

# Re-envisioning Research on Research for Higher Education

## CGHE Project 3: The research function and mission of higher education

Prof Alis Oancea  
Dr Gemma Derrick  
Dr James Robson  
Dr Xin Xu

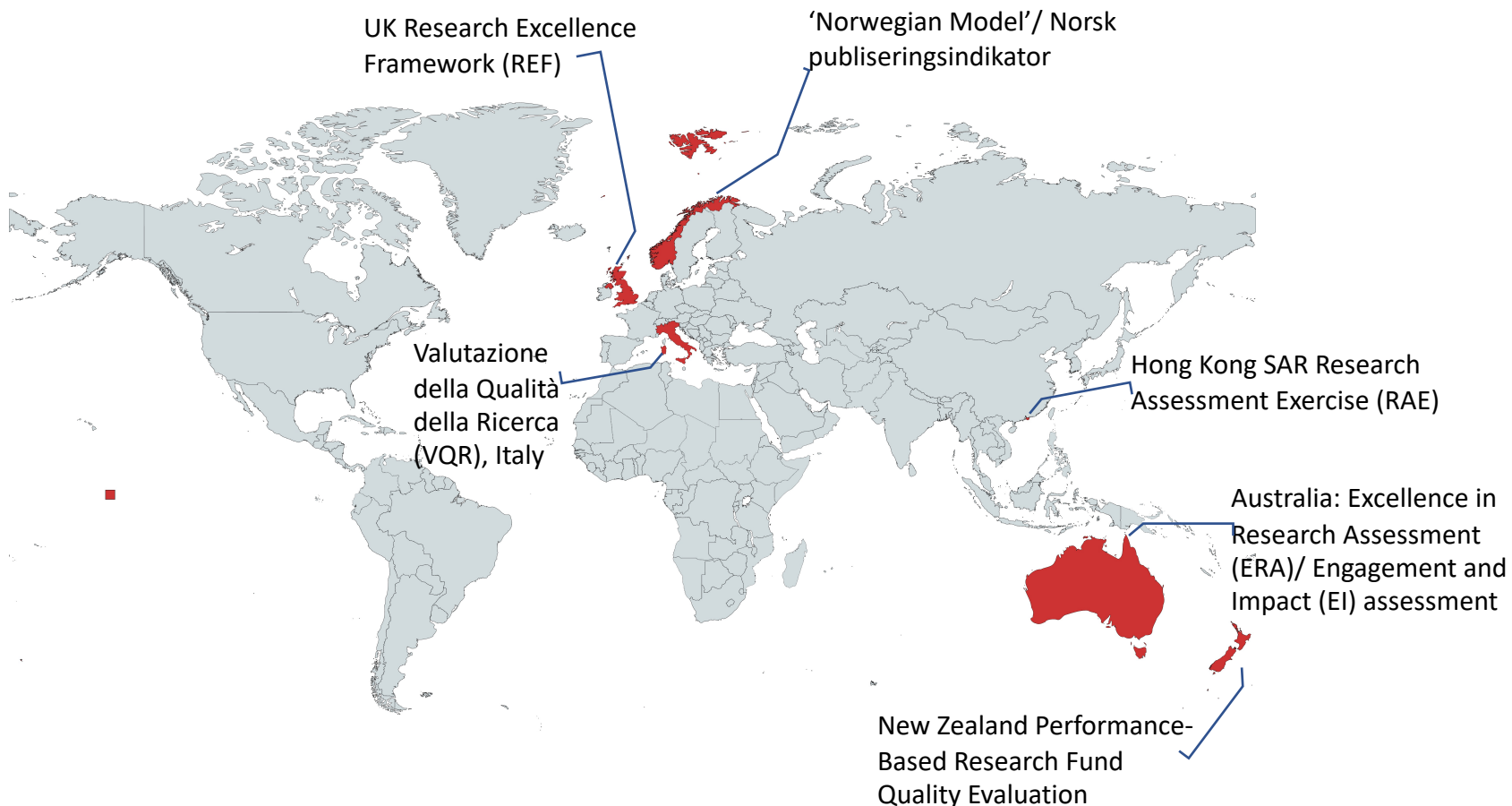
# Structure of session

- **The strands of research in Project 3**
- **The wider RoR landscape**
  - **Current and recent work by the team**
  - **Doctoral research**
- **Collaborative knowledge building with you!**

# Strands

- **I. Systems:** research assessment
  - Comparative policy analysis
  - Interviews
  - Bibliometric analysis
- **II. Organisations:** role and value of academic research in HEIs (institutional case studies)
  - Documentary and digital profile analysis
  - Network mapping and bibliometric analysis
  - Interviews
- **III. Individuals:** perspectives on the importance and recognition of research (academics, management, policy actors and publishers)
- **IV. Further** research: [global] survey development

# HE research & research assessment systems covered in the case studies:





# I. Research assessment

System level

# Research questions

Q 1. What are the purposes, features, mechanisms, governance, embeddedness, buy-in, use, outcomes and challenges of research assessment frameworks used in performance-related research funding in six countries/regions? (UK, Australia, Italy, New Zealand, Norway, Hong Kong SAR)

- How have research assessment frameworks developed internationally?
- How does research assessment relate to system-level priorities and definitions of research excellence?

# Approach

- Combined approach
  1. Comparative policy analysis
  2. Interviews: departments of case universities in UK, Australia, Italy, NZ, Norway and Hong Kong
  3. Analysis of outcomes from system-level assessments
  4. Bibliometric analysis



# Systematic Mapping of Policy Documents [Phase I]

System	Assessment framework	Main Sources of Policy Documents	Most Recent Round	Past Rounds
Australia	Excellence in Research Assessment (ERA)	Australian Research Council	2018	2010; 2012; 2015
	Engagement and Impact (EI) assessment	Australian Research Council	2018	/
Hong Kong SAR	Research Assessment Exercise (RAE)	University Grants Committee	2020 (Outcomes expected in 2021)	1993; 1996; 1999; 2006; 2014
Italy	Valutazione della Qualità della Ricerca (VQR)	Italian National Agency for the Evaluation of Universities and Research Institutes	2015-2019 (Outcomes expected in 2021)	2004-2010; 2011-2014
New Zealand	Performance Based Research Fund Quality Evaluation	Ministry of Education; Tertiary Education Commission	2018	2003; 2006; 2012
Norway	“Norwegian Model” (publication indicators)	Norwegian Association of Higher Education Institutions; National Board for Scholarly Publishing; Norwegian Centre for Research Data	2020	Since 2002
United Kingdom	Research Excellence Framework (REF)	Research Excellence Framework (REF) 2021	2021 (outcomes expected in 2022)	1986; 1989; 1992; 1996; 2001; 2008 [RAE] 2014 [REF]



# Systematic Mapping of Policy Documents [Phase I]

- **Data collection**
  - Documents manually collected from official websites of each research assessment framework in six systems
- **Language for data collection**
  - English websites and documents for Australia, New Zealand, and United Kingdom
  - Bilingual websites and documents for Hong Kong SAR, Norway, Italy [translation needed for some documents]
- **Limitations**
  - Some documents may be outside the main official websites [to double-check in Phase II]
  - Some materials not collected in this phase [interactive webpages and workshop videos]
  - Some documents replaced by later documents [to curate in Phase II]
  - Categorisation of some documents ambiguous [to double-check in Phase II]
  - Only focused on the most recent round of research assessment exercise [to double-check in Phase II]
  - Some information missing such as year of publication

# Systematic Mapping of Policy Documents [Phase I]

System	Number (309 in total)	Types of Documents	Year of Publication	Language of Publications
Australia	38	Guidance documents (18); Review and consultation documents (10); Outcome documents (6); Pilot policy documents (2); Background policy document (1); Impact assessment (1)	2016-2020	English (38)
Hong Kong SAR	43	Guidance documents (28); Workshop documents (6); Official reports on the running of the exercise (4); Open forum documents (2); Background legislation paper (1); Consultation document (1); Formal evaluation (1)	2013-2020	English (39) English/Chinese (4)
Italy	26	Guidance documents (18); Background legislation documents (3); Formal evaluation (2); Workshop documents (2); Public-facing information (1)	2019-2021	English (8) Italian (18)
New Zealand	49	Formal evaluation of the exercise (22); Official reports on running the exercise (8); Guidance documents (7); Outcome documents (7); Audit reports (3); Public-facing information (2)	2014-2020	English (49)
Norway	45	Guidance documents (19); Official evaluation of the exercise (9); Public-facing information (9); Background document (3); Non-decided (2); Seminar document (2); Outcome document (1)	2003-2021	English (9) Norwegian (36)
United Kingdom	108	Guidance documents (70); Workshop documents (26); Consultation documents (8); Official reports on running the exercise (4)	2017-2021	English (108)

# Approach

1. Comparative policy analysis
2. Interviews

**RQ: How does research assessment relate to system-level priorities and definitions of research excellence?**

3. Analysis of outcomes from system-level assessments (incl. subjective assessments)

4. *Independent* bibliometric analysis of research *practice* and *activity*

- Field normalised measures of productivity, collaboration & co-authorship, discipline visibility (nationally and internationally)

# Main challenges anticipated

- Database selection
  - Country, field and language representativeness is highly sensitive to the database used.
  - Currently prefer Scopus due to higher non-English language coverage and ability to map multilayered networks
- Extra care required:
  - Staff coverage
  - Comparing metric-measurements of *activity & practice* with subjective, framework-embedded notions of *performance & excellence*.
  - Fair analysis across appropriate levels of assessment e.g. research group, individual, journal and performance.
  - Embed principles of Responsible metrics and evaluation in the research analysis approach.

# Over to you...

- Cultural understandings of what it means to be a researcher and how individual researchers should be 'counted' in an assessment framework
- Please share your thoughts in the chat

# II. The role and value of academic research in HEIs

Organisational level

# Research questions:

- Q II. What are the factors, pressures and incentives that shape organisational structures, policies and practices concerning the role and value given to academic research?
  - How does research relate to other functions of higher education internationally (in particular, to teaching and learning)?
  - What role does research play in the relationships between universities and other sectors, in particular industry, in selected countries/regions?
  - What are the patterns of productivity and authorship, collaboration and citation; and the features of engagement networks in the research units under study?



# Approach

- 12 Institutional Case Studies – 2 from each country/region
- Unit/s of analysis: organizational structures, policies and practices
- Methods:
  - Documentary and digital profile analysis
  - Interviews with key stakeholders in each case
  - Observations?
  - Network mapping and bibliometric analysis

# Challenges: Case Selection

The aim is to ensure the selection of a diverse range of cases across broad selection criteria, while also taking into account unique HE structural, social, economic and political issues from each country/region-specific system. However:

- **Cultural sensitivities:** balancing typicality against insights/intrinsic value.
- Defining **selection criteria** that will enable meaningful cross-case analysis and comparison between countries/regions, while also engaging with the specific, within-HE-system issues, structures (governance, social, economic, and political), and discourses that will ensure depth of understanding of the context of each system.
- Defining **boundaries** around the cases; the project's HE foci intersect with a wide variety of issues and organisations (industry, for example). The relationship between these and the case study institution needs careful conceptualising and mapping.

# Challenges: Fieldwork

- **Accessing** relevant materials and dealing with websites and documents that are in a variety of different languages.
  - We are attempting to overcome this by drawing on existing CGHE networks to support accessing relevant documents and through the judicious use of translating tools.
- Understanding the unique structures and issues within each country with sufficient **nuance** to reflect often complex political and social situations.
  - We are attempting to overcome this through the support of critical friends and an advisory group with understandings of country/region-specific nuances and complexities.

# Over to you...

- What one key consideration should we keep in mind in case study selection for each country/region (UK, Australia, Italy, New Zealand, Norway, Hong Kong)?
- balancing typicality against insight/contextual richness
- Please share your thoughts in the chat



# III. Perspectives on the importance and recognition of research

Individual level

# Research questions:

Q III. How do stakeholders describe and evaluate the importance given to research in HE in the six countries/regions, particularly in relation to: individual careers; organizational environments; the functions of higher education; and sectoral policy?

- What are the organisational practices involved in ascribing importance to, incentivising and recognising research in HEIs; and how do stakeholders experience them?
- How do these perspectives and experiences vary across career stages, disciplines, types of institutions, systems, and sectors?

# Approach

- Investigation in the 12 case institutions of the weight of research in academic life and evaluations. (Face-to-face or digital) semi-structured interviews with:
  - Four department heads per case institution (sciences, medicine, humanities/arts, social sciences) (n=48)
  - A senior manager and a senior research administrator per institution (n=24)
  - Policy stakeholders in each system (n=6-12)
  - Publishers or key industry partners (n=6)
  - Early and mid- career researchers (n=48)



# Challenges

- **Access to participants:**
  - We will invite participants via email invitations and snow-balling strategy
- **Reflexivity:**
  - Reflexivity is crucial as we are conducting research on research, as researchers ourselves under research assessment frameworks

# Over to you...

- Contextual sensitivity:
  - We aim to be mindful of and sensitive to the contextual nuances of each system, institution, and the culture participants are in – including definitions of ‘research excellence’ and of other key terms
  - What do you think about the contextual sensitivity? What do you think ‘research excellence’ means in your context?
  - Please share your thoughts in the chat



# More RoR to share...

# The Landscape of Educational Research in the UK (Compulsory and Post-compulsory)

Report to the British Academy and Royal Society

January 2021



Alis Oancea, Tiarnach McDermott, James Robson, Catherine Scutt,

Xin Xu, Olga Mun, Nuzha Nuseibeh, Miranda Voss

University of Oxford Department of Education

# HAND- BOOK OF META- RESEARCH

Out 2022

## EDITORS

**Alis Oancea, Gemma Derrick,  
Xin Xu, Nuzha Nuseibeh**

## CONTRIBUTORS INCLUDE •

**Adam, Akerlind, Bayley, Benneworth, Bone,  
Boshoff, Boyack, Cohen, Colavizza, Costas, Cruz-  
Castro, Didegah, Fenby-Hulse, Hill, Holbrook,  
Hook, Inouye, Klavans, Lariviere, Marginson,  
McAlpine, Melkers, Mills, Muhonen, Nedeva,  
Ochsner, Oliver, Plume, Prozesky, Robson,  
Sanz-Menendez, Schneider, Shankar, Smith,  
Sugimoto, Tellmann, Thomas, Vallee-  
Tourangeau, van Eck, van Leeuwen, Waltman,  
Watermeyer, Wheelock, Wilsdon, Wooley**

**EDWARD ELGAR PUBLISHING**

## PUBLIC VALUE OF RESEARCH

Academic norms  
Societal value/s  
Responsible research  
Challenge research  
Users and stakeholders

## KNOWLEDGE DYNAMICS

Global systems  
Research synthesis  
Publications/ publishing  
Epistemic diversity  
Postcolonial research

## POLICY, REGULATION, GOVERNANCE

Knowledge actors  
Accountability  
Research management  
Evidence use

## RESEARCH EVALUATION

Structures and systems  
Peer review  
Bibliometrics  
Altmetrics  
Big data and AI

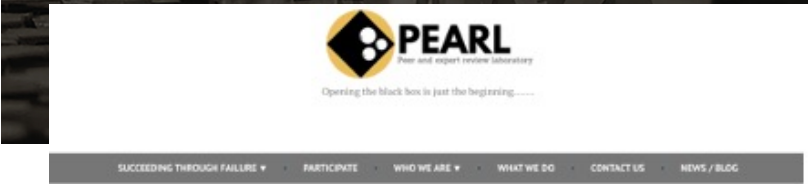
## ENVIRONMENTS, CULTURES, BEHAVIOURS

Careers and mobility  
Researcher identities  
Incentive systems  
Equity and diversity



Gallery – link in chat  
OR here:

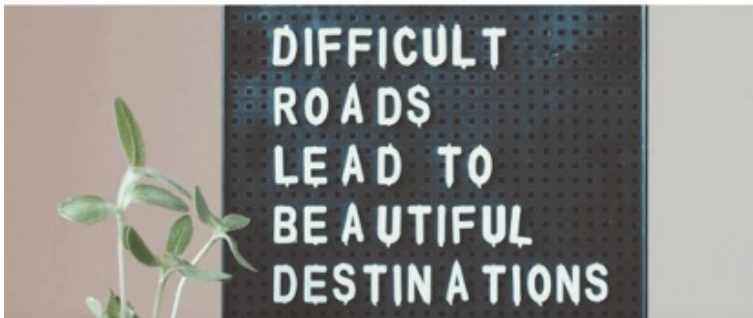
<https://www.researchcghe.org/perch/resources/ror-portfolio-cghe-annual-conference-2021.pdf>



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Why is feedback a fix for a failed peer review system?

August 1, 2020 | Uncategorized



Incentives for International Publications in the Humanities and Social Sciences: An Exploratory Study of Chinese Universities



Thesis Submitted for the Degree of DPhil in Education by

Xin Xu

Department of Education  
Lady Margaret Hall  
University of Oxford

Supervised by  
Prof. Alis Oancea; Dr. Heath Rose; Prof. Hubert Ertl

Trinity Term 2018



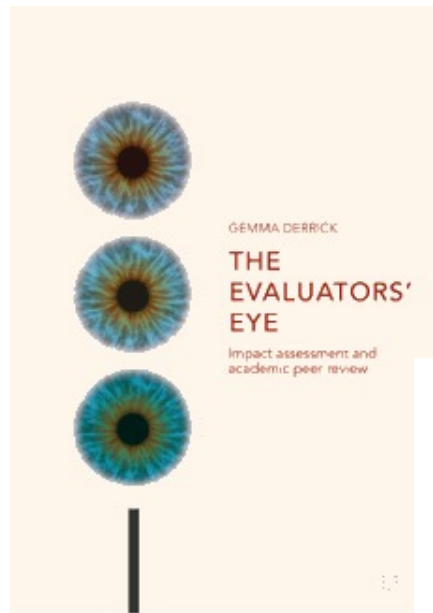
### Indicator Frameworks for Fostering Open Knowledge Practices in Science and Scholarship

Independent Expert Report

Written by Paul Wouters (chair), Ismael Ráfols, Alis Oancea, Shina Caroline Lynn Kamerlin, J. Britt Holbrook and Merie Jacob

July 2019

Research and innovation



## Oxford Bibliographies



Performance-based Research Funding  
Alis Oancea, Xin Xu

LAST MODIFIED: 24 MAY 2017  
DOI: 10.1093/OBO/9780199756810-0182

# The Impact of the COVID-19 Pandemic on Global Research

Xin Xu

Research assessment as governance technology in the United Kingdom: findings from a survey of RAE 2008 impacts

Forschungsrating als eine Kontrollmethode in Großbritannien – Ergebnisse zu den Auswirkungen von RAE 2008

Alis Oancea

*Zeitschrift für Erziehungswissenschaft* 17, 83–110(2014) | [Cite this article](#)

Osseiko et al. *BMC Health Services Research* 2012, 12:478  
<http://www.biomedcentral.com/1472-6963/12/478>



RESEARCH ARTICLE

Open Access

Assessing research impact in academic clinical medicine: a study using Research Excellence Framework pilot impact indicators

Pavel V Osseiko<sup>1</sup>, Alis Oancea<sup>2</sup> and Alastair M Buchan<sup>1\*</sup>

*Research Evaluation*, 26(4), 2017, 302–315  
doi: 10.1093/reseval/rvx014  
Advance Access Publication Date: 2 July 2017  
Article

Qualitative network analysis tools for the configurative articulation of cultural value and impact from research

Alis Oancea\*, Teresa Florez Petour and Jeanette Atkinson

[//www.nature.com/articles/s41599-018-0213-6](http://www.nature.com/articles/s41599-018-0213-6)

Article | [Open Access](#) | Published: 05 March 2019

## Research governance and the future(s) of research assessment

Alis Oancea

*Palgrave Communications* 5, Article number: 27 (2019)

nature

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nature > career column > article

CAREER COLUMN · 20 APRIL 2020

## How COVID-19 lockdowns could lead to a kinder research culture

A nascent movement could gather pace as researchers discover more respectful ways of communicating, collaborating and publishing, says Gemma Derrick.

palgrave communications  
HUMANITIES | SOCIAL SCIENCES | BUSINESS

ARTICLE

<https://doi.org/10.1057/s41599-020-0438-z>

OPEN

## The impact a-gender: gendered orientations towards research Impact and its evaluation

J. Chubb<sup>1</sup> & G. E. Derrick<sup>2</sup>

2014年11月  
第2卷 第6期

重庆高教研究  
Chongqing Higher Education Research

Nov., 2014  
Vol. 2 No. 6

Minerva  
<https://doi.org/10.1007/s11024-021-09441-w>

## The Impacts of Incentives for International Publications on Research Cultures in Chinese Humanities and Social Sciences

Xin Xu<sup>1</sup> · Alis Oancea<sup>2</sup> · Heath Rose<sup>2</sup>

## 学术国际化与社会科学评价体系 ——以 SSCI 指标的应用为例

许心, 蒋凯  
(北京大学 教育学院, 北京 海淀 100871)

*Research Evaluation*, 2019, 1–13  
doi: 10.1093/reseval/rvz028  
Article

Performing under 'the baton of administrative power'? Chinese academics' responses to incentives for international publications

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# Doctoral research



- Minto Felix (Oxford): **Research culture(s) in India: an exploration of the disciplinary, institutional and system dimensions**
- Xiaona Wang (Oxford): **Transnational knowledge production: a case study of Sino-Swiss scientific research collaboration**
- Olga Mun (Oxford): **Epistemic Injustices in Internationalising Humanities and Social Sciences: A Case Study of Higher Education and Science Institutes in Kazakhstan**
- Wanlin Cai (Oxford): **Universities amid the imaginary of the triple helix in the Great Bay Area (GBA) of China**
- Antonin Charret (Oxford): **European Universities: Building the future of higher education in the European Union through transnational “knowledge alliances”**
- Julie Lin (Oxford): **Emerging professions in higher education administration in East Asia: a comparative study of research and international offices**
- Elena Tsvetkova (Oxford): **The Impacts of the Academic Excellence Initiative on Russian Higher Education: Perspectives on the Future Development of Doctoral Education**
- Anoud Abusalim (Lancaster): **English for Research Publishing Purposes (ERPP): A Comparative Study of ERPP Practices for EAL and NES Scholars in Social Sciences (SS) and STEM Disciplines**

Link in chat OR here :

<https://www.researchcghe.org/perch/resources/ror-doctoral-research-posterscghe-annual-conference-2021.pdf>



**BACKGROUND**

Globalization, international scientific collaboration is thought to be an essential factor in nurturing scientific and promoting the development of institutions and countries (Magnum, 2018).

With the emergence of post-positivist research paradigms, cross-border teams, science and technology (Wu, 2019). The environment around STEM work has particularly competitive.

**Why China and Switzerland?**

- Due to the diplomatic tensions between the Sino-US, China productivity has been scientific cooperation with other developed countries with strong scientific, scientific and medical political strategies (Freeman-Huang, 2021).
- China has been strengthening international collaboration between a "smart" and "high" country which can reflect upon geopolitical and knowledge production patterns in scientific collaboration (Spatz, 2017).

**RESEARCH QUESTIONS**

What are the key features of knowledge production in transnational knowledge production?

Sub-RQ1: What are the dynamics that stimulate collaborative knowledge production in an external context?

Sub-RQ2: What are the patterns of transnational knowledge production?

Sub-RQ3: How does the differentiated cultural, economic, and political governance environment in China and Switzerland affect collaborative knowledge production in an external context?

**KEY CONCEPT: Transnational Knowledge Networks**

The activities by agencies with freedom to transgress and produce knowledge across the border on a reciprocal basis.

**METHODOLOGY**

**Sampling process**, followed by **interview and data analysis**.

Step 1: identify the most collaborative relationships in the transnational knowledge production through bibliometric data analysis (Scopus open access 2010-2020, in STEA 14,023 in total, 27,226 in figure 2 and 3 for parts of relationship).

Step 2: select the most collaborative institutions and disciplines through the network analysis.

Step 3: find the target laboratories in the network.

Step 4: contact the individual participants in the laboratories and government through email.

**Data collection**

- In-depth interviews
- Analysis units: individual scientists
- In-depth interviews

**Figure 1: Multiple Cases Embedded Research Design**

**EMPLICATIONS FOR HIGHER EDUCATION**

Knowledge level: academic knowledge production in the field of STEM situated in a global context; patterns of scientific research collaboration between China and European countries; transnational knowledge production in an external context.

**External environments** can influence scientific research and provide a policy basis for future Sino-Swiss science and technology collaboration.

**English for Research Publishing Purposes (ERPP): A Comparative Study of ERPP Practices for EAL and NES Scholars in Social Sciences (SS) and STEM Disciplines**

**Anoud Abusalm**  
Department of Educational Research, Lancaster University

**Introduction**

Research writing and publishing is challenging for many scholars, across the world, including English as a second language (EAL) scholars who report several problems when it comes to their use of English for Research Publishing Purposes (ERPP).

This study contributes a comparative understanding of how EAL and NES scholars write across the disciplines while also exploring some of the geopolitical and epistemological challenges faced by EAL and NES scholars based outside the Anglophone center.

Over 18 months, qualitative interviews with 12 EAL and 12 NES scholars, in social sciences and STEM disciplines, were conducted to understand their ERPP practices for writing the literature review section in research articles.

**Conclusions**

**Situated Aspects of Writing the Literature Review Section**

- Reading related literature for preparing the literature review section**
- Writing the literature review section in a journal article**

**Challenges Faced By EAL and NES Scholars outside the Anglophone Center**

- Publishing challenges**
- Epistemological research**
- Geopolitical challenges**

**Study's Aims**

Developing an understanding of EAL and NES ERPP practices that transcends the binary of native and non-native writers by exploring the varying roles of disciplinary writing conventions in preparing and writing the literature review section in a journal article.

Examining the ERPP challenges faced by scholars based

**Emerging professions in higher education administration in East Asia: a comparative study of research and international offices**

**Higher Education Administration**

Whitburn (2015) proposed the concept of "third space" to address the transforming professionals who "extend classic accounts of professionalism by developing new knowledge" (p. 97). With the missions of higher education broadens, administrators' job coverage is also diversifying in the modern time. Normaly had studied the process of professionalization and even in the group of researchers, there is the connection to technology used to detect higher education administration. From Dean's (1998) "nomenclature managers", Gornall's (1999) "new professionals", Rhodes and Sporn's "support professionals" (2002), to Tackler's "higher education professionals" (MEPCO) (2003). The changing terminology, though gradually moved away from the academic versus non-academic dichotomy, shows space in the field and awaits more research and discussion.

**How are emerging professionalization and international roles being formed, regulated, managed, and experienced in higher education in Japan, Singapore, and Taiwan?**

- How do government policies and regulation frame the professionalization of higher education administration in the three countries?
- How do higher education organizations in the three countries define and manage (emerging) professional roles in research and international offices?
- How do individuals working in research and international offices describe their professional identity, career development, and training opportunities?

**Similarities and differences:**

- Individuals v.s. organizational/regulatory frames
- Research v.s. international offices
- Japan v.s. Singapore v.s. Taiwan

**Supervisors:** Aisling Conance, Simon Marginson, Xin Xu

**Research culture(s) in Indian higher education: exploring the disciplinary, institution and system dimensions**

**1. Key challenges facing India's research system**

- India's public sector on R&D has remained between 0.6-7%, well below other major nations such as China and the US.
- Non-R&D HEI featured in Top 200 global rankings, patent production remains low.
- At the same time, research output has grown significantly. Overall volume of research HEI output higher than UK, Germany and Japan (National Science Board, 2020).
- The need for research in India to "rise beyond the step of instrumentality" (Patel, 2016, p.253).
- Research is often described as "isolated and disjointed" (Ravi, Gupta and Nagaraj, 2019).

**2. There is a need to explore research culture in India**

**This has many faces of culture**

- Culture is variously defined, including values and the persistent patterns of shared values, beliefs and assumptions (Lee, 2007).
- Culture is dynamic, never evolving, spanning subcultures and nested within other systems and forces (Rucito, 1987).
- Culture as a list of functions and activities
- Culture as a lever of change
- Culture as enabling and disabling
- Culture as an interaction between human and the non-human.

**3. A conceptual framework to investigate research culture**

**4. Proposed programme of inquiry**

- With a focus on the Tamil Nadu, and Maharashtra regions, what are the key features in research culture at the level of disciplines, institutions, and systems (regional / national)?
- What are the interactions and tensions between the scales of disciplinary research culture, HEI research cultures, and the culture of the wider research system at regional and national levels?

**PHILOSOPHICAL ASSUMPTIONS AND THEORIES**

The study is underpinned by a social constructivist epistemology and will draw on Williams' (1981) work on cultural materialism.

**METHODOLOGY OF DATA COLLECTION**

Disciplines will serve as the core unit of analysis. Interviews and field observations with the researchers, research leaders and policy officials.

**HEI research culture** explores the norms of researchers within shared epistemological communities. Members of a discipline share certain commitments (McCann, Abbas and Amphipras, 2013).

**System-level research culture** is expected to fulfil a broad range of ideals, including contributing to national economic and social development. Discourse is closely linked with researcher ethics, regulation, and values. (Wellcome Trust, 2020)

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Examining the ERPP challenges faced by scholars based

**Doctoral graduate – see link in chat OR here: <https://www.researchgate.org/perch/resources/or-doctoral-research-posterscgh-annual-conference-2021.pdf>**

**European Universities: Building the future of higher education in the European Union through transnational "knowledge alliances"**

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Supervisors: Maia Chankesliani and Aisling Conance

**Context:** 2019 – Ursula von der Leyen nominates Mariya Gabriel as first Commissioner with a portfolio that associates both education and research

Missions include:

- “Making the European Education Area a reality by 2025”
- Building a “true European Research Area”
- “Full implementation of the European Universities Initiative”

**European Education Area (EEA)**

- The EEA is to be the latest outcome in decades of education cooperation at EU level, it aims to create a common space for learning without borders by 2025
- Building a strong digital governance framework that respects the independence of Member states in the organization of national education systems AND involve stakeholders at the local, national and regional levels
- Building an inclusive and cohesive society in the European Union while strengthening the competitiveness of European citizens on the labor market
- Six main dimensions: Quality, inclusion and gender equality, Green and digital, Teachers and trainers, Higher education and Geopolitical dimension

**Synergies between the EEA and ERA**

- The EEA will work in synergy the ERA to harness knowledge, making it the foundation of Europe's recovery and prosperity.
- The EEA and ERA will jointly strengthen the:
  - Public science system
  - Research and Innovation dimension of universities
  - Focus on participation of women in Science, Technology, Engineering and Mathematics (STEM) fields
  - Education and training contribution to Europe's labor capacity
  - Entrepreneurship outcomes

**European Research Area (ERA)**

- The ERA was initially launched in 2000 as part of the Lisbon Strategy. The Von der Leyen Commission has called for a "new ERA for research and innovation"
- Stronger cooperation and collective governance structure between the Commission and Member States in order to achieve the green and digital transition and recovery through "setting of new priorities to better orienting funding, launching ambitious joint initiatives and developing common approaches between countries"
- Four priorities: Prioritising investments and reforms, Improving access to excellence, Translating R&D results into economic development, Deepening the ERA (the already existing single market, mobility, open science)

**Knowledge Alliances - European Universities Initiative (EUI)**

"Higher education institutions in Europe are at the heart of both the EEA and the ERA and particularly well placed to connect them together"

- The EU aims to establish 20 European Universities by 2024
- European Universities are transnational alliances/collaborative partnerships made up of 3 to 10 HEIs from the North, South, East and West of the European Union (and participating European countries)
- Two pilot projects launched in 2019 and 2020 to experiment what these universities will look like. 41 alliances have been selected involving 280 HEIs
- Budget: €287 million from Horizon 2020 (Research) and Erasmus+ (Education)
- Objectives: International competitiveness and visibility of EU HEIs, fostering open research and identifying opportunities and synergies between the EEA and ERA

**Erasmus+**

**THE IMPACTS OF THE ACADEMIC EXCELLENCE INITIATIVE ON RUSSIAN HIGHER EDUCATION: PERSPECTIVES ON THE FUTURE DEVELOPMENT OF DOCTORAL EDUCATION**

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**Background:** In the era of the knowledge society, the ability to produce and apply knowledge has become crucial for driving up sustainable socio-economic growth. Numerous countries have implemented Excellence Initiatives designed to strengthen higher education institutions, improve the quality of education, and foster the international mobility and attractiveness, and thereby, support national economic growth through the promotion of higher education systems and institutions. Many governments, (e.g. France, the UK, Russia, China, Japan and South Korea) have taken on the challenge to reform their national higher education systems to respond to the Sustainable Development Goals and to address the needs of their citizens. In Russia, this process has been particularly challenging due to the country's large size, diverse geographical and cultural landscape, and the need to address the needs of its citizens in a state-dominated perspective.

**Study aims:** This study aims to explore from a 'global perspective' the relationship between the Russian Excellence Initiative and the reforming of doctoral education, which is seen as the strategic domain to build up academic excellence and capacity for the global competitiveness of higher education institutions. Based on research produced by the author, the study aims to explore the impact of the Excellence Initiative on Russia through critically examining lessons, barriers, and challenges in the implementation of doctoral training.

**Design:** This multiple case study of five selected national research centres examines qualitative research techniques. In particular, a typical Critical Discourse Analysis is deployed to research and semi-structured interviews with a range of stakeholders in parallel of a more longitudinal content group of current processes being changed in Russian higher education through the lens of institutionalism.

**Research Questions:**

- What are the challenges/initiatives that the Excellence Initiative have in the reforming of doctoral education in Russia?
- What does the Excellence Initiative do to address the needs of its citizens in a state-dominated perspective?
- What changes to doctoral education are the national research centres introducing in response to the Excellence Initiative and with what effect?
- What do key stakeholders see as the challenges/initiatives for the future development of doctoral education in Russia?

**Problem Statement:** In light of the ongoing development of various initiatives and efforts to strengthen research degree and training, it is crucial to understand better the role of Excellence Initiatives in Russian higher education not only in terms of producing highly skilled professionals for the labour market, but also in terms of their impact through the prism of enhancing societal capacity for higher education. This study aims to explore the impact of the Excellence Initiative on Russia through critically examining lessons, barriers, and challenges in the implementation of doctoral training.

**Potential contribution:** This project seeks to make an empirical and theoretical/conceptual contribution to inform the national policy and practice in doctoral education and policy debates around the Russian Excellence Initiative, as well as provide preliminary perspectives and avenues for strengthening Russian research education.

**China's Greater Bay Area**

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**Epistemic injustices in internationalisation Humanities and Social Sciences: A Case Study of Higher Education and Science Institutes in Kazakhstan**

By Olga Mun, Doctoral student, Department of Education, University of Oxford

This case study will examine how policies for internationalisation of research (I&R) outputs shape epistemically just and unjust practices in Humanities and Social Sciences (H&S) in different types of higher education and science institutes (HEIs) in Kazakhstan. It will provide in-depth analysis of the personal interpretations of the impact of the I&R policies on academics, administrators, policymakers, and academic journal editors, hence covering the macro national, meso-institutional and micro personal levels. Data collection methods will include interviews and semi-structured interviews which will be supplemented by historical and document analysis. Overall, the academic and department representatives interviewed will be based at five types of HEIs, covering all main types of HEIs with I&R programs.

**Anticipated Intellectual Contribution to Philosophy of Education**

Conceptually, this work engages with the ideas of testimonial and hermeneutical epistemic injustices introduced by Miranda Fricker (Fricker, 2009) in order to unpack the hierarchies and identify unjust practices during the internationalisation of research outputs process.

The major intellectual contributions of this work are anticipated:

- The study will contribute new knowledge to the literature on the topic of internationalisation of research drawing on the concept of epistemic justice and philosophy of education.
- The second contribution will be methodological, since this work uses diaries, semi-structured interviews and archival research in analysing I&R in Kazakhstan, which has not been done before.
- The third contribution will be empirical, as not many studies exist that empirically engage with the concepts of testimonial and hermeneutical injustices in the field of I&R.

**References:** Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

**Research culture(s) in Indian higher education: exploring the disciplinary, institution and system dimensions**

**1. Key challenges facing India's research system**

- India's public sector on R&D has remained between 0.6-7%, well below other major nations such as China and the US.
- Non-R&D HEI featured in Top 200 global rankings, patent production remains low.
- At the same time, research output has grown significantly. Overall volume of research HEI output higher than UK, Germany and Japan (National Science Board, 2020).
- The need for research in India to "rise beyond the step of instrumentality" (Patel, 2016, p.253).
- Research is often described as "isolated and disjointed" (Ravi, Gupta and Nagaraj, 2019).

**2. There is a need to explore research culture in India**

**This has many faces of culture**

- Culture is variously defined, including values and the persistent patterns of shared values, beliefs and assumptions (Lee, 2007).
- Culture is dynamic, never evolving, spanning subcultures and nested within other systems and forces (Rucito, 1987).
- Culture as a list of functions and activities
- Culture as a lever of change
- Culture as enabling and disabling
- Culture as an interaction between human and the non-human.

**3. A conceptual framework to investigate research culture**

**4. Proposed programme of inquiry**

- With a focus on the Tamil Nadu, and Maharashtra regions, what are the key features in research culture at the level of disciplines, institutions, and systems (regional / national)?
- What are the interactions and tensions between the scales of disciplinary research culture, HEI research cultures, and the culture of the wider research system at regional and national levels?

**PHILOSOPHICAL ASSUMPTIONS AND THEORIES**

The study is underpinned by a social constructivist epistemology and will draw on Williams' (1981) work on cultural materialism.

**METHODOLOGY OF DATA COLLECTION**

Disciplines will serve as the core unit of analysis. Interviews and field observations with the researchers, research leaders and policy officials.

**HEI research culture** explores the norms of researchers within shared epistemological communities. Members of a discipline share certain commitments (McCann, Abbas and Amphipras, 2013).

**System-level research culture** is expected to fulfil a broad range of ideals, including contributing to national economic and social development. Discourse is closely linked with researcher ethics, regulation, and values. (Wellcome Trust, 2020)

**Universities amid the imaginary of the triple helix in the Great Bay Area (GBA) of China**

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**Supervised by Dr. Xin Xu, Prof. Simon Marginson and Prof. Aisling Conance**

**In the GBA, how do Universities and Research Institutes work with governmental and industry actors in fostering regional innovation?**

**What are the particular roles of research in building the regional innovation system and World-Class Universities in the GBA?**

**Research Design**

- Nested case study of Universities and Research Institutes (N=10) physically located in Guangzhou, Shenzhen, Hong Kong and Macau and are varying stages of pursuing a world-class status
- Interviews with government and industry actors pertinent to the research engagement of the case institutions
- Documentary analysis of policy and institutional documents and the informants' academic publications.

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- Mailing list (see link in chat OR join through this link: <http://eepurl.com/hxYFov>)
- Blog



*Thank  
you*

Q& A and Breakout room