

## CURRICULUM VITAE:

### OURANIA FILIPPAKOU, BA (Hons), MA, PhD, SFHE

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#### Qualifications

- 2008 PhD in Higher Education, UCL Institute of Education (Academy of Athens Scholar)  
2003 MA Higher and Professional Education (Distinction), UCL Institute of Education (Academy of Athens Scholar)  
2001 BA Hons Education (Distinction), Department of Pedagogy, Aegean University  
2017 *Senior Fellow*, Higher Education Academy (SFHEA) UK.

#### Employment

- 2017 – to the present Brunel University of London: Professor of Education, Reader in Education  
2012 – 2017 University of Hull: Senior lecturer in Education, Lecturer in Education  
2011 – 2012 UCL Institute of Education: Research associate  
2009 – 2011 University of Nottingham: ESRC Research fellow  
2005 – 2009 UCL Institute of Education: Research assistant

### I. Publications and other scholarly activities

#### Books

- Tsouroufli, M., Tambe, A., Filippakou, O., Dyahadroy, S., Gole, S., & Wadhwa, G. (in press, 2025). *Gender equality in higher education in India: Beyond access and parity*. Palgrave, MacMillan
- Filippakou, O. (2022) *Rethinking higher education and the crisis of legitimation in Europe*. London: Routledge.
- Filippakou, O. and Tapper, T. (2019). *Creating the future? The 1960s new English universities*. Dordrecht: Springer.

#### Edited books

- Filippakou, O. (in press, 2025). *Authoritarianism and the crisis of democracy: Selected writings of Henry Giroux*. London: Routledge.
- Filippakou, O. and Williams, G. (2014). *Higher education as a public good: Critical perspectives on theory, policy and practice*. New York: Peter Lang.

#### Refereed journal articles

- Filippakou, O. (in press, 2025) 'Two Ideologies of Openness: A comparative analysis of the open universities in the UK and Greece'. *Policy Reviews in Higher Education*.
- Sarauw, LL., Bengtsen, SSE. and Filippakou, O. (2023) 'The psychological turn in higher education and the new taxonomy of attitudes and emotions: Denmark as a case study'. *Policy Futures in Education*.
- Filippakou, O. (2022) 'Higher education and the myth of neutrality: Rethinking the cultural politics of research in the age of instrumental rationality'. *Review of Education, Pedagogy and Cultural Studies*. 45 (1): 77 - 89.
- Bengtsen, S., Sarauw, LL. and Filippakou, O. (2021) 'In search of student time: Student temporality and the future university', in Bengtsen, S., Robinson, S. and Shumar, W. (eds.) *The University Becoming: Perspectives from Philosophy and Social Theory*. Cham, Switzerland: Springer.
- Giroux, HA., Filippakou, O. and Ocampo, S. (2020) 'Pedagogía Crítica en la Era del Autoritarismo: Desafíos y Posibilidades'. *Izquierdas*, 49: 1 - 20.

- Giroux H.A. & Filippakou, O. (2020). 'Critical pedagogy in the age of authoritarianism: Challenges and possibilities', Special Issue 'Education, reproduction and counterhegemonic alternatives', *Izquierdas*
- Filippakou, O. (2017). 'The evolution of the quality agenda: The politics of legitimation', *Journal of Educational History and Administration* (Special issue: The History and Administration of Higher Education')
- Filippakou, O. & Tapper, T. (2016). 'Policymaking and the politics of change in higher education: The new 1960s universities in the UK, then and now', *London Review of Education*. 14(1): 11-22.
- Salter, B., Filippakou, O. & Tapper, T. (2016). 'Expanding the English medical schools: The politics of knowledge control', *London Review of Education*. 14(1): 23-32.
- Filippakou, O. & Tapper, T. (2015) 'Mission Groups and the New Politics of British Higher Education', *Higher Education Quarterly*, 69(2): 121-137
- Filippakou., O. & Williams, G. (2014), 'Academic capitalism and entrepreneurial universities as the new paradigm of 'development'', *Open Review of Educational Research*, 1(1): 70-83.
- Filippakou, O., Salter, B. & Tapper, T. (2012). 'The changing structure of British higher education: How diverse is it?', *Tertiary Education and Management*. 18(4): 321-333
- Filippakou, O., Salter, B. & Tapper, T. (2012). 'Higher education as a system: the English experience'. *Higher Education Quarterly*. 66(1): 106-122.
- Filippakou, O. (2011). 'Quality as ideology in higher education: A conceptual approach', *Discourse: Studies in the Cultural Politics of Education*. 32(1): 15-28.
- Canaan, J., Filippakou, O, Jenkins, C, Strudwick, S. (2011). 'The troubling concept of class: Reflecting on our 'failure' to encourage sociology students to re-cognise their classed locations using autobiographical methods'. *Enhancing Learning in the Social Sciences (ELiSS)*
- Filippakou, O. and Tapper, T. (2010). 'The state and the quality agenda: A theoretical approach', *Higher Education Policy*. 23(4): 475-491.
- Filippakou, O., Salter, B. & Tapper, T. (2010). 'Compliance, resistance and seduction: Reflections on 20 Years of the funding council model of governance', *Higher Education*. 60(5), 543-557.
- Williams, G. & Filippakou, O. (2010). 'UK elite formation in the 20<sup>th</sup> century', *Higher Education*. 59(1): 1-20.
- Tapper, T. & Filippakou, O. (2009). 'The world-class league tables and the sustaining of international reputations', *Journal of Higher Education Policy and Management*. 31(1): 55-66.
- Filippakou, O. & Tapper, T. (2008). 'Quality assurance and quality enhancement in higher education: Contested territories?', *Higher Education Quarterly*. 62 (1-2): 84-100.
- Filippakou, O. & Tapper, T. (2007). 'Quality assurance in higher education: Thinking beyond the English experience', *Higher Education Policy*. 20(3): 339-360.
- Filippakou, O. & Barnett, R. (2006). 'The legitimisation of quality in higher education', *Prospero*. 12(4): 13-19.

## Book chapters

- Filippakou, O. and Jain, N. (2025) 'Rethinking Gender Equality Policies in Indian Higher Education: A Critical Analysis of the National Education Policy', in Tsouroufli, M., Tambe, A., Filippakou, O., Dyahadroy, S., Sneha, G. and Wadhwa, G. (eds.) *Gender Equality in Higher Education in India: Beyond Access and Parity*. London: Palgrave MacMillan
- Giroux, HA. and Filippakou, O. (2023) 'Higher education, critical pedagogy, and the challenge of resistance.', in Tierney, R.J., Rizvi, F. and Ercikan, K. (eds.) *International Encyclopedia of Education* [4th ed.]. New York: Elsevier.
- Giroux, HA. and Filippakou, O. (2021) 'Militarization in a time of pandemic crisis', in Accioly, I. and Macedo, D. (eds.) *Education, Equality and Justice in the New Normal: Global Responses to the Pandemic*. London: Bloomsbury.
- Giroux, H.A. and Filippakou, O. (2020). 'Critical pedagogy in an age of tyranny'. In Christine Morley, Phillip Ablett, Carolyn Noble and Stephen Cowden, (eds), *The Routledge Handbook of Critical Pedagogies for Social Work: New perspectives on educating for social change*. New York: Routledge.
- Giroux, H.A. and Filippakou, O. (2019). 'Reading education against fascist politics in difficult times'. In Rodríguez Fernández, J.R. and Díez Gutiérrez, E.J. (Comps.). *Educación crítica e inclusiva para una sociedad postcapitalista*. Barcelona: Octaedro.
- 'Towards a new epistemic order: Higher education after neoliberalism' (2017), in Nixon, J. (ed) *Higher education in an age of austerity: Looking to Europe*. London: Bloomsbury Publishing.

- 'Higher education as a public good: notes for a discussion' (2014), in Filippakou, O. and G. Williams (eds), *Higher education as a public good: Critical perspectives on theory, policy and practice*. New York: Peter Lang.

### Editorials

- Wainwright, E., Aldridge, D., Biesta, G. and Filippakou, O. (2020) 'Why educational research should remain mindful of its position: Questions of boundaries, identity and scale.' *British Educational Research Journal*, 46 (1)
- Biesta, G., Filippakou, O., Wainwright, E. and Aldridge, D. (2019) 'Why educational research should not just solve problems, but should cause them as well'. *British Educational Research Journal*, 45 (1): 1 - 4.
- Aldridge, D., Biesta, G., Filippakou, O. and Wainwright, E. (2018) 'Why the nature of educational research should remain contested: A statement from the new editors of the British Educational Research Journal'. *British Educational Research Journal*, 44 (1): 1 - 4.

### Guest journal editorships

- *London Review of Education* (2016): Special issue on 'Higher Education'. 14(1).
- *Educate*~ (2006): 'Horizons and Time: The researcher as voyager', 6(1). (with S. Lange)

### Editorships:

Critical Interventions, Routledge, Joint Editor (2021-to present)  
British Education Research Journal (BERJ), Joint Editor (2017-2021)  
International Studies in Higher Education, Routledge, Joint Editor (2019-2023)

### Editorial boards:

Open Education (Sense Publishers), *Europa World of Learning* (Routledge)

### Professional body activities:

Council member, Society for Research into Higher Education (2015-2018)

## II. External grants

### Grants as PI or CI: €800.000+

- February 2024-March 2025. The role of public intellectuals in times of crisis (Canada-UK Foundation).
- March 2021-Aug 2023: A study to further gender equality in India (C-I) (British Council India).
- Jan 2016-Feb 2017: 'Exploring the paradigms of higher education research' (SRHE Award).
- May 2015- Jan 2016: *The Evolution of the New Universities of the 1960s* (Centre for Higher Education Policy Studies, New College, Oxford).
- July 2011-Aug 2012: 'Higher Education in the Western Balkans' (Open Society Foundation).
- May 2006-July 2006: 'Patterns of transition: Preparing for the world of work' (Sutton Trust).

## III. Consultancies

- March 2009 – Jan 2010: *National Expert (Greece)*. CHEPS, Institute of Education and Technopolis.  
*Projects:*
  - o 'Progress in higher education reform across Europe: Funding', funded by the European Union
  - o 'Progress in higher education reform across Europe: Governance', funded by the European Union
  - o 'Bologna-Reform study: The Bologna Process and its impact', funded by the European Commission
- Sep 2007- Dec 2007: *Project Evaluation: 'What is Learned at University: The Social and Organisational Mediation of University Learning'* (SOMUL) – funded by the ESRC, CHERI/Open University
- March 2006 – May 2006: *Report on External Examiners*, Quality Committee, UCL Institute of Education.