

UNIKE

Universities in the
Knowledge Economy



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Knowledge Economy

EU FP7 PEOPLE ITN Project
Feb 2013-Jan 2017

UNIKE Aims (pp. 5 & 13)

First UNIKE aim:

A networked group of expertly trained, mobile and independent researchers taking new, critical and inter-disciplinary approaches to universities in global knowledge economies

Second UNIKE aim:

To create a cohort of current and future researcher leaders committed and able to develop doctoral education in their own institutions and internationally

Fellows (Starting Aug/Sept 2013)

AU	Doctoral Project 5	Miguel Lim	Philippines
	Doctoral Project 12	Corina Balaban	Romania
	Doctoral Project 3	Freya (Jie Gao)	China
	Post Doc Project 2	Jana Bacevic	Serbia
UB	Doctoral Project 4	Janja Komljenovic	Slovenia
	Doctoral Project 1	Que Anh Dang	Vietnam
	Post Doc Project 1	Re-advertise	USA
RU	Doctoral Project 8	Katja Jonsas	Finland
	Doctoral Project 7	Catherine Butcher	Saint Lucia, W. Indies
LU	Doctoral Project 2	Kassaye Alemu Sintayehu	Ethiopia
	Doctoral Project 9	Sina Westa	Germany/Austria
UPORTO	Doctoral Project 11	Benedikte Custers	Belgium
	Doctoral Project 6	Vanja Ivosevic	Croatia
ENS	Doctoral Project 10	Tatyana Bajenova	Uzbekistan
	Post Doc Project 3	To start month 27	

Work Package 1

Concepts and theories (p. 7).

Members Lead RD + PZ + SW + PhDs (ESR 1,2,3,9,12)

- ESR 1: ASEM meetings and HE 'policy travel' from Europe to Asia.
Que Anh Dang, Bristol University, (Roger Dale)
- ESR2: Internationalisation of higher education in centres and peripheries.
Kassaye Alemu Sintayehu, Ljubljana University, (Pavel Zgaga)
- ESR 3: Conjunction of Chinese and Western educational traditions in the design and teaching of Sino-Danish Centre courses
Freya/Jie Gao, Aarhus University, (Susan Wright)
- ESR 9: Academic values between globalisation and globalism
Sina Westa , Ljubljana University, (Pavel Zgaga)
- ESR 12: Comparing models of doctoral education
Corina Balaban, Aarhus University, (Susan Wright)

Work Package 2

Trends and developments (pp.7, 8-9)

Members Lead SR + J-LD/RN + SW + PhDs (ESR 4, 5, 10) + Post docs (ER 1,2)

- ESR 4: Mapping the field of higher education industries, and choosing case studies
Janja Komljenovic, Bristol University, (Susan Robertson)
- ESR 5: Audit culture and the industries of ranking
Miguel Lim, Aarhus University, (Susan Wright)
- ESR 10: Think Tanks and Academic Entrepreneurs in the Production of Knowledge
Tatyana Bajenova , ENS de Lyon, (Jean-Louis Derouet and Romuald Normand)
- ER 1: New landscapes of publishing and knowledge dissemination
To be appointed , Bristol University, (Susan Robertson)
- ER 2: Academic entrepreneurialism, civil society and democracy
Jana Bacevic , Aarhus University, (Susan Wright)

Work Package 3

Policies and practices (p. 7, 9-10)

Members Lead RB + AM + J-ID/RN + SW + PhDs (ESR 6,7,8,11) + Post Doc (ER3)

- ESR 6: Governance through Autonomy – A context-rich comparative study
Vanja Ivosevic , University of Porto, (António M. Magalhães)
- ESR7: Alternative ownership, finance and organisation
Catherine Butcher, Roehampton University, (Rebecca Boden)
- ESR8: Management and gender
Katja Jonsas, Roehampton University, (Rebecca Boden)
- ESR 11: Impact of governance changes on the educational categories and internal life of universities
Benedikte Custers, University of Porto, (António M. Magalhães)
- ER3: The conditions and characteristics of Homo Academicus Europeanus in the European Higher Education and Research Area
TBA, ENS de Lyon, (Jean-Louis Derouet and Romuald Normand).

Partners

Aarhus University, Denmark	Department of Education	Prof. Susan Wright
University of Bristol, United Kingdom	Graduate School of Education	Prof. Susan Robertson Prof. Roger Dale
Roehampton University, United Kingdom	Business School	Prof. Rebecca Boden
Univerza V Ljubljani, Slovenia	Faculty of Education	Prof. Pavel Zgaga
Universidade do Porto, Portugal	Faculty of Psychology & Educational Sciences	Assoc. Prof. António Manuel Magalhães
Ecole Normale Supérieure de Lyon, France	Institut Français de l'Education	Prof. Jean-Louis Derouet Prof. Romuald Norman

Associated Partners

1. THE	Times Higher Education, UK	Phil Baty, Deputy Editor
2. BB	Berghahn Books, UK/USA	Vivian Berghahn, Managing Director
3. ACA	Academic Cooperation Association, Belgium	Bernd Waechter, Director
4. GHK	GHK Consulting Limited, UK	Dr Nick Henry, Principal, Regions, Economic and Development Practice
5. Routledge	Routledge, Taylor & Francis Group, U	Graham Hobbs, Editorial Director
6. APRU	Association of Pacific Rim Universities, Singapore	Prof. Christopher Tremewan, Secretary General
7. SDC	Sino-Danish Center, Beijing	Morten Laugesen, Interim Director
8. EURODOC	European Council of Doctoral Candidates and Junior Researchers,	Ludovic Garattini, Past-President
9. MCO	Magna Charta Observatory, Italy	President
10. CIRGE	Center for Innovation and Research in Graduate Education, University of Washington, USA	Prof. Maresi Nerad, Director

1. UoA	The University of Auckland, New Zealand	Department of Anthropology and Centre for European Studies	Prof. Cris Shore
2. ESSCA	ESSCA School of Management, France	,ESSCA Shanghai Campus	Prof. Dr Wei SHEN, Director and Professor of International Relations
3. UP	University of Provence, France	The Laboratoire Méditerranéen de Sociologie (LAMES)	Dr Corine Eyraud, Maître de conférences
4. UCSB	UC, Santa Barbara, USA	Department of English	Prof. Christopher Newfield
5. UCSC	UC, Santa Cruz, USA	Department of Anthropology	Prof. Donald Brenneis
6. CU	Cornell University, USA	Department of Anthropology	Prof. Davydd J. Greenwood
7. DU	Deakin University, Australia	Faculty of Arts and Education,	Prof. Jill Blackmore, Director
8. SU	Univ. of Sydney, Australia	Faculty of Education & Social Work	Prof. Anthony R. Welch
9. HKIE	The Hong Kong Institute of Education, China	Centre for Governance and Citizenship	Prof. Mok, Ka Ho, Joshua, Associate Vice President
10. HKU	University of Hong Kong, China	Faculty of Education	Dr Rui Yang, Assistant Dean
11. ZU	Zhejiang University, China	College of Education	Prof. Gilsun Song, Assistant Dean
12. BNU	Beijing Normal University, China	Institute of International and Comparative Education	Prof. Liu Baocun, Director
13. SJTU	Shanghai Jiao Tong University, China	Center on Graduate Education Research, College of Education	Prof. Shaoxue Liu, Director and Vice Dean
14. NUS	National University of Singapore,	Asia Research Institute	Prof. Brenda S.A. Yeoh, Cluster Leader
15. TJC	Tokyo Jogakkan College, Japan		Prof. Takao Kamibeppu
16. UKM	National University of Malaysia	Institute of Ethnic Studies (KITA)	Distinguished Prof. Shamsul AB, Director
17. UBC	The University of British Columbia, Canada	Centre for Policy Studies in Higher Education and Training,	Prof. Hans G. Schuetze

Expectations of UNIKE's PhD Fellows

- Carry out an individual research project resulting in a thesis
- Develop and carry out a detailed research, training and career plan
- Participate in the UNIKE programme of workshops and summer schools
- Fulfil the requirements of their institution's PhD school
- Participate in a work package
 - Help organise a workshop/summer school
 - Participate in fellow-led discussion group (webinars, interviews, wikis)
- Present two papers at international conferences, write two journal articles, contribute to a final publication, communicate research in different genres
- Act as Marie Curie Ambassador
- Gain reflexive expertise in project management and doctoral training

Post Doc – Additional Management Responsibilities (pp. 17, 27)

- **ER1** (UB) - to develop an innovative dissemination space , to facilitate discussion among the dispersed network members, especially the fellows' discussion groups, and to disseminate the research in a range of impactful ways.
- **ER2** (AU) to assist in managing the programme of workshops and summer schools and especially the Auckland summer school (financial management, networking, liaison with the local organizer, programme design, plans for the Management Board).
- **ER3** (Lyon) to assist with the Completion package, including organizing the final conference, preparing the book proposal, Erasmus Mundus doctoral proposal, and other dissemination and outreach activities.

UNIKE Training Events (p. 21)

	Main Training Events & Conferences	WP	Scientific Training Package	Complementary Training Package	Aspects of Doctoral Education	Lead	Dates or Project Month (est.)
1	Kick-off event (DK)	0	n/a	n/a		AU	3-4 June 2013
2	Workshop (DK)	1	4a Global processes and regional spaces	5e International networking and collaboration	a. History of policy debates	AU	14-18 Oct 2013
3	Workshop (UK, UB)	2	4d Ranking and governance	5b Publishing in different genres	e. Working/ researching in organisations	UB	3-7 March 2014 (to be confirmed).
4	Summer school (SLO)	1	4b Policy travel	5c Entrepreneurship and grants	d. Partners' own practices	LU	7-11 July 2014.
5	Workshop (UK, RU)	3	4e Management technologies	5d International conferences	f. Academic Freedom	RU	7-14 September 2014. (to be conf)
6	Summer/winter school (NZ)	1,2,3				UoA	Month 25 – Feb 2015
7	Summer school (P)	3	4f Figures on the higher education landscape	5f Conference management	b.Governance narratives reshaping doctoral ed	UPO RTO	Month 29 – Jun 2015
8	Winter school (F)	2	4c Mapping knowledge economies	5a Genres of research writing	c. Specificity of social science doctorates	ENS	Month 33 – Oct 2015
9	Final Conference (DK)	5	n/a	n/a		AU	Month 41 – Jun 2016

Scientific Training Packages (p. 11)

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

Complementary Training Packages (p. 16)

a. Genres of research writing: All ESR/ERs will be tutored in writing an abstract, thesis, article (FP2 UB, FP1 AU are journal editors), report (FP4 LU is author of numerous reports for EU, Bologna Ministerial meeting), op ed (AP1 Deputy Editor of Times Higher Education) and blog (FP2 UB runs a well-respected academic blog)

b. Publishing in different genres: The package will take ESR/ERs through the processes of publishing in different formats, with consideration of the audiences they reach. Genres include: book (AP2 BB), article (AP2 BB and AP5 Routledge), on-line, open access (e.g. invite Gustavo Fischman, Arizona State, editor of open access journal *Education Policy Analysis Archives* or Gerald Jackson, Editor, NIAS Press based at Copenhagen University and publishing for the Asian academic market www.niaspress.dk)

c. Entrepreneurship and grants: creating a consortium and planning a project (UB); application writing (AP15 UCSC is a member of NSF grants committee, FP1 AU is a member of Swedish Research Council); and the support available for universities' research support staff (AU, UB, UoA).

d. International conferences. Each ESR will be funded to participate in two international conferences and each ER to participate in one. Abstract writing will be part of the workshop on writing genres (above) and feedback on papers to UNIKE workshops and summer schools will develop ESR/ERs' presentation skills.

e. International networking and collaboration: Membership of their ESR-led WP team will give ESR/ERs experience of international networking and collaboration in distant teams. It will be especially the role of ER1 to not only provide technical know-how for electronic networking, but to provide expertise in the facilitation of teams and the creation of scholarly communities at a distance.

f. Conference management. Each ESR and ER will be a member of the organising team for a UNIKE workshop or summer school, responsible for contacting speakers, designing the programme, liaising with the local administrator and programme manager, and acting as chair and respondent in sessions.

Aspects of Doctoral Education

- a. **History of policy debates about doctoral education** (Copenhagen workshop) Central tension between still wanting students to be fired up to produce original, disciplinary research, and wanting a cadre of generic social science researchers.
- b. **Governance narratives and the reshaping of doctoral education** (Porto summer school). The design of schools and courses are redesigned to fit governance systems New Public Management narratives What kind of research/er do these courses presuppose?
- c. **Specificity of social science doctorates** (Lyon winter school) Does European social science have an uncertain future – when it is subject to political experiments, research training is more generic and only 50% of doctorates become academics ? that do to disciplinary research? What is happening in the rest of the world?
- d. **Partners' own practices of doctoral education** (Ljubljana summer school). Explore our own and our institutions' practices of doctoral education (in the light of debates in the literature) and how to feed UNIKE's insights into our own organisations.
- e. **Working for/researching in other organisations** (Bristol workshop) Arrangements for secondments., using secondments is to provide empirical research data , producing an output for the sponsoring organization , etc
- f. **Academic Freedom** (Roehampton workshop) How does what counts as knowledge get controlled by regimes of management ? How does measuring universities through standards and targets change the meaning of academic responsibility? How do those contexts impact on what PhDs are able to do and think?

Training Programme – Aim 1 (p. 14)

Pillar 1: Scientific skills

Objective 1:
Individual research project

Objective 2:
Generic research training and research ethics

Objective 3:
Shared UNIKE knowledge of state of the art

Objective 4:
New theories and methods – training packages

- Global processes and regional spaces
- Policy travel
- Mapping knowledge economies
- Ranking and governance
- Management technologies
- Figures on the higher education landscape

Pillar 2: Complementary skills

Objective 5:
Practical researcher skills for all ESRs and ERs – training packages

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

Objective 6: Practical researcher skills for specific individuals

Pillar 3: Personal skills

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

Training Programme – Aim 2 (p. 19)

**Pillar 1:
International developments**

Objective 1:
Learn from international studies

Objective 2:
Contribute to international
debates

**Pillar 2:
Partners' own practices**

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

**Pillar 3:
Comparative evaluations**

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

Aim 2: Doctoral Education (p. 19-20)

Each 'aspect of doctoral education' draws on:

- Reviews of international studies
- Partners' own practices. Share detailed knowledge, reflexive discussion, distill ideas for improvements
- Comparative evaluations

Outcomes:

- UNIKE Notes on Doctoral Education
- Partners develop routes to feed new ideas on doctoral education into their own or their institution's practices
- In the long term, Fellows are committed and able to develop doctoral education in their own institutions (in whatever sector) and internationally.

Pillar 1 Scientific Skills

(pp. 14-17)

Objective 1: Individual research project.

Success= Research and Training Plan carried out and thesis passed

Objective 2: Generic research/ethics training.

Success= Completion of ECTS required by own institution

Objective 3: UNIKE knowledge of state of the art

Success= Each Fellow attends UNIKE workshops and summer schools and gives 1 paper at a UNIKE event.

Each fellow participates in discussion group and conducts 1 electronic interview or virtual seminar, writes 1 blog,

Objective 4: Scientific training packages

Success= All Fellows complete 5 out of 6 training packages

Pillars 2 & 3: Complementary and Personal skills

(pp. 14-17)

Objective 5: Practical research skills

Success= Each Fellow participates in 5 of 6 training packages

Each Fellow produces 2 publications in different genres.

Each ESR gives 2 and each ER gives 1 international conference paper.

Fellows are active in WP team, in organising 1 workshop/summer school, and in discussing future collaborative research with their mentor.

Objective 6: Specialist skills (if relevant)

Success: Fellows identify any need and carry out training in a secondment or research visit.

Objective 7: Individual scientific and training plan

Success= Each Fellow's plan is agreed after 6 months and revised every 12 months thereafter

Plans contain a good range of secondments, visits and events

Fellows evaluate the planning and meetings with mentor as valuable

Research, Training and Career Plan

(p. 15, 16-17)

- Fellows to prepare a 15-page detailed research, training and career plan with the support of supervisor within first 6 months
- Fellows present their plans at Bristol workshop
- Each year, Fellows discuss their plans with their UNIKE mentor, to assess progress, take stock of experience and developments, agree any well-founded changes, discuss plans for the next stage.

Framework for Research Plan

- Literature review and problem formulation
- Theoretical approach, research strategy/methodology
- Research sites and methods (reasons for choices)
- Incorporation of secondment and/or research visits to Associated Partners into the research strategy
- Analysis – how the documentary, empirical and other research data will be analysed. How this methodology will generate the kind of material needed to address the research questions.
- Dissemination plan
- Time plan
- Budget (7,463 per PhD; 4,975 per Post Doc; funding applications; UNIKE pool for exceptional research expenses -50,000 in all)

Framework for Training Plan

- What will you draw from your existing research training and experience ?
- What gaps are you aware of?
- How will these training needs be met through
 - Supervision
 - UNIKE workshops and summer/winter schools (Complementary skills)
 - Research training at your own institution (Complete your own institution's ECTS requirements)
 - Research training at a partner institution (see list)
 - Specialist training in preparation for a secondment (Where from? Cost?)
 - Specialist skills or knowledge to be acquired through UNIKE secondment (ensure these are included in the secondment agreement) or research visits.

Framework for Career Plan

- Aim of UNIKE (and EU's ITN) - to develop researchers (and potential research leaders) who can work in a range of sectors and different countries.
- In which sectors and kinds of jobs might you seek employment? What skills, experience, contacts to acquire?
- How to use UNIKE's resources to help you achieve this:
 - Supervision
 - Mentor, other partners and associated fellows - wealth of career experience and networks as a resource for fellows
 - UNIKE Fellows as a resource for each other
 - Practicing 'complementary skills' on behalf of UNIKE
 - Secondments – skills, contacts and experience
- Model Career Development Plan for Marie Curie Fellows

Role of UNIKE Mentors (p. 17)

- Fellows choose one of the Partners as their own mentor (a critical friend)
- Someone with whom to discuss not just your research but also how to build up your career prospects.
- UNIKE mentor and Fellow
 - discuss the Research, Training and Career Plan after 6 months (at Bristol workshop) (include the supervisor?)
 - meet annually thereafter, and use the Plan to assess progress, take stock of experience and developments, agree any well-founded changes and discuss plans for the next stage
- The Fellow may contact their mentor at any time, as a leading scholar in the field, for scientific knowledge and career guidance.
- Mentors have a range of experience from working in government service, international agencies, applied work, policy research, and consultancies.

Secondments and Research Visits

Associated partners have agreed to

- Host fellows on research visits
- Some have offered secondments
- Act as a resource for Fellows and Discussion Groups (e.g. video interview on their expertise)
- Disseminate press releases and other information to their institutions and networks
- Participate in Advisory Board

List of Secondments (p. 30)

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

Secondment Arrangements

- All secondments will take place between a Full Partner and an Associated Partner.
- All secondments have to be planned well in advance and be part of the fellow's Research, Training and Career Plan.
- The Fellow continues to be employed by the Full Partner during the secondment. The Secondment Organisation pays any expenses incurred by the Fellow doing a task for the organisation. The fellow can apply for extra money to the UNIKE Management Board if the difference between the cost of living in the country where s/he is employed and the country where s/he is seconded is large.
- A formal Secondment Agreement must be based on UNIKE's Template and describe: the task to be done for the organisation and which also contributes to the PhD research, methods of specifying confidentiality (if any), Fellow's rights to access and use material generated by the secondment in publications.
- The Secondment Agreement must be signed by the Fellow, Partner and Associated Partner. All secondments will be reviewed by the UNIKE Management Board **(check?)**

Communication Strategy (p. 34)

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

UNIKE Documents

– to go on closed website

Legal Agreements

- Grant Agreement Circulated
- Partnership Agreement October

Handbooks/Documents to be agreed at UNIKE Annual Meetings

- Project Description (For management purposes) Circulated
- Implementation Handbook Circulated
- Financial Handbook Circulated
- Workshop and Summer/Winter School Handbook October
- Research Training Handbook (including Research, Training and Career Plan and Secondment Agreement) October
- Authorship protocol October
- Communication and dissemination strategy October
- UNIKE Abbreviations October