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2020 EUA-CDE Thematic Workshop:
Academic Career Development

Ivane Javakhishvili Tbilisi State University, 23-24.01.2020

What will it mean to be an academic in the future?

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At its origin, *academia* (// *universitas*) = professional institution

The origins of what we call *academia* go back to the “academic” organization of professional knowledge (// universities).

Focus on contents preparing the religious, legal and medical elite on the basis of a scholarly (*trivium*) and scientific curriculum (*quadrivium*).

Because of this utilitarian perspective, *academia* enjoyed cultural and social capital. Global academia: scholars moving freely across local political boundaries. No “national” *academia*.

Culturally bound, origin of “European” values.



Academia Basiliensis, from S. Münster, *Cosmographia*, 1544-50, BM London

***Academia ≠ universitas* 16th-18th cent.**



16th century in Italy (Naples, Florence, Rome): academies first of humanities, then of natural sciences (Lincei), emulated in the following centuries throughout Europe: Royal Society (GB) 1660, Leopoldina (D) 1652. Underlying idea: academies are *learned societies*, universities fulfill an *educational function*.



17th century in France (Paris): development of the *Académie Française* (Institut de France) founded on the idea that the support of science represents a “national” endeavor. Underlying idea: *academies* as players acting within the state’s scientific and *educational policy*.

Academies as owners of the scientific project, 18th-19th cent.

After the Reformation, European universities become more confessional and tend to resist the transformation brought about by the emergence of a *scienza nuova* (G.B. Vico, 1725), i.e. of **empirical research** replacing the primacy of the *magisterium*.

Academia = Enlightenment agenda: Königliche Akademie der Wissenschaften Berlin 1744, Académie Royale de Belgique 1772, American Academy of Arts and Science 1780, Schweizerische Naturforschende Gesellschaft 1815, Österreichische Akademie der Wissenschaften 1847, etc.

Highest scientific or scholarly quality, but also funding agency for long-term research projects (≠ universities).



Akademie der Wissenschaften Berlin



Académie Royale de Belgique

Universities reforms in the 19th century

In the 19th century, three models of academic practice, each with a different cultural setting within a specific national agenda, find their way into early modern *universitas studiorum*: the Humboldt model (research-driven education), the Newman model (liberal arts education), and the *grande école* model (professional training):

- ▶ The Humboldt model holds a disciplinary view of academia (cf. *Fach*). The professor is a *scholar* or scientist. The prototypical institutional unit is the *faculty*, and the awarded degree is the *doctorate* (Doctorate). A p
- ▶ In the Newman model, education is founded on a canon of texts and methods which inform accomplished citizenship: first breadth, then specialization. The professor is an *educator*. The prototypical unit is the *college*, sequential understanding of academic degrees (BA > MA > PhD).
- ▶ In post-Napoleonic France, Schools of Engineering are seen as the prime educational path in view of an elite profession and civil service: tertiary education is *professional* accomplishment. The professor is an *instructor*. Main unit is the *school*, prototypical degree is a *diploma*.

***academia, universitas* → university ≠ université ≠ Universität**

- In the German speaking world, “Universität” refers to the only (later the most prestigious) type of institution of higher education, which values research higher than teaching.
- In the English speaking world, “university” may refer to institutions of higher education in general, and often requires a modifier (world class university, university of applied sciences, polytechnic university, etc.).
- In the French speaking world, “université” refers to an institution of higher education that maintains a broad education vocation, but enjoys a lesser prestige than a school of engineering (*grande école*).

The institutional turn 1990– |

- *Governance.* Universities are gradually released from tight political control, but their acquired *autonomy* often does not reduce their financial dependence on public policy makers → institutional *strategies* tend to replace traditional *mission statements* (Leitbild/Bildungsauftrag).
- *Organization.* European universities move from a decentralized culture which privileged the identity of the *academic* unit (*Fach, Institut*) to an organisational model which privileges centralization and institutional branding (corporate governance, anniversaries, logos) → development of specific institutional profiles.
- *Administration.* After their first emergence in the UK, various forms of *new public management* are established as a response to political and social expectations of transparency and accountability → efficiency tends to be privileged over hierarchies based on eminence, responding to the stakeholders' interests.

European Higher Education Area (EHEA), 1999–Present



1999:

Austria, Belgium, Bulgaria, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom.

2001:

Croatia, Cyprus, Liechtenstein, Turkey

2003:

Albania, Andorra, Bosnia and Herzegovina, Macedonia, Russia, Serbia, Vatican City

2005:

Armenia, Azerbaijan, Georgia, Moldova, Ukraine

2007–2015:

2007: Montenegro
2010: Kazakhstan
2015: Belarus

First trend 2000– : harmonization |

In the first phase of the formation of the EHEA the focus of institutional attention was on the diversification of higher education and on teaching and mobility as a key to success on the job market:

- *1990-: Universities of Applied Sciences, private universities and stakeholders' approaches.* Autonomy of universities, appearance of *Fachhochschulen* in D, CH, A, distinction between universities and polytechnics abolished in the UK, support for the dual educational model (academic and vocational) in CH, etc.
- *1999-: Bologna reform and focus on education.* Emancipatory expectations: harmonization of curricula, mobility, internationalization, focus on university teaching, “small is beautiful”-ideology, orientation toward *teaching competences*, mechanisms of *quality assurance*.

➔ Break with the traditional, eminence-based status of “being an academic”, universities take the lead, academies are marginalized.

The second phase of the institutional turn in EHAE sees an increasing *competition* among universities: research performance becomes the privileged indicator of institutional distinction.

- *2005-: The power of rankings and the primacy of research.* Measurable research performance replaces education as primary academic mission, *excellence* becomes synonym of *quality*, “critical mass” ideology, universal prominence of the world class university model.
- *2010-: Industry on campus, corporate research investments in universities.* Nestlé Institute of Health Sciences/EPFL (2011), UBS Center at the University of Zurich (2012), Wyss Zurich at UZH/ETH (2014), Novartis Ophthalmology Center at the University of Basel (2018).

➔ **Exzellenzinitiative (D), Investissements d’avenir (F), Research Excellence Framework (GB), prominence of ERC grants, rise of doctoral programs.**

EUA – starting points

- Birth of association, Salamanca 2001
- “Guiding principle for European universities”: autonomy with accountability
- Fundamental building block: Quality

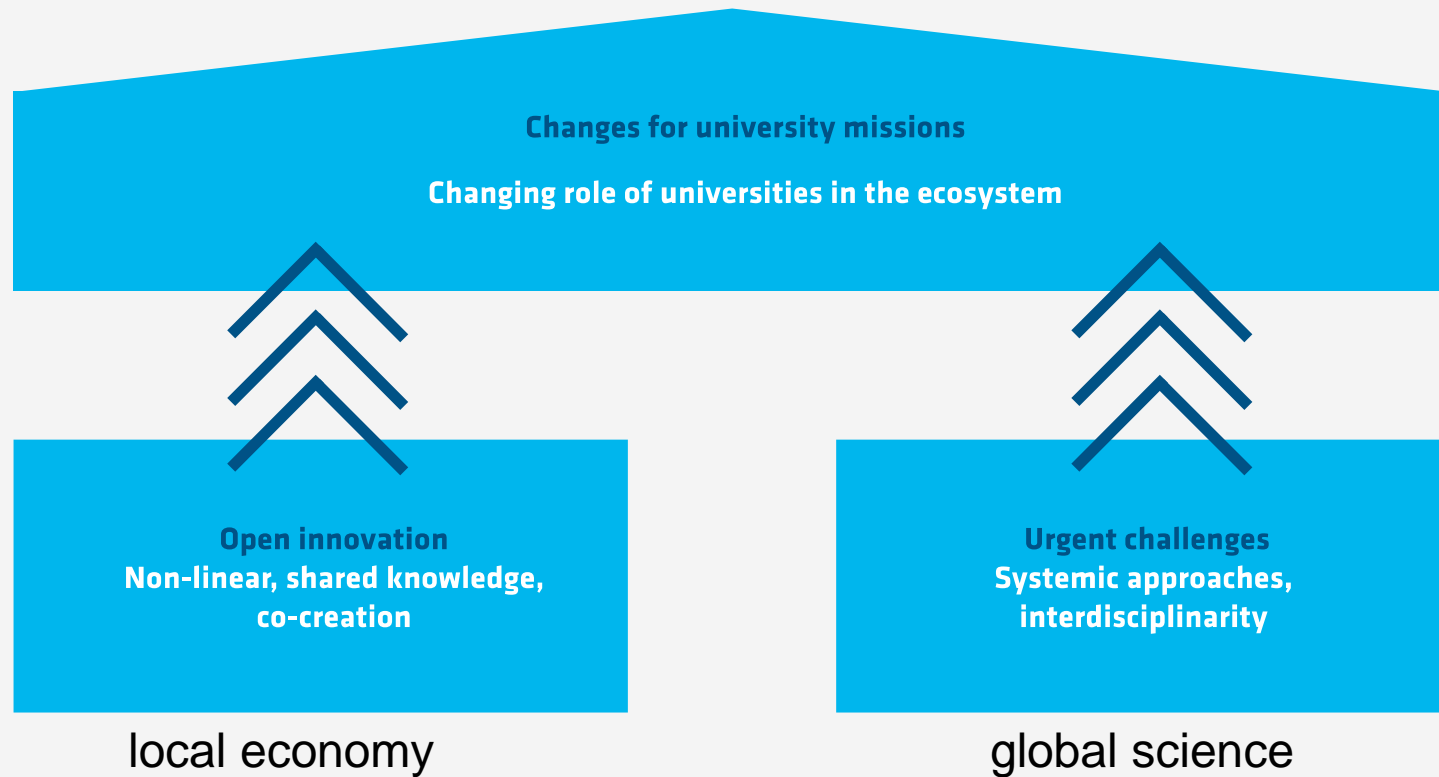


PUSHING
THE FRONTIERS
OF INNOVATIVE
RESEARCH

The *European University Association*:
harmonizing, international,
representational

The *League of European Research
Universities*: competitive, global,
selective

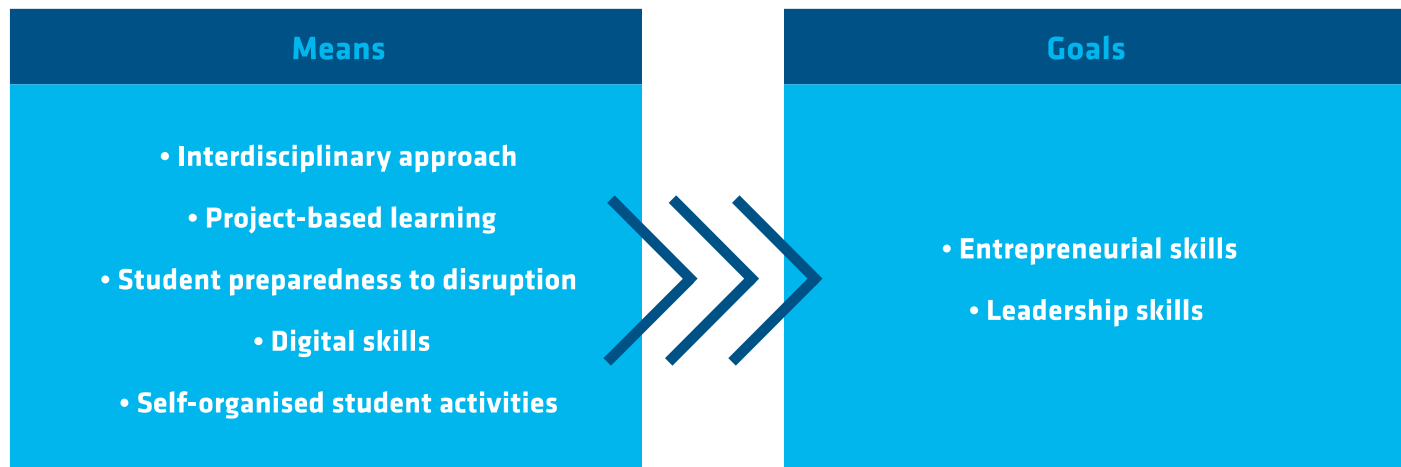
Figure 1 Innovation and the changing role of universities



S. Reichert, *The Role of Universities in Regional Innovation Ecosystems*, EUA 2019, p. 10

Third trend 2015–: entrepreneurship |

Figure 4 Means and goals for learning and teaching



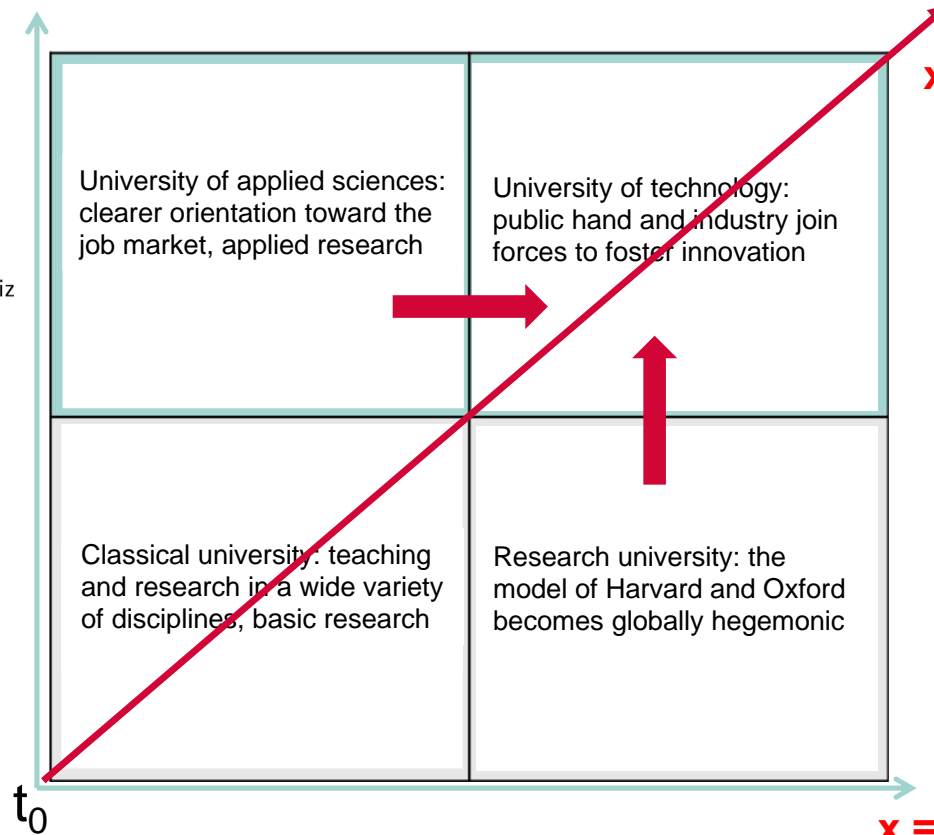
S. Reichert, *The Role of Universities in Regional Innovation Ecosystems*, EUA 2019, p. 22

A personalized academia |

n|w Fachhochschule
Nordwestschweiz



y = economy



xy = innovation

EPFL



x = science

Through these strategic changes within the EHEA the doctorate has become a multi-faceted degree which fulfills – depending on whether it is individual or program-based, disciplinary or trans-disciplinary, scientific or professional, etc. – at least three different functions:

- Entry ticket into the academic career (PhD in Egyptology)
- Quality seal for upper-level positions in professional careers (PhD in Business and Economics)
- Benchmark in innovation ecosystems (PhD in Data science)

Learning in the digital age is iconic (→ proximal), i.e. more emotionally loaded than the rationally bound textual (→ distal) cognitive mode.

“Simulation” visualizes fragments of information → cognitive shift from analogue (hierarchical) *knowledge* to digital (binary) *information*.

Traditional knowledge 1500-2000 was book-based and *individual*, 2000-information is image-based and *social*.

The fourth academic mission consists in “taming”, i.e. framing simulation-based, digital information → critical thinking and training in plausibility to fight against populist drifts in social information.

Knowledge, relevance, orientation

From individual to social knowledge. The digital turn neutralizes the individual, authorial or professorial ownership of knowledge (from Wikipedia to *open access* to the MOOCs) and thus confronts academics with the need to give the broadest publicity to the knowledge they promote → embrace open science and open access.

From Anywheres' club to Somewheres' partner. The end of post-68 academic culture and the gradual emergence of a sociopolitical dichotomy between globalized liberals (David Goodhart: Anywheres) and defenders of local identities (Somewheres) requires academics to actively engage with societal stakeholders → upholding Enlightenment values against identitarian agendas and populist drifts.

Both specialized knowledge and contextual framing. European knowledge societies are confronted with the broad availability of information based on specialized research, but lack interpretative frames of reference likely to generate trust/ "belief" → to be an academic means to provide orientation (both to younger generations of scientists and to society at large).



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Thank you for your attention!

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