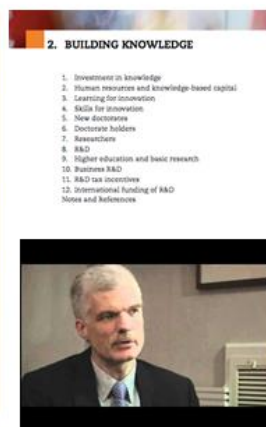
<sup>9</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

<sup>10</sup>OECD, 2008, Rankings include OECD member and partner, and college graduation ranking is based on tertiary A entry system, see Table A.1.4, A.1.5, and A.1.6 of <http://www.oecd.org/dataoecd/1/1/40000000.pdf>

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## 'Producing' the GCKBE

Combination of actors -international agencies and multilateral, national science academies, rankings agencies, governments, universities, publishing houses, entrepreneurs, experts, cities,

Operating at multiple scales

To promote a top down 'race to the top' mentality around the basis for the new economy

Annual monitoring and feedback loops, but this process is full of contradictions

## Governance narratives 1

- 'Governance' appropriated by the neoliberal discourses on the retreat of state regulation disseminated as 'good governance' models (European Commission, 2001; OECD, 1995; World Bank, 1992).
- Governance narratives** put together normative/ideological ingredients with technical elements.
- Narratives** are policy and management stories aimed at making sense of policy processes and action, mediating between national and institutional contexts and processes and structures of decision-making.
- Argument:** without denying the hegemony of NPM inspired narratives there are mixed developments related to collegial governance, New Public Management (NPM), Network Governance (NG) and New Governance (NewG).

## Governance narratives 2

### NPM narrative elements in HE...

1. Stimulation of competition for students between HEIs;
2. Hardening of budgetary constraints;
3. Vertical steering of the system/institution through setting targets and performance contracts;
4. Market based research funding;
5. Development of management under the aegis of "management must manage";
6. Strong managerial roles of rectors, deans, heads of department;
7. Efficiency and value for money; and
8. Strong rectorates and reduction in the representation of academics in HE structures and processes (Paradeise, Reale, Bleiklie, & Ferlie, 2009).

## Governance narratives 3

### Network Governance narrative elements-

1. Development of networks designed with the explicit goal of joint problem recognition, joint problem solving;
2. Networks between HEIs playing a significant role in governance of the higher education system;
3. Soft leadership;
4. External control systems taking the form of "light touch" systems. (Paradeise, Reale, Gostellec, & Bleiklie, 2009: 245)

## Governance narratives 4

### New Governance narrative elements in HE

- focus on governance techniques rather than on state programs;
- focus on networks rather than on hierarchy;
- shift from public vs. private to public+private;
- shift from command and control to negotiation and persuasion;
- shift from management skills to enablement skills (Salamon, 2002).

### Collegial narrative elements in HE

- academics play a central role in university governance;
  - emanates at the core decision-making structures
- [(neo)bureaucratic models]

## Governance narratives, discourse struggling and alternatives...

- "A mix of signs and symptoms of NPM and NG" - NG has been developed to counterbalance NPM.

- Governance narratives show mixed narrative elements, reconfiguring the relationships between governance and management (Magalhães and Veiga, forthcoming)

- NPM Governance reform in European universities gave origin to other, sometimes counterbalancing, narratives grounded on national and institutional contexts, e.g.:

- the Netherlands: signs of NewG emerged associated with the fragmentation of decision-making power;
- in France NPM was not the main driver of governance reform (Musselin, 2009) ;
- in UK ongoing influence of academic bodies;
- Germany: non formal dean's bodies

## The relationships between rankings and governance

There are a number of recognised understandings of the *relationship between* rankings and governance (and not just the 'effects' of the former on the latter); what is the nature of the other relationships between them?

Unclear because of 'fetishisation' of rankings, the tendency to reduce them to methodological issues, to 'take' them, rather than to 'make' them as a problem

At the same time, to regard their relationship with Universities as predominantly related to issues of Governance (e.g., via conceptions of 'reputational risk')

## Problematizing rankings

- What/whose problems are Rankings designed to address (clearly multiple, but which versions are made visible)?
- What are the consequences of Rankings, for whom, under what conditions, in what aspects?
- On what 'programme theories'/'logics of intervention' do they work? Incentives? Threats? Naming and shaming?
- To bring about what ends; Behaviour change? Competitiveness? Increased control of Universities?
- What might be their unintended consequences?
- NB Rankings as policy instruments with independent effects (Lascoumes and Le Gales)

## Governance Outcomes

All education governance frameworks have outputs that in turn have social justice outcomes. That is, (combinations of) different *actors*, *activities*, *technologies* and *scales of rule* are structurally and strategically selective of particular interests, which in turn distribute (uneven) social opportunities and structure social relations.

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### Notes by Katja Jonsas, Benedikte Custers

Three key messages or themes of the presentation:

In the beginning Roger Dale starts with the definition of governance as coordination of coordination. He maps out the context, how there was a transition from a welfare state to public management in which service production is determined and regulated by the state but the state as such does not produce any services. However, over the years the state has lost its control over regulation.

In her part, Susan Robertson points out that governance of higher education has been rescaled vertically and horizontally. The vertical level includes supranational and multinational actors whereas the horizontal axis points out the splitting of activities and actors.

There are two very big dynamics mentioned, driving rankings, citations and innovations. One of them is the knowledge based economy (KBE). It is important to note that knowledge based economy is a project under construction. It started in the 80s; it gained its terminology in the 90s. By the end of 90s the knowledge based economy, as a big dynamic around producing a global and competitive KBE, drove the OECD's work. In other words, a set of indicators was defined and OECD started to measure how well national states were doing. Different theories like the Human Capital Theory, the New Growth Theory, where learning for innovation is the key element and the Competition Theory are presented.

A second big dynamic driving rankings, citations etc., is producing a more efficient and effective machine or engine for driving the university which then goes back to driving a KBE. There is however a paradox or contradiction in the KBE. While terms like service economy, creativity, flexibility and reflexivity are very important and often referred to, in matter of fact, KBE is actually a science and technology driven industry that reflects, to some extent, the old dominant style of science and engineering.

In the beginning of his talk, Antonio Magalhães points out that the concept of governance is related to neoliberal discourses. In essence, it is about the state stepping away. In this context, governance narratives are normative and ideological policy stories that try to make sense of choices. In other words,

governance narratives are used because they justify certain practices and ideologies. While new public management is a hegemonic narrative, there is no fixed corpus of new public management. Instead, new public management includes all kinds of practices that vary according to the national states. There are different kinds of narratives: Network Governance Narrative, New Governance Narrative and the Collegial Narrative. In the national and the institutional context, a mix of signs and symptoms of New Public Management and Network Governance can be found.

Roger Dale then discusses the relationship between rankings and governance, and defines rankings as a kind of technology. Rankings actually enable, through the quantification of qualities, a technology that you could use elsewhere. He suggests that there is need to expand research beyond the influence of Bologna process on national policies. Instead of focusing on the Bologna process, more attention should be paid to the nature of other relationships, but this is in some way made difficult by the fetishisation of rankings. While we cannot trace the exact roots of rankings, rankings and audit cultures have an intertwined history.

Audits were initially introduced to make sure that public institutions did what was expected. However, as auditing requires quantification, public institutions, such as universities, became rankable. While audits used to be a kind of exposed accountability, rankings, on the other hand, penetrate right within the university, and have become a form of *ex ante* accountability. This is due to the diverse ways rankings reframes the conception of university. However, these new conceptions direct the university in a particular way. For example, the relationships within the university have changed, as everyone, from professor to student, is affected by university rankings.

When looking at the origins of rankings, different intentions and discourses can be found. There is the idea of reputational risks and how reputation is related to profits. There are also the cultural and economic discourses, but in addition rankings have been described as a political instrument. In some discourses the need for standardization and classifications is brought up as they are perceived to be an efficient strategy for selling products in education markets. However, it is important to keep in mind that rankings can have very immediate effects.

To conclude, why this is important? It is important because of all of the education governance frameworks have outputs that shape social justice among other outcomes. The way universities are governed makes certain outcomes more likely than others. Thus, it is important to explore the logics of rankings. How do they work, the threat of name and shaming, and what are they trying to change?

In his talk, Roger Dale repeated the question he posed already in the previous UNIKE workshop in Copenhagen: Whose problems are we solving?

Three key implications for, or open questions about the future of research on higher education and the knowledge economy:

The following questions were asked during the workshop:



- What is happening now, between rankings and governance?
- What is the nature of other relationships between them?
- Whose problems are they designed to address?
- And what are the consequences of the rankings and for whom? Under what circumstances? In what aspects?
- Do they work through providing incentives? Or through providing threats? And in particular, the threat of naming and shaming? But why?
- What are they trying to change?
- Are they trying to change behaviours, and if so, at what levels?
- Are they trying to change competitiveness? Are they trying to change the nature of competitiveness? The stakes of competitiveness?
- Are they trying to bring about increased control of universities?
- What might be their unintended consequences?
- Why does a certain political set of thoughts and actions, move from one model to another? Is it a systemic move from one point to another of policy making and policy regulation?

All these questions need to be discussed in a bigger framework.

Roger Dale's question of whose problems we are solving indicates that problems are not equally shared. There are multiple stakeholders in higher education, and they have different problems and these problems may reflect the diverse power relations within university. In other words, how are the power relations reconstructed in present day Higher Education, and how should a researcher position her/himself in these power relations?

The reputational risks of rankings: In some countries, student surveys are used in ranking degree programs. However, there is an inherent problem. Giving bad feedback about one's degree program may be a risky business as it might lead to devaluation of one's degree. In a sense, the fear of reputational risks may not encourage honest feedback and critical thinking. Thus, it might be interesting to explore how rankings have shaped communication within and between universities. How rankings are understood by people, and how different understandings of rankings are used in communication within a university.

Knowledge based economy is a science and technology driven economy, one could assume that the value of humanities might be decreasing. However, is the picture so simple? Thus, one possible field of research is the 'academic tribes' and how do they position themselves in relation to knowledge based

economy. Who are the winners, and who are the losers? How are winners made and how do losers lose?

## Session 1.6: Cultural political economy approach to higher education

### Notes by Katja Jonsas, Chris Muellerleile

Three key messages or themes of the presentation:

“Cultureal” political economy - the typo is deliberate because Jessop and Sum are arguing that the cultural aspects of political economy are very real, and entangled with the material, grounded aspects of political economy.

In this framework, an evolutionary approach explores why certain imageries are selected and other are not. If you want to create hegemonic imagery – it has to be something that can be easily translated into different fields. However, while discursive resonance is an important factor, it is not the only form of selectivity. Bob Jessop and Ngai-Ling Sum suggest that there are four forms of selectivity; discursive selectivity, social structural selectivity, technical selectivity, and agential. These four forms of selectivity capture the ways in which the structures of power influence selection of hegemonic imageries.

Ngai-Ling Sum uses competitiveness as an example. Competitiveness is not a theory, it is not a policy but it has become a hegemonic imagery and a knowledge brand. Competitiveness is a hegemonic imagery because it is taken for granted and it is not contested. How competitiveness has become a hegemonic imagery can be explored by applying an evolutionary framework. According to Ngai-Ling Sum competitiveness has evolved from a theoretical paradigm to a policy paradigm, and finally to a knowledge brand. This evolution takes an ‘imaginary’ from just that—something that is imagined—to something that is performed on the ground, and as such, is very real.

According to Bob Jessop and Ngai-Ling Sum, a knowledge brand refers to ‘sets of hegemonic meaning-making discourses’ and is linked to a ‘dispositive’ (from Foucault) promoted by ‘world-class’ guru-academic-consultants. A knowledge brand can be translated into policy recipes and methodologies that appeal to the ‘anxieties of subjects experiencing socio-economic change’.

Bob Jessop summarises his life and developments in Higher Education along following lines. He was born when the welfare state was born and ended up being a manager in a neo-liberal state.

Three key implications for, or open questions about the future of research on higher education and the knowledge economy:

What is defined and how?

It is suggested that competitiveness can be defined as a knowledge brand because it is promoted by ‘world-class’ gurus, it can be translated into policy recipes and it appeals to anxieties of subjects experiencing socio-economic change. This indicates that knowledge brands can be identified by observing who is

promoting it (guru), how it is used (policy recipe), and why it is used (to treat anxieties caused by socio-economic change).

Can this framework be used in identifying other forms of knowledge?

The progress from hegemonic imageries to knowledge brands:

In the lecture, competitiveness was used as an example, and the evolutionary progress from a theoretical paradigm to a knowledge brand was described convincingly. However, what was left a bit open was the relationship between hegemonic imageries and knowledge brand. While knowledge brands can be identified by observing who is promoting it, how is it used, and why is it used – the identification of hegemonic imagery is less clear.

So, how can we identify those hegemonic imageries that have not become knowledge brands?

Are these knowledge brands dependent on fashion? Will they become boring and pass with time? In other words, how do we know how permanent any given brand, or economic imaginary (e.g. competitiveness) is?

## Session 2.3: *Times Higher Education Rankings*

### Notes by Sintaye Alemu, Jana Baćević

Three key messages or themes of the presentation:

- Rankings have huge political and social influence: they play a role in the academic activities and influence governance and policy
- *Times Higher Education (THE) World University Rankings* are developed in a way that aims to be nuanced and take into account/weigh different factors; Baty elaborated on the methodology of collecting data and developing indicators
- Given the existing criticism of inauthenticity and subjectivity, THE places a premium on transparency and encourages the consumers to 'dig deeper'

Three key implications for, or open questions about the future of research on higher education and the knowledge economy:

- It is difficult to capture and compare the variety of concepts of excellence at universities; constant improvement and refinement of indicators
- Convergence effects (rankings privilege a specific model of university – research, international); this might encourage competition in the global knowledge economy
- Short- and long-term impact of rankings (how do rankings influence policy?)

Do rankings reinforce existing inequalities/power disparities between universities/Higher Education systems

## **Session 2.4: Panel discussion on ratings, measurements indicators in higher education**

**Notes by Tatyana Bajenova, Janja Komljenović**

### **Power of rankings**

The power of rankings is related to the need for such data, especially with respect to increasing numbers of mobile students (Mr. Baty). The underlying assumption that there is a causal relation between the performance of Higher Education Institutions and of the economy was problematised. An analogy to school league tables was made in which it is possible to make a theoretical legitimisation of them as they analyse which are the factors that make schools perform better or worse. There are no such theoretical legitimations in global university rankings and the idea that their use can be legitimised simply by the fact that they are used by policy makers is not satisfactory (Prof. Goldstein).

### **Use of rankings by policy makers and boycott of sending data by universities**

Policy makers need to understand rankings before using them in order to avoid the abuse of them (Mr. Baty). Rankings could be privatised in their use in the sense that only universities would see the results and not the public. In this way they would be helping universities to improve without public shaming as opposed to the current situation where rankings are becoming disciplinary governance tool (Professors Lewis and Goldstein). Simply stepping out of the rankings would not make things better, but universities or disciplines could think of alternative ways to make more sensible comparisons, e.g. constructing their own tools of benchmarking within disciplines (Prof. Goldstein). THE rankings are promoted as an honest partnership between THE and universities which is to benefit the whole sector (Mr. Baty).

### **The impact of rankings on different nations, especially in the developing world**

The THE does not do particular research on the impact of rankings themselves, but they are aware of research like that of Prof. Hazelkorn. Anecdotally they see some misuses of rankings in different parts of the world, but it is the responsibility of users and politicians what they do with the rankings (Mr. Baty). There is some research done which shows that inequality is growing within national systems, and speakers referred to the cases of USA, UK and Germany. More research and resources are necessary to research the impacts of rankings (Prof. Goldstein).

### **The temporality of rankings (1 year windows)**

There would be a financial loss for THE if it were to publish rankings e.g. every 4 years. 'We want to make money in a caring way.' Profit comes from advertising on their web page which is why they need to keep information flowing. They are trying to develop more products and more analysis for people to consume (e.g. they were keen to develop an impact innovation type of mechanism, and a student experience report,...which would be new kinds of products). Basically, the financial motivations for this

were discussed (Mr. Baty). If the surveys are done annually, there is a lot of statistical noise surrounding rankings. If surveys were done every 4 years there would be less noise and more accurate information, so technically it would be theoretically more justifiable (Prof. Goldstein). THE is talking to academics and trying to get their feedback in improving data accuracy (Mr. Baty). If the rankings were done in longer periods, they would have a better chance in contributing to actual improvements (Prof. Lewis).

### **Use of data by the public**

Journalists do not care to look at different rankings and make relevant stories. Journalists give the same level of attention to all rankings regardless of how much methodological input is actually invested in them (Mr. Baty). What THE is doing is exemplary and rather transparent. However, 'lazy' policymakers are encouraging people to look at simple numbers. Thus more technical explanations of rankings would be encouraged (Mr. Goldstein).

### **Sampling of academics in reputational surveys**

THE's sampling is endorsing the status quo as star universities are always confirmed as the best ones all over the world since the same people are asked the same question every year. The sampling is not objective (Prof. Goldstein). THE tries to ask academics with publishing records about their opinion and the logic of choosing academics with publishing records is because they want active researchers. No better way is known, but THE would be happy to discuss this in future (Mr. Baty).

### **New European tool under construction, i.e. U-multirank**

A question was posed if such a tool is financed by public money it is probably more likely for it to become a tool for official judgments. In this sense at least private rankings can be ignored by decision makers (Mr. Baty).

## Section 2: Doctoral education

### Session 1.2 Ethnographic research in organizations: theories, ethics, strategies

#### Presentation by Sue Wright Part I



## Presentation by Sue Wright Part II

### Ethnographic Research in Organizations: Theories, Ethics, Strategies (Part II).

Susan Wright

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### Position

- No Archimedean point of enlightenment – no all-knowing scientific 'point from nowhere' (Bourdieu) - Haraway's 'God trick'
- Field – site – position. Reality is seen from a definite place – position – which exists relative to other positions.
- Researcher and researched are all positioned actors – all expressions are positioned and are interpreted for their political, ideological overtones
- Reflexivity – map their and your interested position in social space – especially look at the spot you cannot see directly – your own point of view.
- Systematic analysis from a particular site that refocuses attention on what is happening in a field

### Position in the field

- Where is your organisation within this university-industrial complex?
  - See the complex not as made up of discrete organisations – boundaries are constantly being made, reinforced, changed
  - See the complex as made up of value chains (Porter) and/or
  - Systems of governance
- Why choose this organisation as a site for researching this field? What perspective does it give you?
- Practical politics - What are the strengths/vulnerabilities of 'your' organisation in this complex – are there likely to be any politically sensitive points?

### Location within the Organisation

- A position that gives you experience of daily work-life – could range from having a desk, to being given a task
  - Research insights
  - Practical experience
- Recognition that you are a researcher and the issues you are interested in. Permission (encouragement) to do this research through access to documents, participant observation, interviews – how active a participant do they/you want you to be?
- An element of your research re-packaged as useful for them – a report, presentation...? (Plus a reflective role)

### Insider/Outsider Position

- Outsider/insider; stranger/friend; observer/participant (oscillation between objectivism/phenomenology, experience-distant and experience-near concepts)
- Keep your outsider identity as a Marie Curie fellow, employed by your university (protects your research freedom)
- Locate yourself in the day-to-day work life of the organisation with a manager as your supervisor/sponsor/gatekeeper (someone strong enough in the organisation to guide you well and to mediate your relations with the organisation's powerful people)

### Reflexive Analysis of your Positionality

- Consider how you are being positioned by your colleagues/ how you are positioning yourself
  - It changes continually, so you have to negotiate and adjust
  - How are people looking at you – are you getting stereotyped or side-lined?
  - How are you behaving/responding
- Are you in the right position/relationships to get the kind of information you need for your research?
- Reflexive employees (lay ethnographers) - objectify and reflect on themselves and role in the organisation to optimise conduct, work relations, corporate values



## Organisational Processes

- Their representation – organograms
- What are the central processes – in a system of value production, what values are being produced, who contributes what, what blockages occur, what support do managers give when people are struggling with value problems (Greenwood)
- Serendipity – notice opportunities to pursue what you are interested in; let what is important in the context reshape your interests
- Weirdness - Things are said/happen that you did not expect and cannot explain. Rich points (Agar). Surprises (Willis). Problem (Wright)

## Keywords and Narratives

- Chase something through an organisation, e.g. a keyword, associated concepts, semantic cluster, narrative
- 'From idea to invoice' - What does this mean. How did it emerge?
- Other words in semantic cluster? Autonomy, top down leaders, university as driver of the economy, relations with 'surrounding society', performance (industry to harvest outputs), payment by outputs
- How did it become dominant? Contestation over 'autonomy'
- What are the material effects – trace the legislation, university-government relations, management, day to day changes

## Analysis

- Particular instances with wider relevance – a perspective from a site on wider processes of governance (not generalisation)
- How ideas work in a particular place – the particular formation – not reliance on general terms (NPM, neoliberalism)
- Writing – aim is not to explain all you know (to gain a grade) but aim to educate the reader

## Ethics

- Do your daily colleagues understand that you are a researcher and what you are interested in? Don't just rely on the boss to have got you access
- Do they understand that you are researching all the time? Not just in fixed interviews.
- How do you both fit into office life and mark that you are researching? Always having a notebook? How do your thoughts and practices feed into the reality you are studying?
- Establish methods for them to mark confidential information (write this in Secondment Agreement)
- Always be confidential – never say 'so and so told me that...' Office life is often tense and 'political'. If they attempt to use you as a resource in their politics, turn their comments into questions – try and leave the place better than you found it.
- Anonymity – gain agreement on whether you will use the name of the organisation and on how you will refer to positioned individuals without revealing their identity.
- Feed back – use your secondment supervisor as a sounding board, sense the politically sensitive issues and how to put them over. Always present research orally before giving it to them in writing
- Ownership and right to comment (Secondment Agreement) – you own the research material, but give them sight of drafts. Request factual corrections and respond to them. Welcome views on the analysis but don't promise to include them.

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## Ethnographic research in organisations

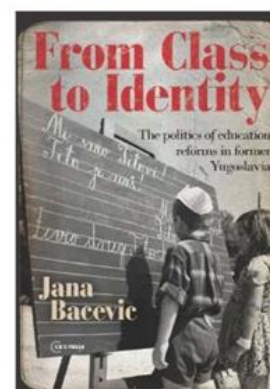
Theories, ethics, strategies

(Part II)

Jana Bacevic

## A few practical things

- Own experience: research and policy projects aimed to develop higher education for minority groups in postconflict/divided societies
- Kosovo, South Serbia (Sandzak/Presevo Valley)
- Multiple perspectives – researcher, academic, policy advisor



## Things you might do

- Research (duh 😊)
- Policy advising
- Presentations of UNIKE, MC etc.
- Presentations of own research
- Collaborative projects
- General socialising
- ...?

## Issues to consider

- Epistemological positionality: What are you trying to find out? What are the theoretical and methodological assumptions your project rests on? (e.g. elite-vs.-"common people"-focused approach; authority)
- Political positionality: What kind of political or ideological assumptions do you come/leave with? How do they correspond/influence/are influenced by the politics of the organisation? (e.g. liberal/communitarian policies)
- Personal positionality: How do you see yourself within the organisation (present and future)? What kinds of relationships are you developing with people? How to "organise" these relations? (e.g. "traineeship" vs. "expert involvement")

## Notes by Corina Balaban and Vanja Ivošević

Three key messages or themes of the presentation:

### Sue Wright:

Aim of the project: reconceptualise higher education and university. A new notion of higher education sector/university with the university located in a new network of public and private sector organisations. A new university-industrial complex. The fellows' secondments are strategically located in a range of these organisations so that collectively UNIKE can generate a new understanding of the 'higher education' sector.

Steps in conducting the ethnographic study

Step 1: Mapping the field. Map the organisations that have a bearing on the topic- in this case, universities- in the knowledge economy.. Conceptualising the field underpinned by theoretical approach. Who are the actors, where do the influences come from, how do you think about the field.

Step2: Site. Sites are a part of the field. Choose a site that gives you an opportunity or advantage point to see what is happening in the field.

Step 3: Position. Within the site you position yourself. Analyse data in reference to your position in the field. You are also being positioned. People make assumptions about you which can limit or open opportunities. You are continually negotiating your positions in the field: assess how you are being seen, how you want to be seen etc. Reflexivity, repositioning.

Organisations used to be thought of as things with fixed boundaries but the emergence of a new field of higher education in the knowledge economy is leading to rethinking the boundaries between organisations. Boundaries are rethought and reconstructed. How is an organisation maintaining its boundaries? Re-conceptualising where universities are in the world.

Secondment: Recognition of your position as a researcher. Access. Possibility to produce something useful to the organisation. Important: Gatekeeper. Someone who protects you within the organisation. Do not try to solve paradoxes of your position. You want to be an outsider and an insider at the same time; stranger and friend, moving back and forth, keep identity but locate oneself within the organisation.

Key words and narratives. Follow something – a policy, a technology, a concept, a conflict through the field. Chase conceptual understanding through to the material effects. What key words are changing meaning? What words around it are changing their meaning? These become a narrative. Trace the narratives/discourse into the material.

#### **Jana Bačević:**

Anthropologist – traditionally understood as person going to new place, trying to blend in. Today this is no longer possible. One can never become entirely a member of the collective. Engaging in a shorter, more focused way (eg during a secondment in an organisation).

Multiplicity of positions you will take in an organisation.

You need to reflect on these issues:

Epistemological positionality – what are you out to find out, and what are the consequences when you interact with people?

Political positionality – how you relate to different levels of authority within the organisation. Reflect on own assumptions.

Personal positionality – what kind of relationships you develop with people. How do you organise relations in the organisation?

Three key implications for, or open questions about the future of research on higher education and the knowledge economy:

Discussion:

How do you deal with positionality? Field diary. Field diary notes feelings you felt during the interview, gender issues, detailed reflection on the interview, space descriptions, clothes, etc. which are wider than noting the Questions and Answers of the interview as in an interview transcript. Field diary is a first ground of analysis. (Jana Bačević)

Recommendation of literature on multi-sited ethnography written by George Markuses, e.g. 'Ethnography in/of the World system: The Emergence of Multi-Sited Ethnography'. Follow something through the field. Something can be a policy, conflict, etc. This gives you the logic of the sites. (Sue Wright)

In policy – think how people/organisations are influencing each other. They might be influencing each other even if they have not met or they might have met and are influencing each other. (Sue Wright)

How do we distance ourselves? From our own culture or within the organisation? Distant and connected at the same time. Partly it comes from the formal organisation of your position and relations within an organisation where you are seconded. Personal way of managing your position within the organisation. Important to build social relations. Important to know that when you are in a pub they are not working and you are. Signal that you are still researching e.g. take notes even during off time. Ethics: Confidentiality. Document and Personal. Feedback: how will you feedback, drip feedback, pass ideas on all the times. Always present orally before written report. Think sensitively about what they need.

Have your antennas up and have rectifying strategies in mind.

## Session 1.3: Practical considerations for planning your secondment

### Notes

Three key messages or themes of the presentation:

- Career service in UK is part of the student service. Their main mission is to help students to make choices about their future and to implement them. They use for example workshops and cooperate closely with possible employees.

- Before starting a secondment in an organization it is important to take a step back and think about the personal aims of the secondment. Therefore you should be clear about:

1. The opportunities to build a network for the future. Keep the necessary information about the people you meet.

2. The aims you have for your research.

3. Be clear about your job in the organization.

4. About your goals for your research and other goals

5. Use the opportunity to learn. Therefore keep all notes and information.

6. Know the company in advance.

- Conclusion: The most obvious things are often forgotten when you are caught in the situation => Be clear about your goals.

Three key messages or themes of the discussion:

- Planning UNIKE secondment: Use the model Secondment Agreement in the Research Training Handbook. Sue needs to see the Secondment agreements before signing them to make sure that they are appropriate. Include information from the headings in the draft agreement.

- Consider your position and use it for your advantages. 'Dance' between knowing the organization and being the innocent person.

- Be strategically and clear about your position in the organization.

## Session 3.2: The engaged university

Presentation by Jana Bacevic

### The Engaged University

Beyond the “Third Mission”:  
University—Society Relationships and  
Academic Engagement in the Knowledge  
Economy

Jana Bacevic

UNIKE workshop, University of Bristol  
February 2014

Anthropology is philosophy with the people in.

- Tim Ingold (1992)

### Rise of the “Third Mission”

- Universities increasingly encouraged to become engaged with the “surrounding society”
- European Indicators and Ranking Methodology for University Third Mission (E3M): “generate a comprehensive instrument to identify, measure, and compare Third Mission activities of HEIs from a wide perspective” (E3M 2012)
- Typology: Continuing Education, Technology Transfer & Innovation and Social Engagement (E3M 2012); “economical” and “social” aspects (Krcmarova 2011)
- “Public engagement” indicators part of Research Excellence Framework (UK)

### Social path through Pasteur's quadrant

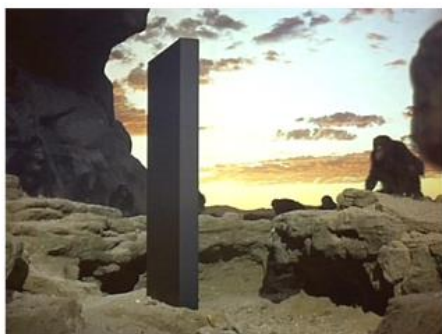


University research is an astonishing force for good in the world, argues Leszek Borysiewicz

Universities the world over have done much in recent decades to dispel the lazy but stubborn notion that our institutions are solely places of esoteric and abstract thought, conducted by unworldly dons, in gowns, over port, in towers made (as surely we would all recognise from our university estates!) of ivory. If ever there were a time that could justifiably contrast universities with “the real world”, it is long past. My University of Cambridge colleague Stefan Collini deploys an enjoyable satire that reveals the “real world” to be a construct invented by “cloistered businessmen in their ivory factories”: they should, he recommends, get out more.

Serving society – my preferred term for what used to be called the real world – is the conscious passion of everyone who works in a modern university. We do it, of course, in uncountably different ways: the institutions that appear in this publication are gloriously diverse and (let us not forget) are not trying to do the same thing in the same way. Still, the drive to serve society is a characteristic we proudly share.

### Third Mission



### Beyond description (“mapping”)





(...) Never to consent to being completely comfortable with one's own presuppositions. Never to let them fall peacefully asleep, but also never to believe that a new fact will suffice to overturn them; never to imagine that one can change them like arbitrary axioms, remembering that in order to give them the necessary mobility one must have a distant view, but also look at what is nearby and all around oneself. To be very mindful that everything one perceives is evident only against a familiar and little-known horizon, that every certainty is sure only through the support of a ground that is always unexplored.

Michel Foucault, "For an Ethics of Discomfort"

## Only teaching and research?



## So...what's new?

- New configurations of social relevance and public engagement
- Institutional (CPE) and discursive ("beyond the Ivory Tower") shifts
- Links: global transformation of conditions of knowledge production
- But...**how do people (= academics) respond to, interact with, and shape these developments?**
- What **ideas/notions** of "**being**" an **academic** are **produced/reproduced** through practices of public engagement?
- How do these practices reproduce or define the boundaries between the "university" and the "society"?
- Bourdieu: critique de raison scolastique – inability to perceive the boundaries and determinants of one's own position



## Academic agency: theoretical debates

- (A) Higher education research/sociology of academic work (Shore & McLauchlan 2012, Musselin 2007, Readings 1996): emphasis on *structure* (people are products of their environments – presupposes malleable position predominantly reactive to external "constraints")
- (B) Sociology of intellectuals/new sociology of knowledge (Baert 2012, Baert and Shipman 2010, Gramsci): emphasis on *agency* (intellectuals as "heroes" – presupposes fixed and relatively durable position in social structure, shaping identity/agency)

## Academic agency?



## Theoretical assumptions

- ⇒ Agency is shaped by the *subjective* interpretation of *objective* conditions (external constraints) (Sayer 2010; Danermark et al. 2001)
- ⇒ Margaret Archer (2003): “internal conversation”
- ⇒ *Intentionality* and human agency
- ⇒ Factors: context (academic/broader social and political environment); own position (objective/subjective); positionality; gender, age, discipline
- ⇒ Academic agency is a *practice of power*; it mediates the boundaries between “university” and “society” and thus also shapes the concepts of both

## Fieldwork

- Two contexts: UK and New Zealand
- “Neoliberal forerunners”, but different institutional configurations
- Centres/peripheries
- *Who* is the society? (= relationship to social structure)
- Universities: Bristol vs. UWE?  
Auckland vs. an institution oriented towards “local knowledge”?

## Challenges and questions

- Beyond the structure/agency dichotomy – where?
- Sample/comparison/scaling
- Overdetermination of data through interpretative framework (*post hoc ergo propter hoc*)
- Sensitive boundary emic/etic

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### Notes by Katja Jonsas, Benedikte Custers

Three key messages or themes of the presentation:

- The idea of the engaged university is not new. It is clear that there are institutional shifts: there was not an office, now there is; there aren't specific bodies that deal with public engagement, and now there are. But there are also discursive shifts, and the main discursive shift relates to the main idea that universities used to be ivory towers, and that now they need to move away from that sort of history or tradition. Where it used to be a more relational attribute of universities, how we engage with people, public engagement of universities changed, under the conditions of neoliberalism, to a functional attribute of universities. The Engaged University also has to work on multiple clients at once: with students, with the city, etc. Therefore, figures like vice-chancellors are involved in these processes of marketing the university.
- When it comes to measuring the engagement of the university in the current context it turns out that there is a shift to public engagement as output. It is actually the visibility of a certain form inward, collecting the effects, - not of the outputs, but of the outcomes. And what you have to start to do as an academic is making the outcomes visible and the weight is on you as an individual to make that clear. This shift to outcomes happens in the side-lines of the bigger game where the university is being pressured to demonstrate that its research is socially useful and relevant so that the treasury will actually continue to fund universities at the level at which universities expect to be funded. The idea of



an external authority that defines or assesses public engagement has its origins in the renegotiation of the boundaries between the university and the outside world.

- The anthropological viewpoint and research tries to connect the broad theoretical philosophical questions with the ways particular people engage with them.

Three key implications for, or open questions about the future of research on higher education and the knowledge economy:

- The first question is, when we take a longer perspective into account is: 'What is new about public engagement'; 'Why should we bother with it?'; 'Why should the whole discussion on public engagement be fundamentally different from what universities have been doing in the past?' In this account it is also interesting to explore what is being lost by this newness. This research can be done in a non-normative way. What Jana is interested in are the hierarchies that get reproduced, or new ones that are produced. Researching the engaged university this way will make it possible to destabilise the assumptions on which current research and investigation on third mission of universities now rest.
- Since globalisation is not a process without actors we need to reflect on 'how do particular people, in this case, academics, respond to this'; 'What notions of what it means to be an academic are produced or reproduced?'; 'How do they reproduce or define the boundaries between universities and societies?'
- The individual actor-centred perspective of Jana's research stems from a lack of self-criticism within academia. This aspect of self-criticism is considered as extremely important in questions about the specificity of the university. Critical reflection should be central here.

## Section 3:Complimentary skills

### Session 3.3: Marketizing knowledge: new spaces of academic publishing

#### Notes by Catherine Butcher, Jana Bačević

Chris Muellerleile presented a framework for the exploration of new spaces of academic publishing, including open access, underlining the explosion of the numbers of academic publications and the ways in which they interact with measurement in the domain of knowledge production. He emphasized the contradictions inherent in the economic framing of the business of academic publishing – e.g. article as exchange value vs. article as use value; knowledge of knowledge (idealism) vs. ignorance of knowledge (functionalism), market coordination vs. academic coordination, and pointed to some ways to theorize these contradictions. The session included excerpts from an interview by Muellerleile and Robertson with Gustavo Fischman from Arizona State University about trends in publishing. This interview was very interesting and helped expand the framework of issues related to academic publishing.

Three key messages or themes of the presentation:

- Concepts of ‘open access’ in the new landscapes of academic publishing are complicated and variegated; Fischman emphasised that there are important regional differences between, for example, Latin America and US/Europe; there is the question of financing of Open Access.
- Situating the changing dynamics of academic publishing within the knowledge economy; there is great increase in quantity of publications, and pressure to measure it
- Contradictions: article as exchange value vs. article as use value; knowledge of knowledge (idealism) vs. ignorance of knowledge (functionalism), market coordination vs. academic coordination

Three key implications for, or open questions about the future of research on higher education and the knowledge economy:

- Are models of use vs. exchange compatible or mutually exclusive, esp. over a longer period of time?
- How do these trends reflect/interact with the broader social/political dynamics of knowledge production?
- What is the future of open access and how to think it? The question of integrating concepts of academic labour

## Presentation by Chris Muellerleile

### Marketizing Knowledge: investigating new landscapes of academic publishing

UNIKE Workshop #2, University of Bristol,  
February 26, 2014

Chris Muellerleile, Graduate School of  
Education, University of Bristol



### Political Economy, Financial Markets and Virtual Economies

1. Virtual and Derived Economies (Bergson, Deleuze)
  - “Main Street vs. Wall Street”?
2. The Limits to Capital? The Limits to Economies? (David Harvey)
  - Use value vs. Exchange Value
3. The Institutionalization of Markets (Polanyi, Hayek)
  - Markets/prices as organizing principals for society



### Broad and high level research question

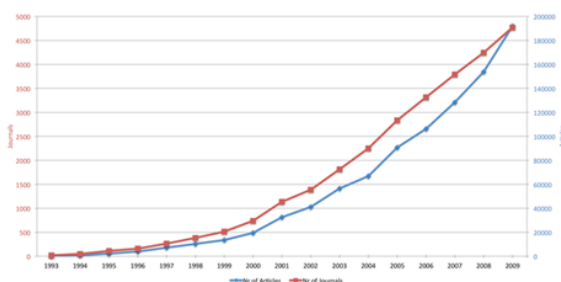
How can we (re)think the changing political-economies of academic journal publishing, and how can this help us to re-think the notion of the Knowledge Economy, as well as economic restructuring more generally?

### Research Questions on Journal Publishing and Open Access Publishing

1. What sort of commodity is an academic journal article? How does it embody value?
2. How and where are markets being constructed in the field of academic journal publishing? How are financial actors and financial markets entangled in these emergent processes? How is economic space being produced/reorganized around these markets (i.e. globalization)?
3. To what extent is open access publishing and the proliferation of academic publishing opportunities in general influencing the gatekeepers (e.g. journal editors) of academic knowledge and academic disciplines? What new hierarchies or “economic imaginaries” are emerging to manage the proliferation of published academic knowledge?



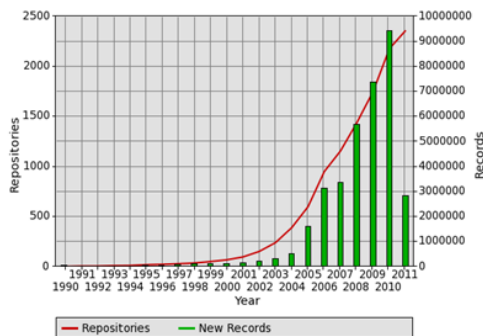
### Increase in open access publishing 1993–2009



Laakso M, Walling P, Bultrons M, Nyman L, et al. (2011) “The Development of Open Access Journal Publishing from 1993 to 2009”, *PLoS ONE* 6(8), available here:  
<http://www.plosone.org/article/info:doi/10.1371/journal.pone.0020961>



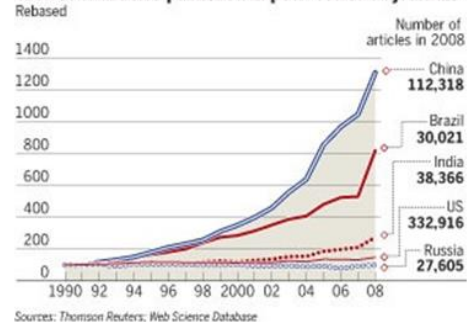
## The "Green" Model-Increase in Institutional Repositories



<http://en.wikipedia.org/wiki/File:Roar1aug2011.png>



## Growth of articles published in peer-reviewed journals



Sources: Thomson Reuters; Web Science Database  
Financial Times, January 25, 2010: <http://www.ft.com/intl/cms/s/0/7e5097e-09da-11d9-b23-00144feabdc0.html#axzz2uNH9g4Vw>



The Nobel Prize in Physiology or Medicine 2013  
James E. Rothman, Randy W. Schekman, Thomas C. Südhof

## Randy W. Schekman - Facts



Photo: A. Nannmark

**Randy W. Schekman**  
Born: 30 December 1948, St. Paul, MN, USA  
Affiliation at the time of the award: University of California, Berkeley, CA, USA, Howard Hughes Medical Institute  
Prize motivation: "for their discoveries of machinery regulating vesicle traffic, a major transport system in our cells"  
Field: cell physiology, genetics

[http://www.nobelprize.org/nobel\\_prizes/medicine/laureates/2013/schekman-facts.html](http://www.nobelprize.org/nobel_prizes/medicine/laureates/2013/schekman-facts.html)

the guardian

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Comment is free

## How journals like Nature, Cell and Science are damaging science

The incentives offered by top journals distort science, just as big bonuses distort banking



**Randy Schekman**  
The Guardian, Monday 8 December 2013 19:30 GMT  
Jump to comments (278)



The journal Science has recently retracted a high-profile paper reporting links between littering and violence. Photograph: Alamy/Janine Wedel

I am a scientist. Mine is a professional world that achieves great things for humanity. But it is disfigured by inappropriate incentives. The prevailing structures of personal reputation and career advancement mean the biggest rewards often follow the flashiest work, not the best. Those of us who follow these incentives are being entirely rational – I have followed them myself – but we do not always best serve our profession's interests, let alone those of humanity and society.

## Analytical assumptions

1. States, NGOs, and private enterprise are all exerting direct (and unprecedented?) financial pressures on institutions of HE.
2. Partially as a result of these pressures, there are growing demands to quantitatively measure the value created by HE institutions.
3. There has been a drastic increase in the amount of codified knowledge produced by academic researchers and teachers.
4. There is no consensus on how to measure the value of codified knowledge, and it is generally agreed that measuring the economic value of tacit knowledge is impossibly complex (cf. Foray 2006).



## Contradiction #1: The Journal Article as a Commodity

### Articles as exchange value

- Academic capitalism
- Competitiveness
- "Closed" science
- Proliferation... academics are happy to produce more of this commodity
- Front end markets
  - Subscriptions

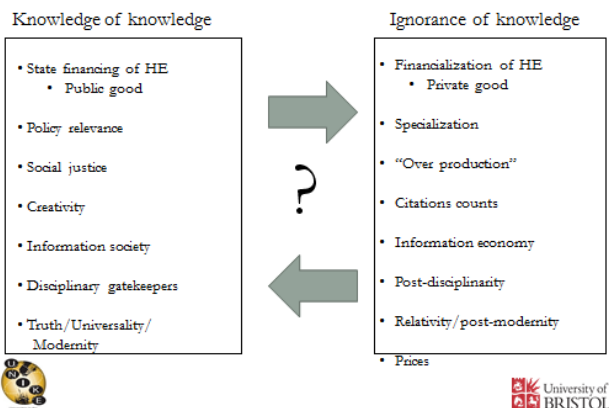


### Articles as use values

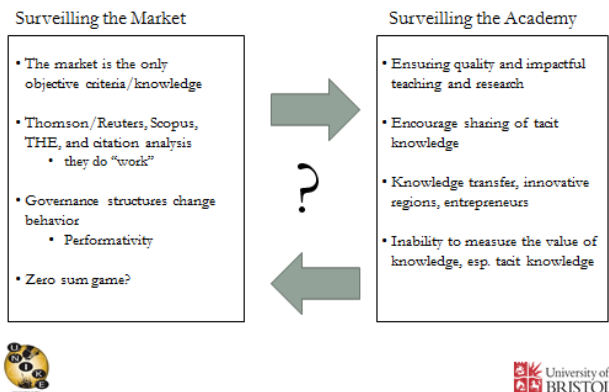
- Knowledge as a key component of creativity, innovation, production
- Free flow of knowledge to public, other scientists, and private sector
- "Open" Science
- Back end markets
  - Data management, search engines, analytics



### Contradiction #2: Knowing the Knowledge Market?



### Contradiction #3: "The Paradox of Effective Research Governance" (Woolert 2013), or the Paradox of Competition (Jessop&Sum 2014)



### Research Questions on Journal Publishing and Open Access Publishing

1. What sort of commodity is an academic journal article? How does it embody value?
2. How and where are markets being constructed in the field of academic journal publishing? How are financial actors and financial markets entangled in these emergent processes?
3. To what extent is open access publishing and the proliferation of academic publishing opportunities in general influencing the gatekeepers (e.g. journal editors) of academic knowledge and academic disciplines? What new hierarchies or "economic imaginaries" are emerging to manage the proliferation of published academic knowledge?

"The lasting paradox is that the debate over open access celebrates its contribution to dialogue while ignoring the underlying processes by which the possibility of genuine dialogue over the future is being determined"

--Professor John Holmwood, University of Nottingham (2013)

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## Section 4: Attendance List



### Attendance list

#### UNIKE Workshop 2: Governance and Ranking University of Bristol, 24 – 26 February 2014

Day 1: Monday, February 24

Location: Graduate School of Education, Room 1.20/1.21

No.	Name	Institution	Signature
✓ 1	JANNA KONUENOU	BRISTOL UN	
✓ 2	Pavel ZRACIA	UNI OF CUBANA	
✓ 3	Que Anh Dang	Uni of Bristol	
✓ 4	Miguel Lim	AARHUS U.	
✓ 5	Catherine Zotcher	Roehampton Univ	
✓ 6	Benedek Cumes	U. Porto	
✓ 7	Katja Jönsas	Roehampton Univ	
✓ 8	MARTINUS J. J. VAN DER WERF	Univ. Stirling	
✓ 9	DERO UHIGI	U. M	
✓ 10	REBECCA BODEN	ROEHAMPTON	
11	JANA BAKENIC	AARHUS	
✓ 12	Sina Wosta	Uni Ljulljanc	
✓ 13	Bajenova Tatyana	EIS de Lyon	
✓ 14	VANJA IVČEVIĆ	UNIVERSITY OF PORTO	
15	ALEXANDRA GULASARIAN	BRISTOL	
✓ 16	Schuyehukawaye	lyubljana	
17	TORRE SØRENSEN	BRISTOL	
✓ 18	Rogun Ali	-	



19	Katharina Prandt	Aarhus	
20	Ceriva Balaban	Aarhus	C. Bal.
21	António M. Magalhães	Univ. Porto	
22	Susan Wrigler	Aarhus	Susan Wrigler
23	FRAN ROBERTSON	Bristol	sh lokse
24	Chris Muellerkile	Bristol	
25	CHRISTIAN ZOGGER	VIE	Ch
26	Freyja Tia Gao	Aarhus	Jie Gao
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### Attendance list

#### UNIKE Workshop 2: Governance and Ranking University of Bristol, 24 – 26 February 2014

Day 2: Tuesday, February 25

Location: M Shed Museum, Board Room

No.	Name	Institution	Signature
1	Chris Muellerleile	U of Bristol	
✓ 2	KATJA JÖNSSAS	UNIVERSITY OF ROEHAMPTON	
✓ 3	Benedicte Cutters	Ufoto	
✓ 4	Perul ZGASH	UL	P. Zgash
✓ 5	Sina Westa	UL	
✓ 6	Sintayehu Kallaye	UL	
✓ 7	Roger D.	U. Bristol	Roger D.
✓ 8	Freja Tiv Gao	Aarhus	Freja Tiv Gao
9	Lakshmi Gausel	Aarhus	L. Gausel
✓ 10	REBECCA BOOFO	Rushampton	
✓ 11	António M. Magalhães	Univ. of Porto	António M. Magalhães
12	JANA KACEVIC	AARHUS UNIV	
✓ 13	SUSAN WRIGHT	AARHUS UNIV.	Susan Wright
✓ 14	QUEANH DANG	Bristol Uni	Queanh Dang
15	CHRISTIAN LOGLER	Univ. of Vienna	
✓ 16	Corina Balaban	Aarhus Univ.	C. Balaban
✓ 17	JANA KONČARIC	BRISTOL UN	
✓ 18	Miguel Lora	Aarhus	Miguel Lora





✓	19	Tatyana Bajenova	ENS de Lyon	Kauf
✓	20	Catherine Butcher	Rehampton Univ	AB
✓	21	Vanja Vučković	University of Porto	
	22	ALEXANDRA GULASPERIAN	U of Bristol	
	23	NICHOLAS LEWIS	University of Auckland	
✓	24	AL ROBERTSON	U of B.	
	25	RICHARD J. DOD	BRISTOL UNI	
	26	TORRE SØRENSEN	BRISTOL UNI	Torre
	27	Ronald W. NORDMAN	Univ. Stanford	
	28	Jean-Louis DEDOUET	Univ Stanford	
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### Attendance list

#### UNIKE Workshop 2: Governance and Ranking University of Bristol, 24 – 26 February 2014

Day 3: Wednesday, February 26

Location: M Shed Museum, Board Room

No.	Name	Institution	Signature
1	Chris Muellerleile	U of Bristol	
✓ 2	Corina Balaban	Aarhus Univ.	
✓ 3	Katja Jönssas	UNIVERSITY OF FREIBURG	
✓ 4	Nick Lewis	Univ. of Auckland	
✓ 5	Vanja Ivosevic	University of Porto	
✓ 6	Catherine Bulcher	Univ of Southampton	
✓ 7	Tatyana Bajenova	ENS de Lyon	
✓ 8	Que Anh Dang	Univ of Bristol	
✓ 9	Romuald NOËL	Univ of Marburg	
✓ 10	Jean-Louis DEBOUT	ENS Lyon	
✓ 11	Sue Wright	Aarhus Univ.	
✓ 12	SSAN ROSENTHAL	UNIVERSITY OF BRISTOL	
✓ 13	JAVA BERIC	AARHUS UNIV	
✓ 14	António H. Magalhães	Univ. Porto	
✓ 15	RESECA BODEN	Cambridge	
✓ 16	Kathrin Jansch	Aarhus Univ.	
✓ 17	MICHAEL UM	AARHUS	
✓ 18	Regu Du	Bristol	

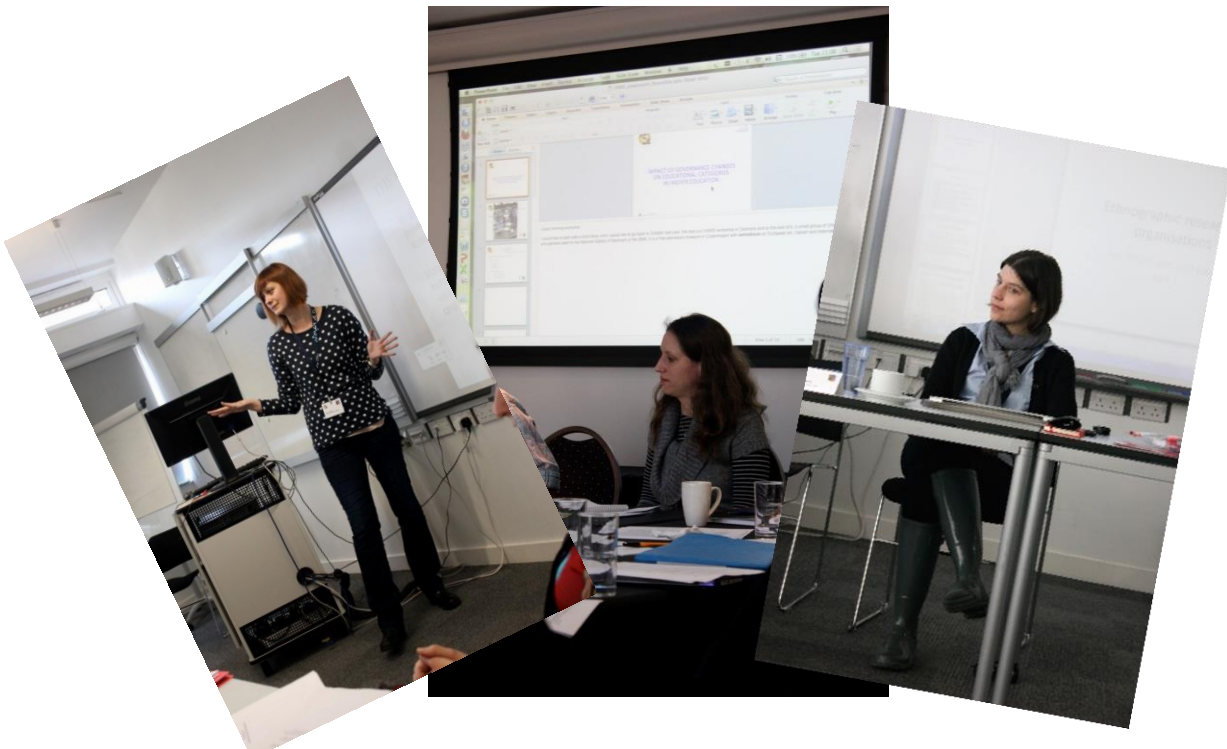


✓	19	Sintayphukwasaye	UL	
✓	20	JANJA KOHLEROUIC	BRISTOL U1	
✓	21	Sina Westa	UL	
✓	22	Prnel ZAGA	UL	
✓	23	Benedicte Cusker	U Porto	
✓	24	Frega Jiz Gao	Aarhus	
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## Section 5: Pictures

### Day 1

#### Fellows in Action:





## Public Talk with Bob Jessop and Ngai-Ling Sum



## Days 2 and 3

Lively discussions and active listening



## Fellows and Supervisors



## Thanks and bye-bye

