UNIVERSITIES IN THE KNOWLEDGE ECONOMY
Transforming Higher Education in the Asia-Pacific Rim and Europe

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Contents

Keynotes

Susan Wright, Aarhus University, Denmark

Universities in the knowledge economy: mapping, managing, gendering and contesting boundaries in the new university-industrial complex

In the pervasive imaginary of a 'global knowledge economy', universities are no longer envisaged as 'supporting' the economy; they are themselves actors in that economy. To some industries, universities are the source of raw materials (knowledge and graduates) to be 'mined' (Slaughter); to others they are economic partners and, for example, in the global trade in students or the rankings industry, universities provide the market. How are universities positioned in the new complex of organisations that makes up this 'global knowledge economy? How are universities being created as a new kind of subject that is expected to negotiate new relationships and boundaries with the diverse economic, political and social interests in 'surrounding society'? How do these transformations affect the values and daily work of academics, and how do they respond?

The aim of this paper is to bring together perspectives from political economy with detailed ethnographic cases to analyse (apologies to Hylland Eriksen) large issues in small places. The analysis takes three steps. First, the paper maps the vast range of industries and organisations that interact with universities to make up a new ecology - or university-industrial complex. Second, the paper sketches how, to equip them for their new role, universities in different countries have been made into top-down, strategically managed organisations. The paper then explores these specific features of organisational reform in Denmark, a small country which, like others, seeks to position itself in the upper tiers of the OECD rankings. No longer ring-fenced from economic and political influence, universities have been given a new legal status and 'set free' to navigate their own engagements with 'surrounding society' whilst also being made responsible for protecting their own research freedom, ethics and solvency. Legislation has also changed the definition of the university from a community of academics, support staff and students to a centrally managed organisation with a 'head' who is an interlocutor for government and industry and will speak not just for, but as the university. Third, the paper focuses on sites of contestation. Setting new boundaries between universities and diverse interests in 'surrounding society' saw a spate of conflicts between university leaders and academics that were reported widely in the national media. These conflicts concerned different aspects of university freedom and ethics. They all focused on senior women (a small minority in Danish universities) whose bodies and concerns seem to constitute irritating or threatening 'matter out of place'. These conflicts exposed the unmarked masculinity of the new form of leadership and attempted to contest the emerging contours of the new subject of the academic and of the university in the knowledge society and economy.

Nick Lewis, University of Auckland, NZ

From unbundling to rebundling: A case for a 'more-than-oppositional' politics to university restructuring

Building on more-or-less forensic deconstructions of the depth and breadth of contemporary change in the funding, organisation, policy directions, and practices of public universities, commentators have proclaimed their imminent demise. These crisis analyses often resonate with our own experience of working and studying within universities. In this paper, I call for a 'more-than-oppositional' critical politics in response, one that seeks to 'enact' the potential of universities to create new opportunities, to democratise through questioning, and to build better communities and places. I draw on research into the rise of the Third Mission in New Zealand universities to reinterpret 'the university' as a messy assemblage of subjects, practices, imaginaries, statuses, institutions, and often contradictory rationalities. The university under threat is a particular kind of imaginary entity, based on a selective bundling of dimensions that can be found in any actual university. In their challenge to university managers to act ahead of an on-coming avalanche of change, Michael Barber and colleagues assert that 'the future belongs to those who unbundle the university most creatively'. I argue that if the category of the university is to be resuscitated and shielded from further regressive and predatory unbundlings, a 'more-than-oppositional' politics must be derived through research strategies and direct initiatives to 'rebundle' and enact those dimensions of it that are worth revitalising. Using examples of cross-institutional network building and third mission research institutes in New Zealand universities, the paper calls for more imaginative and generative critical projects that commit to the responsibilities implied by the 'critic and conscience' clause that defines universities in New Zealand's Education Act.

Nick Lewis, University of Auckland, NZ

Jill Blackmore, Deakin University, Australia

Leaderism, gender and 'scaled up' higher education

Universities are becoming multinational corporations working in an increasingly precarious context of global edu-capitalism. Confronted with multiple, often conflicting, challenges and obligations, they have become less nation-centric and more globally oriented in terms of their organisational structures, priorities and values. A key aspect of the desire of individual universities to reposition themselves as globally competitive has been leaderism. Leaderism is marked by an increased executive prerogative and a shift of power from academics to management, exemplified in the multiplicity of new roles at the level of Pro-Vice Chancellors and Deputy Vice Chancellors. Executive leadership is the sphere where academic and management identities are negotiated and values concerning the role of the university are decided. Despite an increased presence of women in leadership, new organisational configurations are underpinned by gendered subtexts and by traditional social relations of gender/power/knowledge, e.g. the re/privileging of science and technology and a gendered division of labour between global (research, international) and domestic (teaching and learning, quality) orientations in executive leadership. The analysis, drawing on a three year Australian Research Council study on leadership in Australian universities, has implications for claims about greater diversity in and of leadership.

Stefano Harney, Singapore Management University

Zombie Universities

We begin with a question: the university minus critique equals what? Many of us might answer: nothing. The university that fully excises critique will cease to be a university. One reason the efforts to stifle or domesticate critique strike us as absurd or obscene is that we hold to the idea that however maligned and degraded, critique is the essence of the university. If the managers of the university were ever to succeed in killing critique altogether, surely they would kill the university too. This thought gives us some hope. But we know already that there are disciplines, like business and management, which do very well without critique. And indeed there are universities where critique is dead altogether, at least as a formal institutional commitment. And these zombie universities are doing very well in the global rankings of universities. One reason they do well is that all opposition to financialisation and debt has gone, and instead efforts appear united to offer the university to the economy and to speculation. I will examine one such case as a way to ask whether we need a new praxis of study, where study is understood as both reflection and action in the world.

Abstracts (Alphabetically, by [first] author's first name)

Alex Thorne-Large, University of Auckland, New Zealand

The contemporary student debt crisis

The contemporary student debt crisis has left many observers drawing comparisons to the 2011 sub-prime meltdown; this has led to a spike in literature probing the phenomenon. Unfortunately much of this has followed a 'whodunit' approach which tends to focus on the structural conditions rather than the experiences of those living in debt. My thesis investigates the ways in which debt structures the choices and practices of students and graduates. Specifically, how and why the state uses personal responsibilization to make students and graduates accountable as public investments; even though the ideological driver for student loans has always been obsessed with shifting education into the private sphere. Central to this tension is the rise of a new representation of the student: the fiscally responsible student.

Aniko Horvath, King's College London, UK

Who owns the future of UK higher education?

Political and policy discourses on higher education saturate the public sphere with economic ideologies of "long-term financial sustainability", "sustained growth", and "further improving quality and efficiency" in the sector. Implicitly embedded in all these approaches are particular understandings and notions of "time." Most of these arguments contain an underlying claim of an absolute right, even a responsibility, to imagine and contribute in meaningful ways towards determining the future of UK higher education. In contrast, academic and student narratives often fail to stimulate widespread discussions of "alternative futures" for UK universities, even in those few cases when they rise to the level of public awareness.

This paper, using data from ethnographic fieldwork in UK universities and free and cooperative university movements, as well as from life history interviews with academics, will examine how current understandings of "time" in academia affect lived reality and social relations – "social time" – in the sector. Embedded in current theoretical debates on the anthropology of time and future, the paper will specifically focus on how understandings of the "near future" as problematized by Jane I. Guyer can be applied in higher education research to understand who "owns" the future of UK higher education. Guyer (2007) argues that the "public culture of temporality" has shifted from "a consequential focus on reasoning toward the near future to a combination of response to immediate situations and orientation to a very long-term horizon" resulting in an uninhabited "near future." In her view, focusing on the "lived futures that emerge in the 'gap' in the temporal doxa" can help us understand how and by whom the "near future" is reinhabited. Based on the above framework, the purpose of this paper is to expose how academic narratives of the past inform thinking about the future in UK higher education and how such thinking impacts on

the ways "time as a symbolic process" is produced in everyday practices (Munn 1992), opening up spaces for "alternative futures" in the sector.

Anna Boswell, Niki Harré, Kirsten Locke, Sean Sturm and Stephen Turner, University of Auckland, New Zealand

(Un)liveable University? (panel summary)

We address the problem of having a "critical position" in *and on* the neoliberal university from within (or indeed on neoliberalism from within the neoliberal university). Deconstructive critique seems designed to exclude the kind of real-world relation with others and deeper sense of connection to place and its history that could really transform the university – but all we have to show for ourselves is critique. And all this saturation of critique does is secure our identity as defensive, self-serving – elitist, "academic" – critics of neoliberalism, neither progressive nor subversive. (The same is true of the current defence of the Arts, in which a critical posture on STEM-driven funding looks rather like a case of self-serving self-defence.) "Critique is turned back upon itself," as Mark Andrejevic (2009, p. 39, after Latour, 2004) has it.

A postcritical constructive "critique" must instead "mobilize a practice of collective sense-making" (Andrejevic, 2009, p. 47), wherein the real-world prompts to critique might be reconstructed in the form of attention to people and place in the university setting as the model for worlds and ways of being other than neoliberal ones. We explore a range of tactics – including productive idleness, post-pedagogy and critical creativity (games, derives, digital artefacts) – already in play in the university that might work to reorient the design-drives and discourses that organise it as a place of work, teaching & learning and research, or, to put differently, as a place of transformative "possibilism" (Barnett, 2013, p. 18).

Anthony Welch, University of Sydney, Australia

Opportunistic entrepreneurialism in Australian higher education

Beginning from a consideration of arguments about the character of entrepreneurialism in higher education (Burton Clarke, Slaughter and Leslie), and the claim that Anglo-American systems have moved further and faster down this road than other systems, the Australian system is selected as a test case of the introduction of entrepreneurialism, and its effects on how international higher education evolved. Earlier forms of organisation of international higher education were predicated on different assumptions, largely around the twin notions of promoting regional goodwill and as a form of aid. It is argued that the enthusiastic adoption of the new form of opportunistic entrepreneurialism, largely in the international education arena since the mid-1980s, and as a response to successive funding cuts (including those proposed in 2014) poses ongoing problems for Australian higher education. Examples of the effects of the ideology of entrepreneurialism are given, including issues surrounding institutional audits of offshore international education initiatives.

António M. Magalhães, University of Porto, Portugal

Presence and influence of external stakeholders in boards of higher education institutions: from *imaginary friends* to *interfering friends*

Until the last quarter of the 20th century in Western Europe, public universities have been governed by academics and the state acted as a buffer protecting HEIs and academics from the interference of external interests. In the last decades the shift in governance relied on increased institutional autonomy, based on the assumption that the more autonomous institutions are the better they respond to changes in their organisational environment and the better is their performance. Since the 1980s, all over Europe, the presence of external stakeholders became a mantra for the governance structures of HEIs driving the shift of university from a "republic of scholars" to a "stakeholder organisation".

The paper analyses the perceptions of Rectors and Senates gathered in a survey run in 26 HEIs, from 8 European countries (Germany, Italy, Netherlands, Norway, Portugal, Switzerland, United Kingdom and France) within the framework of the research project Transforming Universities in Europe. Using the perspective of Rectors and Senate members the paper analyses the influence of external stakeholders on university governance. Initially, as it was the case in Portugal, external stakeholders might be seen as HEIs' *imaginary friends* as at the time they had no formal mandate to influence universities' strategy. This paper underlines the increasing influence of external stakeholders on university governance and the shift in their role from HE *imaginary friends* to *interfering friends*.

Barbara Grant, Kris Gledhill, Tracey McIntosh, Matheson Russel, University of Auckland, NZ

Critic and Conscience: A formidable space of academic freedom in Aotearoa New Zealand (panel summary)

Transforming higher education is not only a matter of imagining new possibilities for the role of universities but also one of more fully realising those roles we already have. New Zealand is fortunate in having statutory provisions that protect diverse academic freedoms for the institution as well as its academic staff and students. These freedoms include those to put forward new ideas and to state controversial or unpopular opinions, to engage in research, to regulate the subject matter of courses taught, to teach and assess students in the manner considered best for promoting learning, and to appoint the institution's own staff. In addition, according to the definitions provided by the Education Act (1989), a New Zealand university is not worthy of the title unless it performs a role as "critic and conscience of society" (sec. 162[4]). Such a role is not without contention; neither is it as fully realised as it could be.

The panel examines the origins and significance of the "critic and conscience of society" clause from four different perspectives:

- **Barbara Grant** (Critical Studies in Education) will offer a brief historical introduction, exploring the story behind the introduction of the academic freedom and critic and conscience clauses into the Education Act in the amendment of 1990.
- **Kris Gledhill** (Faculty of Law) will present an overview of the legal protections for academics in New Zealand created by the provisions of the Education Act.
- **Tracey McIntosh** (Sociology) will consider how Maori ideals of knowledge, wisdom and its critical uses relate to the legal descriptions of academic freedom and the critical purpose of the university.
- **Matheson Russell** (Philosophy) will situate the ideals of academic freedom and dissenting speech in the Enlightenment tradition and speak to the need for building a culture in New Zealand of purposeful academic engagement in the public sphere.

This presentation is also the public launch of the Critic & Conscience website, a new resource for all academics in Aotearoa New Zealand, which features some of the material presented by panelists plus cameo appearances from several academics who are active in this sphere.

Benedikte Custers, University of Porto, Portugal

What is higher education for? Mandates addressed to higher education

The intent of this paper is to map mandates that are addressed to higher education. With knowledge as an important resource for the global knowledge economy, higher education is seen as the engine of growth and employment. Universities are chosen to play an important role in the global knowledge economy. Within this context, entrepreneurialism and competitiveness are new requests addressed to higher education institutions. In contemporary society, learning became omnipresent. Within the context of lifelong learning, career pathways packed with competences and entrepreneurial skills, society is increasingly seen from an educational viewpoint. Simultaneously different kinds of social challenges are entrusted to higher education. These educational mandates are the subject of this research.

This paper looks at different mandates ascribed to higher education and explores the expectations they create towards a research university and towards the reconfiguration of different roles within university. Paradoxically, in a society where learning is omnipresent, a clear focus on the understanding of higher education seems hindered. Education is rather termed as learning, trainability of competences and skills.

Brigitte Bönisch-Brednich, Victoria University, NZ

The self-managing scholar: narrative strategies and imaginaries and the mobile academic career

Academic mobility is currently seen as an integral and axiomatically positive part of the academic curriculum vitae. Students and staff alike expect themselves and others to be open and strategic about international experience. As an 'international outlook' has become the paradigm on how to think about new academic mobility, the percentage of mobile academics has risen considerably during the last two decades. This project concentrates on

official and personal narratives of such mobility. What kinds of stories do foreigners on campus tell about themselves and others? How do they dream and strategise about mobility? How do they reflect about moving campuses and changing countries and often languages? Based on the analysis of 65 interviews with academic migrants and extensive participant observation on a whole range of campus locations the stories' analysis suggests that we are listening to gendered, generational and social-economic narratives of mobility. How our colleagues define, plan and dream about moving campuses is bound up with seemingly open but in reality constrained choices often defined as serendipitous, personal journey or as simply accidental.

The project data is based on interviews in Austria, Australia, Denmark and New Zealand and is concerned with questions of how neoliberal management, self-auditing, self-managing and a globalising knowledge market are shaping the subjective and emotional structure of individual biographical narratives.

Cameron Sublett, University of California Santa Barbara, USA

Massive communities: exploring the transformation of community colleges

Policymakers, politicians and school leaders look increasingly to online learning as fluctuating student enrolments, decreasing state appropriations and rising demands for efficiency continue to challenge traditional and long-standing axioms of public higher education. This is particularly evident in 2-year community colleges, which have historically offered more online courses relative to 4-year schools and have been especially strained in the post-recession period. The degree to which online learning helps or hinders community college students remains contested, however, and little clarity is found in the vast scientific literature on the subject. One the one hand, studies consistently demonstrate an association between online and increased attrition and decreased success rates. On the other, more recent studies have challenged these conclusions.

While we debate statistical associations and relationships, we must also consider broader questions including the consequences, both positive and negative, of further institutionalizing online learning, especially massive online learning, in community colleges - schools purposely created to serve *communities* now increasingly tasked with providing massive, mediated learning. What do community colleges look like in the changing Knowledge Economy? The current proposal uses longitudinal data collected from the California Community College Chancellor's Office and interviews conducted with several California Community College leaders to explore the ongoing transformation of community colleges in light of increasing online, massive learning. The paper will discuss my preliminary findings. I will discuss the features of that subset of community college students who have been using online courses successfully for many years, and comment on whether educators can generalize from this successful group to the overall underserved population in either high-income or lower-income countries.

Campbell Jones, University of Auckland, NZ

Ends of worlds

This paper will first of all seek to offer a solution to Fredric Jameson's riddle as to why it seems easier today to imagine the end of the world than to imagine the end of capitalism. That the solution to this riddle remains lost on such a remarkable theoretical mind as Jameson, even as he has been dangling the answer in front of our noses at least since his essay on Culture and Finance Capital, says something about critical discourse and the fragmentation of the university today. But now is not the time for complaints. Instead, here I will offer something of an account of the logics of worlds and the processes of worlding that take place through small concrete acts of inscription on worlds taken to be uninscribed. This account, it will be argued, offers a way of connecting the often disjointed and excessively subjective senses of malaise that circulate in today's unhappy consciousness. Clarifying the gradual, gentle and apparently enlightened nature of processes by which worlds end can expose not only the new strategies needed to refuse the end, but the ways in which they are already among us.

Cat Pausé, Massey University, NZ

Fat pedagogies in tertiary education

In every classroom, norms and attitudes about bodies are (re)produced through both classroom dynamics (educator-student, student-student, student-educator) and the treatment of bodies within the subject material. Normative messages of bodies, and the subsequent reinforcement of anti-fat attitudes, are common in tertiary education. Fat bodies are understood as irresponsible bodies; lazy, undisciplined, and undesirable (Pausé, 2012). Slim bodies, in contrast, are responsible bodies; active, successful, and disciplined (Jutel, 2005).

Our bodies, and the bodies of our students, play important roles in teaching and learning. Educators interested in issues of social justice must allow body size to have a place beside the commitment to issues of gender, race, ability, sexual orientation, etc. (hooks, 1994; Freire, 1970). In this paper, I explore ways that educators may include consideration of fat politics into the classroom (Koppelman, 2009). Strategies for incorporating critical pedagogies of the body into tertiary teaching will be examined, with a focus on using social media as a social justice tool.

Catherine Butcher, University of Roehampton, UK

Alternative Ways of Thinking and Organising the University

I will argue that public higher education reform has not favoured students neither has it achieved the desired effect in terms of educational outcomes or administrative and teaching improvements. As the literature suggests, higher education has been skewed towards an entrepreneurial business model and education services have been commercialized; yet this has not resulted in greater efficiencies, lower costs, increased student access, or improved

educational outcomes. My paper reports on work being undertaken under the major EU-funded project UNIKE (Universities in the Knowledge Economy) on the potentiality of an alternative governance model to the current university forms with the aim of increasing educational access and excellence.

I will explore social economy organisations such as cooperatives, trusts and other employee benefit organisations as potential university models that will allow for governance of universities by students, academics and other stakeholders, and that could achieve the goals for higher education that the current reforms and practices are failing to provide.

Cris Shore, University of Auckland, NZ

Leadership and responsibilisation in the (post)-neoliberal university

One of the most striking features of many of the world's top-ranked research universities years in the past five years has been the extraordinary rise of new leadership programmes aimed at promoting what university managers see as the core competences and capabilities of academic leadership. While the idea of academic leadership in universities is nothing new, what is new is the extent to which these leadership initiatives have been formalised, institutionalised and incorporated into wider regimes of university management and governance. Scott, Coates and Anderson's (2008) work on 'Learning Leaders in times of Change – Academic Leadership Capabilities for Australian Higher Education' has been particularly influential in Australian and New Zealand universities where it has been developed into a systematic set of tools and programmes for managing performance and steering organisational change. This paper examines the way this Leadership Framework model has been taken up in one of New Zealand's top universities, its key concepts and principles, and its effects on academic-management relations. I argue that while the Leadership Framework is an obvious example of a neoliberal 'political technology', it also embodies a rationality of governance that is in many ways 'post'-neoliberal. Not only does it seek to nurture personal qualities of individual responsibility, self-management, integrity, entrepreneurship, risk taking and 'visioning', it also aims to harness these goals to more traditional, coercive instruments for disciplining individual behaviour, whilst simultaneously linking its ideal leadership capabilities to a project of university commercialisation. The Leadership Framework model claims to be based on 'empowerment', 'distributive leadership' and developing the 'leadership capabilities that count' (Scott et al 2008:2). The question I ask is *who* is empowered, what does this model of leadership mean in practice, and whose definitions of leadership are counted? I conclude by reflecting on implications of this model for university futures.

Chris Muellerleile, University of Bristol, UK

New Economies of Open Access Journal Publishing

Despite the common invocations of sharing, cooperation, and the eponymous notion of openness, open access journal publishing is rapidly being economized and marketized, and these are uneven processes. Open access systems are highly divergent across disciplines, universities, and geographic regions. As such, while any journal article, or any other body of

codified academic knowledge, that is distributed via an open access channel is openly available to the public, exactly which knowledge has a reasonable chance to "engage" the public is a different question. This is largely because the emergence of open access cannot be separated from the massive proliferation of academic output in general. In the UK in particular, open access is being pushed along by government, funding agencies such as HEFCE, and for-profit publishers. The latter are quickly innovating new products to sell to researchers and universities to help market (advertise) knowledge as well as manage new processes such as "green" open access process. This paper draws on a series of in-depth interviews with publishers, librarians, and academic administrators in the UK and the U.S. to suggest that the construction of open access systems is having an abundance of unintended consequences, not the least of which is an increasing demand for quantified and "objective" measurement of research "impact".

Christian Rogler, University of Vienna, Austria

A Double-Edged Privilege: Being an Early-Stage Anthropologist in the Global Knowledge Economy

Neoliberal transformations of the last 20 years going hand in hand with the rise of "cognitive capitalism" and the "global knowledge economy" have not only affected state organization and labour markets in many countries across the globe, but also left their mark on university organization and academic labour markets. My paper will embark on a journey to explore the underlying logics of contemporary academic life in what the conference organizers have termed "countries that have experimented with neoliberalism" and/or a "global knowledge economy". This will provide the context for addressing in a second step the last question raised in the call for papers: How are academics, students, managers and policy makers making sense of these changes, and in what alternative ways? In order to be able to fit this journey into the space of a conference paper, some specification is needed: Firstly, I will focus on the specific political and institutional context of university departments in two European countries that are not usually associated with being typical showcases for neoliberal transformation: Austria and Denmark. Yet their university sectors have respectively undergone transformations during the last decade that fit the label of "neoliberal", significantly changing the governance and organization of universities as well as the work (lives) of academics. Secondly, I will look at the perception of this working context by, as well as its effects on the subjectivities and career paths of a particular group: PhDs in social anthropology. As these early-stage academics find themselves at the intersection of being a student and being an academic, they are confronted with a range of expectations that reflect contested and sometimes even contradictory notions of the present assignments of academic research and teaching. With divergent (funding and training) resources at their hand, they are in the process of becoming and positioning themselves as an academic, while facing a possible and even probable career outside academia. Simultaneously, they are expected to perform as efficient experts in an increasingly competitive and precarious environment to be able to acquire (partly application oriented, interdisciplinary) funding, (mainly discipline-centred) training and mentoring, and the academic capital required to continue playing the academic game.

Christopher Newfield, University of California Santa Barbara, USA

Ed-tech after the MOOC bubble: some implications for student-centered learning

The 2012-13 MOOC wave (Massive Open Online Courses) cannot in retrospect be explained by educational or budgetary accomplishments, which were modest. On the other hand, MOOC promoters identified a genuine problem with public higher education in the United States and other countries, which is "limited learning" among a high percentage even of successful graduates (Arum and Roksa 2011). This paper first identifies specific sources of this "limited learning," then reviews recent studies of scalable or "xMOOC" outcomes to see whether these address the sources of this limited learning. It argues that, in xMOOC form, online technology does not in itself enhance student learning. The final section describes several features of the cMOOC precursor (where "c" stands for connectivity) that do have potential for helping online technology increase individual student learning. The crucial issue, I will argue, has less to do with technology and more to do with the governance structures through which institutions will deploy online technology.

Corina Balaban, University of Aarhus, Denmark

Shifting Models of Doctoral Education: Governance and Transformations in the Knowledge Economy

Doctoral education has traditionally been seen as an academic outlet for independent knowledge production through research. Throughout the last decade, however, the rise of different stakeholders and socio-economic spaces has arguably pushed the academic boundaries of doctoral education towards a more labour-market oriented approach to knowledge production. National governments all over the world have started to view doctoral education as a way to invest in their country's economy, and they have expanded doctoral training capacity. Furthermore, research is now increasingly linked to innovation, and doctoral education is often seen as a medium to train students as entrepreneurs of what has become the research industry. These changes have a significant impact on universities, and raise the following questions, which the paper aims to address: Who has the power to define what doctoral education is or should be about? How does a particular view of doctoral education become legitimate? What are the implications of this global shift?

Don Brenneis, University of California Santa Cruz, USA

Reading the new: form, language, and communicative practice in shaping institutional innovation in the US and beyond

"Audit culture" has become a common – and extremely useful – rubric for capturing an ensemble of emergent ideologies, documents, measures, and consequences within and well beyond our academic worlds. Assessment, measurement, and the coercive commensurability that they entail have become taken-for-granted elements of contemporary academic life. In this paper I focus specifically on some of the new communicative forms, languages, audiences, and practices through which quite dramatic

changes have, almost unnoticeably, been shaped. My examples will draw upon the United States and other audit regimes. As a linguistic anthropologist, I am particularly concerned with the relationship between micropractices and macrochanges; my paper is intended to complement the extraordinarily rich literature on the larger dimensions of audit with some accounts of small-scale but consequential practices. In particular, I'll be exploring the complex nexus where bibliometrics and other analytical rating practices intersect with changes in the production, publication, and circulation of scholarly knowledge. At the heart of the presentation are questions of audience, media, searchability, and authorship as they come together with institutional processes and policy. To anticipate my theme, an alternative title for the paper might be: "The work of scholarship in the age of mechanical search."

Ekant Veer, University of Canterbury, NZ

Pedagogies of Privilege (panel summary)

Given the depth of transformation that has occurred in universities over recent years, there is a need to generate accounts about the complex ways that higher education (HE), pedagogies, and privilege intersect, in the present. For example, how might neoliberal transformation, which has encouraged universities into becoming corporations and students to become consumers – make teaching for social justice all the more challenging? Does the current HE context generate increased risks for pedagogues who work to address privilege? Are pedagogies which attend to social disadvantage in a state of growth or recession? What potentials might the current context present for expanding, and intensifying the reach of such pedagogies?

The objectives of this session are: 1) to bring attention to how traditional pedagogies reinforce oppression; 2) to highlight emergent pedagogies and how they advance social justice issue in higher education; and 3) to consider how tertiary education can disrupt oppression, intolerance, insensitivity, and discrimination within the classroom. To conclude, we will argue that educators need to seriously consider how privilege is (re)produced through knowledge production and dissemination. Drawing on insights from critical pedagogy and social justice education, we will argue that now is the time for critical educators to work to disrupt oppression and embrace social justice as a key tenet of tertiary education

Elizabeth Rata, University of Auckland, NZ

The authority for knowledge

Symbolic production has become an increasingly valuable resource in contemporary capitalism's global market. Who controls knowledge depends to a large extent on who defines what knowledge is. The battle over that definition was at its height in the dispute between Enlightenment-derived and postmodern approaches during the 1980s and 1990s. According to the former realist or rationalist approaches the public arenas of collective judgement about truth claims are the specific practices of a disciplinary field – procedures, codes, systems by which the knowledge is objectified and universalised. Accordingly

disciplinary knowledge cannot be reduced to the cultures of social groups despite having been created by intellectual communities. The second approach, which informs the voice or standpoint perspectives of localising politics, draws on postmodern relativism for its claim that knowledge is always and necessarily ideological. What is known remains tied to 'who knows' and serves the knowers' interests.

Disciplines, such as the natural and physical sciences, which have a weak social relation and a strong epistemic code are better placed to secure the authority for the knowledge with the disciplinary community itself. In contrast, those disciplines that include social aspects within the episteme itself, – the social sciences, the humanities and the arts are faced with the question – if they are not based on explicit structures of knowledge, then what are they based on? Are those 'disciplines' a distinctive canon of epistemic knowledge or the embodied practice of particular interest communities?

In this presentation I compare the development of two emerging disciplines, the new science of mind and indigenous knowledge, to ask about the authority for the knowledge being created as a distinct discipline. The questions which guide my enquiry are: What is being authorised – what are the principles and concepts that form coherent and structured systems of meaning (a canon)? Who authorises the knowledge and how is that authority justified? What procedures and systems are used to test the truth claims made by the knowledge creators?

Fan Wu and Shaoxue Liu, Shanghai Jiao Tong University, China

Study on the cultivation of engineering talents by university-enterprise cooperation

With the adjustment of China's industrial structure in recent years, there are some new signs of engineering education, new talent demand of industry, and new trends of links between universities and enterprises. Moreover, in face of intensive global competition, university-industry collaboration has been advocated by the government as a form of open innovation to enhance the development and commercialization. In recent years, universities are devoted to cultivating more experienced graduates by employing a multi-angle, multi-level cooperation with enterprises. Chinese Education Department has launched a plan called "Outstanding Engineers" for talents training which comprises two parts of training including campus stage and enterprise stage. With the cooperation of talent training, industries can acquire stronger capability for innovation, and achieve better competitiveness than those which rely only on traditional closed innovation approach. To gain a deeper understanding of industry-university cooperation, this study aims to identify what drivers and barriers for enterprises are involved in their engagement in industry-university collaboration, and why these drivers and barriers exist.

On the basis of analysis of two group interviews with enterprises participating in cooperation of talent training program with universities in Shanghai, this study concludes that success often requires cooperation between individual actors and organizations, and support from stakeholders. The analysis also identified that there is a diversity of motivations for enterprises' advisors' engagement, and that many do so for reputational and intrinsic reasons and that financial rewards play a relatively small part. It also identified that

some enterprises are often trying to establish a long-term partnership in the industry-university cooperation, and continuing to carry out joint research projects.

However, the analysis found there are huge obstacles existing for local firms to partner with universities, especially for two reasons. One is that there is a lack of coherent conceptualization on the requirement of students which would strengthen the cooperation. The other is an absence of fitting communication between advisors from universities and enterprises. In conclusion, the paper argues that the policy encouraging advisors to participate in talent training from both universities and enterprises should build on reputational and intrinsic rather than purely financial motivations. It also elaborates the importance of the building of the information platforms of the network.

Fazal Rizvi, University of Melbourne, Australia

Research and innovation in Indian higher education

In this paper, I want to discuss some of the ways in which Indian policy authorities are addressing the multiple challenges facing its system of higher education. In recent years, India has instituted a range of reforms in an attempt to meet growing student demand for higher education, promote greater equality of educational access and opportunity, and address issues of quality and research performance. The last two five year plans in India (2007 and 2012) have significantly increased levels of public investment in higher education. Among its other objectives, this investment is designed to increase the amount of research conducted in India and to enhance its quality and relevance. In the process, I want to argue, Indian policy makers have subtly shifted the focus of research from pure, conceptual and disciplinary research to research that is applied, solution-focused and relevant to the demands of different stake-holders, encouraging a new way of linking research and innovation. The new goals of research straddle the requirements of India's population at the 'bottom-of-the-economic-pyramid' as well as the country's aspirations of participating more aggressively in the global economy.

Fern Thompsett, University of Queensland, Australia

The pre-figurative politics of free universities: An 'a-teleological' approach to contesting capitalism and the knowledge economy

Of the many sectors currently 'under attack' from the Australian government's neoliberal regime, the university in particular invokes heated public debate. Of central significance is the transformation of university education from a 'public good' into a commodity to be traded for profit on a private market. Forms of active resistance are long-standing and multitudinous, taking place both within and outside of the university itself. This paper examines the anti-capitalist dynamics of 25 different 'free universities' and 'free skools' across the USA, Canada, Mexico, Australia and the UK. These projects aim to disentangle education from the cash economy, whether in symbolic or real terms, simultaneously challenging the hegemony of capitalism throughout universities, and provoking the possibility of free, public space within cities more broadly. As experiments in non-hierarchical pedagogy and anarchist organising, free universities and skools re-imagine

education as a site from which to counter market rationalism by re-valuing learning 'for its own sake.' Based on participant observation and interviews, this paper argues that such projects, while foregrounding resistance to the neoliberal university, build backgrounds of a more general pre-figurative politics that ultimately challenges the teleological, object-oriented nature of human encounters and exchanges under contemporary capitalism.

Gilsun Song, Zhejiang University, China

A reconsideration of the internationalization of higher education: asymmetrical power relations

Internationalization is a form of sustainable development and its processes, especially those concerning the internationalization of higher education, have become core strategic plans and practices in higher education institutions at the national and global levels worldwide. This study examines how the internationalization of higher education has progressed in a global society and how it is transforming the conceptual frameworks of universities in the Asia-Pacific region. The internationalization of higher education has produced tremendous changes and challenges including redefinition of university roles, research issues, evaluation systems, management systems and alignments with global trade initiatives. Divergent views exist in uneven power relations and the potential implications of a more universal and diverse notion of the internationalization of higher education for a global society are at stake. Under these circumstances, this study investigates the internationalization of higher education through the lenses of neo-colonialism and neo-liberalism and ends with a discussion on the roles and objectives of the internationalization of higher education in the Asia-Pacific region.

Graham McPhail, University of Auckland, NZ

Pedagogic identities and students' readiness for university

In 2010 in the New Zealand Herald, Bryan Gould, chairman of Ako Aotearoa, outlined his views concerning the preparedness of students for tertiary study in New Zealand. While he suggests recent changes to pedagogy and assessment in secondary schools appear to have had a generally positive effect he also notes "these worthwhile changes may nevertheless have created a new disjunction between the methods and skill needed for studying and learning at secondary school and those required at tertiary level". The skills required for the disciplinary approach of the university are increasingly unfamiliar to students. No doubt many educationalists believe the university should also make the move to more student-centred pedagogies yet we need to be careful not to through the baby out with the bath water. In this paper I draw on Basil Bernstein's ideas concerning pedagogic identities to suggest that a focus on a realist rather than a constructivist approach to knowledge is essential if students are to make the transition from school to university study. I outline two research projects that have considered the problem of student's readiness for university. Both projects indicate a need to take account of students' personal identities and where appropriate to utilise students experiences, however these dimensions must also be 'recontextualised' within the academic world of the university. The development of an

academic identity comprising both disciplinary knowledge and dispositions is pivotal for the process of succeeding in the university environment. Students may not have encountered these 'codes of legitimation' where knowledge has been de-emphasised in the school. However these codes need to be explicitly de-coded for many students on their arrival at university if they are to engage successfully with disciplinary knowledge.

Jakob Ørberg, University of Aarhus, Denmark

Enemy at the gates? The rising coaching industry and its effects on admission, studies and graduation in Indian higher education

Private tuition often conceptualized as shadow education has for long been considered an important factor for developing educational outcomes in Asian contexts. While typically offering focused repetition and exploration of school curricula in parallel to primary and secondary education, the growing Indian coaching industry is going well beyond this shadowing function by servicing students with entire study packages geared not to the national curricula, but instead to entry tests at premier technical universities, medical schools and chartered accountant programs. Furthermore, coaching for further studies entry exams and private and public sector recruitment assessments are increasingly competing with regular studies in the lives of tertiary level students in both undergraduate and graduate programs.

This paper – based on fieldwork among students at a premier Indian engineering college, interviews with coaching business officials and students, as well as a stay at a graduate school for social science in Delhi explores the role of coaching in the educational lives of Indian aspiring youth. It argues that the rise of the coaching industry raises new and surprising questions about the ability of Indian universities to define their boundaries in terms of quality and equality in admission processes, students' conceptualization of their studies and educational trajectories, as well as the meaning of higher education qualifications. Increasingly institutions' control of student entry is contested by the systematic preparation through coaching; the study method of students upon entry is increasingly influenced by methodologies and knowledge foundations acquired through coaching; and the value of graduation is for some students shifted by parallel coaching for entry at the next educational or occupational level.

James Burford, Thammasat University, Thailand

The 'cruel optimism' of the PhD & doctoral writing as a practice of adjustment

This paper attends to the depressed scene of doctoral education. It emerges from 2013 research with ten doctoral students in the arts and social sciences, at a research intensive university in Aotearoa New Zealand. The wider study drew on participant diaries, semi-structured interviews, and a three-day residential writing retreat in order to generate a variety of accounts about the contemporary practice of doctoral writing.

This paper takes the PhD as an object of desire – or what Lauren Berlant might call 'a cluster of promises we want…something to make to us and make possible for us' (2011, p. 23).

Reading across participant accounts, I observed the way that the doctorate appeared to work as an 'organising fantasy' for student's imaginings of a particular 'good life' (Berlant, 2011). These good life fantasies often hinged upon conventional desires for upward social mobility, secure employment and/or the possibility of meaningful work toward social justice. In this paper I ask how we might understand the continuity of such fantasies in light of pressing evidence to the contrary? Why is it that for a number of students the PhD continues to stand in for the 'good life' when it is increasingly unclear whether the neoliberal university will deliver on such promises.

One possible answer to this question is that the doctorate is embedded in a relation of *cruel optimism*, that is, a 'condition of maintaining an attachment to a significantly problematic object' (Berlant, 2011, p. 125). According to Berlant, such an affective framework can arise from a double bind where even though an object of desire is fragile, tenuous, or just plain bad for us, proximity to the desired object has come to represent an enabling condition for the idea of happiness, or the future itself. To translate this to the scene of the doctorate then: we might understand students who observe the promises of the PhD fraying, yet cannot bear to give up the fantasy of the life that completing the PhD promises them. One arena where we can see evidence of this double bind is the practice of doctoral writing. Reading across accounts, I observed several examples where students persisted with intensive and sometimes punishing doctoral publication strategies, even while acknowledging that so much writing was wearing them out. I suggest such investments can be interpreted as individualized modes of repairing attachments to the fantasy of the PhD. For these students there was a belief that if they could just work harder, and write and publish more, then they might secure a better grip on the fantasies associated with the PhD. Often it seemed that the possibility of retaining an attachment to the promise of the PhD trumped the exhaustions endured in the present.

Lauren Berlant's work on cruel optimism can help us to understand the dynamics of desiring the PhD in the present. Her work is important because it can assist researchers to consider present conditions of doctoral education that are not fit for purpose, as well as prompting alternative visions of what new 'good lives' might look and feel like. Such arguments might be especially helpful in encouraging doctoral students to reframe their implication in social discourses of shame, guilt and inadequacy away from themselves and onto the failings of their fantasies.

Jana Bacevic, University of Aarhus, Denmark

Beyond resistance: human agency and the role of universities in the knowledge economy

This contribution aims to offer a critical reading of the conceptualisation of agency in the context of knowledge economy. Research in and on higher education tends to emphasise large-scale processes such as commodification and massification and/or their manifestations on national, regional and local levels. Human agency, in this context, is frequently framed as a 'response' to these processes, or reduced to the dichotomy of compliance and resistance. Drawing on Bourdieu's and Archer's work on agency, this contribution uses own ethnographic research on public engagement and the construction of university—society

relationships in the UK to show the role of individuals in constructing and reproducing the conditions of knowledge production, and to discuss the implications for the understanding of the relationship between societal and political processes and individual agency.

Janja Komljenovič, University of Bristol, UK

Emerging private actors leading marketization in higher education

The contribution will elaborate on resectoralisation of higher education through the approach of border studies with a specific focus on the process of marketization. It will present hitherto missing insights into which are the new services or commodities being bought and sold in higher education, what kind of relationships do commercial actors form with universities, how, who is initiating them and why. It will be shown that historically exclusive domains of private companies and older university spaces are being reworked and consequently new institutional formations are emerging within traditional universities. Furthermore, the contribution will attempt to inform the debate about the process of marketization in higher education which is seriously lacking in today's academic work. Marketization as a concept is often under-theorised and taken for granted in higher education research. It is used rather loosely, or even ideologically, to refer to a certain type of higher education transformations. This contribution will tackle questions like which real markets are appearing, how, by whom, what kind of markets they in fact are, and so on. It will connect to other contributions in the panel in search for relationships between new actors and traditional ones that are transforming within the higher education sector.

Jenna Joo, University of California Santa Barbara, USA

Online courses as means of "moving forward": what can we learn from students' narratives on educational values and learning experiences?

Online education, as a developing field, is situated at the intersection of multiple fields, including distance education, human-computer interaction, instructional technology and cognitive science—each with its unique disciplinary goals and purposes (Larreamendy-Joerns & Leinhardt, 2006). As a result, promises and concerns surrounding online education are widely dispersed throughout a large and uneven literature. McKeachie (1990), in his historical account of research on college teaching, found that over the decades, learning outcome measures have expanded to include not only factual learning, but also ability to apply concepts, retention of knowledge, resourcefulness in problem solving, the ability to learn independently as well as student motivation in learning. As we now realize *what counts as learning* and *what learning counts* (adapted from Heap, 1980; 1991) are almost "numberless," we need to move away from simple pretest-posttest measures to study ongoing processes and from studies of general outcomes to studies of what goes in students' minds—their motivations as well as their desires.

This study sought to gain a better understanding of the promises and concerns surrounding online education in California community college settings based on students' own learning experiences in order to raise questions for future research and practice. We learned to be skeptical about technology's revolutionary claims (McKeachie, 1990, p. 196), and agree that

"the ultimately potential of online technology to enrich higher education resides less in the technology itself than the [actual] practices and discourses that prompts individually and institutionally" (Larreamendy-Joerns & Leinhardt, 2006, p. 116). Through students' narratives about their education backgrounds, their learning processes in various formats of classes, factors that benefited or hindered their learning, as well as their hopes and desires for a future enhanced by a university degree, we attempted to obtain personal and collective accounts of students' daily lives in online and standard courses in the context of their complicated institutions.

Our initial findings suggest that students are not passive recipients but rather active creators of their educational paths. The outlook and efforts do not change much as they move from online to face-to-face courses and back again. While there exists individual differences as to the types of challenges students go through, the overarching theme that emerged in students' collective narratives was that they seek various opportunities to successfully complete their required coursework in order to *move forward*, even if that means to engage in behaviors of academic dishonesty (e.g., cheating, submitting someone else's work, receiving inappropriate amount of help) or purposely choosing classes for the simple reason of "knocking out units" with minimal effort. This theme of "moving forward" is also reflected in their narratives on interaction with peers and instructions in their online classes. The majority of the students said that they value interactions with their peers and instructors, but especially when these interactions led to positive outcomes (i.e., good grades, improved essays). While popular discourse surrounding undergraduate education emphasizes the value of collaborative learning, community of learners, and collective intelligence, we still witnessed very individualistic ways of enhancing one's chances of succeeding in today's competitive academic and job markets. These findings raise some important questions that require further exploration and discussion, which involve the rethinking of learning outcomes assessment in closer relation to students' own educational values.

Jie Gao, University of Aarhus, Denmark

Capture the shifting boundaries: toward a new conceptual framework for studying cross-border partnerships in higher education

This paper identifies the shifting boundaries and hybrid nature of cross-border partnerships in higher education and shows how they push the traditional boundaries of higher education institutions. The boundaries that have been reset include *Organizational Boundaries, Social Boundaries, Regulatory Boundaries* and *Boundaries of Educational Regimes*. These shifting boundaries have raised many challenges for the theorization of cross-border partnerships. Current accounts of the cross-border partnerships lack a systematic or effective framework that could rise to these challenges with discussions of much analytical or critical depth. The limitations of the current literature are outlined here as: *Ontological Myopia, Epistemic Instrumentalism* and *Methodological Nationalism,* which lead to *Listing Fetishism.* In order to avoid those tendencies and initiate more analytically productive studies, the paper concludes by proposing the use of an *Anthropology of Policy* and the conceptual and methodological approach of *Studying-Though* in constructing a theoretical framework for conceptualizing cross-border partnerships.

Julie Rowlands, Deakin University, Australia

Navigating the 'in between' spaces: beyond the academic/managerialism divide in university governance

There have been profound changes in university governance within the past 35 years or so, not least of which has been the adoption of corporate and network modes of governance in addition to aspects of the more traditionally practiced collegial forms. However, although it is argued that multiple modes of governance both can and do operate simultaneously, the notion that collegial and managerial governance are at opposite ends of a spectrum is fundamental to many traditional and contemporary understandings of university power relations. As a result, discourse around managerial versus collegial forms of governance remains a powerful driver of research and scholarship in this area. The predominant assertion is therefore that within universities democratic, distributed and bureaucratic governance enacted by academics has been replaced by top-down management undertaken by a small number of executive-level administrative staff. This belies the experiences of the very many senior academics who have taken up executive leadership positions within their universities and the resultant diminishing separation between academic and administrative work and between academic governance and management. Indeed, as practising academics know, managerialism is not something that is 'out there'; we are all doing it in our everyday work, to a greater or lesser extent (and more, or less, comfortably), alongside and as part of our traditional research and teaching activities. Rather than them and us, this suggests the existence of *in between* spaces within university governance. This presentation therefore asserts that there is a need to re-examine the ways in which university governance, and academic governance in particular, is changing and to develop new models for its representation. Moreover, governance within higher education does not only take place at institutional levels; it also plays out at national and global levels and it is arguably here that the influence of networks is most palpable. There is a significant risk that discussions around university governance which focus on the collegial governance/managerialism divide pay insufficient attention not only to the evolving nature of academic governance at the institutional level but also to networked forms of academic governance both nationally and internationally. The presentation will conclude by arguing that there is an urgent need for international comparative research in this area.

Joss Winn, University of Lincoln, UK

Labour, property and pedagogy: theory and practice for post-capitalist higher education

In this talk I will briefly review a number of critical responses to the marketisation of higher education in the UK since 2010. Then, drawing on the work of the historian Moishe Postone, I will argue that without a coherent theory of academic labour, public property, and emancipatory pedagogy, efforts to resist the neoliberal, corporate and entrepreneurial university, will continue to result in a sense of helplessness, conceptually as well as politically. In conclusion, I will outline a programme of theoretical and concrete work that seeks to fully recognise the conditions of possibility that the capitalist university has produced.

Katarina Gray-Sharp, Massey University, NZ

Oppression and responsibility: Freire, Levinas, and I

Oppression is "any situation in which 'A' objectively exploits 'B' or hinders his and her pursuit of self-affirmation as a responsible person" (Freire, 1996, p. 37). However, the responsibility for overcoming the "oppressive reality" does not belong to the dominator alone (Freire, 1996, p. 36). The oppressed must "from their stifled humanity, wage for both [oppressor and oppressed] the struggle for a fuller humanity" (Freire, 1996, p. 29). In meeting this responsibility, the oppressed "pass from the outrage undergone to the responsibility for the persecutor, and, in this sense from suffering to expiation for the other" (Levinas, 1989, p. 101).

Reflecting on Freire (1996), Levinas (1989), and my teaching practice as an indigenous academic, this paper will explore oppression and responsibility in the New Zealand university. Western possessiveness and its structural manifestation in higher education are considered. The roles of plurality and solidarity in overcoming oppression are pondered.

Katja Jonsas, University of Roehampton, UK

Managing women. Academic careers and gender in business schools

Since 1980s and 1990s higher education policies both in the United Kingdom and Finland have been influenced by new public management, consequently, university management has aligned with new managerial regimes emphasising performativity and accountability. While there is a substantial body of literature that explores how new managerial regimes have reshaped academic work and academic identities, this paper focuses on the careers of academic women and how the careers of academic women in two business schools have been constructed and reconstructed by changes in higher education policies.

Although there are indications that new managerial regimes have reshaped gender relations in higher education, it is not clear how new managerial regimes, gender and academic careers are intertwined in business schools. Using two countries, Finland and the United Kingdom, as cases, this paper interrogates how higher education policies have reshaped academic careers and highlights how this reshaping of academic careers intersects with gender. Furthermore, it is explored how gender regimes in academe are shaped by wider policy context. In other words, how 'inside' gender regimes are reconstructed by 'outside' actors.

This paper will contribute to discussions about how new managerial regimes and gender are intertwined in higher education. This is done by exploring the relationships between academic careers, higher education policies, and gender.

Klaus D. Beiter, University of Lincoln, UK

Measuring academic freedom as a human right: quantifying recent trends in Europe

Academic freedom is generally recognised as a human right, both at the national and the international level. Focusing on Europe, specifically those countries that are members of the European Union, it may be observed that academic freedom often has a basis in the constitutions and laws on higher education of these countries. The countries concerned are also bound under international human rights agreements, such as the *International Covenants on Civil and Political* and *Economic, Social and Cultural Rights* of 1966, respectively, or the *European Convention on Human Rights* of 1950, as amended and supplemented, to safeguard academic freedom under provisions on the right to freedom of expression and the right to education in these instruments. As will be shown in this paper, on closer analysis – assessing merely the legal protection in EU Member States, an examination of the factual situation to be undertaken at a later stage – it appears, however, that increasingly merely lip-service is being paid to this important value. Relying on UNESCO's *Recommendation concerning the Status of Higher-Education Teaching Personnel*, a document of 1997 that is not legally, but politically binding and which defines the requirements to be complied with to make the protection of academic freedom effective, the paper will demonstrate that there is retrogression in Europe in as far as compliance with accepted standards laid down for academic freedom is concerned. The UNESCO Recommendation thus expects states to guarantee self-governance in higher education by the academic community, employment security and the autonomy of institutions of higher education. Whereas the concept of institutional autonomy is increasingly being misconstrued, self-governance at all levels in higher education institutions and employment security have become subjected to rigorous processes of erosion. This paper builds on earlier research in which a preliminary comparative analysis of academic freedom in Europe has been undertaken. There have been substantial legislative changes in European countries since. The criteria used to measure compliance with academic freedom have, moreover, been further refined and the results been quantified to produce rankings expressing the performance of countries as percentage points. The framework criteria chosen in the assessment are those of "ratification of international human rights agreements", "express legal protection afforded to academic freedom in the constitution" and "in higher education laws", "institutional autonomy", "self-governance" – both "in the governing bodies of higher education institutions" and "at faculty and departmental level" – "the election of the rector" and "employment security". The assessment facilitates drawing conclusions as to the state of health of the *de iure* protection of academic freedom in Europe. At the same time, becoming aware of deficits in this respect allows making concrete suggestions as to the changes necessary to restore academic freedom to the esteem it once held in Europe.

Kwadwo Appiagyei-Atua, University of Lincoln, UK

Assessing reform and innovation in African universities against recent trends in respect for academic freedom

African universities and intellectuals, from the time of independence, have faced significant violations of academic freedom. One major area where the abuses centred was the appointment of political leaders to occupy the high echelons of university management and to run the universities as a political organ of the one-party system which was the political system in vogue at the time.

With the return to democracy in the globalisation era, African states have undertaken major reforms to enable the university meet the demands and concerns of the 21st century. These include promoting internationalisation, privatisation, *massification*, harmonisation and corporatisation. The paper argues that these reforms can successfully take off and realise its objectives only where the enabling environment has been created through allowing for entrenching a culture of respect for academic freedom in the universities.

However, relying on data gathered over the past year as a Marie Curie Fellow working on 'Building Academic Freedom and Democracy in Africa,' the paper seeks to show that while some important changes have occurred in Africa relating to greater respect for academic freedom, they are in most countries only superficial and fall short of the four main elements of academic freedom captured in the 1997 *UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel*. These are individual freedoms, institutional autonomy, self-governance and tenure. The conclusion is that academic freedom is not properly positioned within the African university to enable it perform its central role as a driver and facilitator of the reform efforts.

This work represents a novel attempt in the African context and will provide useful guides in assessing not only the current level of academic freedom on the continent but also how the continued low level of compliance could affect these reform exercises. The work also analyses the violations recorded in a legal context to determine the culpability of African states under international law.

The present paper singles out internationalisation for analysis and identifies ways in which European universities in particular seek to engage in internationalisation projects in Africa. According to the European University Association survey on internationalisation, 99% of European institutions say they have an internationalisation strategy in place. However, only between 1 and 3% have development cooperation agreements with other universities. This is largely because such cooperation is often not fully integrated into the institutional international strategy, but driven by departments and individuals. The presenter's current project partly involves promotion of cooperation between European and African universities with the former serving as mentor institutions for the latter in the area of academic freedom. Data gathered will be incorporated into the paper to test the success of such an exercise and how that can facilitate more effective internationalisation through greater respect for academic freedom.

Liu Baocun, Beijing Normal University, China

Social participation in the new education governance system of China: an international and comparative perspective

As in many other countries and regions of the world, the governance of education in China is currently undergoing dramatic transition. The Chinese government recently called on to establish a new governance system of education instead of traditional education management and administration. This paper will examine the transformation of education governance philosophy and the new governance system of education in China with an emphasis on social participation from an international and comparative perspective.

This study will utilize Burton Clark's triangle model as a conceptual framework for understanding the relationship among the government, the academy, and the society (market) in the formulation and development of the new governance system of education. As social participation is the weakest angle of the governance system, the paper will focus on the international experiences in social participation and their implication for Chinese context.

Two research methods will be used: comparative method and interview method. By comparative method, it explores the transition of China's governance system of education, as well as education governance systems of other countries. By interview method, the paper wants to show the opinions of different groups' on enhancing social participation and relevant suggestions.

The research data of this paper is mainly from the education administration and management policy documents and statistics publicized by the Chinese national government, as well as from interviews. Such data sources will guarantee the authority and persuasiveness of the data.

The reforms in education governance reform and transformation in China is to build a new governance system with a mechanism that the government, the academy, and the society playing different but interacting roles. The social forces can participate in government policy-making, school and university policy-making, supervision over public education institutions by various means. China should guarantee social participation in the new governance system through legislation and university statutes.

Liu Shaoxue, Shanghai Jiao Tong University, China

Who can concentrate undergraduates' attention in the classroom? Teaching and learning, and MOOCs

Case 1:

After class, a senior professor was upset. He said:

I don't think the undergraduates are interested in my class. But before, I was one of the most welcome professors, my classroom was crowded, and undergraduates paid attention

during my lectures. But now, many of them seem to be more like checking their cell phone and computer, rather than my teaching. I will not teach undergraduates anymore.

Case 2:

An experienced administrator is now focusing on spreading MOOCs onto campuses. Talking about his motivation, he said:

The new undergraduates were born in the late 1990s; they grew up with the well spread internet. After entering universities, they depend on internet, chatting, shopping, and learning, entertainment, etc., most of their activities could be done on the internet. This made students spend more time on the internet, and not only spare time, but also in class. MOOCs can help undergraduates do their learning through their favorite ways, free time, free place, and even free speed, free discussing among classmates and teachers.

Questions:

Traditional teaching is now facing a serious challenge; undergraduates' concentration is escaping from the classroom while they are sitting there.

1. While many young people choose the internet as their most preferred way of social interaction, should universities strengthen it? Improving undergraduates' communication skills, including oral and writing, is an important task of college education. While undergraduates spend more and more time on the internet, how can they practice to communicate others?

2. Internet is now working as a huge knowledge store; on it almost everyone can find whatever he/she wants to know. Then, what can teaching do through the classroom? Or, is the classroom still helpful to undergraduates?

In order to answer the questions, an investigation among undergraduates, professors, and administrators will be held in my university next year.

Marek Tesar, University of Auckland, NZ

Being and (un)becoming a lecturer-subject in the Knowledge Economy

This paper recognizes and confronts the impact of the knowledge economy on academia and on university academics. It reconceptualizes the lecturer-subject and re-constructs notions of governmentality in the public and private sphere, of truths and binding ideologies, such as that of the knowledge economy. To do this, it re-examines normalities, everydayness and lecturer subjectivities, and their new ecologies and connections with the government/industry/public systems. Havel's theory of the production of ideological subjectivities, as victims, supporters and rebels, and his notion of 'living within the truth' are juxtaposed with contemporary neoliberal academia and its boundaries, to theorise the examination in this paper. It is told through the narrative of the ordinary, everyday life/work experience of a university lecturer.

In a Havelian sense, the lecturer questions his 'irrepressible impulse to acquaint the public with his ideals' (Havel, 1985, p. 27). This tertiary lecturer-subject publicly behaves as is expected of him; he does not do anything extraordinary, and carries out his work expecting

that the University system will take no notice of him. He participates in the public domain, attends all required meetings, sends the right emails to the right people, and uses ideologically correct and sensitive language. He does all of this to remain untouchable by the University. This produces what Havel refers to as the "social auto-totality*"* (Havel, 1985, p. 36). The social auto-totality means that every citizen is drawn into the sphere of power. Havel (1985) notes a change in human beings, in citizens' subjectivities, as they may now "surrender their human identity in favour of the identity of the system" (p. 34), or in other words they will become part of the "automatism and servants of its self-determined goals, so they may participate in the common responsibility for it" (p. 34). This shapes the subjectivities of those who are comfortable with their positions and capacity for public involvement, and feel uncomfortable with those who opt not to participate. By making all citizens participate, the system then produces everyone as instruments of a mutual totality, or the auto-totality of society. Following Havel then, every citizen and lecturer, is becoming and is unbecoming the victim, supporter and rebel of the globalised conditions of the contemporary ideological University environment at the same time. This shapes, and at the same time is shaped by the boundaries of neoliberal academia. Using Havel's work and production of the subject and its subjectivities, post-structural thinkers and M. A. Peters' interpretation of the university in the knowledge economy, this presentation interrogates and theorizes the production of contemporary tertiary lecturer subjects.

Maresi Nerad, University of Washington, USA

Using flagship doctoral programs for institutional mission expansion: who is served here?

As state and federal governments reduce financial support to U.S. higher education institutions, different types of U.S. universities use different strategies to increase not only their revenues, but to try moving up in perceived public prestige. One of the strategies teaching-intensive US universities pursue is to expand their mission and to become research-intensive universities by adding doctoral programs that are non-traditional in nature. This allows them to apply for federal grant money for doctoral programs, such as the National Traineeship Programs (formerly IGERTs) from the National Science Foundation. Another strategy is to offer novel professional doctoral programs, such a doctoral in audiology, physical therapy, or nursing, that allow them to charge high tuition and fees. In the case of prestigious grant money for doctoral programs the central administration of these teaching-intensive institutions encourages and supports the scholarly professorial endeavors.

Organizational survival and expansion considerations drive these strategies: a) gaining institutional prestige, (b) having flagship programs that attract "better" students to their institutions, (c) setting examples for other academic staff to invest efforts in applying for federal research grants, (d) getting access to indirect cost money by subtracting overhead for institutional services from each grant received, and (e) to be seen in the local community as a research institution worth partnering with. In turn, central institutional administrations provide the academic staff with grant writing support, quality space for the new programs, and visibility on their own campus. But are the doctoral students well served in these mission-expanding institutions?

Findings indicate that while students benefit from their special status on campus and from the dedication of their professors and supervisor, the lack of institutional research infrastructure disadvantages them in a number of significant ways. Limited library holdings, low salary and limited possibilities for research and teaching assistantships which are the financial support of doctoral students at research-intensive universities, and the limited experience of dissertation supervision of some professors are challenges. Certainly this first generation doctoral students at such institutions are true pioneers, but at a considerable cost.

Mark Amsler, University of Auckland, NZ

"If you write it in English, it'll be worth more"

For instruction, research, and administration, English increasingly dominates global higher education as a lingua franca (English as a Lingua Franca, ELF) or as the preferred or default form of academic communication (EAP, English for Academic Purposes). Teachers are trained to teach it. Students are streamed into classes to learn it. Universities refer to these disciplinary forms of spoken and written English in education outcomes benchmarks. In international research communities, written English is the dominant medium for science and much social science research publication. Spoken English predominates in university science laboratories, research workspaces, and classrooms. Spoken and written English competence is the currency of mobility within global higher education. In many descriptions of international higher education, "English" as a medium of instruction, communication, and status is never parsed.

Despite the global dominance of some varieties of spoken English and a much narrower set of written varieties in higher education, many university language policies are vague as to the languages of research, teaching and learning. Others are contradictory. Some nations and institutions stipulate rules for parallel language behaviours. Many others are *laissez faire* or simply ideologically blinkered with respect to English as a language *choice*, preferred, stipulated, or compelled.

At the student level, language and "academic English" assessment criteria are stricter for UGs and especially PGs. University-level student "support" is geared to speakers of L2 (or L3) English. Most Englishes taught in ELF and EAP language or writing programmes adopt hegemonic versions of UK or US "standard written English." In other words, not just any variety of English will do in higher education, and students are scrutinized more regularly than researchers or even classroom teachers.

The problem is, the generic profile of English in higher education does not match up with the current language ecology of English in multilingual global settings. Englishes worldwide exist not only in historically stratified arrangements (Kachru) but also and more importantly in complex rhizomic networks, varieties, and textual modes. As "taught linguistic practices" at university level, ELF and EAP are situated within variable norms and multilingual contexts even if many EAP and ELF pedagogies operate more as language replacement rather than language supplement schemes. The roles of Englishes in higher

education are maintained or inhibited by language ideologies, multilingual ecologies, and instrumentalizing productivity models.

ELF is a "register" for communicating across different language communities, including so-called native English varieties. If so, we need to better address the political questions of linguistic registers in knowledge creation, knowledge dissemination, and knowledge valuation in university teaching and research. Linguistic registers are always already political.

In this paper I critically examine some of these "structuring structures" (Bourdieu) and university language policies. I present comparative case analyses of written and spoken ELF and EAP used for academic admission, assessment and instruction in the UK, Spain, USA and New Zealand. I argue that EAP and instructional ELF should abandon "deficit," "replacement," and "Inner Circle" or "Native" norms of accent, lexicon, grammar, and pragmatics in literacy and language performance. I argue, alternatively, that EAP and similar university-level literacy programmes can be sites of reflective pedagogy and critical language awareness as well as ways to improve communication. EAP and ELF pedagogies offer unique and much needed challenges to and reflections on linguistic globalization's engines of tourism, international student mobility, and international collaborative research and publication, which are really the same market logic with differently identified populations. Such restructuring of EAP and ELF in university contexts would also entail a change in the linguistic ecology of research and research publication culture in higher education.

Mei Qu, University of Aarhus, Denmark

The connection between institutional and "glonacal" internationalization policies: the case of a Chinese research university

Internationalization is currently an indispensable part of a research university and they often develop policies to organize their internationalization activities. Universities also face internationalization policies from global, national and local actors whose policies together compose a "glonacal" policy plane. Do these policies advocate similar definitions, rationales and approaches towards internationalization? And most importantly, how do universities coordinate their institutional internationalization policies with "glonacal" policies?

This study will take a Chinese research university as a case where the researcher is conducting a 3-month fieldwork study. The study includes a document analysis of the university's internationalization policies in terms of definitions, rationales and approaches to internationalization. Interviews will also be conducted with the university's internationalization policy makers to testify the result of document analysis and ask about how they coordinate institutional policies with "glonacal" policies. The researcher will look for related current global, national and local internationalization policies mainly based on the information offered by the university official website. "Glonacal" policies will be researched in a similar way through document analysis and interviews with external policy makers.

Miguel Lim, University of Aarhus, Denmark

Rankers looking in: what do global university rankers do?

What do global university rankers do? The rise of global university rankings has meant that the persons and organisations that produce rankings have become important figures in the higher education. By asking rankers themselves and carrying out a direct observation of rankers at work, this paper outlines the processes that constitute and accompany the production of rankings. To illustrate, this study explores the three best known global rankings: the Shanghai Jiao Tong Rankings, the Times Higher Education Rankings, and the QS Rankings. The Shanghai Ranking was produced within an academic department at a Chinese university, the THE and QS rankings are both organisations outside academia. However all three rankers are outsiders to the universities that they rank. Their products have become involved in the internal management processes of many universities, e.g. becoming deeply intertwined in the way that universities conceive of and deal with reputational risk. As the rankings have become internalised in some university contexts and processes, a greater understanding of what each ranker does becomes ever more important. The ways that university rankings are made are, paradoxically, more simple and also much more complex than many of their readers appreciate.

Miguel Antonio Lim and Jakob Williams Ørberg, University of Aarhus, Denmark

Metrics put to work: National policy choices in the face of global university rankings

Global rankings set into motion policy responses in national higher education systems that both highlight and question our understanding of how policies move within and between national and international policy communities. This paper investigates how rankings are employed in national policy processes and effect shifts in policy aims and in the power balance between policy actors.

In Denmark, rankings were integrated into both policy targets and instruments when a change in methodology forced a new conceptualization of aims for the higher education sector. In India, the consistent low ranking of the elite Indian Institutes of Technology (IITs) have brought into question current policies to develop and expand the IIT-system to 'catch up' in the global knowledge economy.

Based on these two cases we discuss how rankings offset policy development and lead to a new dynamic in negotiations of national higher education futures. In doing that we suggest the term 'policy artifact' to capture the detached and yet suggestive nature of rankings as devices which, while designed on the fringe of policy making, increasingly take on a central role in the negotiation and imagination of university reform.

Nick Butler, Helen Delaney, University of Auckland, NZ, and Sverre Spoelstra, University of Lund, Sweden

The life of measures: a study in the social and organizational impact of leadership psychometric instruments

The development of psychometric instruments is a multi-million dollar global industry spanning multiple institutions including academia. Perhaps the most well known example of a successful psychometric measure is the Myers-Briggs Type Indicator (MBTI), which is completed by approximately 3.5 million people every year (Harper, 2008). Such instruments are commonly used to measure psychological traits and cognitive abilities in organizations for purposes of assessment, training and development. A proportion of these instruments are constructed by academics in order to both advance scientific knowledge and develop tools for practical use. These instruments provide a window on the complex relationship between academic research and commercial application. While much has been written on the merits of quantitative personality indicators, relatively few studies have sought to open up the 'black box' of psychometric instruments (Latour, 1999). This paper will examine the ways in which the development and use of psychometric instrument impacts on the social, institutional and economic relations of a research community – in this case, leadership studies.

Psychometric instruments in leadership studies are often created with the intention of being both scientifically rigorous and commercially relevant. This dual purpose, though seemingly straightforward and unproblematic for many scholars, raises a number of unanswered questions: What are the politics of producing a successful leadership measure and how do these dynamics shape the social relations of the field? What are the politics of commercializing a scientific measure and how does this process impact on the standards of science?

This paper takes a critical look at the way popular measures function in leadership studies. In particular, the paper scrutinizes the Authentic Leadership Questionnaire (or ALQ). The ALQ was created by Bruce Avolio and other colleagues in order to test their popular theory of authentic leadership. Distributed by the same publishing company as the Multi-factor Leadership Questionnaire (that measures transformational leadership), the ALQ is simultaneously trying to build its profile in both practitioner and academic contexts. The paper shows how the ALQ (and similar measures) operates in two domains that are traditionally seen as threats to the integrity of scholarly work: religion and commerce. The combined impact of a (pseudo)religious belief in a leadership construct and the commercial interest in a measure reveal a hidden life of what is on paper 'merely' an instrument for scientific inquiry.

Taking its cue from qualitative and interpretivist research, particularly in the sociology of scientific practice, this paper contributes to an understanding of 'science in action', highlighting the links and tensions between academic knowledge production and leadership assessment and development. This will facilitate critical reflection on how leadership scholarship is produced and commercialised, which has considerable implications for how research is pursued and valued in the university-based business school.

Nigel Haworth, Nick Lewis, John Morgan, Cris Shore, University of Auckland, NZ

Keywords of the Third Mission

Universities everywhere are transforming in order to adapt to the challenges of the global knowledge economy. Starting from the premise that language is central to this process of reinvention, this paper uses Raymond Williams' idea of 'keywords' as a framework for analysing the political economy of higher education reform and for tracking the major social and historical processes that are driving institutional change. Drawing on our survey of the rise of the 'Third Mission' in New Zealand, we examine how New Zealand universities are being restructured around a government-backed discourse of commercialisation, investment and entrepreneurialism, sometimes captured in the epithet 'NZ-Inc'. We argue that this discourse is having substantive material effects. These are most clearly seen in the emergence of new pedagogies, employment practices, building programmes, strategic priorities and, above all, in a new kind of financialised language that all universities are being urged to speak. While this language undoubtedly leads to new kinds of performance, what is less clear is whether it is producing new and lasting forms of academic subjectivity. In conclusion we ask, 'where does this process end?' Will this be when university researchers invent the 'killer app' that will enable New Zealand to reboot the economy? Or when the Third Mission displaces teaching and research as the defining feature and rationale of the contemporary university? Or will it be when government ministers and Vice Chancellors concede that the gamble of competitive commercialisation is not worth the risk, fold their cards, and refocus on the core missions of the university?

Pavel Zgaga, University of Ljubljana, Slovenia

"This is the only academic knowledge." The role of academic knowledge in the knowledge society

If one works in the academic profession at least for some time, then she/he certainly has heard the underestimating comment: "This is *only* academic knowledge!" The focus is on the word "only": it alludes to a certain limitation of the "traditional" academic knowledge: it is rooted "in the academic world" and not "in the real world". Academic knowledge is accused of a kind of Platonism: the comment assumes that there is yet another world and another knowledge: knowledge of "higher" order. In contemporary mainstream discourses of the knowledge society and/or economy, the "*only*-academic" knowledge is becoming associated with uselessness, unproductiveness; in short – it is unnecessary.

Is academic knowledge becoming an endangered species in the knowledge society? Which signs tend to confirm this assumption? What consequences this transformation brings, or may bring? These questions will be in the front of our investigation. In doing so, we will rely on the analysis of contemporary discourses, both academic and non-academic, but also on the analysis of new trends in higher education as, for example, conditioning of public funding by cooperation of universities with industry; global and/or national ranking of universities in relation to changes in higher education policy; growing requirements for the

publication of articles in formally and quantitatively determined and strictly hierarchized lists of research journals; frequency of corrupt practices in higher education and research, etc.

Against this background, two major issues will be addressed:

(1) Reconsidering and questioning of the concept of autonomy in its broader sense (i.e., not only in terms of academic autonomy). Early modern period with its discovery – or rather interpretation – that "scientia potentia est" has led gradually to the recognition of the "power of knowledge" and to the growth and strength of the new "professional class". The Emperor was no longer "the wisest of the wise"; the separation of political (and religious) power from the "power of knowledge" was based on the concepts of autonomy and freedoms (freedom of speech, of press, etc.; not only academic freedom) for the sake of "more", "better", "excellent" etc. knowledge. At latest with the von Humboldt's intervention, the Emperor became the guardian of academic autonomy and freedom. In modern democracies, these principles are often enshrined in the Constitution. Does this enlightening story really end with a happy end? There are more and more signs which bring concerns that in the knowledge society the principle of academic autonomy is being translated into a purely instrumental concept.

(2) *Reconsidering and questioning the relationship between academic and political worlds as well as research and policy making*. The idea that knowledge and research – unbiased, critical knowledge and research – contributes to the foundations of a democratic political decision-making has led to the conceptualization of public policies and to the inclusion of academic and professional worlds in policy development. However, it is necessary to ask whether this really leads to a happy marriage between the academic and political power? Does policy development include critical knowledge in the same way as instrumental knowledge? The issue will be examined in the case of the European Union's *Horizon 2020* programme and the role of social sciences in it.

Peter Crabtree (Ministry of Business, Innovation and Employment of New Zealand), Andy Shenk (Director, Auckland UniServices Ltd.), Kristiann Allen (Chief of Staff, Office of the Chief Science Advisor, New Zealand)

The national research environment: emerging pressures and new possibilities?

The panel invites key figures in New Zealand research policy and management to discuss drivers for change in the organisation and practice of university research in New Zealand. Panelists will discuss the implications of these drivers for the future of universities. Panelists have been invited to range widely across questions from open access publishing, to unbundling, internationalisation and commercialisation, measures of quality, research funding and beyond. The three panelists will make presentations and will have an opportunity to respond to the discussant, before the floor is opened for general discussion. The aim of the panel is to inform and enliven the conference with a constructive real-time debate about university futures in New Zealand.

Que Anh Dang, University of Bristol, UK

Asia-Europe Meeting (ASEM): higher education policies and regionalism from below

Economic regionalisation seems to become a trend in Europe, Asia, Latin America and it often heralds educational regionalisation (Hawkins, 2012). New higher education spaces have recently been created through regionalising projects around the world that are driven by knowledge economy agenda (Robertson, 2008, 2010). Regions also compete fiercely to advance those global agendas most favourable to them. The Bologna Process leading to the creation of the European Higher Education Area is an example of such a regional project. In line with the European Union's external policies, the Bologna Process also increasingly prioritises its dialogues and negotiations with other regions over individual countries, thus expands its outreach to a larger scale. The Asia-Europe Meeting (ASEM), which was constituted in 1996, has been seen as a new avenue for this endeavour. Initiated by the former Singaporean prime minister and French president, ASEM was originally an informal inter-regional forum for developing political dialogue, reinforcing economic cooperation, and enhancing cultural exchange between the European Union (EU) and the Association of South East Asian Nations (ASEAN) (Yeo 1997, 2002, 2003; Camroux 2006, 2010). In nearly two decades ASEM has developed rapidly from 25 to 51 members and exemplified how a region is shaped and reshaped by various actors.

Besides political and economic pillars, education has received increasing attention from the ASEM leaders since the 2000s and has become an important and strategic cooperation of the ASEM Education Ministers, who formally started the so-called 'ASEM Education Process' in 2008 at the first of their biennial meetings (Dang, 2013). ASEM education agenda seems to build on the dialogues between the EU/EEC Bologna countries and the European Commission (European ASEM partners) and 19 other non-Bologna countries in Asia, the ASEAN Secretariat plus the Russian Federation (Asian ASEM partners). Central to what might be seen as an obscure 'ASEM Education Process' is the exchange of ideas and policies for higher education reforms through collaborative projects involving ministerial senior officials, university rectors, academics, students and professionals. As the process evolves, numerous multi-level meetings take place to gather perspectives and ideas on building a new region from below. This aspect of regionalisation is unexplored. Thus this paper aims to understand how this occurred and what its consequences might be.

Using an intensive case study of ASEM, especially the interactions at closed meetings over the last five years, this paper offers a detailed account of how ASEM educational (inter)region is constructed in practice and how higher education policies are negotiated and mutated by different actors. The paper also argues that ASEM triggers actions along regional interests and dynamics based on existing and incipient collective identities in the EU and ASEAN respectively.

Richard Heraud, Waikato University, NZ

Open and social innovation in the university

Social innovation refers to the co-creation and application of knowledge in solving social problems. The more effective the solution, the more social innovation, as a practice, risks being appropriated by neoliberalism's furthering the benefits of private profit. Open innovation refers to the conceptual recognition that economic development is conducted in a global arena; that competition requires the acquisition of knowledge that is external to the parameters of the firm's immediate institutional interests. Open innovation's problem is that external access to new technologies can privilege exogenous growth over the endogenous capacity of the firm's own workers. To understand the impact of these problems on student learning in the university, there also needs to be a critique of the politics of innovation. In the university, innovation is significant on three distinctive levels of governance. Firstly, innovation refers to institutional strategies used to assert the provider's identity in the marketplace and, as such, to maximize its competitive edge. Secondly, innovation becomes a policy objective that requires students to acquire requisite skills and knowledge or human capital as they become capacitated to innovate in R&D. Thirdly, innovation refers to the commercialization of new ideas in R&D, where students and staff collaborate with the private sector. This is a politics of innovation that speaks little of the situation of the student who understands the provision of their education as something that should not just be received in the form that it is presented to them, but as an opportunity that should be acted upon and changed according to their interests. The situation of this student is a paradoxical one, in that while they are made to wait until they enter R&D before being permitted to be innovative in name, their already existing innovative subjectivities (that they began school with) require them to measure the value of political disruption in a manner that goes unrecognised by the politics of innovation that govern education policy. This paper will involve a theoretical extrapolation of this paradox with respect to how both open innovation and social innovation, when taken together, suppose the formation of political subjectivities. The idea will be to see how these notions of innovation might together inform an examination of the situation of the student with respect to the knowledge economy seeking to a balance between equity and efficiency through the application of a learning economy. What does "voluntary" and "cooperative governance" (Stiglitz, 1999) mean when equity is taken to refer to student rights to express their diverse interests when the student acts upon their education as an opportunity? A political interpretation of this question might lead us to ask why are students having to teach themselves computer programming (Ryan, 2014), when the philosophical question might be, what would teaching oneself how to code, teach one about the philosophical value of language and hardware with respect to the student's interest in political subjectivity?

Richard Pountney, Sheffield Hallam University, UK

Trials and tribunals: consensus seeking in course design approval in higher education

The focus of this study is an investigation into the characteristics of the processes and practices of course approval in higher education that shape, and are shaped by, the

educational beliefs and values that university teachers bring to the design of their courses. It identifies the basis of how the curriculum is developed and approved, and the means by which new practices and ideas are made possible. The original contributions to knowledge are to the development of the theoretical concept of autonomy from which a model of curriculum development knowledge can be derived; and to the empirical understanding of the conditions for curriculum development. Drawing on social realism this study applies Bourdieu's field theory to identify the field of HE as the object of study and curriculum development, as a form of academic development, as a subfield. Bernstein's code theory and the pedagogic device are applied to develop an external language of description for curriculum development knowledge. This analysis is differentiated using Maton's Legitimation Code Theory (LCT), and its dimensions of autonomy, semantics and specialisation of curriculum knowledge practices, to develop a language of description for positional and relational autonomy in course design and approval. Course planning and approval is examined by means of two case studies in order to illuminate the nature of teachers' experiences; the basis of practice and its emergence; and the process by which curriculum reproduction and change takes place. The first case study examines cross-institution curriculum sharing involving 12 academics across 10 higher education institutions, comprising interviews, group discussions and documentary analysis. The second case study took place in one additional institution in two parts: the first part involved 17 academics involved in preparing 12 courses for approval, involving interviews and documentary analysis; the second part took place in the same institution with a further 10 staff responsible for approving these courses and involved interviews, documentary analysis and observations of approval events. Three field positions are analytically distinguished (collegial; bureaucratic; and consensus-seeking) and re-evaluated in the context of course approval as it currently operates in these case study sites. The autonomy dimension of LCT is further elaborated with regard to concepts derived in the study: expertise, authority, purpose and consensus. The study finds that course designs are detached from their contexts of enactment (teaching and learning) and semantically condensed in that they are abstracted and tacit and difficult for teachers to articulate and for others to interpret. Strategies that enable teachers to devise and enact course plans and designs are seen to be subject to disciplinary perspectives, dispositions to knowledge and pedagogic practices, and the underlying principles of knowledge and knower structures. External influences on the curriculum, such as 'employability', can result in a 'genericised' curriculum that is difficult to pedagogise (i.e. to teach, to acquire cumulatively, and to assess). These conditions, in turn, restrict curricula and their associated pedagogies and limit the possibility of new curricula being realised. The study concludes by formulating a dynamic coherence model of curriculum development that foregrounds the pedagogic and legitimation codes that organise and are the basis for curriculum practices that are currently prevalent in these contexts. An alternative consensual principle is proposed as the means of enacting coherent curriculum design that is better able to realise new forms.

Robert Stratford, Waikato University, NZ

New Zealand's Tertiary Education Strategy and an alternative ecological framework for higher education in New Zealand

New Zealand's Tertiary Education Strategy 2014-2019 has six strategic priorities. These priorities reflect the economic growth agenda of the current government. There are no references to sustainability or climate change in this document and very little to acknowledge that we are now living in a global environmental crisis.

While New Zealand's individual universities and polytechnics have taken various initiatives to develop approaches that seek to address environmental concerns, the lack of a suitable governing framework for sustainability in New Zealand's Tertiary Education Strategy is the policy equivalent of having your head in the (increasingly damp) sand.

This presentation introduces a new PhD that is investigating an alternative framework for higher education. It describes, from an ecological perspective, the limitations of an 'economic growth' approach to higher education policy and introduces an ecological model as a possible framework for higher education in New Zealand. The key features of an ecological model are discussed as well as some broad implications for New Zealand's tertiary education policy.

Roger Dale, University of Bristol, UK

A focus on changing modes of valorization of HE knowledge

This presentation starts from the fact that there has been much greater focus on modes of production and distribution of knowledge in and through HE, but that adequately coming to terms with the range of consequences brought about by recent changes requires that we also take into account changes in the ways that that knowledge is valorized by graduates. A central argument points to the scarcely unanticipated, but nevertheless quite serious, consequences of the massification of undergraduate education. One major consequence, which has a range of ramifications for the production and distribution of knowledge as well as for its valorisation, is the intensification and extensification of positional goods, which become embedded as forms of valorisation, rather than as a separate, contingent element. The paper's main focus will concern the nature and consequences of the emphases on mobility and employability, which are seen as the key media through which forms of valorization are framed. Together, these extend the range of relationships between HE and labour market, via a shift from seller's to buyer's market; change the content and forms of teaching as the production of knowledge; and changes rules/ assumptions of potentials of widening participation, access, etc. The paper emphasizes the need to take into account changes in modes of valorization of knowledge in order to understand better some changes in HE and their consequences.

Roxana Chiappa, Washington State University, USA

Academic Capitalism in Chile: An analysis of the role of Chilean public universities in the discussion of innovation policies

Although a number of studies have examined the effect of globalization and neoliberal policies on the ways that universities are conducting their research enterprise in North America (Slaughter & Rhoades, 1997; Metcalfe, 2010; Zheng, 2010; Mendoza, 2007; Renault, 2006), Europe (Maher & Tetreault, 2008, Ylijoki, 2003), Africa (Johnson & Hirt, 2011) and Asia (Eun et al., 2006), little is known about the situation of South American universities. In particular, Chilean universities are an interesting case to examine. These institutions have been exposed to neoliberal government policies since 1982, when the dictatorship regime established that public universities had to self-finance through tuition fees (Brunner, 1992, Bernasconi & Rojas, 2003). But even more interesting is the fact that university presidents, professors and mainly the students of the public universities have contributed to a discourse of resistance, against the privatization of Chilean higher education, which reached its peak during the student protests in 2011 (Bellei, 2014).

In this paper, I analyze the role played by Chilean public universities when the government has attempted to introduce a National Innovation System (NIS). Widely used as a policy-tool by national governments worldwide (OECD, 2002), the theoretical concept of NIS links human capital, research and technological capacities to the needs of private firms. These three capacities, which are relatively low in Chile in comparison with industrialized nations (OECD, 2013), depend largely on public research universities. In the NIS model, Chilean universities are expected to work closely with private firms and vice versa, while the government agencies should provide the conditions to enhance those connections (OECD, 1997). The NIS validates the notion that research and development investment should benefit society not only with new ideas or discoveries, but mostly with outcomes (technological) that can be commercialized, and consequently, have an economic impact (Godin, 2009). Using the conceptual framework of academic capitalism (Slaughter & Rhoades, 1997; Rhoades & Slaughter, 2010), understood as the behaviors of universities and faculty that engage in market-like practices, I aim to understand the discourses, actions and research outcomes of the five Chilean public universities that generate the largest amount of research during the time of innovation policies discussion.

My research question is: if Chilean public universities have participated in a discourse of resistance to privatization of higher education, are they also articulating a resisting discourse to the commercialization of research? If so, how are they doing it and why?

This paper is part of a larger study called "New generation of Chilean PhD and the Innovation" where I have used a grounded theory approach (Glaser & Strauss, 1967). For this particular paper, I begin by describing the political context in which the innovation policy has taken place in Chile. Policy documents and mass media notes have been used to construct the history of the policy and the role of the Chilean university at the beginning of the plan in 2007. Then, I analyze the strategic planning, mission statements and institutional policies of these five universities to describe how their offices of research have assigned value to innovation during last five years. Further, I conducted semi-structured interviews

(Patton, 2003) with the vice-presidents of research of these same institutions to understand their perception on the governmental policies and programs that are promoting innovation and the role of their respective universities in the discussion of these policies (Interviews were conducted during July-August 2013). Finally, I utilize publicly available databases regarding scientific articles, grants and patents received by these universities to illustrate the research outcomes of these five universities under study.

Preliminary findings suggest that the Chilean government has not been consistent regarding the guidelines for promoting innovation in Chile. There is a lack of definitions with respect to postgraduate, scientific and technological policies. A retrospective analysis shows that when the government launched the first national strategy of innovation in 2007, public universities questioned the economic logic of the policy as a whole. That strategy included 11 clusters, whose choice was based exclusively on economic and competitiveness analysis. It excluded important areas such as astronomy, health sciences and education. Shortly thereafter, scientific associations, made up mostly by professors affiliated to universities, organized a protest to complain for the lack of funding for basic sciences. The innovation strategy finally changed and included the areas proposed by the universities. With an increased number of grants funded by the government that are promoting universities-industry relationships, the public universities in this study seem to have increased the capacities of their offices of technology transfer in the last four years and become more oriented to work with the private sector. The number of patents became also a metric to measure excellence in the narrative of higher education. Today, the five universities have included the term innovation in their mission statements.

Sandra Grey, Victoria University Wellington, NZ

The undermining of the civic mission of universities

This paper argues that contemporary New Zealand tertiary education policy and practice is undercutting the role of universities in creating contestable knowledge for democratic decision-making. Strong democratic decision-making requires open and contestable knowledge to be shared in the public realm, a role which university academics can contribute to. However, 'corporate responsibility' policies within tertiary education institutions; government policies on 'public accountability' such as the proposed code of practice for scientists; and the focus on 'commercialisable knowledge' as the pinnacle of the knowledge economy have contributed to the undermining this civic mission. Examining the mechanisms which undercut the crucial civic mission of universities enables staff and students to find ways to push back against the narrowly defined focus on the 'knowledge economy'.

Sarah Amsler, University of Lincoln, UK

"Either we do this or we die. There is no alternative". Learning from struggles for autonomous higher education

This paper begins with a provocation from the African-American sociologist and educator W. E. B. Du Bois, made in 1933, on the importance of constructing radically alternative

universities that might enable the 'physical survival…spiritual freedom, and…social growth' of black people in the face of entrenched racial dictatorship in the US at the time. I will offer a few reflections on his militantly optimistic and utopic interpretation of 'no alternative' before introducing a number of other historical cases in which hegemonic definitions, forms, hierarchies, and practices of higher education have been effectively challenged as part of wider struggles for human dignity, economic and cognitive justice, and social change – and in which autonomous institutions and 'infrastructures of resistance and creativity' have been created. I will then consider the extent to which contemporary movements in extreme neoliberal societies to defend the public university, on the one hand, and to create autonomous or parallel alternatives to it, on the other, may be considered part of this broader tradition. As the structural transformation of the university under regimes of neoliberal capitalism is well documented, I will concentrate on explicating the effects of this transformation on conditions of possibility for critiquing, imagining alternatives to, and ultimately building and defending humane and progressive opportunities for democratic higher learning. I will concretise this by discussing some of the major areas of work which are being developed in projects to develop programmes of free, co-operative higher education in the United Kingdom, and conclude with a provocation that divesting in the ideological promises of the neoliberal university, while painful and uncertain, can liberate our desire and will to learn and build better spaces for physical survival, spiritual freedom and social justice. My argument is that those working in universities have plenty of alternatives, but need to learn anew how to understand, cultivate and fight for them.

Shamsul A.B. and Anis Yusoff, National University of Malaysia

Establishment of research universities in Malaysia in the knowledge-based economies (KBEs) era: economic and scientific ambition vs. the survival of the social cohesion

In the latest Asian Development Bank's (ADB's) report on Innovative Asia released in September 2014, it argues that Asian countries have the ability to transform themselves and leapfrog some developed economies to become the new leaders in KBEs. With a youthful population and an ever-increasing middle-class market as well as an expanding ICT-enabled services and innovative product packages, the Asian countries are in a position to build its KBE quickly, both for its rich and poor. It is against this background, Asian countries, such as Malaysia, have taken the initiative as early as in 2001 to strategize and develop its KBE. In the Malaysian case it is embedded in its famous five-year development plan, which gives high priority to education as a catalyst towards building KBE. However, it is openly recognized by both Malaysians and observers of Malaysia that education fulfils a dual function; first, for economic and S&T needs, and, second, for social cohesion function that underpins the survival of the nation. When Malaysia embarked on the initiative to establish Research Universities (RUs), in 2004, to spearhead in building its KBE with the aim of boosting its economy and S&T capacity to lift its position to a developed country, the unspoken agenda has always been to also build stronger bridges among the diverse ethnic communities so that the country continues to remain stable and survive socio-politically as a nation-state. It is also well known that education has always been both the motivator and vehicle for social mobility that, in turn, becomes the source of the country's social cohesion.

The rich and poor have been promised that they would enjoy a certain acceptable level of quality of life. The first set of Malaysian RUs was officially launched in 2007. After nearly a decade, have they really succeeded in achieving their first-level target that is economic as well as S&T in nature? Have they also contributed to the second-level target that is to consolidate and sustain social cohesion, the key to Malaysia's peace and stability thus far? This paper shall provide answers to some aspects of these questions based on our research findings.

Sina Westa, University of Ljubljana, Slovenia

Internalising new discourses: reshaping university autonomy and its effects on academic freedom

Academic values play a significant role in shaping universities and their obligation towards society. University autonomy is seen as condition for academic freedom – the freedom of the individual scholar to follow truth without interference from the outside including aspects of direct usefulness and political, economic and religious constraints. University autonomy is traditionally seen as the right of the academic community as insiders to manage their institution collectively and independent from state and economy.

The introduction of new management regimes like 'New Public Management' reshaped the use of university autonomy by connecting it with a strong focus on accountability, quality assurance and performance outcomes. This shifted discourse around 'university autonomy' is more and internalised within universities and they are transformed into business-like institutions pressured to adapt to the needs of an international market. This 'new form' of university autonomy cannot safeguard 'academic freedom' any more as it includes primarily the freedom of managers to manage the performance of individual scholars. Thus, scholars are more and more pushed to organise their own work around benchmarks and strategic targets set by management regimes to guarantee the success of the institution on the global marketplace.

This paper explores how university autonomy is re-defined and re-shaped within European, national and institutional policies from the 1980s on and how these changes reflect the introduction of new managerial discourses in higher education. Furthermore, it explores possible effects of the internalisation of this new discourse around university autonomy on academic freedom of the individual scholar.

Sina Westa, Sintayehu Alemu, Pavel Zgaga (University of Ljubljana, Slovenia), and Klaus Beiter (University of Lincoln, UK)

Academic freedom always a non-ambiguous case? Where does it start and where should it end? (panel summary)

Discussions about academic freedom cause continually furore in the academic community and beyond. Cases like Salaita or the boycott of Israel universities are not always unambiguous and lead to controversial opinions due to the fact that they do entail more than just a legal decision. Moreover, there is no globally valid definition and framework of

'academic freedom' and its borders to related concepts like the freedom of speech. Academic freedom is connected with the search for truth but also with ethical values and a responsibility towards society; hence disputes about academic freedom often include philosophical, ethical, legal and personal arguments making the cases even more complex. The judgement of one single case is dependent on time, space, the concrete situation and the position of the people judging the case. Therefore, this public debate aims to highlight the complexity of cases concerned with academic freedom and provides an open space to receive insight from various positions on one particular case of 'academic freedom under attack'.

Sintayehu Kassaye Alemu, University of Ljubljana, Slovenia

Rewards and Challenges of the Internationalization of Higher Education from a Periphery Perspective: Sub-Saharan Africa

The internationalization of higher education is understood as an increasingly transformative phenomenon pushing institutions to adjust standards to increase their national, regional, international and global visibility in the creation of a knowledge society through research, innovation, teaching, and services. Hence, many universities around the world feature in their policy documents and their mission statements an international dimension. The developing world is also drawn inexorably into this competitive environment. Paradoxically, the global resonance of internationalization is exciting and worrisome. Internationalization of higher education has led to, along with some positive benefits, complicated impacts and challenges including brain drain, commodification of higher education and the reproduction of inequality between North and South. The unevenness of the field of internationalization of higher education has posed serious challenges particularly for developing regions like Africa. Real international competition has the potential to produce real winners and losers. Countries and institutions with better resources benefit and exploit opportunities for internationalization. Economically privileged countries of the world continue to strengthen and expand their knowledge system infrastructures, often at the expense of the developing world, through the recruitment of top talent and selection and prioritization of research issues. In this context, sub-Saharan Africa could be considered as a single entity. Considering the common weak socio-economic patterns and the volatile political scenario, sub-Saharan Africa stands as a big-partitioned-house/hub. The colonial foundations of higher education institutions in Africa also enable us to imagine an ''African higher education system''. The demand-user-adapter role of this system, in the global activities of internationalization, has positioned it as a periphery. In spite of the fact that they are the most internationalised, African higher education institutions are the most globally marginalised in their model, dimension and scope. The challenge of internationalization of higher education in sub-Saharan Africa is not well articulated in the literature. This paper makes an appraisal of the rewards and challenges of internationalization of higher education in Sub-Saharan Africa focusing on such interrelated issues as research and mobility of students and staff.

Stephen Turner, Sean Sturm and Kirsten Locke, University of Auckland, NZ

The Liveable University (panel summary)

This panel presents research undertaken through the project entitled 'The Liveable University' through the 'Transforming Cities Thematic Research Initiative' at the University of Auckland, New Zealand. Starting from a position of the university as an agent of change, conceived holistically or 'ecologically', the panel investigates how the university environment shapes education and the social futures of the people who come within its ambit. The panel explores notions of 'liveability' at the university and asks what this may entail in the context of a specific historical geographical situation that encompasses local and global challenges to such liveability. 'Liveability' addresses what Ron Barnett in *Being a University* (2011) calls the university as ecology, that is, as an intelligent system that works for the flourishing of people and nourishing of place, rather than people working as a function of its processes and places as a mere resource. The aim of the research undertaken by the panel in 2014 was to investigate and document the lived experience of the university setting, and to formulate principles of the design of the university as an enduring social value. The project directly addresses the need for liveable environments at the department level, in the context of schooling, administrative reform and campus development. It draws together and advances the work of the project team on the ethos and atmosphere of the globalising university, namely, the idea of education it articulates, the communities it engages, and the social future it envisages. As such, the research undertaken has involved workshops that explore the lived realities of university staff and students through games that interrogate infinite and finite values of university life and engagement, and creative performances that work to reclaim and reframe spatiality, movement, and interaction at the university.

Stephen Turner and Sean Sturm will talk to the notion of liveability at the university through the gaming perspective of the *Infinite Game* workshops where questions around people's behaviours in and disposition toward existing environments – the creative 'atmos' of the university - are explored. Kirsten Locke will extend this notion of liveability through her exploration of aesthetic potentiality as presented in a choir concert at the University of Auckland Clock Tower where the iconic Clock Tower building was reworked and reframed as the literal heartbeat of the university, the timekeeper, and symbolic nexus of academia, creativity, and cultural power. Each member of the panel draws on the transformative power of the university, where 'liveability', and the potential to renew and reinvigorate the project of the 'liveable university' as socially responsible, pro-creative, and sustainable, may thrive.

Stephen Turner, Sean Sturm and Kirsten Locke, University of Auckland

Desiring trajectories: subjective negotiations in the academic sphere

This paper explores different readings of one participant's academic career trajectory that is taken from a larger comparative research project on women in positions of academic leadership in New Zealand and Denmark. The first reading incorporates the methodological

framework of intersectionality to look at different categorisations such as class, race, gender, and the ways they intersect, collide, intertwine and mutually construct each other. This reading is then extended to incorporate Judith Butler-inspired exploration of how subjects perform femininity and masculinity at the intersection of cultural intelligibilities through the methodological lens offered by Butler's notion of performativity. Of particular interest are the tensions the participant identifies in her transition to a Head of Department role and the different types of negotiations in her performances and perceptions of femininity that emerge as a result of her increasing seniority. The participant highlights the taken-for-granted meanings and expectations that are instituted and negotiated in a heterosexual matrix that incorporates dimensions of sex, gender, sexual practices, sexual desire, and their intersectionality with elements of professional desire, professional competencies and expectations, and the individualised auditing mechanisms embedded in the university system. The set of intelligible meanings and culturally normed performances attached to the category of 'young female academic' of low(er) status transform to new sets of gendered practices, performances and expectations when attached to the category of 'maturing female academic leader'.

The final section of the paper extends the previous iterations even further by incorporating Karen Barad's notion of intra-activity into a rereading and rewriting of this participant's story that takes the conceptual framework of intersectionality and adds into the methodological mix the enacting material discursive forces of gender formation that are involved and interact with the university as 'apparatus'. This final rereading builds on the previous analytics of intersectionality and performativity to explore an even broader palette of forces that affect the participant's negotiations and subjective becomings as female academic leader. The paper is to be read as an ambitious attempt to move beyond an analytics of gender differences and their effects on academic career trajectories, to one of grasping the ambiguities, complexities, and fragilities involved in 'successful' academic career positionings read through the story of one woman's subjective negotiations in the academic sphere.

Susan L. Robertson, University of Bristol, UK

Higher education regionalising projects in a globalising world: a 'variegated regionalism' account

This paper makes the case for a new approach to the study of regionalisms that aims to engage with the ongoing theoretical and methodological issues surrounding regional integration studies, the open regionalisms approach, and more recently regulatory regionalisms (see Warleigh-Lack and Rosamond, 2010; Soderbaum and Sbragia, 2011; Soderbaum, 2013) and what this means for the role of higher education in these processes. In this paper I make a case for the study of higher education governing through what I will argue are vertical and horizontal rescaling (state space) and reterritorializing (rule) projects which in turn constitutive particular forms of regionalisation and regionness with specific dynamics at work culturally, politically and economically. I will be doing this through an approach to regionalisation I am calling 'variegated regionalisms'. I will argue a robust account of variegated regionalism must develop explanations at the level of the real and not

at the level of the empirical (Sayer, 2000), and it is at this level we are also able to make comparisons. In the final part of the paper I examine five different regional projects under way around the globe that help build the argument for variegation and not varieties of regionness.

Takao Kamibeppu, Tokyo Jogakkan College, Japan

Global influences on and pressures to the internationalization of higher education in Japan: the roles of the influences of Europe and ASEAN, and the pressures from the United States

In the last three decades, internationalization of higher education in Japan has long centered on "internationalization at home" rather than "internationalization outside home." To internationalize, Japanese higher education institutions (HEIs) increased English-medium instruction classes and programs, hired international faculty members and researchers, and reformed their curricula to match international standards, under the strong support from the Japanese government. Among others, the Japanese government and Japanese HEIs have implemented strategies to increase the number of international students, which they consider to be the most important indicator of internationalization and the attractiveness of Japanese higher education. For "internationalization outside home," on the other hand, the new regulation of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) made it possible for Japanese HEIs to offer Japanese degrees abroad by setting up an international branch campus in 2004, but so far there is no precedent.

The government has long believed that the presence of international students would expose domestic students to various types of diversity, bring about innovations in teaching and learning, facilitate Japanese HEIs to improve the quality of their education and research, and help promote Japanese language and culture abroad. There are also many other reasons and factors encouraging Japanese HEIs to "internationalize": a reputation race through world rankings, demand and competition for global talents, a need to recruit more foreign students to augment the shrinking Japanese student population, a need to maintain Japanese share of the increasing globally mobile student market, among others (Central Council on Education, 2008). These factors are well studied and analyzed (Goodman, 2007; Horie, 2002; Pokarier, 2010; Yonezawa et al., 2013). However, there are other understudied factors that inspire and influence the internationalization of Japan's higher education. These are the progress of internationalization and harmonization of higher education in the world (e.g., the Bologna Process and ASEAN mobility frameworks), and Japan's bilateral relationship with the United States.

The first one, European higher education initiatives and reforms, has had strong impact on many parts of the world, including Japan. The spirit and ideas of the Bologna Process which partly stemmed from the Erasmus Program have had a certain influence on educational discourse within Japan. The second one is ASEAN whose member states are quite active in establishing frameworks to increase student mobility within the region, using the Bologna model. This ASEAN experience has been prompting Japan to create a student mobility framework as an East Asian Community including ASEAN+3 and beyond. The third is the

American pressure through a bilateral agreement called CULCON (U.S.-Japan Conference on Cultural and Educational Interchange). For example, in 1993 CULCON introduced a reciprocal student mobility initiative to fix the student exchange imbalance where Japanese student studying in the US far outweigh American students studying in Japan. Now CULCON is working on fixing the imbalance again.

In this context, this paper focuses on the influences of the European experiences such as Erasmus and the Bologna Process on the historical developments of internationalization of higher education in Japan. The data were collected primarily from policy documents and literature on higher education internationalization.

Tatyana Bajenova, École Normale Supérieure de Lyon, France

Think tanks in the knowledge based economy: in search of an organizational identity

Until recently independent public policy think tanks (TTs) were a mostly American phenomenon, but now they work in different political systems and take various organizational forms. Due to the increase in prominence and number of TTs worldwide, the study of TT phenomenon has become more common, but there is still disagreement over the precise definition of what a TT is. The processes of the internationalization and globalization, as well as progress in information and communication technologies have considerably shifted the environment for TTs, with emergence of new types of knowledge providers and new communication platforms. Sometimes presented as "universities without students", TTs compete with university-based research institutes conducting policy-relevant research for financing and attention of the policy-makers. Due to the coincidence of goals and blur of boundaries between diverse knowledge providers, TTs need to defend their "label". Policy-makers on the other hand, increasingly face the challenge of selecting trustworthy information and advice that originates from a growing spectrum of knowledge producers.

On the basis of the analysis of scientific literature this study explains the dilemma of TT definition taking into account the variety of potentially appropriate institutes and the issue of self-identification by TTs, determines the distinguishing features of TTs in comparison with other knowledge organizations and examines the existing approaches to categorization of TTs on the basis of their functions and degree of independence. The author compares perceptions of TT representatives with regard to their organizations across European countries, based on the data obtained from semi-structured interviews with staff members of TTs in Brussels, France, the United Kingdom and Slovenia. The paper concludes by proposing criteria to differentiate the EU-based TTs from adjacent organizations taking into account the institutional and political contexts in which they operate.

Tim Lamusse, Nate Rew and James Roberts, University of Auckland, NZ

Should Students Abandon the University?

Given that student debt in New Zealand has surpassed $14 billion, students' primary relation with the University is one of creditor-debtor. The underlying narrative of the role of

university education has mutated from 'critic and conscience of society' to a Fordian job-production line. The value of education is sutured to employment prospects. However, students are resisting this vision. For many students, the value of education comes not from a degree but from the moments of undercommons where critique and intellectual emancipation are performed. Using the pedagogical framework of Jacques Rancière, we seek to undermine the relation between the student and master. We find it necessary to reconceptualise the role of the university as social bastion of knowledge. Pushing the existing emancipatory possibilities at the University of Auckland to the forefront, we see that an academic hierarchy is no longer necessary. We contend that knowledge does not need to be directed by bureaucratic criteria. Instead, University of Auckland students are taking education into their own hands. It is in this bubbling up of the undercommons that an alternate reality of education will surface.

Torbjörn Friberg, University of Copenhagen, Denmark

The social role of self-contradictory phenomenon within Triple Helix networks

This paper is concerned with the Triple Helix model as it is enacted in everyday social life within regional innovation networks. According to Henry Etzkowitz (2008), the ideal Triple Helix model assumes from an organizational idea that there ought to be collaboration between universities, state and business in order to improve the condition for innovation within knowledge based society. Triple Helix is presented as a new research policy model in contrast to: (1) The centralized model in which the state controls the academia and the industry; and (2) The Laissez faire model in which academia, state and industry, in a certain extent, collaborate over explicitly boundaries. Instead of striving towards a centralized or boundary oriented model, the representatives of Triple Helix assume a kind of hybridization of the three domains. Concurrently as the domain keeps their own specific identity they are supposed to take-over "the role of the other". This form of interaction (mainly based on technical and economic development) is the foundation of new innovations. It follows that the actors involved attempt to capitalize new knowledge in purpose to develop and strengthen regions. Since the model pays particular attention to the hybridization of three objects (university, state and business) and its belonging subjects (researchers, administrators and entrepreneurs) it certainly wakes the notion of various political issues. At the background of sociological and philosophical discussions (see e.g. Weber, 1987; Habermas, 1989; Arendt, 1999; Ranciere, 2006; Wallerstein, 2004) – concerned with the role of the state, the relationship of private and public spheres, knowledge production, subjectivation processes and democracy – it is possible to argue that Triple Helix is a truly political project. However, despite this general awareness of policy it seems that most representatives of innovation simply repudiate or are unwilling to treat Triple Helix as a policy in their everyday working life. This is not to say that they are unaware of the social fact that their contemporary positions and arguments derive from policies such as the European Community's pronounced strategy to increase innovation in Europe (2010) or OECD's regional innovation policy (2011). When I raise questions about policies with the representatives of innovation, concerning Triple Helix, they most often become "troubled"

in a sense that they move their bodies in different position, take a defensive position in further discussions or simply give a half-suppressed laugh (snigger).

In this paper, I will take departure from this kind of bodily and verbal expressions as signs of self-contradiction. To observe policy statements and practices opens up for ethnographers' to think about absurdity – as a ridiculous or widely unreasonably social phenomenon. However, contrary to simply dismissing self-contradictions by ironic comments, or trying to make sense of it by the help of logical theoretical argument, that is, transforming it to a form of non-contradictory, I argue, ethnographers should take it seriously. This means that ethnographers need to document and understand the social role of the self-contradictory phenomenon within Triple Helix networks.

Vanja Ivošević, University of Porto, Portugal

Regionalisms, states and universities transformed

Today virtually every state is involved in one form or another of regional cooperation. The rise of regional cooperation has also led to a proliferation of literature on regionalisation and regionalisms. However, the existing literature on regionalisms seems to develop in parallel to the literature on state theory and state transformations. This paper approaches regionalisms as interrelated phenomena to state and state transformations. In doing so it attempts to shed a new light on the causal mechanisms that lead to emerging of new actors at different scales, as well as the transformation of roles and interests of traditional actors in higher education – the state and the university. These transformations lead to strategic re/positioning of actors in relation to each other, which in turn transforms their political and social relations.

Xiuyan Xu, Tianjin University, China

Quality assurance of transnational higher education in China: a case study of the joint programme between a Chinese private institution and a Danish public institution

In the past 30 years since the inception of the Reform and Opening, China's private higher education has undergone three main developmental phases: recovery, expansion along with regulation, and quality construction. Currently, in the third phase, it is necessary and urgent for China to learn the world's leading concepts and strategies of internationalization in order to promote the development of private higher education. Meanwhile, moving towards a knowledge economy under the overall 2010-2020 'innovation society' plan, China's government will be seeking more cooperation by focusing on the establishment of quality assurance which should be in line with national interest.

On the basis of findings from a case study of a joint programme between a Chinese private institution and a Danish public institution, this article looks at how the two partners cooperate with each other to assure the quality of education, and assess the difficulties they face in order to understand what a sustainable quality assurance mechanism should be like, and how the localization of quality assurance can be realized by promoting mutual trust, dialogue, sharing of responsibility and cooperation among all the groups involved.

Yang Xiuzhi, Beijing Institute of Education, and Liu Baocun, Beijing Normal University, China

The transition of national college entrance examination policy for migrant students in China: a comparative perspective

China has been undergoing the process of urbanization and millions of rural inhabitants swarm into cities. But due to the residence registration system, the children of the rural migrant workers in cities are deprived of their rights to take part in the National College Entrance Examination (NCEE) in the cities they live and forced to go back to the rural area to take such examination. In 2013, many local governments publicized new policies to allow the migrant students to take their examination in their cities, but with some limitations and exceptions. In this research, we focus on the new NCEE policy for migrant students, analyze the changes of policy and effect.

The NCEE policy for migrant students is mainly concerned with equity in education. In this research, the theories of educational equity of Torsten Husen, Samuel Bowles and Herbert Gintis will be used to analyze the importance of equity of higher education access policy and the influence of higher education participation over the future social-economic status of the migrant students.

With the methodology of policy analysis, the research will analyze the new NCEE policies for migrant students from comparative and international perspectives. The data used in this research primarily comes from the documents of the central government and the local governments. The statistics of migrant students and migrant students taking part in NCEE in 2013 comes from national survey and local governments respectively. This research analyses the new NCEE policies for migrant students and their effect. Though most of the provinces promote equity in higher education access, there are still several provinces that haven't started the process to develop a new policy. In the provinces that have adopted new policies, there are many limitations in qualifications, methods and schedules, and only 10% of the migrant students participated in NCEE in 2013 according to the new policy.