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## Letter from SG Steering Committee

Warm greetings to all our colleagues as the 2024 General Conference is approaching! We are very much looking forward to seeing many of you at the annual SG section at the ECPR Conference in Dublin this August! The Section continues the work on knowledge policy domains from the past 10 ECPR conferences (previously under the titles 'Politics of Higher Education, Research and Innovation' and 'Europe of Knowledge'). It continues to welcome scholars, globally and interdisciplinarily, from all theoretical and methodological approaches. Later in this newsletter, we will look at the panels proposed, as well as to other themes as, for example, the possibility to submit ideas for our Knowledge Politics and Policies Standing Group webinar series.

In this newsletter, we congratulate Dr. Anne Corbett – a member of our network – for her Carole Pateman Prize.

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 about your research, teaching activities, your work 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 Ulnicane, Jens Jungblut, Sara Diogo and Alina Felder.**

## SG Activities

### Congratulations to Dr. Anne Corbett!

Our SG member Dr. Anne Corbett has received the 2023-2024 Carole Pateman Prize from the [Political Studies Association](#) for her outstanding professional contribution to advancing research knowledge in Political Studies. Warmest congratulations to Anne! Very well deserved! We are very thankful for your research!



*This is so generous of you. I thank you all for the intellectual camaraderie, for inspiration and for some important friendships. Long live ECPR Knowledge!*

All best, Anne.

## Knowledge Politics and Policies SG Section at the ECPR 2024

We are now in the process of preparing the [2024 General Conference in Dublin](#). As mentioned in the introduction of this newsletter, the SG continues the work on knowledge policy domains from the past 10 ECPR conferences (previously under the titles 'Politics of Higher Education, Research and Innovation' and 'Europe of Knowledge'). It continues to welcome scholars, globally and interdisciplinarity, from all theoretical and methodological approaches. Briefly, the [following panels](#) have all been pre-proposed by the chairs listed:

1. Actors, goals and instruments in higher education policy [Chair & Panel Discussant: [Martina Vukasovic](#)]
2. Advancing the study of science diplomacy [Chair & Panel Discussant: [Mitchell Young](#)]
3. Challenging power in Artificial Intelligence politics and policies [Chair: [Inga Ulicane](#); Co-Chair: [Tero Erkkilä](#) & Panel Discussant: [Ronit Justo-Hanani](#)]
4. Embracing the future: Organizational aspiration and adaptability in higher education [Chair: [Roland Bloch](#); Co-Chair: [Alexander Mitterle](#) & Panel Discussant: [Tim Seidenschnur](#)]
5. Knowledge Diaspora; Policies, Concerns, and Deficiencies [Chair: [Tugay Durak](#) & Panel Discussant: [Anatoly V. Oleksiyenko](#)]
6. Knowledge Enclosures, Capitalising Education and the Economic Power of "Mute Compulsion" [Chair: [Susan Robertson](#) & Panel Discussant: [Jee Rubin](#)]
7. Shifting Geopolitics and Higher Education Dynamics: Critical perspectives [Co-Chair: [Emma Harden-Wolfson](#) & Panel Discussant: [Susan Robertson](#)]
8. The European Universities Initiative between consolidation and expansion [[Marina Cino Pagliarello](#); Co-Chair: [Andrew Gunn](#) & Panel Discussant: [Alina Jasmin Felder](#)]
9. University Presidents and the Question of Organizational Actorhood [Chairs: [Tim Seidenschnur](#); Co-Chair: [Leonie Buschkamp](#) & Panel Discussant: [Roland Bloch](#)]
10. Unpacking the migration-higher education nexus: Actors, policies, and power [Chair: [Meng-Hsuan Chou](#) & Panel Discussant: [Tero Erkkilä](#)]

You can read more about the panels at the [ECPR SG webpage](#).

## Invitation to submit ideas for Knowledge Politics and Policies Webinars

We would like to invite you to submit ideas for our Knowledge Politics and Policies Standing Group webinar series. We started our webinar series last year with a panel discussion on AI, dedicated to a recent special issue. You can see the webinar description [here](#) and recording [here](#).

This year we would like to continue our webinar series with new topics and potentially also new formats (invited talks followed by discussions, etc). This could be a good opportunity to discuss current issues, launch new publications or present your projects.

If you would like to organize a webinar, please send us your title, short description (1 paragraph) and names of speaker/s and chair/s to [ingaulnicane@gmail.com](mailto:ingaulnicane@gmail.com). Please also let us know if you have any questions.

## OPEN COST Action on *Rising Nationalisms, Shifting Geopolitics and the Future openness of European Higher Education and Research* launched in October 2023

The OPEN COST Action, launched in the fall 2023, explores how the rise of new nationalisms and geopolitical tensions exert a growing pressure on the openness of European higher education and research. The Action is coordinated by Aarhus University and chaired by Katja Brøgger and Hannah Moscovitz (vice chair), both members of the Knowledge Politics and Policies ECPR network. OPEN brings together close to 100 members from over 40 COST member countries to collaborate and exchange knowledge on the nationalism- higher education relationship and accompanying geopolitical pressures.

Among its aims, the OPEN action seeks to address the growing threats to the University's openness and global cooperation capabilities by liaising with key stakeholders in the European higher education and research space. The growing pressure on the openness of European higher education and research have implications for fundamental values and rights such as academic freedom and university autonomy. By bringing together researchers from across European countries, OPEN will converge diverse pan-European and interdisciplinary perspectives on the university in times of crisis.

For more information about the OPEN COST Action, visit [OPEN website](#) or follow @OPENcostACTION on X and 'OPEN. EU COST Action CA22121' on LinkedIn.

## Recent Publications

Baker, D. P., & Powell, J. J. (2024). *Global Mega-Science: Universities, Research Collaborations, and Knowledge Production*. Stanford, California: Stanford University Press. <https://www.sup.org/books/title/?id=27949>.

Cardoso, S., Amaral, A., & Carvalho, T. (2024). The changing concept of doctoral education: an insight from Portuguese universities. *Journal of Further and Higher Education*, 48(2), 255–268. <https://doi.org/10.1080/0309877X.2024.2302035>

## Recent Publications

Chacón, E., Harden-Wolfson, E., Caballero, L. G., Liu, B. L., & Abdrasheva, D. (2024). Beyond Future Skills in Higher Education: A New Theory of Change. In U.-D. Ehlers & L. Eigbrecht (Eds.), *Creating the University of the Future: A Global View on Future Skills and Future Higher Education* (pp. 175–198). Springer Fachmedien. [https://doi.org/10.1007/978-3-658-42948-5\\_9](https://doi.org/10.1007/978-3-658-42948-5_9)

Dakowska, Dorota (2024). Les nuances de l'excellence: La politique de l'enseignement supérieur et de la recherche en Pologne, entre logique de marché et tournant autoritaire. *Government et Action Publique*, OL13, 53-74. <https://doi.org/10.3917/gap.241.0053>

Fraumann, G., Lilienthal, S., & Hauschke, C. (2023). The Registry of Scientometric Data Sources. *MetaArXiv*. <https://doi.org/10.31222/osf.io/f2bx3>.

Harden-Wolfson, E. (2024). Destruction, construction, reconstitution: The dynamics of structural reform and the creation of new higher education institutions in the former Soviet space. *International Journal of Educational Research*, 126, 102364. <https://doi.org/10.1016/j.ijer.2024.102364>.

Harden-Wolfson, E. (2024). ChatGPT might be able to write your essay, but what if you can't even access it? Inequalities in the adoption of Generative AI in higher education. In NORRAG (Ed.), *AI and digital inequities*. Pp. 33–34. NORRAG. <https://resources.norrag.org/resource/845/policy-insights-ai-and-digital-inequities>

Queirós, A., Carvalho, T., Manatos, M., & Diogo, S. (2024). Internationalization of Portuguese Academia: the impact on academic engagement and collaboration with society. *Higher Education*, 87(6), 1769-1789.

Squevin, P., Pattyn, V., Jungblut, J., & Blum, S. (2024). There, across the border—political scientists and their boundary-crossing work. *Policy Sciences*.

Svartefoss, S. M., Jungblut, J., Aksnes, D. W., Kolltveit, K., & van Leeuwen, T. (2024). Explaining research performance: investigating the importance of motivation. *SN Social Sciences*, 4(105), 1-24. <https://doi.org/10.1007/s43545-024-00895-9>.

Ulnicane, I. (2024) Intersectionality in Artificial Intelligence: Framing Concerns and Recommendations for Action. *Social Inclusion*, 12: 7543 <https://doi.org/10.17645/si.7543>

Ulnicane I. (2024) The politics of purpose: AI for a global race or societal challenges?, in Ponce del Castillo A. (ed.) *Artificial intelligence, labour and society*, Brussels: European Trade Union Institute, pp.67-73. Available here.

Young, M., Pinheiro, R., & Avramovic, A. (2024). Unpacking resilience in higher education: investigating twenty-first-century shifts in universities' academic cores. *Higher education*, 87(1), 221-236.

zum Felde, Mareike (2024). Can the party family approach explain Polish partisan positions? A case study on the policy field of higher education in post-socialist Poland, *European Politics and Society*, <https://doi.org/10.1080/23745118.2023.2291654>.

zum Felde, Mareike (2023). Polish debates on higher education in the Sejm and party manifestos, V. 1.0. *Discuss Data*: <https://discuss-data.net/dataset/0938ce83-e530-4db2-8da1-387b92797364/>.

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

**Call for Papers (deadline for abstracts: 31 May 2024) for the Special Issue of Minerva "Little Science, Big Science, Global Science: The Growth of Science and its Consequences". Edited by Jochen Gläser, Pablo Kreimer, Justin Powel and Robert Tijssen**

"Sixty years ago, Derek de Solla Price observed the explosive growth of science. In his seminal book *Little science, big science* (Price 1986 [1963]) he developed a quantitative historical approach to study science and applied it to explore growth processes, offering a sociological analysis of processes driving growth. He famously argued that it could not continue unabated, because if it did, "...we should have two scientists for every man, woman, child, and dog in the population, and we should spend on them twice as much money as we had. Scientific doomsday is therefore less than a century distant" (Price 1986 [1963]: 17). Yet this observation has been relativized, as we witness continued "pure exponential growth" of scientific publications (Baker & Powell 2024).

Since 1980, the publication volume indexed in the Web of Science has grown at annual rates of around 8-9% (Bornmann & Mutz 2015; Fortunato et al. 2018). Researcher numbers have also grown continuously, although at a much lower rate and less evenly (Schneegans, Lewis & Straza 2021: 51). Indeed, despite the ever more inclusive global science system, with most countries contributing research, considerable spatial and disciplinary disparities persist".

For more information, please read the whole piece here: <https://link.springer.com/collections/gjabiifbbb>.

With this special issue of Minerva, we mark the 60th anniversary of Little science, big science by exploring current growth processes in the natural sciences, social sciences, and humanities—and their consequences. We invite contributions that go beyond the simple description of growth processes to analyze their causes and (social, economic, and political) consequences for knowledge production and for the global science system. Abstracts of max. 1,000 words are welcome by 31 May 2024 to [sciencegrowthminerva@gmail.com](mailto:sciencegrowthminerva@gmail.com).

## 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](mailto:ingaulnicane@gmail.com)


Europe of Knowledge



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.



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Explaining Research Activities of International Organizations

Europe of Knowledge | 6 January 2024

Anke Reinhardt

International governmental organizations are not, at least not primarily, research organizations. There are exceptions: For example, the European Organization for Nuclear Research (CERN) and the Centre for Agriculture and Bioscience International (CABI) were both created to conduct research. But the vast majority of international organizations have other functions: facilitating international cooperation, regulating international access to goods and services, assisting governments in financial crises, to name a few.

## The Europe of Knowledge Blog at Glance

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### Multi-level governance in higher education – When and how can reflective practice enhance policy learning?

Europe of Knowledge | 16 February 2024



www.vegeldaniel.com

#### Adrienn Nyircsak

Higher education is increasingly transformed through internationalisation and Europeanisation. One of the drivers of this change is the emergence of transnational stakeholder communities who channel local experiences with policy implementation into policy-making through peer exchange. My doctoral dissertation focused on the dynamic interaction between different levels of policy-making and the specific institutional and social mechanisms which make such "feedback loops" possible. I explored these through the concept of reflexivity, which I define as the transformation of policy instruments by those who apply them on a regular basis. In other words, by translating a set of abstract rules, such as quality assurance standards, into everyday institutional practice, higher education institutions and their representatives shape the rules themselves both in direct and indirect ways. Identifying the conditions under which such reflexivity triggers policy change contributes to the reconsideration of existing explanations about how ideas and policies travel in complex systems with multiple players.

#### Transnational stakeholder communities for quality assurance

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### Responsible Research and Innovation training

Europe of Knowledge | 11 March 2024



#### Inga Ulnicane

How to align research and innovation with values, needs and expectations of society? During the past ten years, researchers, policy-makers and funders in Europe have developed and supported the [Responsible Research and Innovation](#) (RRI) approach to address societal aspects of research and innovation early on. This approach aims to go beyond risk management and have a broader focus on the purpose of research and innovation. It involves a range of anticipation, reflection, engagement, and action mechanisms to involve society and foster interdisciplinary collaborations to shape research and innovation towards socially beneficial goals. Importantly, in the RRI approach responsibility does not just refer to responsible conduct of individual

researchers but aims to facilitate responsible processes and governance arrangements across the whole research and innovation system.

To build such a system, it is important to provide relevant training opportunities for researchers and stakeholders. Some of the major research funders such as the EU Framework programme and UK research councils have supported the development and delivery of RRI training activities, which play a crucial role in raising awareness and developing culture that puts societal aspects at the core of research and innovation. Two recent collaborative publications in the *Journal of Responsible Technology* share a number of good practices of RRI training.

#### RRI capacity development in a large-scale EU research project

## The Europe of Knowledge Blog at Glance

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### Politics and Policies of Skills Shortage

Europe of Knowledge | 19 April 2024



Workshop participants

#### Alina Felder

Last month, the first endorsed workshop by the [ECPR Standing Group Knowledge Politics](#) and Policies unfolded at the ECPR Joint Sessions of Workshops in Lüneburg (Germany). The workshop with the theme "[The Politics and Policies of Skills Shortage](#)" brought together thirteen scholars from across Europe who are working on the issue of skills shortage from different disciplinary angles. Alina Felder (University of St. Gallen) and Niccolò Durazzi (University of Edinburgh) directed the workshop which lasted from 25 to 27 March 2024 at the premises of Leuphana University of Lüneburg.

The aim of the workshop was to uncover the roles of social and education policies during times of skills shortage. The gap between the demand and the supply of skills is ever increasing (Warhurst 2008). States rely on education, skill formation, and social policies to close the gap between the demand and supply of (skilled) labour (Bonoli 2010; Carstensen and Emmenegger 2023) and to achieve social investment (Hemerijck 2018; Plavgo 2023).

Against this backdrop, the workshop participants addressed overlaps, coordination issues and political conflict among the relevant political, institutional and economic actors when tackling the issue of skills shortage. On the first day, workshop participants addressed the role of skills shortage for issues such as access and curriculum reforms, parliamentary debates, degree choice, educational preferences and growth regimes. The presenters of the second day zoomed into (active) labour market policies, efficiency and equity in collective skill formation systems and into adult learning investment and participation. On the final day, we learned about research on the role of training firms and of state intervention in tackling skills shortage.

### The role of the state in secondary, higher and adult education and in vocational training

## 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/>.