

Design of supervision
in an ITN project:

Universities in the
Knowledge Economy

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UNIKE – Universities in the Knowledge Economy

Marie Skłodowska-Curie ITN Project, 2013-17

Research Question:

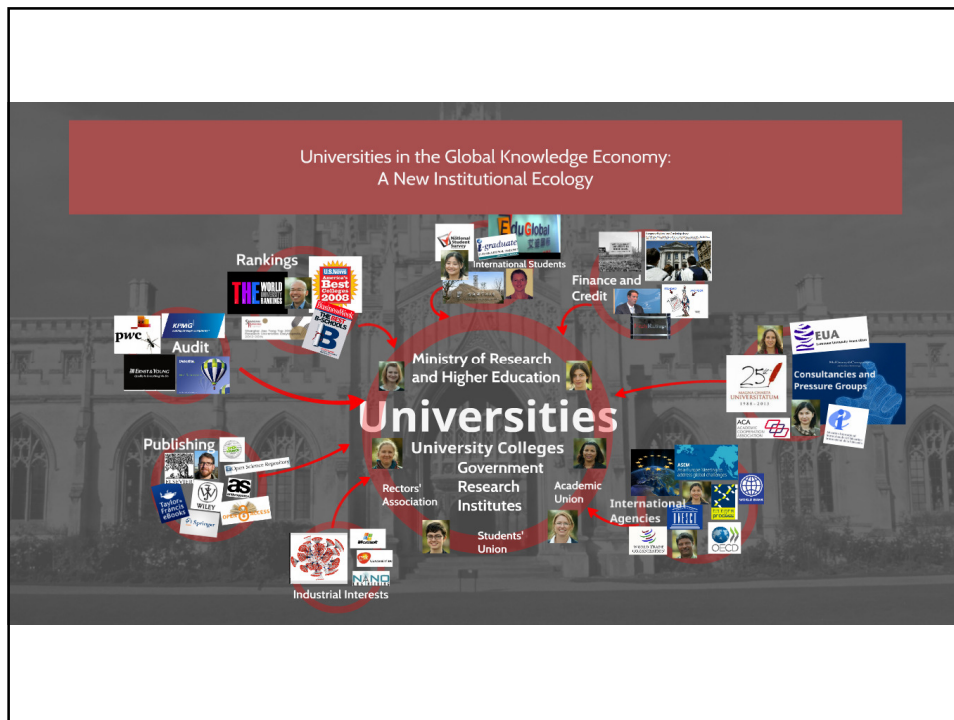
How are processes of creating regional and global knowledge economies redefining the nature and scope of universities in Europe and the Asia-Pacific Rim?

First aim:

A networked group of expertly trained, mobile and independent researchers taking new, critical and inter-disciplinary approaches to universities in global knowledge economies in Europe and the Asia-Pacific Rim.

Second aim:

To create a cohort of current and future researcher leaders committed and able to develop doctoral education in their own institutions and internationally.



Project Composition

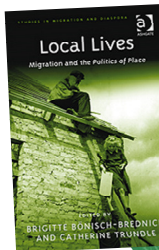
- 6 European Partners (7 professors, 3 are academic migrants)
- 12 PhD and 2 Post Doc Fellows – from 14 different countries – all academic migrants (plus 4 Associated Fellows from China, Denmark, Austria)
- 19 Associated Partners – hosting secondments and research visits for 14 fellows' mobility in yet other countries

Fellows (Started Aug/Sept 2013)

Institute	Fellow	Country of origin	Doctoral / Postdoctoral
AU, Denmark	Miguel Lim	Philippines	Doc
	Corina Balaban	Romania	Doc
	Freya (Jie Gao)	China	Doc
	Jana Bacevic	Serbia	Postdoc
UB, UK	Janja Komljenovic	Slovenia	Doc
	Que Anh Dang	Vietnam	Doc
	Chris Muellerleile	USA	Postdoc
RU, UK	Katja Jonsas	Finland	Doc
	Catherine Butcher	Saint Lucia, West Indies	Doc
LU, Slovenia	Kassaye Alemu Sintayehu	Ethiopia	Doc
	Sina Westa	Germany	Doc
Porto, Portugal	Benedikte Custers	Belgium	Doc
	Vanja Ivosevic	Croatia	Doc
ENS, France	Tatyana Bajenova	Uzbekistan	Doc

Academic migration and mobility

Brigitte Bonisch-Brednich
(German by origin).
Professor of Anthropology
Victoria University, Wellington,
New Zealand



Assumption that universities have a universal academic culture!



Whereas migrants enter:

- A new version of the 'modern' university with unique history, pedagogic culture and rituals of non-communication
- Highly contentious local social and political issues (e.g. post-colonial or post-soviet issues of ethnicity & inequality, often not openly discussed)
- A new social and cultural grammar of critique
- Lack of reference points, no university induction

Migration = long and continuous adjustment

- Avoid knee-jerk judgements based on 'home' university – interrogate difference
- Professional curiosity, intensive and purposeful listening, and exploration of ambiguities.
- Active engagement, warmth in human relationships, reflexivity

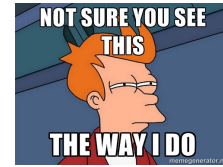
Supervision as Cultural Contact Zone

Catherine Manathunga
(Irish Australian, marriage to Sri Lankan)

Associate Professor,
College of Education
Victoria University
Melbourne, Australia



How to **unsettle assimilation?** - colonial script incorporating 'Other' into 'Our' (culturally superior) centre of knowledge and theory?



'Supervision space' (Grant 2003) = complex field of power and desires where supervisor and student bring their knowledge, experience, cultural histories

'Contact zone' (Pratt 2008) = social space where people with histories of asymmetrical relations meet in improvisational encounter

'Unhomeliness' (Bhaba 2004) 'disjunction of political existence', feelings of dislocation, uncertainty, possibility

Reflexivity – expose Our/Other relationships and discuss positioning within them

'Transculturation' – develop student's (and supervisor's) 'generative capacity' to combine concepts and metaphors from 'Own' and dominant knowledge-making practices

Global Village Approach

'Takes a global village to train a PhD'

Combined learning approaches

1. **Supervision as apprenticeship** – professor and student – academic research skills
2. **Community of practice** – learn through involvement in everyday activities in a department or lab
 - professional socialisation (acquire the values, attitudes, norms, culture of a discipline) through workshops
 - move from periphery to core – more complex tasks and responsibility for outcomes
3. **Central university doctoral school** – career development, teaching training, intercultural skills
4. **National research and innovation system** – allow intellectual risk taking. **UNIKE developed this further**

Maresi Nerad
(German by origin, married to an Indian).
Professor, College of Education, University of Washington, Seattle, USA



Supervision and Training



UNIKE Workshops and Summer Schools

Event	Scientific Training	Complementary skills	Aspects of Doctoral Education
Copenhagen, Oct 2013	Global processes and regional spaces	International networking and collaboration	History of policy debates about doctoral education in Europe and USA
Bristol, Feb 2014	Ranking and governance	Publishing in different genres	Working/ researching in organisations
Ljubljana, July 2014	Policy travel	Entrepreneurship and grants	Partners' own practices
Roehampton, Sept 2014	Management technologies	International conferences	Academic Freedom
Waiheke, NZ Jan 2015	Research methodologies	Reviewing articles and commenting	Student-led writing groups
Porto, July 2015	Figures on the HE landscape	Writing abstracts for scientific papers	Governance narratives
Tba, Oct 2015	Mapping knowledge economies	Genres of research writing	Social science doctorates

UNIKE Conferences



- Auckland conference
10-12 February 2015
- Final conference in
Copenhagen June 2016



Secondments

ESR/ER No.	Host	Secondment Supervisor	Length of Secondment	Purpose
Miguel Lim	AP1 Times Higher Education , London	Phil Baty Deputy Editor	3 months	First hand engagement with THE World Rankings.
Chris Muellerleille	AP2 Berghahn Books, New York	Vivian Berghahn, Managing Director	3 months	To gain knowledge of the changing landscape of publishing.
Freya Gao	AP7 Sino-Danish Center, Beijing	Dr Morten Laugesen , Deputy Director	2 periods of 3 months	Research on design and delivery of new Danish-Chinese MA programmes
Corina Balaban	AP10 Centre for Innovation & Research in Graduate Education, USA	Prof. Maresi Nerad, Director	3 months	Participate in evaluation of IGERT programme and design evaluation of ITNs

Secondments (cont'd)

ESR/ER No.	Host	Secondment Supervisor	Length of Secondment	Purpose
Tatyana Bajenova	AP3 Academic Cooperation Association, Brussels	Bernd Waechter, Director	4 months	Develop knowledge of think tanks and skills to work in a research consultancy
Janja Komlijenovic	CHE Consult, Berlin	Uwe Brandenburg	1 month	To gain knowledge of internationalisation of higher education
Sintayehu Kassaye Alemu	AP28 UNESCO, International Task Force on Teachers for Education for all, Paris	Edem Adubra, Head of Secretary	3 months	Participate in education for all programme
Sina Westa	Magna Charta Observatory	Carla Salvaterra, Vice Rector of University of Bologna	3 months	Help organise annual conference
	AP6 Association of Pacific Rim Universities, Singapore	Prof. Christopher Tremewan, Secretary General	1 month	Participate in APRU on statement of university values

Additional Complementary Skills

- Project Application and detailed feedback
- Funding application, managing their own Research Budget, familiarity with the UNIKE budget
- Organising a UNIKE event
- Training (and schedule) for blog writing
- Networking
- Mobility

Thank you

Tak for jeres opmærksomhed