Higher Education in the World 7

Humanities and Higher Education: Generating Synergies Between Science, Technology and Humanities

GUIDELINES FOR CONTRIBUTORS

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1. INTRODUCTION

About GUNi

GUNi is an international network created in 1999 after UNESCO's World Conference on Higher Education (WCHE 1998) to give continuity to and facilitate the implementation of its main decisions. GUNi is supported by UNESCO, the United Nations University (UNU), and the Catalan Association of Public Universities (ACUP), which hosts its Secretariat and Presidency.

GUNi is currently composed of more than 210 members from 78 countries, which include the UNESCO Chairs in Higher Education, higher education institutions, research centers and networks related to innovation and the social commitment of higher education.

GUNi's headquarters are located in Barcelona and there are active regional offices in Africa and in Latin America & The Caribbean.

Mission

GUNi's mission is to strengthen the role of higher education in society by contributing to the renewal of the visions, missions and policies of higher education across the world from the perspective of public service, relevance and social responsibility.

Objectives

- To encourage Higher Education Institutions (HEIs) to reorient their roles in order to broaden their social value and contributions and strengthen their critical stance within society.

- To help bridge the gap between developed and developing countries in the field of higher education, fostering capacity-building and North-South and South-South cooperation.

- To promote the exchange of resources, innovative ideas and experiences, while allowing for collective reflection and co-production of knowledge on emerging higher education issues, innovation, social responsibility and relevance on a global scale.

About the GUNi Report

Higher Education in the World is a collective project published as part of the GUNi Series on the social commitment of universities. It is the result of a global and regional

analysis of higher education in the world, with a specific subject chosen for each edition. The Report reflects on the key issues and challenges faced by higher education and its institutions in the 21st century. It is currently published in English.

To date, GUNi has published six issues (2006, 2007, 2008, 2012, 2014, 2017), plus a synthesis (2009) requested by UNESCO for the World Conference on Higher Education held in Paris in 2009. The series includes the following titles:

- Higher Education in the World (2006): The Financing of Universities
- Higher Education in the World (2007): Accreditation for Quality Assurance: What is at Stake?
- Higher Education in the World 3 (2008). Higher Education: New Challenges and Emerging Roles for Human and Social Development
- Higher Education at a Time of Transformation. New Dynamics for Social Responsibility (2009)
- Higher Education in the World 4 (2012). Higher Education's Commitment to Sustainability: from Understanding to Action.
- Higher Education in the World 5 (2014). Knowledge, Engagement and Higher Education Contributing to Social Change.
- Higher Education in the World 6 (2017). Towards Socially Responsible Universities; Balancing the Local with the Global.

More than 320 authors from around 60 countries have contributed to the GUNi Reports. Information about previous editions is available at:

www.guninetwork.org/guni-reports

2. HIGHER EDUCATION IN THE WORLD 7 REPORT

The 7th GUNi Higher Education in the World Report (HEIW7) will present a comprehensive analysis of the interrelations and synergies between humanities, science and technology in higher education.

The Report is conceived in response to the increasing concern about the perception of the usefulness of Humanities in contemporary societies, especially in higher education systems, which condition their future. In recent times, this has led to debates, publications and reports in different countries of our cultural environment. It is a concern that often results in positions that move between two extremes: the catastrophic and protectionist views. We are either told about what is being lost and warned of the ethical, social and cultural consequences, or about the different measures being proposed to conserve and preserve the institutional and academic

space that, from the epistemological division of knowledge, we have traditionally understood to be Humanities. At the same time, we are witnessing profound changes to our present world that have clear implications for the future, whereby we are confronted by huge challenges in terms of thinking and rethinking the meaning and value of human experience, both now and in the future. We are basically referring to three kinds of changes:

1) Those related with environmental and climatic issues, which radically question our integrated relationship with the environment, in a single and shared biosphere, and that therefore have an impact on what we understand to be 'life',

2) Those related with the scientific and technological changes that are currently developing what are mainly innovations based on new materials, robotics and artificial intelligence (and which are especially linked to social and economic relations), and big data, which include several aspects that touch close upon humanity, such as medicine and biomedicine, especially in the fields of genetics and neuroscience, health and longevity (which are also linked to social and economic relations, as well as the issue of confidentiality and data security), and which have consequences for the idea of ourselves as subjects of knowledge and action, and

3) Those related with the cultural aspects of a global and postcolonial world, which is highly interconnected but at the same time highly fragmented and highly unequal.

These are not sectorial changes. They are major transformations that affect the very meaning of what we understand to be 'human' in relation to society (or societies) and the life of the planet as a whole.

From these three axes of change, we view Humanities not as a set of disciplines to be preserved or conserved, but as a set of utilitarian and applicable activities, and which we must continue to nurture through the relevant research, with goals and models as necessary and in keeping with the new challenges, on the good understanding that they are essential, because it is on them that the capacity to produce the meaning and value of the human experience depends in these times of change, and this needs to be done in commitment to dignity, to equality and to the reciprocity of these values.

It is from this proactive focus and in consideration of our present and the challenges of the future that we wish to undertake a project involving diagnosis, debate and proposals to tackle the problems with the perception, transmission and application of Humanities, and with current and short-term research in Humanities in terms of (at least) the following aspects. We prioritise a problem-based focus ahead of what would

be a thematic focus, for we believe progress can only be made by dealing with unresolved problems that we assume to be common problems.

3. OBJECTIVES OF THE REPORT

The Report aims to provide the academic community, policymakers and decision-makers within higher education and wider society with a comprehensive analysis of the interrelations between humanities, science and technology in higher education.

The specific aims of **Higher Education in the World 7** are to:

▪ Explore the relation between humanities, science and technology in different societies around the world and showcase examples of synergies in different higher education systems.

▪ Map and understand the global challenges that are calling for a new paradigm in the relation between science, technology and humanities and explore the role that higher education should play in addressing them.

▪ Delve into the issue of the multiplicity of *knowledges* beyond the current Western paradigm of knowledge.

▪ Explore how humanities should address major current transformations regarding science and technology and their ethical challenges.

▪ Address the different roles higher education should play as a social agent and explore the possible relations between university and wider society.

▪ Identify key skills and competences to be developed in the face of current transformations in the social, economic and labour systems, as well as exploring teaching methodologies, curricula and the concept of learning beyond formal education (lifelong learning).

▪ Identify and understand current issues and trends in Research in humanities, science and technology (socially responsible research, budgets, Open Science and Open Data) and discuss possible ways to move forward and enhance research practices and policies.

▪ Analyze the question of impact in terms of the current indicators and measures and their positive and negative influence on science, technology and humanities as well as proposing new options to address current practices and needs.

▪ Examine how science, technology and humanities can add value to synergic collaborations.

▪ Explore the issue of gender equality both in terms of access to education, academic careers and the choice of studies.

▪ Analyze gender in science, technology and humanities in terms of ideological paradigms as well as exploring the way to embed the gender focus throughout the disciplines and beyond specific gender studies.

▪ Investigate environmental issues (in their broadest sense) in the Anthropocene in terms of knowledge, ethics and human experience as well as exploring the development and implementation of the SDGs in all fields of knowledge.

▪ Discuss engagement in its broadest scope, including democracy, equality and identity through the lens of humanities and the role of higher education in this process.

▪ Examine/consider the role and commitment of higher education systems in relation to the future of work, as well as its dignity and its quality.

4. STRUCTURE OF THE REPORT

The report will be structured as follows and tackle the questions below:

GUNi 7 WORLD REPORT CONTENTS

INTRODUCTION

1. Changes and challenges that require a different approach to the relationship between science/technology and humanities.

WORLDWIDE CONTEXT

2. What are the global challenges that require science, technology and humanities to be integrated into a conception of research and teaching in the higher space?

3. What is the relationship between humanities, science and technology in different societies around the world?

4. What roles do universities play in the defence and promotion of humanistic approaches in all areas of knowledge and how are those roles addressed in the world's different education systems?

5. How can the obstacle of the specialisation and sectorisation of 'scientific' and 'humanistic' languages be dealt with in order to overcome the mediation of 'dissemination' and be able to imagine collective and reciprocal work processes?

KNOWLEDGE SOCIETY

6. The current knowledge paradigm is based on western ideals and has been exported all over the world with little regard for cultural diversity, which has been integrated into the idea of multiculturalism. How can we shift from multiculturalism to true epistemological diversity?

7. Current changes in the field of science and technology are promoting an idea of human and non-human intelligence that goes beyond the notion of knowledge. What critical and proactive role must humanities play in this set of processes of change and what added value can they contribute?

8. What added value can be offered by people with humanistic training that are engaged in scientific and technological development projects? Likewise, what added value can be offered by scientists and technologists that are working in humanistic development?

9. Who knows? Knowledge implies a certain conception of who the subject of this knowledge is. Who is our current knowledge system aimed at today? Who are the beneficiaries and who are not? How do we define the concept of profit? Is it possible to hold a universal point of view?

INSTITUTIONAL

10. How can universities participate in the changes that are helping to build bridges between different fields of knowledge? What should their role be?

11. Humanities are not only active in the university sphere, but are also encountering increasingly more space in cultural institutions and industries. What relationship must the university system have with these other entities? Is it possible to conceive an institutional ecosystem that is able to overcome the dualism between universities and society?

12. Universities are part each country's political system and depend on its decisions in the fields of education, research and the fostering of innovation and knowledge. How can universities maintain their autonomy but at the same time foster impact as agents in their respective societies?

EDUCATION

13. How can education curricula be designed to integrate different areas of knowledge on the basis of common problems in an interrogative, critical and cooperative manner? How should learning methodologies be focused in order to benefit transversal humanism?

14. How should the relationship between university education and what happens before and after (i.e. between the compulsory education system and lifelong learning) be addressed today?

15. What skills and abilities need to be acquired in order to deal with the current changes to the employment, social and economic system on a global level?

RESEARCH

16. What do we understand socially responsible multidisciplinary research to mean today and what changes need to be made to current research protocols and methods?

17. How can differences in research budgets, rates and methodologies be overcome in different fields of knowledge (science, humanities and technology) and can practical collaboration be fostered between them?

18. Is the democratisation of science through 'Open Science' and 'Open Data' feasible? How can it be effective? What are the implications of the concepts of academic autonomy and freedom at universities? How are these two concepts configured in order to deal with current challenges?

IMPACT

19. How can ideas that may not fit easily into current education indicators, such as intuition, peripheral thinking and cooperative problem solving, be evaluated? What are the positive and negative effects of rankings on humanities, on science and on technology? Which need to be reviewed and which should be promoted?

20. What added value can be offered by people with humanistic training who are engaged in scientific and technological development projects? Likewise, what added value can be offered by scientists and technologists who are engaged in humanistic development projects?

21. How can we identify, evaluate and communicate the social impact of research? What is the key to successfully achieving the greatest social impact of research? Is the social impact of research a consequence of research or the every reason

for its existence? Should research always seek social change and impact?

GENDER AND EQUALITY

22. How can equal gender opportunities in access to education and the choice and continuity of an academic and research career be encouraged today?

23. The ideological basis of humanism, as well as our conception of science and technology, is patriarchal. How can patriarchy be criticised and overcome in all areas of knowledge, both theoretical and practical?

24. How can a trans-disciplinary gender approach be developed, beyond gender studies as a specific branch of each area of knowledge, which are usually only developed by women and for women?

ENVIRONMENTAL

25. Traditional Humanities have been developed in terms of such contrasts as those between nature/culture, natural/artificial, civilised life/uncivilised life, etc. In the time of the Anthropocene, how can this dualism be overcome in different fields of knowledge?

26. How can the Sustainable Development Goals (SDGs) be developed in the different fields of knowledge?

27. Environmental problems today redefine the fields of ethics and the relationship with the sense of human experience. What ethical challenges are being faced by the different fields and practices of current research?

ENGAGEMENT

28. How can current public institutions maintain and promote their commitment to social equality and the universal availability of all knowledge for everyone? What concept of equality can we defend that does not contradict that commitment to diversity and reciprocity between cultures and lifestyles?

29. How can we relate such phenomena as populism and the discrediting of democracy with respect to the ways that humanities are practiced (or not) today? When politics reinforces identities and the clash between identities (religious, cultural, etc.), what role can the humanities play?

30. When insecure employment is affecting all areas of academic and cultural activity, inside and outside of institutions, what are the university system's commitments to its workers and their quality of life and dignity?

CONCLUSION

Summary of proposals

5. GENERAL CRITERIA

We encourage authors to follow a set of guidelines in order to facilitate the organization and reading of the Report. The Report targets different audiences, such as policymakers, higher education institutions, research centers, networks and international organizations.

We ask authors **to observe the following guidelines:**

- **The length of papers should be between 3,000 and 4,000 words.** Abstracts should have between 200 and 300 words. Papers should **not exceed the number of words** indicated, including boxes and references.

- In order to make the texts more dynamic, we ask authors **to use subtitles to distinguish between the different sections of the text.** "Intertitles" will help to identify the main ideas of a section in any chapter.

- **Authors are invited to select 2-3 images, graphs and charts** to better illustrate the article.

Moreover, authors are invited to **include the following items in their papers**:

Good practices

● We suggest that authors should illustrate the ideas of the paper with examples and good practices. The idea is to offer only a brief reference (30 words), mentioning the experience, the institution and the country, and link to a website (if there is one) so that readers can get to know more about the case.

*If very relevant, 2-3 of them could be developed in boxes containing 200-300 words that will be highlighted in the publication.

Key ideas

● Authors should choose a selection of the most relevant ideas (around 10). The sentences that best summarize the main ideas raised in each chapter must be **highlighted in bold**. These sentences might be highlighted as quotes during the design

process. We would like the main points (8-10) of your contribution to be clearly identified.

Recommendations

● Authors are asked to include a set of strategic proposals that could help higher education institutions and policymakers as well as other stakeholders. The final section of the paper should be devoted to a set of future recommendations to foster progress with the issue analysed. These recommendations should be oriented towards policymakers on all levels and in all contexts (institutional, system level, funders, etc.).

Conclusions and final comments to close the paper.

6. EDITORIAL TEAM

HEIW7 will be led by GUNi and the Editorial Team:

David Bueno - Professor of Genetics at Universitat de Barcelona and former researcher at Oxford University

Josep Casanovas - Professor of Simulation at Universitat Politècnica de Catalunya (UPC) and researcher at Barcelona Supercomputing Center (BSC)

Marina Garcés - Professor of Philosophy at Universidad de Zaragoza and UOC (Universitat Oberta de Catalunya)

Josep M. Vilalta - GUNi Director and Executive Secretary of the Catalan Association of Public Universities

7. INTERNATIONAL ADVISORY COMMITTEE

Rosi Braidotti – Philosopher and Distinguished University Professor at Utrecht University and Director of the Centre for the Humanities in Utrecth

Alireza Omidbakhsh – Professor of Literatures and Cultures, and Director of Cultural and Social Affairs at the University of Allameh Tabataba'i and former researcher at the University of Barcelona

Arne Jarrick - Professor of History at Stockholm University (SU)

Gemma Derrick - Director of the Centre for Higher Education Research & Evaluation and Senior Lecturer (Higher Education) at Lancaster University

Peter Okebukola – President of GUNi's Regional Office for Africa

Axel Didriksson – President of GUNi's Regional Office for Latin America and the Caribbean and Member of the Management Committee of the National University of Education of Ecuador