

**“Building a Green Academic Platform:**

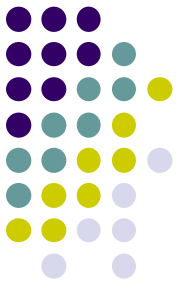
**Unica Network for Joint Degree Program and  
Research Project”**

Peter Maassen, University of Oslo

UNICA/UiO workshop:

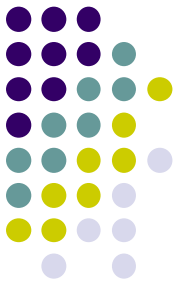
UNICA GREEN ACADEMIC FOOTPRINT – Universities Committed and Connected  
towards Environmental Sustainability

Oslo, 03/04 May 2011

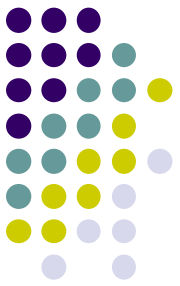


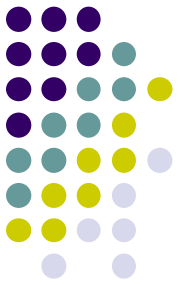
## **Two basic questions:**

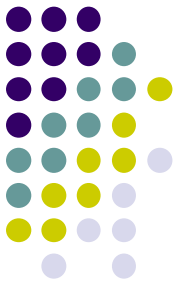
- 1. What is a university?**
- 2. Why do universities survive the call for specialised training and economic relevance? Why is the University still the core locus of HE systems?**



**The University:  
Difficult to define, but most people  
will recognize a university  
when they see one**



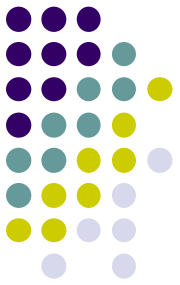




# The University

**“Sometimes thought of as a series of individual faculty entrepreneurs held together by a common grievance over parking”**

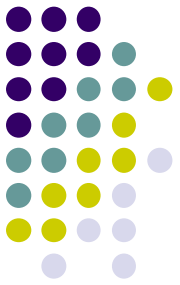
**Clark Kerr 1963: 20**



## University management and governance - a 900 year old problem?

**“Whatever the differences in scale and technology, there is a hard core of perennial problems which have taxed the minds and ingenuity of university legislators from the thirteenth century to the present day. Matters of **organisational form and democratic procedures** ... are just some of the issues which reveal the strands of continuity linking the medieval studium generale and the universities of the modern world.”**

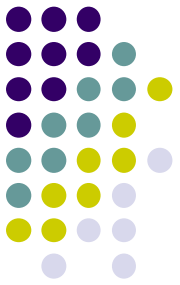
Cobban, 1975



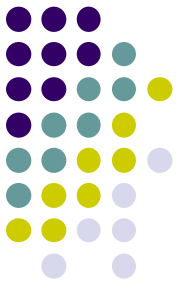
**About 85 institutions in the Western World established by 1520 still exist in recognizable forms, with similar functions and with unbroken histories, including the Catholic Church, the Parliaments of the Isle of Man, of Iceland and of Great Britain, several Swiss cantons, and 70 universities (Clark Kerr 1982)**



# The University as an Institution

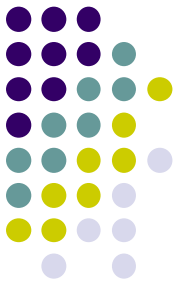


Historically, the development of the University as a **specialized institution** dedicated to specific purposes and principles was part of the large-scale transformation from pre-modern to modern societies in Europe. **Institutional differentiation** created interdependent but partly **autonomous** institutional spheres of thought and action based on different logics, norms and values, principles of organization and governance, resources, and dynamics, such as democratic politics, market economy, religion, science, art, and civil society. In some periods institutional spheres are in balance, but historical dynamics can be understood in terms of **tensions** between them. In different time periods the economy, politics, organized religion, science etc. can all lead or be lead and one can not be completely reduced to another. At transformative points in history institutions can also come in direct competition.



## The University as an Institution (cont.)

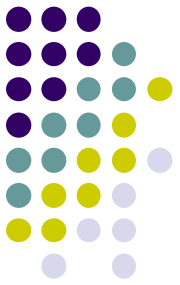
Institutional imperialism, with intrusions and attempts to achieve ideological hegemony and control over other institutional spheres, may threaten to destroy what is distinct about other institutional spheres. There is, however, also **institutional defense** against invasion of alien norms. Typically, an institution under serious attack reexamines its **pact** with society and its **rationale, identity and foundations, its ethos, codes of behavior and primary allegiances and loyalties**. Likewise, there may be public debates about what different institutions are supposed to accomplish for society, how each is to be justified and made accountable, what is to be core institutions and auxiliary institutions, and what kind of relationship government is supposed to have to different types of institutions. A possible outcome is the **fall and rise of institutional structures and their associated systems of normative and causal beliefs and resources**. Arguably, the **University** now faces this kind of situation.



# Current challenge for the University

Finding an effective and legitimate **balance** between:

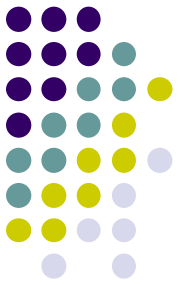
**Academic excellence and  
socio-economic and political relevance**



## **'Relevance' expectation:**

**University should develop into strategic organisational actor**

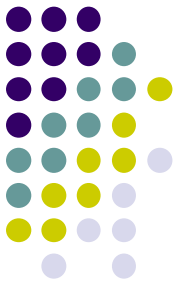
- **More responsive**
  - **More engaged**
  - **More needs oriented**
- Etc.**



**But,**

**“The University is more important (and efficient) as an **institution** than as an **organization**”**

“The University supports the production of a whole system of knowledge together with assumptions about the world , more than it supports the installation of knowledge itself.”  
(Meyer et al. 2009)



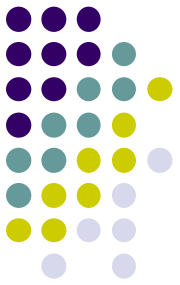
# UNICA Green Academic Platform: How to build a Cooperation network?

Starting point 1:

**Academic excellence**

Build on the academically excellent units and scholars from the participating universities.

Create a feeling of 'ownership' among them; don't confront them with leadership/administrative decisions

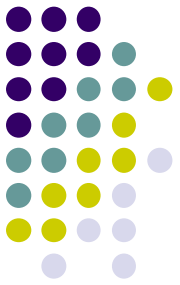


## **UNICA Green Academic Platform: How to build a Cooperation network? (cont.)**

Starting point 2:

**Clear and realistic agenda/plan**

What can be done most effectively by individual universities  
and what can be done most effectively through a joint effort?



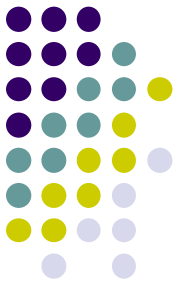
## **UNICA Green Academic Platform: How to build a Cooperation network? (cont.)**

Starting point 3:

**Stimulate the design (a few) joint projects**

Create incentives. E.g. allow the identified units and scholars to compete for institutional funding for 1-3 year joint projects, ranging from joint study programmes (with guest lecturers); joint/double degree programmes; joint PhD/graduate schools; joint online publications series; joint research projects, etc.



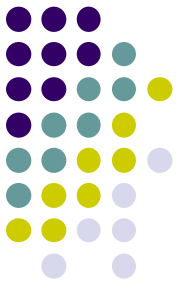


## UNICA Green Academic Platform: How to build a Cooperation network? (cont.)

Starting point 4:

### **Stimulate creativity**

Allow new ideas to come forward. E.g. discuss new forms of degree programmes, not disciplinary but thematically based. Example from the Netherlands: bachelor level honours colleges.

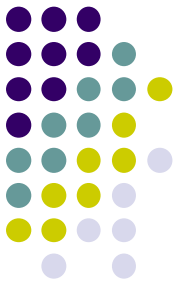


## UNICA Green Academic Platform: How to build a Cooperation network? (cont.)

Starting point 5:

**Be pragmatic: Use existing policies, programmes, opportunities as much as possible**

Do not try to reinvent the wheel. Examples of opportunities are EQF/NQF; Erasmus Mundus; regional cooperation programmes (e.g. Nordic Council of Ministers); FP7/ERC; national research council programmes, etc.

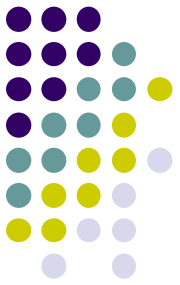


## UNICA Green Academic Platform: How to build a Cooperation network? (cont.)

Starting point 6:

**Make sure to have a transparent and effective evaluation/monitoring of the (joint) activities**

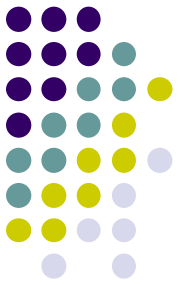
Do not assume that all joint initiatives will be successful. Identify what works and what does not work; build on and use what works.



## **UNICA Green Academic Platform: How to build a Cooperation network? (cont.)**

Starting point 7:

**Reach out to other partners based on  
excellence and relevance. Aim at forming a  
global network**



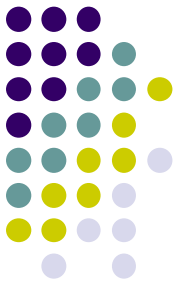
## ERC Funded Research Project

### Title:

**COMBATING CLIMATE CHANGE: Political economy of Green Paradoxes**

**Objective:** Green Paradoxes are defined as the phenomenon that climate change policies can have counterproductive effects. For example, a subsidy on clean energy from renewable resources (solar, wind) will decrease the price at which this energy is supplied. But if the price still exceeds the cost of fossil fuel extraction and given that available stocks will be depleted, the price decrease will speed up the extraction from non-renewable resources, such as oil, that cause CO<sub>2</sub> emissions. Hence, instead of delaying extraction the policy enhances initial extraction and emissions. In the design of environmental policy this effect is insufficiently taken into account, because the supply side of the market for fossil fuels is largely neglected.

The principal aim of this research proposal is to critically investigate Green Paradoxes and to come up with sound policy recommendations, taking into account the demand as well as the supply dimension of fossil fuels. Particular attention is paid to a broad and dynamic welfare analysis, allowing for concerns regarding sustainability. Especially relevant for tackling the research question is to provide a closer examination of imperfect competition on the oil market and to distinguish between dirty and clean alternatives for fossil fuel. In addition the proposal is to study the political economy of climate change policy to come up with proposals that not only muster global support but also address the adverse distributional aspects of climate change itself on developing economies and on the poorest of advanced economies who get hardest hit by green taxes. This requires not only the tools of modern political economy, but also the realms of second-best economics and the latest developments in public finance



**Include Flagship Universities from  
Developing Countries in the Network**