



Second International Euredocs Conference

Rokkan Centre, Bergen, May 20th to May 21st

This international Euredocs conference to be held at the Stein Rokkan Centre for Social Studies in Bergen, 20th-21st May 2005 is the second in a series of annual or biannual conferences for doctoral students and new doctoral candidates working on issues related to the Europeanization of higher education and research.

1. Presentation of Euredocs

a) A network on the Europeanization of higher education and research

Euredocs is a network created at the initiative of Sylvain Kahn (Director for European Affairs) and Christine Musselin (Senior Researcher at the Centre de Sociologie des Organisations) at Sciences Po.

It aims at facilitating and enabling more communication among doctoral students and new doctoral candidates (thesis defence from January 2002) working on issues related to the Europeanization of higher education and research. This network also aims at promoting publication and diffusion of research results, as well as facilitating the exchange and mobility among young scholars in this field.

The network is interdisciplinary and concerns doctoral students and recent doctoral candidates in sociology, political science, economics, history, educational studies.

The Europeanization of higher education and research is to be understood in a broad sense. It obviously concerns the Europeanization of national higher education and research policies. It further includes the analysis of the (potential) harmonisation, standardisation, convergence, normalisation processes that can (could) affect the study structure, academic curricula, accreditation procedures, the quality of systems of assessment, academic career patterns, the university role in local development, structure of university government, the production of knowledge, the relationships between firms and research units, the institutional structures for teaching and/or research, etc. It further deals with the role of supra-national bodies in these processes, the influence of the American model, the impact of internationalisation/globalisation, etc.

If you are a doctoral student or a recent doctoral candidate (thesis defence from January 2002 or later) working on a research topic within the field of interest defined by the network and if you want to be part of it, please send an e-mail to euredocs@sciences-po.fr.

b) Euredocs activities

The activities mainly consist of:

- a website which is designed to be a resource for doctoral students and new doctoral candidates,
- a directory collecting detailed information about doctoral students and new doctoral candidates and about their PhDs, in progress or recently defended, on the Europeanization of higher education and research,
- an international conference (annual or bi-annual).

c) Euredocs scientific committee

Five European research centres are represented in this committee:

- CHEPS, University of Twente, Netherlands (Jürgen Enders)
- CSO, Sciences Po and CNRS, France (Christine Musselin)
- Institute of Education, University of London, United Kingdom (Louise Morley)
- Rokkan Centre for Social Studies, University of Bergen, Norway (Ivar Bleiklie)
- Wissenschaftliches Zentrum für Beruf- und hochschulforschung, University of Kassel, Germany (Barbara Kehm and Ulrich Teichler)

2. The second Euredocs conference

One of the objectives of the Euredocs network is to organise annual or biannual international conferences for doctoral students and new doctorates related to Euredocs thematic priorities and interests. These conferences aim at:

- promoting exchange, discussions and reflections among doctoral students and new doctorates
- encouraging them to write and present papers for a scientific meeting
- asking them to discuss other contributions
- having scientific exchanges and debates

We expect the conferences to represent opportunities for doctoral students and new doctoral candidates to find a place dedicated to their work, where they can present contributions, confront perspectives, meet senior researchers who will act as moderators or be in the audience as well as finding opportunities for further cooperation etc.

The papers are made available on the Euredocs website after the conferences and will thus be widely diffused. We expect that many of them will then be transformed into papers to be published in different journals.

Each conference will welcome a limited number of contributors (12 to 15) all working on a rather focused issue, in order to allow and favour relationships and debates among participants sharing common interests and knowledge on a common theme. For each conference, a new issue will be explored, a call for proposals will be diffused and the scientific committee will select the contributors. The first Euredocs conference was held at Sciences Po in Paris from June the 24th to June the 26th, 2004.

3. Conference venue in 2005

The second Euredocs conference will be held at the Rokkan Centre in Bergen from Thursday May 19^h (beginning at 6 PM) to Saturday June the 21st (finishing at 5 PM).

4. Organisation of the 2005 Euredocs conference

The conference will be organised in four sessions. In each session no more than four papers will be presented and discussed (45 minutes to one hour for each paper).

Selected papers should be available before May 2nd.

Participants will be asked to read the papers before arrival. For this reason, contributors will have only 15 minutes to present their paper. For each paper, a discussant (one of the present contributors) will be chosen and have a further 15 minutes of time. General discussion will follow. We thus expect each contributor to attend the whole conference.

Each session will be chaired by a senior researcher.

A reception Thursday, Thursday and Friday dinner as well as Friday and Saturday lunch will be covered by the organiser. Accommodation for contributors will be covered by Euredocs.

5. Conference Theme: Transformations of higher education and research policies, systems and institutions in European countries

The second Euredocs conference in Bergen will focus on the *Transformations of higher education and research policies, systems and institutions in European countries*. The conference venue and dates emphasise the importance of the Bologna process in the European higher education area. Thus it follows up the first Euredocs conference in Paris by keeping a focus on the Bologna process, but slightly extending the range of topics by explicitly including higher education and research policies and systems in addition to the institutions through which they are carried out.

Three main dimensions will be explored during this conference.

a) The first deals with national and supranational policies aiming at national and supranational integration of higher education and research activities and institutions

One of the major trends at the European level is the introduction of EU-programs for research cooperation through the Framework programs and student exchange. To what extent are national policies and supranational policies coordinated? To what extent and how do national policies inform European level initiatives? To what extent are national policies consistent with or at odds with European level policies?

b) The second deals with the introduction of management and assessment tools within higher education and research institutions

A second trend common to all (or at least many European countries) in the recent years is the pressure of national governments to transform institutions into more autonomous and more "organised" structures.

This evolution has been marked by: a) Introduction of management tools, frequently transferred from the private, non-academic sector. b) Reorganisation of institutions (merging departments and faculties) and systems (merging institutions, e.g. research universities with colleges) in order to create larger and more efficiently managed units. c) New governance structures in order to strengthen accountability, leadership and management capabilities. In many countries, but not all, this is justified by arguments based on the rhetoric developed by the tenets of New Public Management and new managerialism. In many countries this also means that new national level policies have been introduced and that new organisations at the national level have become responsible for developing tools for evaluation and accreditation of institutions, academic disciplines or educational programs. As a consequence, new or reinforced, or diversified assessment tools were imposed on higher education and research institutions aiming at making these institutions more accountable for their activity and production.

The introduction of these tools raises different sets of questions.

1/ Firstly it suggests looking at the diffusion of New Public Management and new managerialism arguments and instruments within higher education systems. What/who are the vectors of transmission and how do they work and exercise influence at the institutional levels? How do higher education and research institutions learn about these ideas and tools, integrate them, transform them, etc.?

2/ Secondly, it points to the concrete effects and the reactions/answers/adjustments they provoked within higher education and research institutions. They can be traced on many aspects: budget allocation, individual and institutional research agenda, creation/suppression of study programmes, academic identities, work relationships, staff management, access policies (more or less selection)...

3/ Finally, it questions the general evolution of European higher education and research systems. Many of the tools introduced have the same names (global budget, contracts, self-assessment, etc.) and thus seem to be a vector for the standardisation or normalisation of higher education and research institutions. Is it really the case at the institutional level? What forms of convergence are to be observed among higher education and research institutions, where do divergences remain and why? The debate on whether European higher education and research systems are converging or not continues and needs for further evidence to be documented and further developed.

c) The third dimension to be explored deals with the concrete effects of the Bologna process on higher education and research institutions.

This theme will probably be present in the programme of many conferences dealing with higher education and research within the next years and it is certainly too early to come to quite definitive conclusions but one should not wait until 2010 to start looking at what is occurring and to provide intermediary results.

While many governments already imposed or are exerting pressure for the introduction of the Bachelor/Master study structures, it is of importance to look at how higher education and research institutions react and behave. What side-effects does it provoke: does the transformation in the structure of the study programmes induce other changes? Is there some anticipation for the next steps (coherent quality assurance and evaluation)? Are institutions looking at the ways in which institutions in other countries are moving? Does it promote international interrelationships among universities?

Such questions should already be answered. It is furthermore of importance to begin developing analytical interpretation of the on-going processes at the institutional level.

6. Invitation to send a proposal

Deadline for answering: 23rd of January

Requirements

Being a doctoral student or a recent doctoral candidate (thesis defence from January 2002)

Proposals

You have to write (in English only) a one to two page proposal using to the proposal form at the end of this text.

Proposals should be sent

By e-mail to: ivar.bleiklie@rokkan.uib.no
Or by normal mail: Ivar Bleiklie, Rokkan Centre for Social Studies
Nygårdsgaten 5, N-5015 Bergen

Norway

Selection process

The proposals will be reviewed by the Euredocs scientific committee.

The main assessment criteria will be the relevance of the proposal with the conference theme. We will very much value proposals relying on a solid empirical material and mobilising a relevant theoretical framework (neither over dimensioned nor disconnected from the proposal abstract). This evaluation shall of course take into account the number of years already spent on the Phd thesis.

Replies will be sent by March the 22nd.

Proposal form

First Name

Surname

Email address

Address

Title of the PhD:

First year	Second year	Third year	More than 4 years	defended in

Title of the contribution submitted to Euredocs:

Conference theme to which it belongs

National and supranational policies aiming at national and supranational integration	Introduction of management and assessment tools within higher education and research institutions	The concrete effects of the Bologna process on higher education and research institution

Abstract: (at least 15 lines but no more than one page)

Theoretical framework:

Empirical data and methodology utilised: