



Universities in the
Knowledge Economy

Universities in the Knowledge Economy – UNIKE Overview of the UNIKE project

What are the changing roles and scope of universities in emerging global knowledge economies and regions? The UNIKE project is looking to fill in 12 doctoral positions and 2 post doctoral positions at 6 European Universities in an Initial Training Network (ITN). Applicants from all countries are encouraged to apply. Application deadline: Sunday 3 February 2013 at 17:00 CET

Aims of UNIKE project

What are the changing roles and scope of universities in emerging global knowledge economies and regions? The first aim of the UNIKE project is to train a networked group of critical researchers who will examine these issues and especially compare developments in Europe and the Asia-Pacific Rim. The second aim of the UNIKE project is to generate potential research leaders who are committed and able to develop doctoral education in their own institutions and internationally.

Description of UNIKE project

In Europe, governments have embraced international agendas for university reform (put forward by the European Union, Organisation for Economic Cooperation and Development, World Economic Forum, UNESCO and the World Bank) on the understanding that the future lies in the development of an ideas-





I. Overview of the UNIKE project



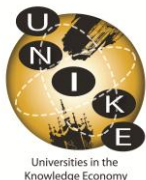
driven competitive global knowledge economy. By arguing that the two ways to compete successfully in this economy are through transfer of research findings into innovative products and through a higher education system that can attract international trade and produce a highly skilled population, universities are placed at the centre of strategies to prosper in this new economic regime. The European approach to competing in the global knowledge economy is to create a European Research Area (ERA) and a European Higher Education Area (EHEA). Other kinds of strategies have formed in other world regions. These strategies have to be understood within a geographic shift in emerging centres of power from Europe to the Asia Pacific, and particularly East Asia. The UNIKE project aims to generate new perspectives on the transformation of an institution central to policy projections of the future.

Work package 1, 'Concepts and theories'

The above research agenda calls for new theories and methods for comparing and analysing the transformation of universities globally and regionally. Research on coordination among signatories to the Bologna Process, stretching from Europe to the Urals and central Asia, which focuses on the policy's own high order frameworks and abstract concepts, rarely uncovers what similarities and diversities are actually emerging on the ground. How, in what ways, with what outcomes are processes of creating the ERA and EHEA not only preparing Europe for global competition but also acting as a model and motor for globalisation in other regions? How, in what ways, and with what outcomes is this model being projected through inter-regional organisations, such as ASEM (Asia-European Meetings)? What other strategies and visions for the role of universities in the formation of the Asia-Pacific region are emerging? How do alternative models (hubs, networks, learning cities, higher education areas) intend to overcome the rigidities of existing, largely national, universities?

Work Package 2, 'Trends and developments'

Universities can no longer be studied as isolated institutions. Rather, a new ecology of companies, financiers and, government agencies is forming around academic work, whose composition and operations, key concepts, and articulations to the existing sector are poorly understood. Our preliminary investigations indicate that this new ecology is much more complicated than reported to date – involving a range of actors often not visible at first glance. These include firms recruiting students internationally and brokering student mobility, think tanks, incubators which sit on university campuses and science parks, commercial and 'open' organizations experimenting with different ways of publishing research, publishing firms who have become active in developing auditing, citation and ranking technologies, consultants advising universities how to improve their rankings, firms conducting student satisfaction surveys, or companies providing bespoke packages for institutions aimed at developing creative individuals, cities and regions. At the same time, universities which still receive significant investments of public funds are subject to new forms of accountability. They are encouraged to be more outward facing toward their publics and to harness new digital technologies to transform the



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dissemination of knowledge. Similarly, some academics are responding to the changing environment by creating new roles as academic entrepreneurs engaged in social as well as commercial enterprises.

Work Package 3, 'Policies and practices'

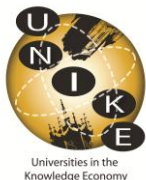
This work package explores the dynamic relationship between the 're-missioning' of universities and their funding, governance (decision-making for control, accountability and regulation) and management. How is this suite of control technologies making possible and facilitating the trends and developments explored in work package 2? What are the routes to their adoption in differing regions? How have they been embedded in institutions and what effects are they having on organisational forms and ethos, and on academic identities? For instance, the introduction of commercial accounting approaches in a university may lend power to finance professionals at the expense of academic autonomy and also redefine the institution as one with a profit-seeking motive. How do managers, academics and students in their everyday practices adopt, modify or contest such control technologies and associated institutional, national and trans-national policies? Do they take their own alternative initiatives? There is a need to trace out processes of transformation spanning trans-national, national, institutional, departmental and local scales and to grasp a complex mixture of compliance, contestation and transformation to understand how academic practices are changing. Most innovatively, this work package will seek to map possible alternative funding, governance and management regimes of control which might have wholly different, and perhaps more beneficial, impact on the transformation of universities and the working lives of managers, academics and students.

Research training programme

The three work packages run concurrently and organise the research programme and training activities.

Each work package encompasses five doctoral or post doctoral projects, which are named and outlined in the documents **Individual doctoral projects** and **Individual post-doctoral projects**. Each successful candidate will be based at one of the partner universities and individually supervised by the person named in the description of the project. Doctoral researchers may choose a second supervisor from the UNIKE partners.

Many of the projects involve a 3-5 month secondment to an associated partner who is an industrial or 'socio-economic' actor, shaping the environment for universities in Europe or the Asia-Pacific Rim. These include Times Higher Education (World University Rankings), Berghahn Books, Academic Cooperation Association, GHK Consulting, the Association of Pacific Rim Universities, Sino-Danish Centre in Beijing, European Council of Doctoral Students, Magna Charta Observatory, and the Centre for Innovation and Research in Graduate Education, University of Washington. A further 17 universities, with expertise on university reform all around the Asia Pacific Rim are associated partners and are willing to host visiting researchers, participate in workshops and act as a resource for information and contacts.



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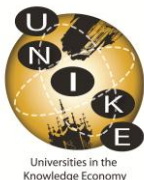
In addition to their individual doctoral or post-doctoral research project, participants will engage in two UNIKE workshops and one UNIKE summer or winter school per year. Each of these training events has three elements: scientific exploration of ‘state of the art’ knowledge, theories, concepts and methods; complementary skills needed for a research career, either in academia or in the burgeoning commercial, consulting and policy fields associated with the knowledge economy; and a specific aspect of graduate education, drawing on the partners’ own practices and international research literature. Many of the associated partners will participate in these workshops, both providing ‘state of the art’ knowledge and teaching complementary skills that are needed to operate in their field.

The participants in each work package will be encouraged to form a distributed community, using electronic means to hold their own seminars, discuss readings, share fieldwork plans, comment on drafts, and interview partners with expertise relevant to their research concerns. Through this forum, researchers will also be given guidance to write individually or collectively in different genres, e.g. a blog entry, a newspaper feature. The aim of these post/doctoral researcher-led distributed communities and the regular meeting of all participants in workshops and summer schools is to generate a cohort of new researchers with the mutual confidence, friendship and critical encouragement to network and support each other in their careers.

Each doctoral and post-doctoral researcher will be employed at one of the European partners, as specified in the project descriptions in the documents **Individual doctoral projects** and **Individual post-doctoral projects**. They will be required to fulfil the university’s own requirements and graduate training, although UNIKE workshops and summer schools will be given recognition so as to ensure researchers are not over-burdened.

Each of the post-doctoral positions has been allocated UNIKE-wide responsibilities, as detailed in the project descriptions, so as to give them organisational skills and management experience.

The aim of this training programme is to generate a network of doctoral and post-doctoral researchers who are able to re-scope the field and critically examine how universities in regions of the world are located in new socio-economic and political complexes; and who can use these highly developed skills in their careers to analyse and act on the future development of institutions – universities, companies, consultancies, think tanks, non-governmental organisations and professional associations - central to the knowledge economy.



II. Individual doctoral projects



Individual doctoral projects

Doctoral project 1:

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

Part of Work Package 1: 'Concepts and theories'

Location: Bristol University, United Kingdom

Supervisor: Professor Roger Dale

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

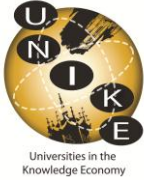
Background: The European Union (EU) seeks to export the model of the Bologna Process to Asia. The main interregional forum for such policy development between the EU and the Association of South East Asian Nations (ASEAN) is the Asia-Europe Meeting (ASEM). Emphasising that ASEM is a forum for dialogue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

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

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

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

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



II. Individual doctoral projects



Doctoral project 2:

Internationalisation of higher education in centres and peripheries

Part of Work Package 1: 'Concepts and theories'

Location: Ljubljana University, Slovenia.

Supervisor: Professor Pavel Zgaga

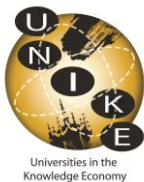
Objective: To analyse the dilemmas that 'internationalisation' of universities and higher education pose for academic life in small countries in Europe and Asia – as yet a neglected dimension of internationalisation.

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

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

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

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



II. Individual doctoral projects



Doctoral project 3:

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

Part of Work Package 1: 'Concepts and theories'

Location: Copenhagen Campus, Aarhus University, Denmark.

Supervisor: Professor Susan Wright

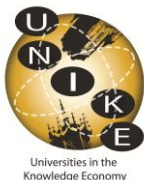
Objective: Internationalisation strategies of many European universities in Asia favour the development of joint degrees, but how do academics create joint pedagogies that meet the expectations of governments, society, universities, professors and students?

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

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

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

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



II. Individual doctoral projects



Doctoral project 9:

Academic values between globalisation and globalism

Part of Work Package 1: 'Concepts and theories'

Location: Ljubljana University, Slovenia.

Supervisor: Professor Pavel Zgaga

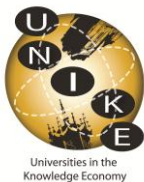
Objective: There are widespread academic complaints that 'academic values' have become endangered but there is not much insight into the issue from a comparative perspective. The project will analyse and compare the dynamism of academic values challenged by 'globalizing' knowledge economies and the impact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

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

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

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

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



II. Individual doctoral projects



Doctoral project 12:

Models of doctoral education

Part of Work Package 1: 'Concepts and theories'

Location: Copenhagen Campus, Aarhus University, Denmark

Supervisor: Professor Susan Wright

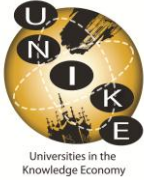
Objective: To compare the European and USA's flagship doctoral programme models (that is, the EU's 'Initial Training Network' (ITN) and, in the USA, the National Science Foundation's interdisciplinary, theme-driven IGERT program) and review the latest changes in Chinese doctoral education.

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

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

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

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



Doctoral project 4:

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

Part of Work Package 2: 'Trends and developments'

Location: Bristol University, UK.

Supervisor: Professor Susan Robertson

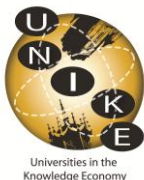
Objective: To map and create regional typologies of the new field of higher education industries, and generate cases that will contribute to the development of theoretical and methodological approaches that will help us understand transformations of higher education globally.

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

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

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

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



II. Individual doctoral projects



Doctoral project 5: Audit culture and the Industries of ranking

Part of Work Package 2: 'Trends and developments'

Location: Copenhagen Campus, Aarhus University, Denmark.

Supervisor: Professor Susan Wright

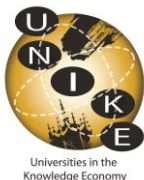
Objective: To map the rise and analyse the dynamics of university rankings on the university sector, its governance, institutional strategies and academics' self-management.

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

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

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

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



II. Individual doctoral projects



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

Part of Work Package 2: 'Trends and developments'

Location: École Normale Supérieure de Lyon, France.

Supervisors: Professor Jean-Louis Derouet and Reader Romuald Normand

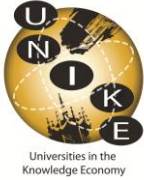
Objective: To analyze the relationship between think tanks and academic knowledge, the kind of knowledge they prioritize and produce, and the consequences for scientific knowledge more generally.

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

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

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

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



II. Individual doctoral projects



Doctoral project 11:

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

Part of Work Package 3: 'Policies and practices'

Location: University of Porto, Portugal

Supervisor: Associate Professor António M. Magalhães

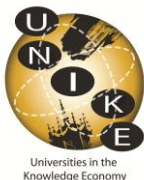
Objective: The project examines the reconfiguration of educational categories resulting from the changes to governance in higher education – an overlooked aspect of current reforms. As the Bologna Process' rationales of reform have been implemented beyond the European region, carrying on their shoulders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

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

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

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

Further information: for questions about the Faculdade de Psicologia e de Ciências da Educação – Universidade do Porto and the project contact António M. Magalhães, antonio@fpce.up.pt
For technical and administrative issues contact Helena Barbieri, barbieri@fpce.up.pt
For general questions about visas, living and studying in Porto please access the site 'Life at the U.Porto'
http://sigarra.up.pt/up_uk/web_base.gera_pagina?p_pagina=122270
http://sigarra.up.pt/up_uk/web_base.gera_pagina?p_pagina=1001555
or contact the International Cooperation Office of U. Porto, sri@reit.up.pt



II. Individual doctoral projects



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

Part of Work Package 3: 'Policies and practices'

Location: Roehampton University, UK

Supervisor: Professor Rebecca Boden

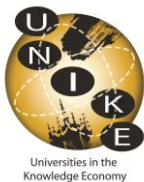
Objective: To model and evaluate alternative ownership, financial and organisational forms (for instance, trusts or co-operatives) which might be adapted and adopted as models for university governance and management.

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

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

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

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



II. Individual doctoral projects



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

Part of Work Package 3: ‘Policies and practices’

Location: University of Porto, Portugal

Supervisor: Associate Professor António M. Magalhães

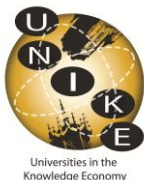
Objective: The project examines the meanings and significance of ‘autonomy’ as a central concept in new forms of university governance. The aim is to grasp how it acts simultaneously in three ways: as an instrument of state regulation; as an incentive for making universities into coherent and strategic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

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

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

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

Further information: for questions about Faculdade de Psicologia e de Ciências da Educação – Universidade do Porto and the project, contact António M. Magalhães antonio@fpce.up.pt
For questions about technical and administrative issues, contact Helena Barbieri, barbieri@fpce.up.pt
For general questions about visas, living and studying in Porto, please access the site ‘Life at the U.Porto’
http://sigarra.up.pt/up_uk/web_base.gera_pagina?p_pagina=122270
http://sigarra.up.pt/up_uk/web_base.gera_pagina?p_pagina=1001555
or contact the International Cooperation Office of U. Porto, sri@reit.up.pt



II. Individual doctoral projects



Doctoral project 8: Management and gender

Part of Work Package 3: 'Policies and practices'

Location: Roehampton University, United Kingdom

Supervisor: Professor Rebecca Boden

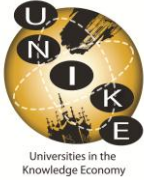
Objective: To explore university leadership as a complex relationship between personal biographies, institutional arrangements and policy developments, with a particular emphasis on gender diversity.

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

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

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

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



III. Individual post-doctoral projects



Individual post-doctoral projects

Post-doctoral project 1:

New landscapes of publishing and knowledge dissemination

Part of Work Package 2, 'Trends and developments'

Location: Bristol University, UK

Supervisor: Professor Susan Robertson

Objectives: To generate an account of new forms of publishing and knowledge dissemination in higher education (actors, activities, histories, interests, effects) and to examine the consequences for dissemination and impact. To help facilitate knowledge exchange within the UNIKE training network.

Background: Commercial firms and university presses are long standing actors in the higher education sector involved in the dissemination of scientific knowledge. However over the past decade, there have been major changes in the nature, scope and reach of scientific publishing.

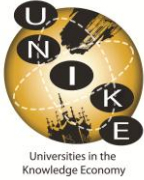
Post-doctoral research: to generate a critical account of the new forms of publishing and knowledge dissemination in higher education, and the implications of this for academic knowledge and practice.

UNIKE-wide responsibilities: To deploy the results of his/her research to develop innovative electronic spaces for contact and discussion among the post/doctoral researchers in each UNIKE work package and for dissemination of their research in impactful ways (e.g. student-run webinars, wikis, blogs). To organise the academic content of a UNIKE workshop on his/her research topic.

Specific skills and aptitudes: Applicants must be able to demonstrate skills in using electronic technologies, and in building collective and collegial activities across groups.

Secondment or research visit: A secondment to Berghahn's journal division in New York for data gathering and to widen the researcher's experience. Research visits to associated partners with a range of experience in publishing commercially and through professional associations are also available.

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



III. Individual post-doctoral projects



Post-doctoral project 2:

Academic entrepreneurialism, civil society and democracy

Part of Work Package 2, 'Trends and developments'

Location: Copenhagen Campus, Aarhus University, Denmark

Supervisor: Professor Susan Wright

Objectives: To identify concepts and forms of universities' relations with 'surrounding society' and especially their roles in relation to civil society and democracy in contrasting countries in Europe and the Asia Pacific Rim. To explore academics' actual interactions with 'surrounding society' and whether new social forms of 'academic entrepreneurialism' are emerging.

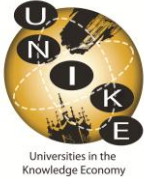
Background: Universities in many countries are enjoined to use their resources to make an impact on 'surrounding society' but there is little systematic knowledge about the diversity of concepts and models used. Even less is known about the range of activities in which academics are actually engaged and the roles they think they are playing in shaping emerging forms of society and governance.

UNIKE-wide responsibilities: In addition to pursuing the above project, the researcher will gain management experience by assisting the Network Coordinator in managing training events and especially the Auckland summer school (assisting with financial management, networking, liaison with the local organizer, programme design, and preparing plans for the Management Board). The researcher will organise the academic content of a UNIKE workshop on this research topic.

Specific skills and aptitudes: A doctorate in anthropology or other relevant social science discipline is required. Applicants must demonstrate they have skills in analysing policy documents and institutional strategies and in participant observation and interviewing a range of people from decision makers and university leaders to academics and social actors. In addition to excellent communication skills in English, sufficient fluency in the language(s) of the countries selected for fieldwork is required.

Secondment or research visit to partner: Research visits to Bristol University and Auckland University to exchange results and theorise the new concept of 'academic entrepreneurialism'.

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



IV. Application procedure for doctoral projects



Application procedure for doctoral projects

The deadline for applications is **Sunday 3 February 2013 at 17:00 CET**. Applications should be sent to **UNIKE@au.dk**

Applicants should send the following documents:

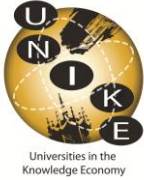
- A. A statement of your interest in UNIKE and what you would contribute to the UNIKE project as a whole, including your most relevant previous experience and any specific skills required by the relevant project(s).
- B. 5-page project proposal on your preferred doctoral project
- C. If relevant, an indication of interest in up to 3 other doctoral positions
- D. Curriculum Vitae and statement that you meet the EU definition of a doctoral researcher (see below)
- E. List of publications
- F. Scanned copies of your academic transcripts and degree certificates (with authorised translations into English if they are in another language).
- G. Example of written work in English (optional)
- H. Visa status for the relevant country and a statement that you meet the EU mobility requirements (see below).
- I. Two academic references, stating the nature of their relationship with you and testifying to your academic abilities and personal attributes

The documents should be in the format pdf or odf. Please title each of the files in your application with the appropriate letter and your name (e.g. A_ Astrid_Cermak, B_ Astrid_Cermak, C_ Astrid_Cermak, ...)

Selection criteria

Applicants are asked to demonstrate the following in their application and in an interview:

1. A degree that entitles you to embark on a doctorate in a relevant discipline
2. Thorough theoretical and substantive grounding in relevant subjects and ability and courage for innovative thinking
3. Ability to work independently and organise yourself and your work
4. Ability to work with other people (with supervisor and in groups)
5. Competence in written and spoken English
6. Good communication skills, both written and oral.
7. Other specific skills and aptitudes included in the relevant project description.



IV. Application procedure for doctoral projects



Any offer of a position will be conditional on the applicant providing evidence that they meet the language proficiency requirements of the university where they are enrolling.

The selection procedure makes a conscious effort to give equal consideration to applicants of either gender and any sexuality, and to treat equally candidates of any ethnicity or religion and from anywhere in the world.

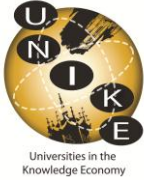
EU requirements

Applicants for doctoral positions must not yet have been awarded a PhD degree and, between the date when they obtained a degree which entitled them to embark on a doctorate and the date of their recruitment, they must have less than four years' full-time equivalent research experience.

At the time of their recruitment, researchers must not have resided or carried out their main activity (work, studies etc) in the country of the recruiting institution for more than 12 months in the last 3 years. This does not include compulsory national service, short holidays, or work for an international organisation.

Job description

1. Undertake an independent research project, with academic supervision, including a secondment and/or research visits to associated partners, as agreed in a detailed 'Individual scientific, training and career plan', which is to be written within 6 months of the commencement of the appointment .
2. Complete the host institution's doctoral training requirements and submit a thesis within three years.
3. Attend and participate in UNIKE's 3 workshops, 4 summer/winter schools and final conference, help organise one of these events, and give a presentation at a minimum of one of these events.
4. Contribute to the formation and activities of a work package team led by the post/doctoral researchers by participating in webinars, wikis etc (e.g. to discuss literature, interview associated partners with relevant knowledge, share research and fieldwork plans, comment on each others' draft chapters and papers).
5. Give papers at two international conferences and submit two articles to international peer reviewed journals. Contribute to a chapter in an edited volume resulting from the UNIKE project.
6. Disseminate research to a wide academic and general public by writing in other genres, including one individually or jointly written blog, one newspaper feature article and a multimedia release; by knowledge transfer in a form suited to a secondment partner where relevant (e.g. presentation, report, press release); and by presenting research results as a Marie Curie Ambassador to another university or school or the Erasmus Mundus Students and Alumni Association.



IV. Application procedure for doctoral projects



7. Other duties as specified in the relevant project description.

Remuneration

Doctoral students will be employees of their university for the duration of their UNIKE doctorate and will be given a full-time contract for three years.

The salary for a doctoral position is set in accordance within the regulations of the Marie Curie Initial Training Network within the European Commission's 7th Framework Programme and the labour laws of the relevant country.

In addition to the salary, funds have been allocated to cover the travel, accommodation and subsistence costs of attending all UNIKE workshops and summer schools, including a 2-week summer school in New Zealand; and towards the costs of secondments and research visits to Associated Partners, including in the Asia-Pacific Rim.

Recruitment process

The UNIKE partners will make an initial shortlist for each of the positions in mid February. They will provide shortlisted candidates with feedback on the strengths and weaknesses of their application, offer them a contact if they wish to discuss their project further, and invite them to apply to the relevant university by 15 March. Candidates who were not shortlisted for their preferred position, but might be a strong applicant for another of the positions in which they have expressed an interest, will be invited to apply for that position by 15 March.

Candidates will also be notified of the date for an interview (mainly electronic) between 20 March and 14 April.

Successful candidates will be notified on 15 April and given one week to accept or decline the position. Runner-up candidates will be informed of their status on 15 April and informed whether a place is available within two weeks.

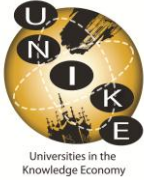
Starting date

The selected doctoral researchers must register at their university no later than the start of the academic year 2013.

Contacts

For enquiries about the overall UNIKE project, please contact UNIKE Administrator Astrid Cermak asce@dpu.dk or UNIKE Coordinator Professor Susan Wright suwr@dpu.dk

For enquiries about individual positions, please see the contacts given in each individual doctoral project description.



V. Application procedure for post-doctoral projects



Application procedure for post-doctoral projects

The deadline for applications is **Sunday 3 February 2013 at 17:00 CET**. Applications should be sent to **UNIKE@au.dk**

Applicants should send the following:

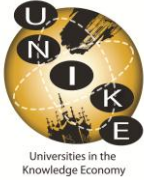
- A. A statement of your interest in UNIKE and what you would contribute to the UNIKE project as a whole, including your most relevant previous experience and any specific skills required by the individual project.
- B. 5-page project proposal for the post-doctoral project
- C. Curriculum Vitae and a statement that you meet the EU definition of a post-doctoral researcher (see below)
- D. List of publications
- E. Scanned copies of your academic transcripts and degree certificates (with authorised translations into English if they are in another language).
- F. Example of written work in English (optional)
- G. Visa status for the relevant country and a statement that you meet the EU mobility requirements (see below).
- H. Two academic references, stating the nature of their relationship with you and testifying to your academic abilities and personal attributes

The documents should be in the format pdf or odf. Please title each of the files in your application with the appropriate letter and your name (e.g. A_ Astrid_Cermak, B_ Astrid_Cermak, C_ Astrid_Cermak, ...)

Selection criteria

Applicants are asked to demonstrate the following in their application and in an interview:

1. A doctoral degree in a relevant discipline
2. Thorough theoretical and substantive grounding in relevant subjects and ability and courage for innovative thinking
3. Ability and commitment to publish and disseminate research work.
4. Ability to work independently and organise yourself and your work.
5. Ability to work with other people (with supervisor and in groups)
6. Competence in written and spoken English
7. Good communication skills, both written and oral.
8. Other specific knowledge, skills and aptitudes included in the relevant project description.



V. Application procedure for post-doctoral projects



Any offer of a position will be conditional on the applicant providing evidence that they meet the language proficiency requirements of the university where they will be employed.

The selection procedure makes a conscious effort to give equal consideration to applicants of either gender and any sexuality, and to treat equally candidates of any ethnicity or religion and from anywhere in the world.

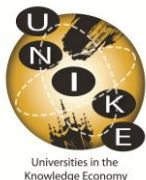
EU requirements

Applicants for post-doctoral positions must have been awarded a PhD degree and, from the date when they obtained a degree which entitled them to embark on a doctorate, up to the time of their recruitment to this position, must have more than four years' but less than five years' full-time equivalent research experience.

At the time of their recruitment, researchers must not have resided or carried out their main activity (work, studies etc) in the country of the recruiting institution for more than 12 months in the last 3 years. This does not include compulsory national service, short holidays, or work for an international organisation.

Job description

1. Undertake an independent research project, with academic supervision, including a secondment and/or research visits to associated partners, as agreed in a detailed 'Individual scientific, training and career plan', which is to be written within 6 months of the commencement of the appointment .
2. Complete the research project in two years.
3. Gain management experience by undertaking a UNIKE-wide role as detailed in the relevant project description (averaging one day per week).
4. Attend and participate in all the UNIKE workshops, summer/winter schools and conferences that are held during your period of employment, help organise one of these events, and give a presentation at a minimum of one of these events.
5. Contribute to the formation and activities of a work package team led by the post/doctoral researchers by participating in webinars, wikis etc (e.g. to discuss literature, interview associated partners with relevant knowledge, share research and fieldwork plans, comment on each others' draft chapters and papers).
6. Give a paper at one international conference and submit two articles to international peer reviewed journals. Contribute to a chapter in an edited volume resulting from the UNIKE project.
7. Disseminate research to a wide academic and general public by writing in other genres, including one individually or jointly written blog, one newspaper feature article and a multimedia release; by knowledge transfer in a form suited to a secondment partner where



V. Application procedure for post-doctoral projects



relevant (e.g. presentation, report, press release); and by presenting research results as a Marie Curie Ambassador to another university or school or the Erasmus Mundus Students and Alumni Association.

8. Other duties as specified in the relevant project description.

Remuneration

A post-doctoral researcher will be an employee of their university and will be given a full-time contract for two years.

The salary for a post-doctoral researcher is set in accordance within the regulations of the Marie Curie Initial Training Network within the European Commission's 7th Framework Programme and the labour laws of the relevant country.

In addition to the salary, funds have been allocated to cover the travel, accommodation and subsistence costs of attending UNIKE workshops and summer schools, including a 2-week summer school in New Zealand; and towards the costs of secondments and research visits to Associated Partners, including in the Asia-Pacific Rim.

Recruitment process

The UNIKE partners will use the above selection criteria to make a shortlist for each of the post-doctoral positions by the end of February 2013. Shortlisted candidates will be notified of the date for an interview during March (likely to be held electronically) and the names of the members of the interview panel. Selection decisions will be notified by the end of March. All candidates may request feedback on their application.

Starting date

Start dates are negotiable but the selected post-doctoral researchers must begin their contract at their university no later than the start of the academic year 2013.

Contacts

For enquiries about the overall UNIKE project, please contact UNIKE Administrator Astrid Cermak asce@dpu.dk or UNIKE Coordinator Professor Susan Wright suwr@dpu.dk

For enquiries about individual positions, please see the contacts given in each individual post-doctoral project description.