

Knowledge Politics and Policies

ECPR Standing Group Newsletter



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ingaulnicane@gmail.com



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<https://standinggroups.ecpr.eu/ecprknowledgepolitics/blog/>

To join the SG/renew membership:

<https://ecpr.eu/StandingGroups/StandingGroupHome.aspx?ID=59>

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Letter from SG Steering Committee

Greetings to all our colleagues as the Fall semester is underway and short time after the 2023 General Conference! We were so pleased to see many of you at the annual SG section at the ECPR Conference in Prague last month! This year's section included nine panels on a range of themes related to knowledge policy governance and had enriching discussions among members. We look forward to next year's conference in Dublin. In fact, we will again have a SG section and are now collecting ideas for panels as it will be mentioned later in the newsletter.

We have been preparing in the last months for our SG activities, as the next ECPR General Conference, the Excellent Paper Award Competition, among others.

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. As with all initiatives, we welcome your input for enhancing the resources and services that the SG can provide to our members - so please share your ideas on your research and teaching activities to support our SG. 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 Ulicane, Jens Jungblut, Sara Diogo and Alina Felder.

SG Activities

Knowledge Politics and Policies SG Section at the ECPR 2023

The [2023](#) edition of the General Conference of European Consortium for Political Research (ECPR) took place in Prague, 4-8 September. The section of our [ECPR Standing Group Knowledge Politics and Policies](#) included [nine panels](#) on politics and policy of academic mobility and diplomacy, universities, higher and vocational education, research, and Artificial Intelligence. This year our section on Knowledge Politics and Policies took place for the [12th time](#) and was probably one of the biggest sections we have had so far, with all of the panels happening in the first half of the conference. The panels were so well attended that in some of them the audience had difficulties to find seats, as there was standing room only. The [blog post](#) as well as [our website](#) provide insights from rich presentations and discussions in a number of panels, written by the panel chairs.



Knowledge Politics and Policies Standing Group in Prague

Knowledge Politics and Policies SG Section at the ECPR 2024

We are now in the process of preparing the [2024 General Conference in Dublin](#). There will be again a standing group section and we are now collecting ideas for panels. As such, please send a **(1)** very short panel description and **(2)** who will be the panel chair(s) to **Martina Vukasovic** (martina.vukasovic@uib.no) and **Mitchell Young** (young.mitchell@gmail.com) **by the end of October**.

Excellent Paper Award 2023

The Excellent Paper Competition 2023 is now open! With regards to eligible candidates, the following criteria applies:

1. is currently enrolled in a PhD programme or has obtained PhD after January 2019;
2. is the Sole or Lead Author in the paper + the paper is topically relevant for the Standing Group;
 - papers where all authors fulfil criteria 1 (see above) are given priority;
3. presented the paper at a conference or workshop between November 2022 and November 2023 (note: this does not have to be an ECPR event);
 - it is possible / recommended to submit a revised version of the paper, based on feedback received at the conference / workshop;
 - it is possible to submit an already published paper;
4. is a registered member of the Standing Group at the time of application.

Please submit the application to martina.vukasovic@uib.no by 1 February 2024. The application should comprise:

- Paper presented (8000 words, excluding references), along with details of the conference (panel/session title, date);
- CV (2 pages, including details of institutional affiliation).

First Webinar of our Standing Group

We are delighted to invite you to the first webinar of the ECPR Knowledge Politics and Policies webinar '[Power, politics and policy of Artificial Intelligence](#)' taking place on **Thursday, 9 November 13:00-14:00 GMT**.

The topic of Artificial Intelligence (AI) as one of the most powerful technologies of our times has entered the mainstream political agenda. New AI applications such as recent hype surrounding ChatGPT have captured public imagination and led to broad discussion about their potentials and pitfalls.

The emerging issues of power, politics and policy of AI are studied in a new special issue, published in Review of Policy Research. The special issue "[Politics and policy of Artificial Intelligence](#)" brings together nine research articles that focus on co-shaping of AI and politics, the role of ideas, power asymmetries, continuity and change, and multi-level interactions. This special issue demonstrates that AI policy is not an apolitical field that can be dealt with just by relying on knowledge and expertise but requires an open debate among alternative views, ideas, values and interests.

The aim of this online seminar is to broaden the discussion on these topics, in particular by looking at recent and forthcoming developments such as emerging governance initiatives for generative AI and forthcoming AI regulations around the world and their implementation.

Speakers:

Roxana Radu, University of Oxford
Juan David Gutiérrez, Universidad de los Andes
Stefan Larsson, Lund University
Anna Jobin, University of Fribourg

Moderator:

Inga Ullricane, University of Birmingham

More information **and registration** for the webinar here: <https://ecpr.eu/Events/255>

Recent Publications

Bajenova T. (2023). European Think Tanks as a Channel of the EU Public Diplomacy towards Transnational Publics, *Politics and Governance*, 11(3): 200–212. doi.org/10.17645/pag.v11i3.6837.

Bloch, R. & Mitterle, A. (2022). Devices of future excellence: Detaching excellence recognition from 'eminent men'. *Research Evaluation* 31(4): 452-462. <https://doi.org/10.1093/reseval/rvac018>.

Brøgger, K. (2023, *in press*). An affirmative critique of the politics of scaling in higher education policy studies: Exploring a performative notion on scale and topological spatio-temporalities beyond scale. In Radhika Gorur, Paolo Landri & Romuald Normand (Eds.): *Rethinking Sociological Critique in Contemporary Education: Reflexive Dialogue and Prospective Inquiry*. Abingdon: Routledge.

Corbett, A. & Hantrais, L. (2023). Higher education and research in the Brexit policy process. *Journal of European Public Policy*, 30(11): 2397-2420. <https://doi.org/10.1080/13501763.2023.2181854>.

Cristofolletti, E. C., & Pinheiro, R. (2023). Greening the University?: Assessing the Impact of Sustainability and SDGs in Universities' Values and Strategies. In *Sustainability in Practice: Addressing Challenges and Creating Opportunities in Latin America*. 111-126. Cham: Springer Nature Switzerland.

Degn, L., Madsen, M. & Brøgger, K. (2023). Translating Quality Criteria in University Accreditation. In *Journal of Accounting & Organizational Change*. <https://doi.org/10.1108/JAOC-02-2022-0030>.

Felder, A. & Tamtik, M. (2023). Federal servants of inclusion? The governance of student mobility in Canada and the EU. *Politics and Governance*, 11(3), 251-263. <https://www.cogitatiopress.com/politicsandgovernance/article/view/6815>

Huang, F., Leišytė, L., Kuzhabekova, A. & Diogo, S. (2023). Internationally mobile academics: are they different across countries? In Çalkıoğlu Alper, Glen Jones & Kim Yangson & (Eds.), *Internationalization and the Academic Profession. The Changing Academy – The Changing Academic Profession in International Comparative Perspective*, vol 24. Springer, Cham. Dordrecht: Springer Nature. https://doi.org/10.1007/978-3-031-26995-0_11.

Jungblut, J., Gouglas, A., Katz, G. et al. (2023). Out of the ivory tower: an explanation of the policy advisory roles of political scientists in Europe. *European Political Science* (2023). <https://doi.org/10.1057/s41304-023-00440-x>.

O'Siochru, C.; Bloch, R.; O'Connell, C. & Hartl, J. (2023). Academic Professionalism in the Measured University. In Eric Lybeck & Catherine O'Connell (Eds.): *Universities in Crisis. Academic Professionalism in Uncertain Times*. London: Bloomsbury Publishing, 93-116. <http://dx.doi.org/10.5040/9781350250024.ch-5>.

Ogoh, G., Akintoye, S., Eke, D., Farisco, M., Fernow, J., Grasenick, K., Guerrero, M., Rosemann, A., Salles, A. & Ulicane, I. (2023). Developing Capabilities for Responsible Research and Innovation (RRI). *Journal of Responsible Technology*, 15. [100065. https://doi.org/10.1016/j.jrt.2023.100065](https://doi.org/10.1016/j.jrt.2023.100065)

Queirós, A., Carvalho, T., Manatos, M. & Diogo, S. (2023). Internationalization of Portuguese Academia: the impact on academic engagement and collaboration with society. *Higher Education*. <https://doi.org/10.1007/s10734-023-01090-0>

Turki, H., Fraumann, G., Taieb, M. & Aouicha, M. (2023). Global visibility of publications through Digital Object Identifiers. *Frontiers in Research Metrics and Analytics*, 8. <https://doi.org/10.3389/frma.2023.1207980>.

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Ulicane, I. (2023) Politics of Public Research Funding: the case of the European Union. In Benedetto Lepori, Ben Jongbloed & Diana Hicks (Eds) *Handbook of Public Funding of Research*, Edward Elgar Publishing, pp.55-71. <https://doi.org/10.4337/9781800883086.00009>.

Young, M., Pinheiro, R., & Avramovic, A. (2023). Unpacking resilience in higher education: investigating twenty-first-century shifts in universities' academic cores. *Higher Education*, 1-16. <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 Ulicane: ingaulnicane@gmail.com

Standing Group affairs: excellent paper award and membership renewal

As every year, during the conference we held the business meeting of our Standing Group. The highlight of the meeting was the award ceremony for the winners of the latest edition of our [excellent paper award](#) for emerging scholars – Dr. Adrienn Nyircsák and Anke Reinhardt. Soon the call will be out for the next round of the excellent paper award – stay tuned.



Excellent Paper Award winners Dr. Adrienn Nyircsák and Anke Reinhardt

At the moment, one of the key items on the Standing Group's agenda is membership renewal. If you are a member of the Standing Group, please log into your [My ECPR](#) profile, go to 'My Groups' and renew your membership by 30 September. If you are not a member yet but would like to join our group, you can join [here](#), by following 'Join Standing Group'. We would like to continue and expand our collaboration and see many of you in the 2024 edition of the ECPR General Conference in Dublin next August. We hope to have a bigger room!



About Europe of Knowledge

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

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

The Author



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Politics of EU research funding

Europe of Knowledge | 24 August 2023



Inga Ulicane

EU research policy has experienced tremendous growth in terms of increase in the EU-level competences, funds, initiatives and policy instruments. While today EU research policy is taken for granted, in the early days of European political integration in the 1950s its establishment was far from obvious. Initial treaties did not envisage European level competencies or funds in this area. Major breakthroughs took place during the 1980s when the EU-level competence was established and the Framework Programme was launched to fund research. The growth of EU Framework Programmes (FPs) for research from approximately 3 billion Euros allocated for the 1st FP (1984-1987) to almost 100 billion Euros earmarked for the current Horizon Europe (9th FP, 2021-2027) is just one

example that demonstrates considerable expansion of EU activities in this area.

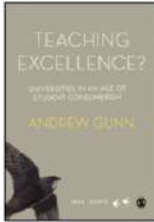
The Europe of Knowledge Blog at Glance

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Bringing Transparency to University Teaching: The English Experience

Europe of Knowledge | 15 July 2023



Andrew Gunn

The UK Teaching Excellence Framework (TEF) has returned following revisions, but how has it changed? Are we any nearer to solving the wicked problem of measuring university teaching? And why did England, which already has mature quality assurance arrangements, need to introduce the TEF in the first place?

New Framework

This September will see universities in England receive new Teaching Excellence Framework (TEF) ratings. The TEF is a national scheme designed to assess universities for 'excellence' in teaching, learning and student outcomes for undergraduate level education. It confers Olympic-medal-inspired awards of gold, silver, or bronze—which the UK government sees as a way of incentivising universities to deliver excellence in the areas that matter most to students.

For the last few years, the TEF – which produced its first set of results seven years ago – has been on hiatus. During this time, the framework has been revised and methodological work has been undertaken to develop new ways of measuring university teaching.

With this work complete, in January, all higher education providers with over 500 students were required to enter the scheme. This involves a written submission which is considered alongside a set of indicators, which includes responses to the National Student Survey and metrics on student continuation and completion. This evidence is assessed by TEF panels, comprised of academics with leadership responsibilities and students with experience of representing their peers.

New features for this round of the TEF include an independent student submission, designed to provide insights into what it is like to be a student at a particular provider. Although this component is optional, 204 student submissions from 228 participating institutions were received.

Another change is a clearer distinction between student *experience* and student *outcomes* in the framework. To reflect this, in addition to all providers receiving one overall Olympic-medal style award they will also receive two underpinning ratings – one for student outcomes and another for student experience – to signal where a provider excels in one aspect.

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Science diplomacy and the North-South divide: Lessons learned from Southern participation in intergovernmental science organizations

Europe of Knowledge | 29 June 2023



Photo credit: South African Radio Astronomy Observatory (SARAO)

Anna-Lena Rüländ, Nicolas Rüffin, Katharina Cramer, Prosper Ngabonziza, Manoj Saxena, Stefan Skupien

Science diplomacy, broadly defined as all activities at the intersection of science policy and international relations, has become somewhat of a buzzword during the last 10 years. Initially coined and put on the international agenda by prominent US-American policymakers and institutions, it has by now gained popularity across the globe and made its way into the scholarly discourse. Yet, so far, much of the literature on the topic has sidelined the science

diplomacy practices, capacities and experiences of the Global South. This has only begun to change quite recently, reflecting a broader trend to better describe and understand the role of the Global South in international relations. In line with this trend and as part of a [special issue on science diplomacy in the Global South](#), we – a research team spread over three continents – analyzed the interests of Southern emerging powers in a distinctive science diplomacy setting, namely in what we dub 'intergovernmental science organizations' (IGSOs).

Calls for Events, Conferences, Workshops, Projects & more....

Call for Papers GOVPET PhD Workshop 2024, 14 and 15 March 2024:

Skill mismatches and shortages: Discourses, policies and politics between education, labour markets and migration

The [GOVPET Leading House](#) is hosting a PhD Workshop on "Skill mismatches and shortages: Discourses, policies and politics between education, labour markets and migration". This event aims at building a network of young scholars with an interest in the political, economic and social arguments related to changing skill requirements and provisions in the 21st century. Abstracts up to 500 words should be submitted to scherwinmichael.bojka@unisg.ch by **20th November 2023**.

Theme of the workshop: Inspired by the GOVPET Leading House's multi- and inter-disciplinary programme, this workshop reflects on the evolving contours of advanced economies in the 21st century due to demographic and technological change. In particular, we invite contributions investigating the ensuing phenomena of skill shortages, which usually relate to persistently unfilled vacancies, and skill mismatches, which may relate to over-skilling, horizontal (field-of-study) mismatch and skill obsolescence. Importantly, these phenomena have different implications and connotations at the firm, sectoral, national and supra-national level. Skill mismatches and shortages have implications for economic competitiveness as, for instance, European Union discourses have highlighted in the context of the knowledge economy¹. They are underpinned by assumptions related to the need to secure economic growth even in times of 'diminishing returns'². In addition, skill mismatches or shortages have a social dimension as demonstrated by the electoral choices of the economic 'losers' of technological change³. Often, the dimensions of economic competitiveness and social inclusion generate political trade-offs⁴, which need to be adjudicated within institutionally path-dependent setups⁵. Policies tackling this issue range from: (vocational) education policy, which provides different extents of employment-relevant skills while targeting socially excluded groups⁶; labour market policies, which foster the activation of the required skills;⁷ and migration policy, which can foster the recognition of foreign qualifications needed locally⁸. We invite contributions on these or related topics.

Workshop details: The workshop will be held in person at the University of St.Gallen on **March 14 and 15, 2024**. In addition to panel sessions, there will be keynote lectures and a site visit to a training firm to learn about the practicalities of Vocational Education and Training. Participants will be expected to submit a draft paper before the workshop, present their research and read the submitted papers of colleagues. Papers will be discussed by GOVPET and invited senior faculty. Work in progress is welcome. GOVPET will cover accommodation and catering for participants. GOVPET will not cover travel costs.

¹ Marina Pagliarello, *Ideas and European Education Policy, 1973–2020 Constructing the Europe of Knowledge?* Palgrave Macmillan 2022. ² Lucio Baccaro, Mark Blyth & Jonas Pontusson, *Diminishing Returns: The New Politics of Growth and Stagnation*. New York: Oxford University Press 2022. ³ Jane Gingrich & Silja Häusermann, The Decline of the Working-Class Vote, the Reconfiguration of the Welfare Support Coalition and Consequences for the Welfare State, *Journal of European Social Policy*, 25.1 (2015): 50–75; Thomas Kurer, The Declining Middle: Occupational Change, Social Status, and the Populist Right, *Comparative Political Studies*, 53.10–11 (2020): 1789–1835. ⁴ Gina Di Maio, Lukas Graf & Anna Wilson, Torn between Economic Efficiency and Social Equality? Short-Track Apprenticeships in Denmark, Germany and Switzerland, *European Educational Research Journal*, 18.6 (2019): 699–723. ⁵ Patrick Emmenegger & Lina Seitzl, Collective Action, Business Cleavages and the Politics of Control: Segmentalism in the Swiss Skill Formation System, *British Journal of Industrial Relations*, 57.3 (2019): 576–98; Martin B. Carstensen, Patrick Emmenegger & Daniel Unterwiesing, Setting the Terms of State Intervention: Employers, Unions and the Politics of Inclusiveness in Austrian and Danish Vocational Education Institutions, *European Political Science Review*, 14.2 (2022): 245–62. ⁶ Marius R. Busemeyer & Christine Trampusch, The Political Economy of Collective Skill Formation, Oxford: Oxford University Press 2012; Giuliano Bonoli & Patrick Emmenegger, *Collective Skill Formation in the Knowledge Economy*, Oxford: Oxford University Press 202. ⁷ Giuliano Bonoli, The Origins of Active Social Policy: Labour Market and Childcare Policies in a Comparative Perspective Oxford: Oxford University Press 2013; Julian L. Garitzmann, Silja Häusermann & Bruno Palier, *The World Politics of Social Investment (Volume I): Welfare States in the Knowledge Economy*, Oxford: Oxford University Press 2022. ⁸ Georg Menz & Alexander Caviedes, *Labour Migration in Europe*. Springer, 2010; Annatina Aerne & Giuliano Bonoli, Integration through Vocational Training. Promoting Refugees' Access to Apprenticeships in a Collective Skill Formation System, *Journal of Vocational Education & Training*, 2021, 1–20; Giuliano Bonoli & Ihssane Otmani, Upskilling as Integration Policy: Making the Most of Refugees, Human Capital in a Context of Skill Shortage, *Social Policy & Administration*, 2022.

Panel proposal for the 12th Biennial Conference of the ECPR Standing Group on the European Union (19 – 21 June 2024, Universidade NOVA):

The "Europe of Knowledge" – fit for tackling crises and supporting transition processes?

While the notion of a "Europe of Knowledge" has already been introduced by the Commission in the late 1990s, knowledge-based policies (innovation, research, education, training) remain high on the EU policy-making agenda. Prominent examples include the European Universities Initiative, which entered its fourth funding round in 2023, and the "European year of skills", which will close in May 2024. Since the agreement among EU leaders in 2000 to turn Europe into the EU "the most competitive and dynamic knowledge-based economy in the world", knowledge and competitiveness have been inextricably linked.

Calls for Events, Conferences, Workshops, Projects & more....

The “Europe of Knowledge” – fit for tackling crises and supporting transition processes? (cont.)

Due to recent crises and external events that affect the European Union and its internal and external policies, new understandings of skills (e.g. green skills) and of the role of knowledge for EU action have emerged (e.g. “Knowledge Power Europe”). Practitioners and scholars are thus in search of meanings and roles of skills for the digital and green transitions and for EU external action. This panel brings together contributions that analyze the role of crises and transition processes in the European integration of knowledge-based policies. We welcome contributions that assess (joint) efforts among the European Union’s Member States to adapt their skill formation systems to socio-economic and ecological transformations and to shifts in global geopolitics. Among other questions, papers may ask: How and why have knowledge-based policies (not) been reformed to deal with crises (e.g. Euro crisis, Brexit, Covid-19 pandemic), transition processes (e.g. digitalization) and external threats (e.g. the Russian war on Ukraine)? Which knowledge-policy instruments (e.g. research funding, best practice exchanges) have proven useful to tackle crises? How are (newly emerging) actors shaping EU knowledge policies and based on which interests and resources? Are we witnessing changes in how skills and knowledge are perceived by EU policymakers and practitioners?

In case you are interested in contributing to this panel as paper-giver, **reach out to Alina Felder (alinajasmin.felder@unisg.ch)** with an abstract (300 words) **until 16 November 2023**.

ECPR Joint Sessions 2024:

We are extremely happy to announce that the **Workshop [The Politics and Policies of Skills Shortage](#)** – chaired by Alina Felder and Niccolo Durazzi (vice-chair) and endorsed by our SG was accepted for the ECPR 2024. **The call for papers will open on the 24th October.**

Theme of the Workshop: The gap between the demand and the supply of skills is ever increasing. Public policies to tackle skills shortage range from social and labour market policies to education and skill formation policies. They are concerned with similar objectives and share many stakeholders. However, it remains unclear if and how cooperation across policy areas is taking place and with what effects. The aim of this workshop is to uncover the roles of social and education policies during times of skills shortage. Our objective is to analyze overlaps, coordination issues and political conflict among the relevant political, institutional and economic actors.

In case you are interested in this [workshop](#), reach out to Alina Felder (alinajasmin.felder@unisg.ch) and Niccolo Durazzi..

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 second 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/>.