

SCIENTIFIC REPORT

A. Final programme of the event

DATE	TIME	AGENDA
DAY 1, April 13 2013		
13 th April	09:00	Welcome/announcements Organisers: Jonathan Drennan, Yurgos Politis, Filipa M. Ribeiro, Bojana Culum
	09:15	Guest speaker, Prof. Gaële Goastellec: The symbiotic relationship between HE and society through the lenses of comparative research: curiosity did not kill the cat
	10:00	Common session&Group Discussion: Implications of Societal change to HE Facilitated by: Johnathan Drennan
	11:00	Break
	11:15	Assessing Research Peter Kretek: "Boons and banes of research funding application pressure: From the diary of a German research support officer" Mitchel Young: Research Assessment
	12:00	Academic ability: New knowledge creation Sonia Pavlenko: New knowledge creation. Susana Pablo: PhD mobility across organizations as a mechanism to diversify knowledge production's models.
	12:45	Common session&Group Discussion: Facilitated by Jonathan Drennan
	13:00	Lunch
	14:00	Guest Speaker, Prof. Maria Slowey: Creative tensions? Contemporary Irish Higher education and society
	14:30	New conditions on being an euroresearcher: The role of young researchers Renata Heese
	15:15	Guest speaker, Ellen Hazelkorn: Paradigm shift in support for Mass Higher Education? Considering the policy trade-offs.
	16:00	Break
	16:15	Common session&Group Discussion: facilitated by Dominik Antonowitz
	17:00	End of Day 1 (wrapping up by the organisers, announcements for the following day)
19:30	Dinner	

DAY 2, April 14 2013		
14 th April	09:00	Announcements
	09:10	European research projects on HE: Diana Beech: Value-Driven Collaboration:Preparing Europe for a "New Renaissance" Kristin Hope: Monograph as a method Ana Sofia Santos: Mapping vulnerability through a capabilities approach: a biographical study of first generation students in Portugal
	10:30	Common session&Group Discussion: Possibilities for future collaborations and dissemination activities, facilitated by the organisers (Yurgos, Filipa&Bojana)
	11:10	Break
	11:30	ECHER meeting: Progress since Belgrade; preparations for CHER 2013
	13:00	End of Day 2.: Lunch

The ESF Colloquium Higher Education and Society: Implication and Effects took place in Dublin, at the University College Dublin, from April 13th-14th 2013. Call for Participation was sent directly to e-mails of all doctoral candidates as well as early career researchers that participated in EuroHESC projects. In addition, the Call for Participation was announced through several web-pages and social networks: (I) through the Early Career Higher Education Researchers Network (ECHER) mailing list that has around 70 members, all early career researchers in HE from all over the world, (II) on the EUROAC web page in Croatia, (III) on the Higher Education Development Association (HEDDA) web page, (IV) on the Higher Education Research Centre (DCU) website and through UCD and DIT mailing lists. The total number of participants was 31, which included 3 guest speakers, 8 presenters and 2 discussion facilitators. Seven of the participants were directly involved with EuroHESC projects.

This advertising strategy has resulted in diversification among participants, and there were three groups of the participants: those from the EuroHESC projects, ECHER members, and others, who found this event as a great opportunity for making new acquaintances in the field. We strongly believe that this heterogeneity contributed significantly to fruitful discussions, held after every session.

B. Scientific Description of the event

The challenges of demography, the difficult relationship between youth and employment, the novel forms in which social knowledge is embedded, the changes of perceptions of HE experience, the dilemmas of meritocracy and mass Higher Education (HE), the tense relations between academic and social elites, the contribution of HE to social and cultural mobility – these are some of the challenges accompanying the changing role of higher education in society.

Thus, the goals of this colloquium were twofold:

1. To provide structure to these debates and to facilitate more focussed discussions on issues like: i) diversity and change of university systems: cultural, policy and economic challenges; ii) HE as a field of research; iii) academic ability and new forms of knowledge creation; iv) challenges in comparative and collaborative studies on Higher education.
2. To stimulate international cooperation among participants.

Regarding the first goal – providing structured debates on the relations between HE and society – there were the following contributions:

Gaële Goastellec, sociologist at the University of Lausanne, was the international guest speaker and her lecture focused on the interplay between religion, HE and society. Since the 70s, there has been plenty of research on socio-economic and ethnic belongings. However, the study of what the relationship between access to HE and religious affiliation tells us about HE and society remained overlooked. Gaële Goastellec presented a statistical and historical approach, concluding that religious belonging does weigh on the probability to hold a tertiary degree; it

weighs more negatively where the society is strongly religious, but this weight changes over time.

Peter Kretek, from the Zeppelin Universität, and Mitchel Young, from Univerzita Karlova v Praze, presented two complementary views on the topic “assessing research”. Drawing upon his experience in a research support office, Kretek addressed the question of why a researcher should apply for external (often labelled as third-party) funding. Regarding issues like instruments that build pressure, the target-setting agreements and social control mechanisms, the reasons may vary: survival as a researcher, for reputation, for position reasons. The presenter concluded that early and thorough adaptation to system logics is very important for career development, but science policy has to consider negative effects, such as application procedures overload.

Mitchel Young addressed one of the most prement concerns in the HE arena: the dilemma between accountability and quality research. By comparing features of HE systems from Czech Republic, Sweden and the UK, Young identified a mismatch between citation rankings and breakthrough research and concluded that competition can reduce risk-taking and that the indicator system is not «objective».

Academic ability was the topic presented by Sonia Pavlenko and Susana Pablo. The former, from the Babeş-Bolyai University, lectured about the Post-Bologna University, stating that its relation with knowledge is the most important one. Thus it makes sense to speak about the creation of new knowledge in relation to wisdom in order to better understand the university, its role within society and the greater social fabric as well as its idea, mission and functions.

Susana Pablo, from the at the IAE of Paris - Sorbonne Graduate Business School, presented her PhD project, which aimed at describing the dynamics of change in the Labour Market for PhDs. This enabled the identification and description of new models of knowledge production that foster a balance between «excellence» and «relevance». Moreover, TCs are redefining their mission in innovation systems. Thus, they do not only dedicate themselves to solving short-term problems faced by SMEs, they are also interested in building up a portfolio of R&D products and services to anticipate future innovation needs.

Maria Slowey, Director of the HE Research Centre in Dublin City University, illustrated many of the tensions that characterize today’s universities as they move from an «elite» to a «mass» and to a «universal» model jointly with an increasing policy and public focus on the role of HE in society. This raises a relevant question posed by the lecturer: “isn’t society making a kind of faustian pact when they ask universities to serve multiple purposes?” Slowey sees universities as being pressured amidst a “policy push” and a “demand pull”.

Ellen Hazelkorn, who leads the Higher Education Policy Research Unit (HEPRU) at Dublin Institute of Technology, addressed the context of policy change that universities are currently going through. The results have been mainly on policy trade-offs and contradictions, such as: pursuing a resource-intensive “world class university” strategy at the same time public budgets and affordability are declining, and demand of/for HE is rising; concentrating excellence in a handful of universities at the same time as there’s a need to enhance human capital development and regional capability; highlighting the importance of research rather than teaching while evidence supports the need for greater transversal/critical skills via enhanced integration of teaching & research; rewarding traditional academic outputs (via rankings or other processes)

while there is a need to value civic and social responsibility. All these contradictions may lead to a new global order characterized by a wider geo-political struggle, and by the fact that HE is in growing demand, for would-be students and for society to aid development and recovery at the same time as the “world-class university” is increasingly unfettered by the nation state.

Diane Beech, a post-doctoral research associate at the Faraday Institute for Science and Religion at the University of Cambridge, lectured on “Value-Driven Collaboration: Preparing Europe for a ‘New Renaissance’”. Beech compared the visions for the European Research Area (ERA) and the goals of the Horizon 2020 in order to understand whether these two European strategies address major societal concerns as well as researchers’ stated values. The preliminary results suggest that there isn’t a clear cut relation between the values privileged by researchers and the ones underlying strategies lie ERA.

Kristin Hope, from the University of Bergen, raised important methodological issues brought about during her experience as researcher of the TRUE project. Her presentation focused on the monographs as a method to handle interview data, which illustrates major challenges of doing research in an international project: cultural differences, language issues, how to share and work data in consistent ways.

Ana Sofia Ribeiro, PhD student at the University of Bielefeld, presented some of the results of the project Education as welfare, funded by Marie Curie. Eduwel is an ITN that seeks the enhancement of opportunities for vulnerable youth through the application of the capability approach framework. The project aimed at exploring the influences of parental education and macro level policies on the first generation students. The preliminary results suggest that the economic crisis brought cuts in funding and social support for higher education, and a new style of policies that “blame the victim” and deny help to the students who need it the most. The researchers identified three types of vulnerability of the students: economic, family-related and academic.

Regarding the second goal of this colloquium – promoting international cooperation, there were following activities both on dissemination and networking dimension:

- Presentation of the Early Career Higher Education Researchers (ECHER). Balance of activities till the present moment and future collaborations with other networks, namely: The voice of the researchers, and UACES Collaborative Research Network on the ERA.
- Joint publication with collaborations of the participants of the Colloquium.
- Future website where the presentations and other related materials will be made available for researchers and general public. Short summaries and extracts accessible via topics and key words will be available.

C. Assessment of the results and impact of the event on the EUROCORES Programme

“I must say I enjoyed it very much. What I appreciate very much was time space for conversation after discussion, which I found interesting. This colloquium was inspiring for me. In short, in today's academic business people rush with everything and from time to time it is excellent to slow down, listen and reflect and such colloquium addressed these need” (Colloquium participant).

“I really learnt a lot” (Post- doctoral researcher and colloquium participant).

“It was a very pleasant get-together” (PhD researcher and Colloquium Participant).

“I really had a great time. Thanks again for this opportunity to share!” (Guest speaker)

The ESF Colloquium “Higher Education and Society: Implications and effects” fully fulfilled the goals that were set: 1) to provide structured debates on relevant issues that shape the higher education arena, such as diversity and values of HE and of university systems, research challenges in the field of HE, new forms of knowledge and values of research, policy shifts and research paradigms. The discussions were sustained in mobilising science for action; 2) to deepen the discussion on topics that were common to all the EuroHESC projects and, at the same time, raise new views on those topics by people external to EuroHESC; 3) to enhance collaboration and networking activities among early career researchers.

Among other aspects, this Colloquium contributed to a higher visibility of the EuroHESC Programme by both external researchers and researchers from different projects. It also contributed to an inter-institutional perspective of the programme as EuroHESC holds several types of knowledge and in many cases this Colloquium facilitated an explanation and illustration of this knowledge and of the main challenges ahead in order to deal with them.

Acknowledgements

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