Monday, 10 September - Parallel sessions 1 (11:00 – 13:00)

Session 1A: Missions of the university

G. Wangenge-Ouma, R. Pinheiro

When the Organization meets the Institution: Conceptual and theoretical foundations on the modern university in light of ongoing developments in Europe and beyond

The existing literature on higher education has attempted to characterize universities both as organizations (focus on functions, structures and strategies/management) as well as institutions (rules, regulations, norms, identities, cultures, etc.). Yet, little attention has been paid to the interweaving between these two sets of features, and the impact they have in processes of change and adaptation. The aim of this paper is twofold: First, to provide a review of the literature associated with universities as distinct organizations and as relatively autonomous social institutions. Second, based on ongoing global developments (in Europe, North America, Africa, etc.), the paper will shed light on the ways in which the interweaving of organizational and institutional features affect the internal dynamics of universities in general, and processes of internal change/adaptation in particular, with a particular focus on the degree of internal response towards ongoing (internal and external) efforts aimed at transforming the university into a (more rational and predictable) strategic actor.

T. Lan Phuong Pham

Vietnamese Universities Respond to the Changing Environment and the Implications for the Renovation of Higher Education Governance

This contribution focuses on analyzing the organizational change of Vietnamese universities to meet multiple demands arising from the changing environment. Pursing higher education expansion under the pressure of limited public funding, in the early stage, the universities expanded both the scale and scope of training to generate income from tuition payment. These finance-driven tactics caused deterioration in the teaching quality. In the later phase of the higher education renovation, the government has developed more effective regulations on quality management and market-like mechanisms. The universities have adopted different perspectives on teaching quality, carried out marketing activities, commercialized teaching provision, and innovated curricula and institutional management. The involvement of the Vietnamese universities and academics is crucial for the success of the modernization of the higher education governance. However, the

balance between university autonomy and oversight of universities´ operation will continuously be in the forefront of the renovation of higher education in Vietnam.

T. Fumasoli, R. Pinheiro, B. Stensaker

The role of strategic plans in university identity formation. The case of Norwegian and Swiss higher education institutions

It is argued that university identity is embodied in strategy, which exerts a symbolic function beyond rationality and emergence. The strategic plans of four Norwegian and Swiss universities are examined over time, while interviews provide an insight on the inherent processes of identity formation. Findings show that strategic plans are means of value alignment addressed to internal and external stakeholders. In so doing they make sense of multiple identities and allow for a pluralistic self-conceptualization of the university.

A. M. Magalhães, A. Veiga

The governance reform and actors' perceptions on drivers and changes impacting universities' strategies

This paper analyses the perceptions of the Rector, Senate members and Board Members gathered under the framework of Transforming Universities in Europe (TRUE) project.

The perceptions on governance and steering drivers and on the importance of internal factors affecting universities' strategies will be analysed with the aim of discussing how governance narratives emerge following the institutional governance reform.

Session 1B: Research quality

T. Carvalho, R. Santiago

Science as a profession or as an art?

The objective of this paper is to analyse how the interplay between the 'knowledge society', the welfare state managerial policies and the reconfiguration of the bureaucratic-professional organisations, challenges professionalism in Portugal. Data based on quantitative and qualitative analysis allows conclude that professionals do not recognise homogeneous or even similar shifts of power inside their institutions.

L. O. K. Lategan

"Software for Academic Integrity": can a code of conduct for academics be the difference?

Although research ethics is growing in importance, a survey on major data basis suggests that not enough scientific attention is paid to the comprehension of research ethics. Research has shown that many more than the traditional issues (research on human subjects, plagiarism and the integrity of data) confront the integrity of the research environment. It is evident that the research environment is challenged by many academic, (human) resources, institutional and funding practices with regard to research ethics. The most recent global accepted research ethics code, the Singapore Statement on Research Integrity (2010), speaks to some of these issues.

Although research ethical codes are not new to the higher education environment, it appears as if researchers' scientific behavior is not always beyond doubt. Many examples across the world suggest possible scientific malpractice. Following from this suggestion, the following concerns can be raised: (a) Are research codes sufficient to prevent scientific malpractice? (b) Can researchers be trained to become more ethical? This presentation will address these research questions. This presentation will be based on a comprehensive research study that investigated the broad themes of the research ethics agenda.

M. Cheng

Understanding Quality as Transformation at PhD-level Education

The notion of "quality as transformation" has been widely used in the higher education sector. However, both quality and transformation are elusive terms. There is little research exploring whether quality could be equated to transformation in the learning process. This paper will provide an insight into the relationship between quality and transformation at doctoral level. Using data from interviews with 32 PhD supervisors and students in two English universities, and the outcomes of a collage-making workshop, this paper will reveal how student transformation was perceived as relating to quality at PhD-level education.

M. Young

Coarsely Ground: Developing the Czech System of Research Evaluation

This paper aims to examine governance changes in the Czech Republic's research policy over the past decade according to new public management principles. The Czech Republic has developed what is arguably the most radical performance-based research evaluation system in Europe, known locally as the "coffee grinder." This policy tool has come under heavy criticism from both local academics and international

experts as not fit for purpose. The paper explores how different patterns of influence have contributed to the formation of this questionable policy.

Session 1C: Internationalisation & globalisation

M. Rostan, F.A. Ceravolo

Why have you crossed the borders? Social and economic forces shaping international academic mobility

Academic mobility – that is the movements of higher education teachers and scholars across state borders – represents a relevant part of the growing international flows of highly skilled and highly educated people. Taking into account that academic mobility is not an homogenous phenomenon, the paper aims at investigating the societal dynamics at both structural, institutional and individual levels shaping different types of international academic mobility.

S. Ratković, M. McGinn, C. C. Wolhuter

Migration Flows in Higher Education: Growing International or Strengthening Empires?

In an age of globalization, international migration has increased exponentially, especially in academe. However, few studies have explored the experience of immigrant academics and the ways in which their experiences of immigration shape higher education and the global distribution of knowledge and power. The authors reconstruct the experience and activities of immigrant academics in 19 countries as captured in the Changing Academic Profession international survey. Patterns of academic migration reveal that most migration occurred within rather than between Human Development Index (HDI) levels (63%). Immigration across HDI levels tended to involve movement toward higher levels or inner circles (33%) rather than to lower levels (4%). Recommendations are drawn for research about academic migration and related geographies of power and knowledge.

T. Saarinen

Globalisation and knowledge society without language? The implications of "language" to social dynamics of higher education

With the increasing focus on policies of "internationalization", "knowledge society" and "knowledge economy" within higher education, it is, however, somewhat surprising that language does not feature in these policies that would seem to require a certain amount of language use

and communication. This presentation focuses on the cross section of the political (in)visibility of language in higher education on one hand, and the universities as national institutions on the other. In this presentation, Nordic and particularly Finnish universities provide a testing ground for theorizing about the position of language in developments of internationalization and knowledge society, and of the position of national institutions within those developments.

A. Papadimitriou, L. Cremonini, J. Ursin, Y. Shumilova, T. Fumasoli, D. Hoffman, L. Neseris, J. Välimaa

Internationalization Policies and Practices in European Higher Education: a Comparative North-South View

Internationalization in higher education remains one of the main drivers of public policy worldwide, as evidenced inter alia by booming cross-border education and the relentless race in several countries to attract international students and academic staff. In this pilot study, by using document analysis and interviews the authors assessed policies and practices in two Mediterranean countries (Greece and Italy) and to compare with two from the North (Finland and The Netherlands).

Session 1D: Access & equity in higher education

P. T. Nikula

Socio-economic Equality as a Higher Education Goal: Policy Expectations and Reality

Expansion of tertiary education participation has been an active policy goal and a reality in OECD countries. This development has also helped to increase participation by traditionally under-represented groups. However, reaching high participation levels has not been a sufficient condition to remove participation imbalances between socio-economic groups. This paper examines whether these disparities are of significant policy concern in the 21st century, with a special emphasis on systems that have reached a (near)universal higher education participation stage. Case studies from Finland and New Zealand will be used to support this examination. First, selected policy publications are analysed to find out what kind of equality has been set as a policy goal from the 1990s until today. Second, a review of prior evidence is used to investigate existing socio-economic inequalities. The findings are then contrasted with results from the policy document analysis to determine if equality between socio-economic groups is given a high enough priority on the policy agenda and if the available research supports tertiary education policy development.

O. Tavares, S. Cardoso, C. Sin

Mapping Portuguese institutional policies on access against the European Standards and Guidelines

Framed by the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), this paper aims to analyse if Portuguese higher education institutions are aligning with ESG, namely in the definition of institutional policies (ESG 1.1) on access and in the development of information systems ensuring the collection, systematisation and use of information (ESG 1.6). Based on the findings of a qualitative study addressing different actors of four public Portuguese higher education institutions, one can conclude that initiatives taken are only partly reflecting ESG. Though the information on access is collected and used in the management of the faculties/schools and study programmes and policies and associated procedures for the assurance of the quality of study programmes are defined, these initiatives do not always seem to be led by a formal institutional strategy.

K. Doolan, I. Jugović

(Un)successful educational progress in a Croatian higher education setting: a Bourdieuean perspective

Bourdieu's (1986, 1977) conceptual tools: cultural capital, social capital, economic capital and field are operationalised in order to explore how certain academic and social circumstances render students in a Croatian higher education setting educationally (dis)advantaged. The paper draws on Eurostudent 2010 data for Croatia as well as questionnaire data and interview data gathered in the academic year 2006/2007 with first year undergraduate students at the University of Zagreb. Apart from identifying resources which contribute to successful educational progress, such as parental educational support, type of secondary schooling completed, availability of study materials, vocabulary and eloquence, supportive colleagues and financial means for covering tuition fees and living costs, the paper also discusses which factors are the strongest predictors of whether or not students expect to enrol successfully into their second year of study.

G. Goastellec, C. Girinshuti

Religion and HE: a forgotten link? Access to tertiary degrees in Europe and religious identities

Religious institutions have participated in the creation of the first universities and, during centuries, religious identities have been important in the control of access to universities and degrees. Still, contemporary research on inequalities in education has let aside this dimension. Based on a comparative, historical and quantitative analysis of the European Social Science Survey database, this communication opens the

black box to interrogate the role of religious background in access to tertiary degrees and advocates that religion is an important dimension to study when analysing inequalities in education.