Knowledge Politics and Policies

ECPR Standing Group Newsletter

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Newsletter Editor: Sara Diogo. For inquiries contact:
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Letter from SG Section Convenors

Greetings to all our colleagues as this new year has started and the next ECPR General Conference is approaching! As our Standing Group grows, we thank you for your contribution and encourage your continued interest and recruitment of scholars researching international higher education, research and innovation policies.

We have been preparing in the last months for our SG activities, as the annual SG meeting, the next ECPR General Conference – which will be held in Prague (4-8th September), the Excellent Paper Award, among others. Our SG section has now an excellent final lineup with seven panels on a range of knowledge politics and policies related topics (later in the newsletter).

As with all initiatives, we welcome your input for enhancing the resources and services that the SG can provide to our members. In the meanwhile, you might want to take this opportunity to renew your membership in the Knowledge Politics and Policies Standing Group (note that you have to be logged in with your *MyECPR* account to be able to renew membership).

Martina Vukasovic, Mitchell Young, Inga Ulnicane, Jens Jungblut and Sara Diogo

SG Activities

Knowledge Politics and Policies SG Section at the ECPR 2023

Our Section on **Knowledge Politics and Policies** has been accepted for this year's conference at Charles University in Prague [4-8 September] with 7 great panels on politics and policies of higher education institutions, research, higher education and artificial intelligence.

The titles of accepted panels, as well as contact details of their chairs follow bellow, and you can check the short descriptions on the **ECPR website**:
- *The role of higher education during and after major crisis.* Chairs Mari Elken mari.elken@nifu.no and Iryna Kushnir iryna.kushnir@ntu.ac.uk;
- *Shaping knowledge policies in a globalized world – Actors, structures, and policymaking dynamics.* Chair Jens Jungblut j.p.w.jungblut@stv.uio.no (the panel is already full, so you should submit your proposal directly to the section and indicate clearly that this was the panel you were interested in);

- Cannibal Capitalism and Higher Education: Diagnosis and Prognosis. Chairs Susan Robertson slr69@cam.ac.uk *and* Alexander Mitterle alexander.mitterle@uni-hamburg.de*;*
*Critical perspective on politics and policy of Artificial Intelligence. Chairs Inga Ulnicane*ingaulnicane@gmail.com*, Tero* Erkkilä tero.erkkila@helsinki.fi *and Ronit Hanani* ronitjus@mail.tau.ac.il*;*
- Governing Vocational Education Training as policy. Chair Alina Felder alinajasmin.felder@unisg.ch*;*
- Interest organizations in knowledge politics and policies. Chair Michael Oduro Asante michael.asante@uib.no*;*
*- European Universities Initiative – taking stock and looking forward. Chair Martina Vukasovic*martina.vukasovic@uib.no*.*

There are **two ways to apply** for the conference:
1. If your proposal fits into one of the topics covered by the existing panels, you can submit your proposal to the chair(s) of that panel by email (addresses are listed below). If the chair(s) of your targeted inform(s) you that the panel is full, please submit your proposal directly to the section and indicate clearly that this was the panel you were interested in.
2. If your proposal does not fit clearly into one of the existing panels, you should submit your proposal directly to the Section, via ECPR website.
The deadline to submit all proposals for panels and papers to ECPR is 28 February. In case you are interested in an existing panel, please contact the panel chair ASAP.

Recent Publications

Bajenova, T. (2022). Transnational think tank networks: multipliers of political power or a new form of expertise monopolies. *Administrative Theory & Praxis*. https://doi.org/10.1080/10841806.2022.2124746.

Bajenova, T. (2022). Reframing II: Brokering in the marketplace of influential ideas. *Learning and Teaching*, 15(3): 71-76. DOI:10.3167/latiss.2022.150305.

Bloch, R. (2022). Performing size. On the effects of 'critical mass' in science. *Globalisation, Societies and Education*, 20(4): 450–62. https://doi.org/10.1080/14767724.2021.1992751.

Bloch, R. & Mitterle, A. (2022): Devices of future excellence: Detaching excellence recognition from 'eminent men'. *Research Evaluation*. https://doi:10.1093/reseval/rvac018.

Brøgger, K., Degn, L., Bengtsen & Søren S. (2023). Danish university governance and reforms since the millennium: The self-governing university between state and institutions, the national and the global. *Scandinavian Journal of Public Administration*.

Brøgger, K. & Ydesen, C. (2023). The Crafting of a European Education Space and Europeanization - The role of the EU and the OECD. In *Building Europe through Education: Actors, Spaces and Pedagogies in a Historical Perspective*. Paoli, S. & Ruppen, R. (Eds). Routledge.

Brøgger, K. & Madsen, M. (2022) An affirmative-diffractive re-reading of the policy instrumentation approach through agential realism and the accreditation instrument, *Journal of Education Policy*, 37(6): 925-943. DOI: 10.1080/02680939.2021.1938239.

Brøgger, K. (2022). Post-Cold War Governance Arrangements in Europe: The University between European Integration and Rising Nationalisms. *Globalisation, Societies and Education*. DOI:10.1080/14767724.2022.2075832.

Brøgger, K. & Moscovitz, H. (2022). An International Institution Embedded in the Nation-State: moving beyond the "either/or" paradigm of the globalization and (re) nationalization of the modern university. *Global Perspectives*. University of California Press. https://doi.org/10.1525/gp.2022.56932.

Brøgger, K., Degn, L. & Bengtsen, S. (2023). Danish university governance and reforms since the millennium: The self-governing university between state and institutions, the national and the global. *Scandinavian Journal of Public Administration*.

Brøgger, K. & Ydesen, C. (2023). The Crafting of a European Education Space and Europeanization - The role of the EU and the OECD. In *Building Europe through Education: Actors, Spaces and Pedagogies in a Historical Perspective*. Paoli, S. & Ruppen, R. (Ed.). Routledge.

Carvalho, T., Diogo, S. & Vilhena, B. (2022). Invisible Researchers in the Knowledge Society – The Uberisation of Scientific Work in Portugal, *European Journal of Higher Education*. https://doi.org/10.1080/21568235.2022.2105371.

Diogo, S., Gonçalves, A., Cardoso, S. & Carvalho, T. (2022). Tales of doctoral students: motivations and expectations on the route to the unknown, *Education Sciences*,12(4): 286 https://doi.org/10.3390/educsci12040286.

Recent Publications

Diogo, S. & Carvalho, T. (2022). Brothers in Arms? How Neoliberalism Connects North and South Higher Education: Finland and Portugal in Perspective, *Social Sciences*, 11(5): 213. https://doi.org/10.3390/socsci11050213.

Diogo, S., Carvalho, T. & Queirós, A. (2022). Teaching and Research in the Knowledge Society: exploring academics' trade-offs through national comparative perspectives. Huang, F., Aarrevaara, T. & Teichler, U. (Eds.). *Teaching and Research in the Knowledge-Based Society. The Changing Academy* – The Changing Academic Profession in International Comparative Perspective, Vol 23, 97-114. Springer, Cham. https://doi.org/10.1007/978-3-031-04439-7_6.

Fraumann, G. & Colavizza, G. (2022). The role of blogs and news sites in science communication during the COVID-19 pandemic. *Frontiers in Research Metrics and Analytics*, 7, Article 824538 https://doi.org/10.3389/frma.2022.824538.

Graf, L. & Marques, M. (2022). Towards a European model of collective skill formation? Analysing the European Alliance for Apprenticeships. *Journal of Education Policy* https://doi.org/10.1080/02680939.2022.2097317.

Graf, L. (2022). Conflictual and consensual class relations in collective governance: Comparing the expansion of short apprenticeships in Germany and Switzerland. *Social Policy & Administration* https://doi.org/10.1111/spol.12875.

Mitterle, A., Bloch, R. & Robertson, S. (2022). Introduction to special section: the politics of size in higher education. *Globalisation, Societies and Education*, 20(4), S. 419-422. https://doi.org/10.1080/14767724.2021.1993152.

Moscovitz H. & Sabzalieva (2023). Conceptualising the New Geopolitics of Higher Education. *Globalisation, Societies and Education*.

Sabzalieva, E. (2022). From Policy Design to Lived Experiences: Developing University Research Capacity in Tajikistan Since 1991. In M. Chankseliani, I. Fedyukin, & I. Frumin (Eds.), *Building Research Capacity at Universities: Insights from Post-Soviet Countries*. Pp. 263–283. Springer International Publishing. https://doi.org/10.1007/978-3-031-12141-8.

Sabzalieva, E., El Masri, A., Joshi, A., Laufer, M., Trilokekar, R. D. & Haas, C. (2022). Ideal immigrants in name only? Shifting constructions and divergent discourses on the international student-immigration policy nexus in Australia, Canada, and Germany. *Policy Reviews in Higher Education*, 6(2), 178–204. https://doi.org/10.1080/23322969.2022.2096106

Sabzalieva, E. & Pedró, F. (2022). Achieving mutually inclusive internationalization of higher education in Latin America and the Caribbean. Introduction to the Dossier B. *Revista Educación Superior y Sociedad (ESS)*, 34(1), Article 1. https://doi.org/10.54674/ess.v34i1.649

Sabzalieva, E., Roser, J. & Mutize, T. (2022). The impact of self-regulation in the governance of European higher education systems on quality and equity. *Hungarian Educational Research Journal*, 1(aop). https://doi.org/10.1556/063.2022.00114.

Santiago, A., Diogo, S., Rodrigues, C. & Tavares, J. (2022). Challenges on the European Union-China cooperation in higher education from 'people-to-people dialogue' perspective: The case of health-related joint projects, *International Journal of Chinese Education*. https://doi.org/10.1177/2212585X2211433.

Ulnicane, I. (2022) Emerging technology for economic competitiveness or societal challenges? Framing purpose in Artificial Intelligence policy, *Global Public Policy and Governance* 2(3): 326-345. https://doi.org/10.1007/s43508-022-00049-8.

Young, M., Pinheiro, R. & Avramovic, A. (2023). Unpacking resilience in higher education: investigating twenty-first-century shifts in universities' academic cores, *Higher Education*. https://doi.org/10.1007/s10734-023-01003-1

The Europe of Knowledge Blog at Glance

The Europe of Knowledge Blog is the official blog of the ECPR Politics of Higher Education, Research and Innovation Standing Group. It has now a renewed image as it is hosted at UACES – University Association for Contemporary European Studies. The aim of this blog is to communicate our research findings to the wider international, academic and policy communities. The blog publishes up to 1000 word posts (with links, references and photos) on recent publications, events and policy in the fields of higher education, research and innovation in Europe and beyond. It is a great way to communicate your research to a broader audience of academics and policy-makers.

Please consider contributing to the blog. If you have any ideas for contributing entries, contact Inga Ulnicane: ingaulnicane@gmail.com

About Europe of Knowledge
Europe of Knowledge is an official blog of the ECPR Standing Group Knowledge Politics and Policies.

The Author
The Standing Group is a follow-up network of the UACES collaborative research network European Research Area (2013-2016). Dr. Inga Ulnicane is editing the Europe of Knowledge blog.

Professorial recruitment – sequential decision-making processes differing across countries and disciplines
Europe of Knowledge | 21 December 2022

Ingvild Reymert Two newly published papers investigate variation in professorial recruitment both across countries and disciplines but also within these processes which must be understood as sequential decision-making processes. Academic recruitments are crucial decision-making processes for universities where those hired are responsible for carrying out the universities' two key missions: teaching and research. Academic recruitments [...]

The Uberisation of Scientific Work
Europe of Knowledge | 16 November 2022

Sara Diogo, Bruno Vilhena and Teresa Carvalho Scientific work has been gaining increased attention and importance in the public policy arena, conveyed by the fact that scientific knowledge is essential to promote economic and social development (Carvalho 2021). Much of this attention stems from the changes that the academic careers and more specifically working conditions [...]

Artificial Intelligence for economic competitiveness and Grand Challenges?
Europe of Knowledge | 30 September 2022

Inga Ulnicane What is the purpose of developing and using Artificial Intelligence (AI)? Is it to boost economic growth and competitiveness? Or should it contribute to tackling grand societal challenges and achieving Sustainable Development Goals in areas such as health, environment and energy? Can AI contribute to the both? I examine these questions in [...]

ECPR Knowledge Politics and Policies in 2022
Europe of Knowledge | 31 August 2022

It was particular joy to meet again in person at the General Conference of the European Consortium of Politics Research (ECPR) last week 22-26 August. After two years of virtual conferences due to Covid, this time the ECPR General Conference took place in the beautiful city of Innsbruck in the Austrian Alps. It brought together [...]

The Europe of Knowledge Blog at Glance

Interdisciplinary collaborations for responsible research and innovation

Europe of Knowledge | 31 January 2023

Inga Ulnicane

New technologies are usually developed with the best intentions in mind. However, as history shows this does not prevent from afterwards using them in problematic ways. For example, internet was initially associated with hopes that it will foster openness and democracy around the world but later became used as a tool of surveillance and discrimination. How to facilitate development of technologies for social benefit and minimize potential to use them for problematic purposes? One of the approaches that has gained popularity in Europe over the past decade is the so-called Responsible Research and Innovation (RRI) (Stahl 2021) that aims to align research and innovation with societal interests, needs and values. An important element of the RRI approach is boundary spanning collaborations involving researchers not only from STEM (Science, Technology, Engineering and Mathematics) disciplines, but also from social science and humanities (Aicardi 2020). Such collaborations also involve a broad range of stakeholders from civil society and private sectors.

The RRI approach aims to go beyond just legal compliance and getting ethics approvals for research. It recognizes that rather than a priori establishing a list of potential concerns, uncertainty and complexity of emerging technologies require an ongoing dialogue among diverse stakeholders, as technology develops (Stahl 2019). Emerging and unpredictable concerns can be better captured by an open and flexible dialogue rather than by some pre-set checklists and box-ticking exercises. An important feature that differentiates RRI from earlier approaches to ethical and societal aspects of research and innovation is that responsibility is not seen as an individual responsibility of scientists but rather as a feature of research governance. Thus, it is not just up to scientists to make the right choices but responsible research and innovation should also be encouraged and facilitated by a research policy, funding and reward system. Moreover, it should not be just an afterthought or an add-on but needs to be considered upfront when designing new research programmes and initiatives.

Professorial recruitment – sequential decision-making processes differing across countries and disciplines

Europe of Knowledge | 21 December 2022

Ingvild Reymert

Two newly published papers investigate variation in professorial recruitment both across countries and disciplines but also within these processes which must be understood as sequential decision-making processes.

Academic recruitments are crucial decision-making processes for universities where those hired are responsible for carrying out the universities' two key missions: teaching and research. Academic recruitments are also highly important for academics as these processes represent critical junctures for their career. Hence, it is no surprise that academic recruitment often is a hot topic among academics, however the research on academic recruitment is scarcer.

In our newly published paper, we argue that academic recruitment varies across countries and disciplines where disciplines encounter different hindrances for attracting the best researchers. In a second newly published paper I also show that academic recruitment includes internal variations as these processes must be understood as sequential decision-making processes comprising of a series of judgment processes.

Variation across disciplines and countries: Disciplines encounter different hindrances for attracting the best researchers

Academic recruitment differs across disciplines where disciplines have their own evaluating cultures and apply specific criteria when assessing candidates. For instance, when evaluating candidates for academic positions economists more strongly emphasize the number of publications in highly ranked journals than their colleges in disciplines like physics, cardiology, sociology and informatics.

The Uberisation of Scientific Work

Sara Diogo, Bruno Vilhena and Teresa Carvalho

Scientific work has been gaining increased attention and importance in the public policy arena, conveyed by the fact that scientific knowledge is essential to promote economic and social development (Carvalho 2021). Much of this attention stems from the changes that the academic careers and more specifically working conditions in academia have been going through in the last decades, and which have been documented in higher education research (Parsons & Platt 1968; Jones 2013; Henkel 2007; Enders & Musselin 2008; Aarrevaara 2010; Carvalho 2012; 2017; Sousa & Magalhães 2014; Santiago, Carvalho & Cardoso 2015; Carvalho & Diogo 2018a; Siekkinen & Ylijoki 2021; Siekkinen, Pekkola & Nokkala 2022).

Photo from depositphotos.com

Underlying these changes – both internationally and nationally – one finds the political and social transformations brought by Neoliberalism, New Public Management (NPM) and Managerialism, which had a significant effect on the reshaping of how higher education and scientific systems are conceptualised and in the way knowledge is produced, with a reconfiguration of the main traditional locus of its production – HEIs (Carvalho, Diogo & Vilhena 2022), and, subsequently, HEIs' missions, their core functions and the working conditions of their professionals. Higher education has thus being restructured along corporate lines with top-down organisational directives, increased operational costs shifted to individual institutions and the gradual casualisation of work and increasing competition among candidates for positions (Lynch 2014; Ball 2016; Carvalho & Diogo 2018b; Carvalho et al. 2022; Musselin & Enders 2008). Some examples include the increasing demand for more teaching hours, mostly related to the system's growth, the expansion and transformation of doctoral education, and the difficulties in entering and advancing in the academic career (Cardoso, Tavares, Sin & Carvalho 2020). As a result, precarious workers in the academia are growing. According to some authors (e.g. Ylijoki 2016), this is also a result of HEIs and scientific systems' governance and management models, based on the 'projectification of science'. In some countries, the increase in the invisible mass of short-term and/or part-time academics at the margins of the university has been expressed as or compared to the process of *Uberisation* of scientific work, which we discuss in our new article 'Invisible researchers in the knowledge society – the Uberisation of scientific work in Portugal' (Carvalho et al. 2022).

Artificial Intelligence for economic competitiveness and Grand Challenges?

Inga Ulnicane

What is the purpose of developing and using Artificial Intelligence (AI)? Is it to boost economic growth and competitiveness? Or should it contribute to tackling grand societal challenges and achieving Sustainable Development Goals in areas such as health, environment and energy? Can AI contribute to the both?

I examine these questions in my new article 'Emerging technology for economic competitiveness or societal challenges? Framing purpose in Artificial Intelligence policy' (Ulnicane 2022). This article is part of my broader research programme on AI governance, politics and policy.

Demystifying hopes & hypes of emerging tech

AI is one of the key emerging technologies of our times. As all emerging technologies, it is surrounded by hopes and hype about major economic and societal benefits it is expected to bring. Critical interrogation of values and norms embedded in these discourses helps to demystify this rhetoric and problematise how it is defined, debated, and acted upon.

In debates about emerging tech, it is possible to distinguish two stylized frames – one more traditional focusing on economic growth and competitiveness and another more recent one highlighting potential of emerging tech to tackle grand challenges. According to the traditional frame, emerging tech is seen as contributing to economic growth and competitiveness. It depicts global technology development as a race where one country is winning and reaping major economic, political and military gains while others are left behind, which is misleading and highly problematic. Recently, this frame has been increasingly questioned – should economic growth be the main priority in times of climate crisis and escalating societal concerns? In this context, a new frame highlights the potential of emerging technologies to contribute to tackling Grand societal challenges (Ulnicane 2016) and achieving Sustainable Development Goals (SDGs). However, these are complex and uncertain 'wicked problems' without straightforward solutions.

Calls for Events, Conferences, Projects & more….

New project: The informal working group on the European Universities Initiative, coordinated by Nadia Manzoni (Manzoni_Nadia@phd.ceu.edu) is still looking for moderators and discussants to some of monthly sessions (see list below). People interested in joining the sessions as moderator/discussant can fill in the following form: https://forms.office.com/e/jH8KBGRmTL.

Date	Discussion topic
22 February 2023	Methodologies of researching EUIs
29 March 2023	Available data on EUIs and its accessibility/openness
26 April 2023	Organisational change as a result of membership in alliances
31 May 2023	Domestic policy/law change as a result of alliances
28 June 2023	Changes in European policy-making as a result of alliances
27 September 2023	New networks, new spaces and new discourse as a result of alliances (EHEA)
25 October 2023	Effects of alliances on internationalisation and mobility
29 November 2023	Effects on student learning outcomes and research output
27 December 2023	Alliances, education diplomacy and global higher education and outreach

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6ᵗʰ International Conference on Public Policy (ICPP): 27ᵗʰ-29ᵗʰ June, Toronto, Canada | Early Bird registration until March 31! The call for grants is open to ICPP6-accepted participants until 28 February. Panel on COMPARATIVE PUBLIC POLICY, Chaired by Jens Jungblut (Department of Political Science, University of Oslo) and Meng Hsuan Chou (Nanyang Technological University) - https://www.ippapublicpolicy.org/conference/icpp6-toronto-2023/panel-list/17/panel/shaping-policies-through-for-knowledge-in-a-globalised-world-actors-systems-and-policymaking-dynamics/1315

About the SG Newsletter

Our newsletter is usually published three times annually, and includes summaries of recent events, upcoming events, announcements, calls for papers, a list of recent publications from SG members, and more! This has been a special year in many ways, and also for our SG Newsletter, being published for the first time this year.

The Standing Group on Knowledge Politics and Policies, (European Consortium for Political Research) Standing Group was established in February 2016. We seek to bring together scholars whose work relates to the deeply interconnected fields of higher education, research, and innovation to encourage debates and research on the politics and policies in these areas. We aim to generate comparative insights on all aspects of scholarly research—methodologies, theories, data collection, processing and analysis— into the dynamics and complexities of knowledge policymaking around the world. For more information about the SG and its activities visit our website: https://standinggroups.ecpr.eu/ecprknowledgepolitics/.