

Academic Boundaries and the Impact Agenda for Academic Research, 14 October 2021



00:41:59 Simon Marginson: Please now consider your questions and statements for Eliel. Come into the Chat early to have the best chance of being selected into the Q&A

00:43:30 Andrew Gibson: Q: from having looked at the STEMM disciplines, if you were now to go and look at humanities or social sciences is there anything you would concentrate on?

00:45:06 Ronald Barnett: Q: Given your research, Eliel, wd you have any advice for those working in the field of research on higher education, in enhancing 'impact'?

00:47:09 Mike Klassen: Bernstein distinguished between singulars (classic disciplines) and regions (professions) in terms of their strength of boundaries, distinctive identity, relation to academic knowledge or fields practice, etc. Given you looked at a mix of fields/disciplines in your study, do you find those categories hold up and were they useful in your analysis? Did you see big differences between science, mathematics and engineering?

00:52:57 David Mills: Fascinating paper Eliel. Could one imagine a situation where an ambitious university trades autonomy for funding/resource/collaborators, and then gains prestige, in order to then reclaim that control at a later stage. I am thinking of universities that rise up and down the academic rankings through their industry collaborations (no names)

01:07:32 CGHE Webinars: Thank you for joining us today. A recording of this session will be available via the CGHE website tomorrow: <https://www.researchcghe.org/events/cghe-seminar/academic-boundaries-and-the-impact-agenda-for-academic-research/>

01:07:33 Simon Marginson: Still time for one more question after David Mills who is next

01:08:24 CGHE Webinars: Our next webinar will be on Tuesday, 'Building Halos: how do Chinese elites seek distinction through (mis) recognising studying abroad?'. You can register here: <https://www.researchcghe.org/events/cghe-seminar/building-halos-how-do-chinese-elites-seek-distinction-through-mis-recognising-studying-abroad/>

01:08:38 mutia Alnimrat: thank you Elie for this paper .

01:10:45 C Sanger: Surely what we have here are _claims_ to impact??? Whereas (as with the students example) impact can only be evaluated retrospectively? David Mills' question seems to take us into this more political context...

01:17:13 Mike Klassen: One other thought/question. I found your focus on individual departments quite compelling. It reminded me of some follow-on studies (Mendoza's work in particular) drawing on Slaughter and Rhoades' academic capitalism that took a deep dive into departmental culture and embedding of A.C. logics. How do you find your research fits into the current conversation/literature on academic capitalism? I would think you have some interesting nuances to speak back to that often US-centric literature.

01:17:20 Cristina Carvalho: Thanks, Eliel! It is an interesting research!

01:17:46 Victorița Trif: Thank you!