

Book of abstracts

Stream 3

Responsible Research and the hard sides of collaboration
for societal engagement

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The role of the university in supporting and developing responsible research

Wednesday
11:00-13:00

Academic activism: Transforming universities' social role in the climate emergency era

Laura Horn, Roskilde University, Denmark, Anthippi Potolia, University of Paris 8, France, Stefania Oikonomou and Katerina Zourou, Web2Learn, Greece

Universities should be approached as living organisms that remain alive thanks to the synchronous movement of a multitude of individual cells and microorganisms that are in direct contact with their external environment. Thus, to maintain their social relevance and value, universities are called to develop and sustain mechanisms and behaviours that quickly detect and address social needs.

Hence, in a world of rising socio-environmental challenges, the active stand and mobilisation of academic staff towards issues of social concern (e.g. climate change) can strengthen universities' role as hubs of knowledge exchange, critical thinking and social engagement. By delivering responsible research and teaching practices that move beyond a sterile and lab-confined approach to science and society, active groups of academics and researchers (e.g. Scientists Rebellion, Organisation Scientists For Future, etc.) provide knowledge, tools and methodologies that empower citizens to understand, contextualise and take action to advocate for socially-just policies.

Within the context of academic activism for climate change, we aim to delineate the effects of academic staff and researchers' action taking to their individual and collective selves as a transformational process that reconfigure the role, responsibilities and ethics of education and teaching in higher education. Our contribution is a result of a series of interviews and a physical workshop with academic activists that took place in the context of the Re:ERUA funded Re-Act project.

This presentation is a result of the small-scale project Re-ACT "Academic activism as manifestation of societal engagement and social innovation in responsible research", funded by the Re-ERUA project (European Reform University Alliance: Reimagining Higher Education and Research <https://erua-eui.eu/re-erua/>). This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035808.

Wednesday 11:00-13:00

The role of the university in supporting and developing responsible research

Research independence vs. common good – Placing the mission of research institutions at the heart of the discussion

Noelia Martínez-Doallo, University of Konstanz, Germany

The performance of scientific research affords the possibility for human development through the identification, production, transformation, dissemination, and employment of information. However, this capacity to generate knowledge has turned into an influential tool able to confer bargain vantages and compromise essential human principles and values.

From a philosophical viewpoint, the argument of autonomy has been widely put forward to appeal for research independence, this latter understood as an expression of the human freedom to explore the world and exercise self-determination in the scope of science. Still, the conducting of research frequently requires collective sacrifices and the employment of communal means. Thus, if science is to be understood as a cooperative enterprise, additional arguments have to be presented so as to justify why freedom and independence ought to be considered prevailing principles. Whereas independence from political and economic interests could be desirable to the extent that they have the potential to 'corrupt' science, independence from civil society actors is problematic because legitimate stakeholders are disregarded. In this sense, the argument of the common good appears as a promising candidate, since it leaves enough room for such concerns.

Against this backdrop, a question emerges about whether scientific research should be exclusively defined from the principles of independence and freedom or, otherwise, who and what could legitimately influence this activity without compromising research integrity and the intended outputs. To solve this query, I suggest to turn to the debate on the mission of research institutions to reconsider the whole issue.

Wednesday 11:00-13:00

The role of the university in supporting and developing responsible research

Epistemic justice as a guide for the interaction between academia and society

Silvia Pierosara and Carla Danani, University of Macerata, Italy

The university's engagement with civil society reflects one of its original and noblest missions: the interpretation and the prefiguration of present and future cultural and social scenarios, the ability not only to analyze trends but also to construct new ones, to disseminate and promote open, free, accessible knowledge able to orient new forms of life, fitting into a broad, complex, articulated community fabric. Interaction with social partners, building and consolidating networks and partnerships with organizations that not only produce profit but increase the common good is from this point of view certainly a mutual benefit and is a vital element for the academic community, both locally and globally. However, if not adequately read and monitored, the processes of interaction between universities and society can reproduce cultural, economic, and political distortions, fostering the consolidation of exclusionary, power-driven mechanisms that risk rendering invisible realities that do not meet the standards of the dominant and have no voice. Through what criterion can we distinguish good practices of collaboration and social engagement from bad ones, which undermine freedom of research and uncritically consolidate existing economic, social, cultural, and political systems? This talk proposes to trace as a criterion that of epistemic justice (and injustice): the social engagement of academia, assuming such a criterion, might be able to reduce or avoid the risks of subjection of knowledge to power and thus become capable of operating in the social sphere to bring out the invisible, those who have no voice, in the persuasion that only in this way will the critical, transformative and open-to-the-future function of the university be authentically respected.

Wednesday 11:00-13:00

The role of the university in supporting and developing responsible research

Reconfiguring the university through the student well-being agenda

Laura Louise Sarauw and Eva Bendix Petersen, Roskilde University, Denmark

Universities across the world are currently preoccupied with student mental health and well-being. The reasons for this are multifaceted and the agenda is pushed by numerous and different actors. In the Danish context, one powerful actor is the Ministry of Higher Education which has implemented a policy in which student well-being is tied to its model of performance-based funding. Up to 5% of the institutional basic grant is adjusted according to a university's performance on a national student survey that includes questions around well-being. Drawing on a Foucauldian discourse analytic framework we show how well-being is presented and understood in the student survey and discuss some of its implications. One implication, we argue, is that students and universities are now responsibilised for students' well-being, so that the survey may both contribute to reconfiguring the role of the university in terms of its educational aims and its pedagogical concerns and practices, and to reproducing the problems it seeks to address.

Wednesday 11:00-13:00

The role of the university in supporting and developing responsible research

Open Science –
Potentials and
pitfalls in
collaborating
with citizens and
researchers

Wednesday
14:00-15:30

Citizen-enhanced open science and data viability: Evaluator indicators for responsible research in the digital humanities

George Caridakis, Michalakis Konstantinos, Zikou Mariana and Markos Konstadakis, University of the Aegean, Greece. E. Reyes and Samuel Szoniecky, University of Paris 8, France

Research projects in the humanities, arts, and social sciences (HASS) are becoming more participatory, inviting public participation in the research process. This is encouraged and supported by policies such as the EU's open science ambitions (2020) and the call for active cultural participation (Sacco, 2011) that addresses civic engagement as a mainspring for open innovation. However, the call for societal engagement in research brings the critical need for more ethical representation of participants from the public, for more inclusive representation and people-centered approaches in sustainable development. The paper presents a pilot of community science in the field of digital cultural heritage, developed within the Re:ERUA Horizon project, which is conducted in the form of a collaborative experiment for responsible research. It particularly focuses on the aspect of data governance in participatory research settings that are community-based. The paper collects a range of principles, protocols, guidelines, standards, and methodologies for participatory data stewardship that aim at assessing critical aspects of data viability in participatory research settings within the digital humanities and beyond. The workflow includes a step-wise approach evaluating the whole data lifecycle, from the ideation and design phase to preservation, highlighting the topics of open-access, data usability and trustworthy repository building within citizen-enhanced open science settings.

Wednesday 14:00-15:30

Open Science - Potentials and pitfalls in collaborating with citizens and researchers

Open Science live meet-up: Reaching the researchers.

Live meet-up mutual sharing

Maximilian Heber, University of Konstanz, Germany and Goran Sekulovski, University of Paris 8, France

The Open Science movement - at least as far as Germany and France are concerned - is largely driven by librarians and the academic infrastructure in general. Science, however, is - as the name suggests - done by scientists. It is therefore not hard to see that open science professionals ought to work in close collaboration with researchers to make sure that their efforts flourish so academics can profit from them. Moreover, only through close exchange can open science professionals find out how they can best support their researchers. Unfortunately, many Open Science professionals feel that such close collaboration is scarce.

In this meet-up, we would like to exchange perspectives and experiences on that matter. Let us discuss which measures have already been tried by open science professionals and which of them have (not) worked and why so. Moreover, to the end of enhancing our services and consulting offerings, we would like to discuss with regards to what exactly scientists and scholars would like the open science professionals' support. In view of that, we encourage the participation of not only open science professionals, but also of researchers. Beyond that, everyone interested in Open Science is welcome.

Wednesday 14:00-15:30

Open Science - Potentials and pitfalls in collaborating with citizens and researchers

Developing
methodologies
to strengthen
societally
engaged
collaborations

Wednesday
14:00-15:30

Uncovering the potential of industrial doctorates for societal engagement: A systematic literature review and future research agenda

Lorenzo Compagnucci and Francesca Spigarelli, University of Macerata, Italy

Along with education and scientific research, universities are more and more involved in their Third Mission (TM). More recently, the spread of social, health and environmental challenges, has expanded the role of university TMs. Indeed, understanding such challenges require an interdisciplinary and intersectoral approach. In this context the emergence of industrial doctorates has gained increasing attention. Although industrial doctorates are often defined as contraposed to the conventional PhD, they represent an innovative model of university-industry-society collaboration. The partnerships for industrial doctorates are placed within the Triple Helix Model (THM) of innovation, focusing on the training of doctoral candidates with cross-disciplinary knowledge and soft skills for the labour market. While the industrial research format initially targeted the Science, Technology, Engineering and Mathematics (STEM) disciplines, over the years the Social Sciences and Humanities also started to appear within industrial doctorates, by training a new generation of socially engaged researchers. Although policy makers have recognized industrial doctorates as tools for the development of society at large, there are still both institutional and cultural barriers to the diffusion of such doctorates, including stakeholders' conflicting values, personal motivation, infrastructural resources, work conditions and career development. This paper performs a systematic literature review (SLR) on the evolution of industrial doctorates. Reviewing 50 papers, this SLR explores both the potential and the constraints of industrial doctorates. Along with a descriptive and a thematic analysis, the paper suggests a research agenda for fostering industrial doctorates as a collaborative research tool for societal engagement.

Wednesday 14:00-15:30

Developing methodologies to strengthen societally engaged collaborations

Collaborative Methodologies developed and presented by International Cooperative University (LUCI)

Jacqueline Descarpentries, University of Paris 8, France

The University of Paris 8 and the CNRS (IRL 7533 LADYSS) have been developing for 3 years the International Cooperative University (LUCI) which favors research facilities that are conducive to cooperation (through education, social work, social experimentation, research in action, ephemeral cooperatives, co-research, Social and Solidarity Economy, etc.) as well as training schemes through research, critical publications and support for democratic, ecological and solidarity experiences, whatever the populations to fight against all invisibilization and extractivism devices (epistemic, sanitary, ecological, educational or cultural, artistic, etc.). LUCI co constructs participatory research aimed at transforming populations through co-research, by disciplinary co-presences, interknowledge, thick translations, epistemic questioning, research methodologies and historical materialism, praxis, based on the knowledge of communities as much through ecological knowledge. LUCI ensures the transmission, circulation, and publication beyond the academic knowledge, historically and geopolitically determined. She studies trans-cultural, trans-generational, cross-border translations of knowledge ecologies to transcend the globalities. Established on five continents by universities, foundations, social movements, and research laboratories in SHS, Europe and internationally, LUCI is legally run by a Cooperative Society of Collective Interest (SCIC), the only one in France and is a Young University Enterprise.

Wednesday 14:00-15:30

Developing methodologies to strengthen societally engaged collaborations

Best practices and strategies for infrastructural support to conduct societally engaged research

Lise Tjørring and Maja Ejrnæs, University of Copenhagen, Denmark

Universities are increasingly expected to collaborate with the world beyond academia and measured by the impact of such societal engagements. Whereas the necessity for collaboration and impact assessments catches the headlines, the infrastructural resources are often invisible, and there is no simple template for universities to use when supporting societally engaged research.

This paper investigates different university-based methods and strategies to support collaborations between Social Science and Humanities (SSH) research and practice partners in both private and public sectors. In a recently launched international study, we engage in knowledge exchange with university centers and initiatives that enable research-practice collaborations. Through desktop research, cross-country mapping, and ethnographic interviews, we explore how infrastructural resources relate to particular histories at the centers/initiatives, along with practices, policies, and experiences among supporting staff.

The aim is to shed light on best practice cases along with key challenges and barriers that university-based support centers face today. This will be the knowledge base for a broader discussion on universities' responsibilities, new initiatives, and visions for the future of universities. We further aim for the study to pave the way for developing improved methodologies and infrastructural resources for societally engaged research.

Wednesday 14:00-15:30

Developing methodologies to strengthen societally engaged collaborations

Collaborating
to increase
social justice
and empowerment
through responsible
research – Part 1

Thursday
09:00-11:00

'Best practice' *noir*: The Danish infrastructure for societally engaged research problematized through success stories

Maja Ejrnæs and Brigitte Dragsted, University of Copenhagen, Denmark,

Bjarke Oxlund, The Danish Institute for Human Rights, Denmark and Birke Jessing, Lund University, Sweden

This paper aims to learn about structural failure by looking at successful projects. In the fall of 2022, one of the authors conducted four in-depth case studies of collaborative research projects which had been recognized as successful in delivering both scientific outputs and societal impact. As 'best practice' cases, the four projects offer rich insights into how researchers and practitioners can engage in joint problem development, clarify respective roles in the project, make a realistic budget, structure knowledge co-production across the domains of research and practice, and jointly be attentive to diverse forms of impact. Meanwhile, the four projects also offer another set of insights which we think of in terms of the genre *noir*. Within film and literature, *noir* denotes a style of storytelling that rejects simple heroes' journeys in favor of more complex narratives revealing broader societal problems. When read as *noir* stories, the four case studies reveal a lack of supportive infrastructure for societally engaged research in Denmark despite the growing interest in this kind of research from policy makers and funding bodies. The lack of supportive infrastructure manifests itself, among other things, in excessive reliance on individuals carrying out invisible labor and in career sacrifices for junior scholars. The paper discusses how current frameworks for understanding research impact such as Mazzucato's notion of the 'mission economy' might be contributing to the invisibility of such stress on project managers and junior scholars.

Thursday 09:00-11:00

Collaborating to increase social justice and empowerment through responsible research – Part 1

Collaboration between research and NGO work on the inclusion of uprooted people: Potentials and pitfalls

Carolin Leutloff-Grandits, European University Viadrina, Germany

Social science research on the inclusion of uprooted people in society - i.e. refugees, migrants, homeless people - is expected to have important societal impacts. However, even when research designs follow innovative theoretical approaches, these approaches may not reflect what is relevant because researchers are unable to gain deep insights into the complex realities of uprooted people and to adequately consider their voices. Non-governmental organisations that provide shelter, assistance and counselling are often much closer to these realities, but they often face a lack of funding and staff and rely partly on volunteer labour. In the search for new ways to include uprooted people, cooperation between researchers and NGOs seems particularly desirable, as both sides can support and learn from each other. Cooperation can also raise awareness of the problems of uprooted people and improve their situation. However, researchers and NGOs pursue different interests and are subject to different constraints. In this presentation, I would like to outline possible potentials and pitfalls of such cooperation and address the ethical issues that arise from cooperation between researchers and NGOs in this sensitive area. The presentation is based on various research projects on uprooted people in the successor states of the former Yugoslavia as well as in Germany and is inspired by the Horizon Marie Curie application "Trans4More" submitted in 2023 by the University of Zielona Gora, Poland, in which the European University of Viadrina is a partner.

Thursday 09:00-11:00

Collaborating to increase social justice and empowerment through responsible research – Part 1

Strengths-based action research as a tool for Roma integration in Bulgaria. The role of a university

Galina Markova and Arso Ganev, New Bulgarian University, Bulgaria

New Bulgarian University (NBU) and its research center Know How Centre for Alternative Care for Children created a Community Development Model within a VELUX-funded 4-year project. The purpose of the project was to overcome the marginalization of a Roma neighborhood in the city of Kyustendil, Bulgaria. A team of Roma was trained to conduct the strengths-based research to study the factors that help: 1/ Roma children to finish their school education; 2/ women to succeed in their community; 3/ families with more than 3 children to cope with poverty and to progress.

The presentation discusses the approach the team piloted to: 1/set up and maintain a culture of equal participation within the Roma-Bulgarian team; 2/ challenge the Roma exclusion from academia and challenge the manner of knowledge creation on vulnerable groups. The authors present the community changes the research generated and its psychological effects on the team members.

The strengths-based paradigm is presented as a useful framework in conducting socially responsible research with vulnerable groups as it collects new data, generates new ideas, identifies, and supports authentic community leadership. The above thesis the authors illustrate through 2 of the 5 projects that the Roma researchers developed within the project.

Thursday 09:00-11:00

Collaborating to increase social justice and empowerment through responsible research – Part 1

Methodological problems in researching social inequalities: Education in a post colonial society

Cybil K.V., Benares Hindu University, India

The experience of colonialism in most countries of the third world were felt not merely in terms of responding to a call to oust the colonists, but also of making the country free from within of any kind of social oppression. Movements for liberation from the domination of caste have been a particular case, while speaking of India. It did not receive much attention during the colonial period due to the nationalist struggles led by hegemonic social groups. The rise of marginals, subalterns into the nationalist mainstream has invigorated a new perspective on inequality, primarily dismissing the nationalist discourse as non-egalitarian. The stress on inequality makes its way into a cultural difference and also a new form of resistance that stresses the need for social reform as a platform forgotten by the nationalist struggles. Administrative policies like affirmative action are not necessarily counted as fulfilling the objectives of social reform. Far from the discourses of the state and its policies a new subjectivity becomes the turning point for a politics of resistance. Coined as a preparatory ground for social and political democracy in independent India, the People's Education Society founded in Mumbai 1945 problematized the field of education to the very core. Dr B R Ambedkar, its founder and author of some of the most profound works on History, Sociology and Economics of India sowed the seeds for the conception of this new subject. The paper will discuss how his framework of people's education challenges the social science disciplines on the normative grounds of universal access to education.

Thursday 09:00-11:00

Collaborating to increase social justice and empowerment through responsible research – Part 1

Care aesthetics: Exploring a few questions

Fabienne Brugère, University of Paris 8, France

What if the practice of care were to be called an art form? What if care interactions created by artists were understood as works of care? What is the relationship between works of art and works of care? The concepts of 'care', 'attention', 'self' are important to mention. But the possibility of collective engagement, the role of the state and the quality of the public sector are really necessary to generate good policies. What is the relationship between the individual level and the collective level?

Thursday 09:00-11:00

Collaborating to increase social justice and empowerment through responsible research – Part 1

Collaborating
to increase
social justice
and empowerment
through responsible
research – Part 2

Thursday
11:15-13:15

RRI, the beacon guiding ERUA's research community?

Arnaud Regnauld, University of Paris 8, France

Our goal will be to begin drafting a charter for a common research framework for ERUA, focusing on the key principles of responsible research and innovation in the light of care ethics and Amartya Sen's capability approach, as opposed to any objectifying set of moral principles. Responsible research and innovation will integrate ethical, social, and environmental considerations into the research and innovation process. It involves close collaboration between researchers, companies, governments and/or local communities to identify societal needs and priorities and to develop innovative solutions while respecting ethical values and principles of sustainability. Transparency and public participation should also be promoted by providing clear and accessible information on technologies and products and by encouraging dialogue and stakeholder participation focusing on underrepresented or marginalized groups (e.g. national, ethnic, religious, linguistic, or sexual and gender minorities) while prioritizing agency, social innovation, and spatial justice. However, this broad definition raises several issues that the panelists will be asked to discuss. Given that ethics is grounded in experience, how can we define a set of common ethical values without indulging in the fantasy of a one-size-fits-all approach? On the other hand, how can we avoid the temptation of absolute relativism? Beyond the more traditional fields of social and human sciences, how can responsible research and innovation include such disciplines as arts, languages, and literature? Is the concept of "care aesthetics" operational though? Can we avoid the instrumentalization of research in responding to societal needs? What about the political aspects of researchers' engagement with issues of social injustice and vulnerability?

Thursday 11:15-13:15

Collaborating to increase social justice and empowerment through responsible research – Part 2

Bodies, emotions, and the senses in societally engaged research?

Workshop

Thursday
15:45-17:15

Workshop: Bodies, emotions and the senses in societally engaged research?

Lise Tjørring, University of Copenhagen, Denmark,

Anette Stenslund, Katia Dupret and Marie-Louise Bjørn, Roskilde University, Denmark

This workshop is presenting research work-in-progress about bodies, emotions, and the senses in scientific knowledge production involving close collaborations and relations with stakeholders in the field.

The workshop starts with a framing panel of four researchers and their four respective proposals for core concepts in their societally engaged research. The panel is followed by session-participants' altogether sharing experimental and bodily processes along those lines and beyond.

Among other things, the panel will touch upon:

- How the concept of atmospheric uncertainty can show useful in understanding how processes of co-creation gain momentum and creative output.
- How the concept of productive uneasiness can be used to acknowledge the subtle feelings in collaborative relationships and help critically address norms of practices.
- How differences in embodied experiences between researcher and partner can create dilemmas of responsibility.
- The consequences in power relations of making visible or keeping invisible the researchers' emotional labour in collaborative processes.

With inspiration from the panel, the participants in the workshop are invited to share their own embodied and emotional experiences in their research processes. The workshop will be facilitated such that these experiences can be shared in ways that are respectful and safe. And for those who wish to write down their experiences, it can be shared by all.

Thursday 15:45-17:15

Bodies, emotions and the senses in societally engaged research?