



## **Socially Responsible Higher Education: International Perspectives on Knowledge Democracy**

**CANADIAN BOOK LAUNCH**

*Featuring Budd Hall, Tamara Krawchenko, Catherine Déri, Baptiste Godrie, and Andrew Petter,  
with Opening Remarks from Cathie Krull, UVic Special Advisor on International Affairs*

**Organized by:**

Centre for Global Studies & UNESCO Chair in  
Community Based Research and Social Responsibility  
in Higher Education.

**Supported by:**

UNESCO, Centre for Global Studies, University of  
Victoria

**Thursday, 17 June 2021**

## CONTEXT

Is the university contributing to our global crises or does it offer stories of hope? Much recent debate about higher education has focussed upon rankings, quality, financing and student mobility. The COVID-19 pandemic, the climate crisis, the calls for decolonisation, the persistence of gender violence, the rise of authoritarian nationalism, and the challenge of the United Nations Sustainable Development Goals have taken on new urgency and given rise to larger questions about the social relevance of higher education. In this new era of uncertainty, and perhaps opportunity, higher education institutions can play a vital role in a great transition or civilisational shift to a newly imagined world.

*Socially Responsible Higher Education: International Perspectives on Knowledge Democracy* shares the experiences of a broadly representative and globally dispersed set of writers on higher education and social responsibility, broadening perspectives on the democratisation of knowledge.

This virtual Canadian book launch will include welcoming words by Cathie Krull, UVic Special Advisor on International Affairs, an overview of the book by Budd Hall, contributions from Canadian authors (Tamara Krawchenko, UVic, Catherine Déri, UOttawa, and Baptiste Godrie, Univ. de Sherbrooke, on behalf of Florence Piron) and then comments from a discussant, Andrew Petter, former President of Simon Fraser University.

## EVENT DETAILS

- **Welcome/Opening:** Oliver Schmidtke, Director, Centre for Global Studies, UVIC
- **Moderator:** Dr. Cathie Krull, Special Advisor International, UVIC
- **Rapporteur:** Maeva Gauthier, UVIC
- **Time-** 12 pm- 1:30 pm PST
- **Number of registered participants-** 23
- **Number of active participants –** 15
- **Recording link:** <https://www.youtube.com/watch?v=Ull8l-5wyg4>

## MODERATOR: CATHIE KRULL

Dr. Krull is a Professor in the Department of Sociology and is currently the Special Advisor (International) to the Provost. Prior to joining Uvic in 2014, she was a Professor of Sociology and Cultural Studies at Queen's University where she continues to supervise a number of graduate students. In the past few years, she has specifically focused on 1) Cuba's 'other' Diasporas; 2) Women's Participation and Resistance in Cuba's Revolution and Special Period; 3) Women's Equity, Family Diversity and Canadian Family Policies; and 4) Reproductive Politics in Quebec (the latter two have a strong emphasis on aboriginal issues). Her work has been presented at numerous international academic venues and published in a variety of countries and disciplinary journals, including Social Forces, Cuban Studies Series, Policy

Studies, Psychology of Women Quarterly, Annals of the Royal College of Physicians and Surgeons, Diplomacy and Statecraft and Sociological Inquiry. She served as Editor of the Cuban Studies series until 2013 and continues to serve as Editor-in-Chief of the Canadian Journal of Latin America and Caribbean Studies (Routledge Press).

## **SPEAKERS**

### **Budd Hall, Professor Emeritus**

School of Public Administration, UVic

Co-Chair, UNESCO Chair in Social Responsibility in Higher Education and Community-based Research



***Budd Hall** is a Professor Emeritus with the School of Public Administration and Co-Chair of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. The UNESCO Chair is a joint partnership between the University of Victoria and the Society for Participatory Research in Asia (PRIA) located in New Delhi, India. The objective of the UNESCO Chair is to build research capacity in the global South and the excluded North in the field of community based research. It does this through collaboration with many global networks, through advocacy work with governments and funding bodies and through training.*

### **Tamara Krawchenko, Assistant Professor,**

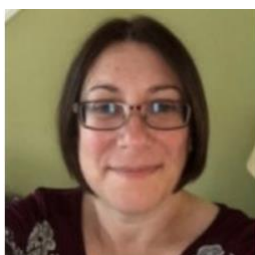
School of Public Administration, UVic



Dr. Tamara Krawchenko is an Assistant Professor in the School of Public Administration at the University of Victoria and an expert in comparative public policy and regional development. She has conducted comparative public policy research in over a dozen countries and has authored over 50 articles, books and reports. She has conducted research on regional and rural development in Central Asia and has taught at Nazarbayev University (Nūr-Sūltan, Kazakhstan) and at the University of Central Asia (Bishkek, Kyrgyzstan).

### **Catherine Déri, Doctoral Candidate**

Faculty of Education, University of Ottawa, Canada



Catherine Deri is a third-year doctoral candidate with the Faculty of Education at the University of Ottawa in Canada. She recently completed a career transition to the world of academia, after serving 25 years as a military officer with the Canadian Armed Forces. Her latest Master Research Project pertained to the radicalization of students in Canadian universities. Her current research efforts focus on the

socialization of graduate students to the scholar profession. She is the recipient of the University of Guelph Alumni with Impact Award and the Royal Canadian Military Institute Dr. Robert J. Farrelly Prize.

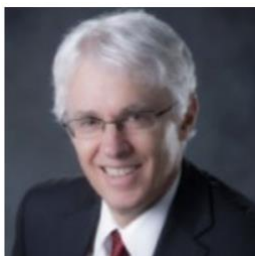


**Baptiste Godrie, Associate Professor**

School of Social Work, Université de Sherbrooke

Baptiste Godrie is associate professor at the School of Social Work at Université de Sherbrooke. His research focuses on social inequalities, social participation and production of knowledge. His work is based on the idea that the recognition and production of knowledge are the product of systemic inequalities and oppressions that structure social relations. He also codirects the working group 21 Diversity of knowledge of the French speaking international sociological association (*Association internationale des sociologues de langue française*). Several of the research projects in which he participated and participates currently are based on participatory methodologies with users-patient-activists, health and social services professionals and researchers. In 2020, he has co-edited a book called *Decolonizing social sciences. An bilingual anthology of texts of Orlando Fals Borda* (Science and common good publisher).

**Andrew Petter, President Emeritus, Professor, School of Public Policy  
Simon Fraser University. Board Chair, Innovate BC**



Andrew Petter is President Emeritus of Simon Fraser University and a professor in its School of Public Policy. He also serves as Board Chair of Innovate BC and sits on the Board of Trustees of the University of Central Asia.

Prior to joining SFU in 2010, Andrew was a professor in the Faculty of Law of the University of Victoria where he served as dean from 2001 to 2008. From 1991 to 2001, he was an elected Member of the Legislative Assembly of the Province of British Columbia and held numerous cabinet portfolios, including Advanced Education, Finance, Intergovernmental Relations and Attorney General. As SFU President from 2010 to 2020, Andrew oversaw the development and implementation of a strategic vision that distinguished SFU as Canada's "engaged university defined by its dynamic integration of innovative education, cutting edge research and far-reaching community engagement." Under his leadership, SFU was named Canada's top comprehensive university for nine of ten years in the Maclean's Rankings, and was rated first in the world for its impact on sustainable cities and communities in the 2020 Times Higher Education's Impact Rankings. In 2019, Andrew was inducted into the Order of Canada in recognition of his leadership in advancing university-community engagement and higher education throughout the country.

## NOTES FROM THE SPEAKERS' PRESENTATIONS

**Budd Hall** introduced the book and themes of the book to be featured today

### **Tamara Krawchenko**

- Showcased the Kyrgyzstan case study
- Low income country. 6.4million. Near China, Pakistan
- Land-locked country
- 51 higher ed institutions now in the country
- Little spending on education. Many universities. charge a low fee.
- Grad by field of study- parallel universe. 5,600 law graduates. 13,000 economics and management... hardly any business to manage. 300 agriculture students but most jobs in that field. Often unemployable students due to that mismatch. Underfunding in universities
- What is the SR of univ.?
- Breeding ground of cynicism - getting a diploma first, not the field
- Univ of Central Asia- promote the socio-economic development
- Campuses in some of the remote regions. Students from across territories that used to be really isolated from one another.

### **Catherine Deri, UOttawa , chap 17. PhD candidate education**

- Prevention of Radicalization of students
- Why write this chapter? She spent time in Afghanistan and Irak - foreign recruits. 2016 average age 27yr old 20% had univ level education
- Triggers that radicalize students
- 4 axes of change for a Socially responsible unv

### **Baptiste Godrie, Univ de Sherbrooke (Chap. 6)**

- Radical change needed in rankings for univ and journals
- Quality is guaranteed by the system
- SR and Social relevance should be included
- Knowledge-based economy highlighted - commodification of knowledge. Knowledge that belongs to publishers who then sell it. Challenge: Open access is often accessible to the global north who has to pay for it.
- Challenge of value of metrics and rankings- impact factor - measure the quality of the knowledge produced
- Research evaluation and affordable open source journals

### **Andrew Petter, discussant, Former president of SFU**

- Board of Univ of Central Asia now
- Reflect on the agenda of SR in univ.

- Challenges - be part of the solution, not the problem
- It is a radical idea in the positive sense. Univ can be instrument for social progress, Real agents of change
- Radical proposition as these institutions have played a different role
- How our efforts can be misdirected... research impact for example. Impact on society? on social conditions? Vs. But it's often on how much the article has been read, downloaded, etc.
- Community-engaged research can be appropriated by univ. Sometimes used or promoted to get social license. Would like to see it as something truly important.
- Worried about terminology... decolonization. Not just an acknowledgement of different knowledge. Integrating it, viewing it as an imp source of knowledge.
- Diversity of epistemologies but sometimes still selective or privileged.
- Example of SDGs: major rating service.
- New version SDGs rankings for universities- how many are from the global south? ZERO. Northern institutions have the capacity or resources to get noticed.
- Hold accountable people using that terminology.. to make sure they're pursuing it with purpose

## Q & A

**Andrew on what he has learned in his years as president at SFU:** What counts for tenure and promotion. Value different forms of research. Co-creation of knowledge with Indigenous Peoples. Alternative ways of measuring successes. Celebrate successes. Support staff. Use procurement policies, physical resources, financial resources, to help advance social and environmental goals.

Oliver to Budd Hall: **What have you seen? What has worked? In terms of examples on how univ can change.**

Budd: Persistence and time are really important. When he started in 1972-73 he was not allowed to teach that kind of work until 1989. No funding until 1998 to support that kind of engagement. Socially Responsible research- create a concept, definition around the words used. Long-term view...change is underway. Trying to make these trends - shine big light on these projects, case studies, etc. Attractive to univ. administrators. Innovative, but not TOO innovative. Not too expensive.

Continue to build as a movement. Never be shy to give visibility. They're important. Tell the story, tell your story or have someone else tell it.

**Cathie:** UVic starting to move away from traditional metrics of success. Societal, community impact of research. Diff types of outcomes of research. Shift happening... CBR, Indigenous research is pushing that change.

**Can someone address the role universities play in creating the problems. Are they part of the problem OR are they the problem?**

**Andrew:** definitely part of the problem. Rely on funding... tuition main revenue. Less funding from the government. support for companies. Space for social contestation is part of University. Student empowerment is important- having students on the governance board, can help push univ. in the right direction.

**Tamara:** role of univ in territorial development, national consciousness. All the brains in urban areas? Not true. Reproducing territorial inequalities. Not be part of that problem. Be more inclusive as a university.

**Baptiste:** concern of re-appropriation of words. Source of concern. Orientation of research programs, benefits of the research. Do we transform our way of doing research or is univ just talking about it.

**In thinking about hope, why should poverty-class students have hope (or try to hold onto hope) that anything will change for them and for those who need/should or might come after them in Canadian universities?**

**Budd** - in High ed, we talk about diversity like gender, sex, race, but don't talk as much about class (generational poverty). Stick to social issues, eventually people will care. It may give hope to other people.

**Andrew-** We don't focus as much on class as we should. Funding is often associated with income level. Pretty good support to participate.

## **CLOSING COMMENTS**

**Oliver:** This book is one more stepping stone in what universities can be for a more democratic society