

# Book of Abstracts

**APIKS Conference 2023**

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## Session 1/1: Societal Engagement

### Two sides of academic engagement? Institutional discourses and academics behaviours in knowledge society

Teresa Carvalho, Ana I. Melo, Anabela Queirós, Sara Diogo (Universidade de Aveiro)

The traditional roles and aims of higher education institutions (HEIs) have been questioned as a result of the KS (KS), particularly in countries characterised by advanced capitalism. However, it is possible to identify two discourses of KS (Cummings et al, 2018). When the concept emerged, in the late 1960s, it was mainly associated with 'knowledge economy', since knowledge started to be identified as the emerging 'axial principle' of society (Carvalho, 2021). In this context, the emphasis was placed on research and innovation as one of the main pillars of economic development. HEIs were expected to provide new information and innovations to support the economic growth and academics expected to commercially engage with society. However, there is also a more social and civic discourse of the KS, looking at it also from a social perspective. The main argument is that there is the co-creation of knowledge with and for society, having knowledge primarily a social impact. Within this perspective, HEIs and academics are expected to be civically and socially engaged (Benneworth, & Humphrey, 2013).

This paper aims to discuss, in a comparative way, if different HEIs assume distinct discourses regarding the KS and if this has an impact on academics' behaviour. The paper takes the Portuguese case as reference, since its higher education system is significantly diversified, namely due to the co-existence of two subsystems (universities and polytechnics). The study explores the views of key institutional actors, regarding engagement and tries to analyse if the institutional discourse is mirrored by the academics' practice of a more economic or social engagement.

A mixed methodology was used, being based on both qualitative and quantitative methods. The qualitative approach is based on 32 individual semi-structured interviews and focus groups conducted with different key actors in 10 HEIs: top managers (rectors, vice-rectors or pro-rectors (or presidents, in the case of polytechnics); people responsible for the promotion of academic engagement in each institution (heads of academic engagement and innovation offices); and academics from different scientific fields. The qualitative data collected was content analysed, using an analysis grid derived from the guidelines prepared for the interviews.

The quantitative approach draws on data from the APIKS project (Academic Profession in the Knowledge-Based Society) survey, delivered to Portuguese academics in 2019. A stratified sampling technic was used to select the sample of academics invited to participate in this research (n = 16,066), ensuring its representativeness. The overall response rate was around 20%.

Data analysis has shown that discourses on the role of HEIs in KS vary significantly within the national system, not only between HEIs, but also between different types of professionals, with

polytechnic institutions assuming social and civic engagement more than universities. In the same line, the data from the questionnaire revealed that the subsystem has an important effect on the dimensions of academic engagement. The engagement with society performed by academics from polytechnics tends to be more focused on teaching-related activities and supervision of students and less on formal research collaboration and informal dissemination of knowledge.

Further comparative analysis needs to be developed to understand if the conclusions reached are only verifiable in the Portuguese case, or if there is, in fact, an academic divide on the perspectives regarding the KS in different higher education systems.

## **Academics' Societal Engagement in Switzerland and Austria: A replication study attempt**

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### **Theoretical Framework/Definition of Concepts**

Our study focuses on differences in academics' societal engagement (ASE) in Switzerland and Austria, where we examine public universities and universities of applied sciences (UAS). We draw on a published analysis based on APIKS data, the paper "Academics' Societal Engagement in Diverse European Binary Higher Education Systems: A Cross-Country Comparative Analysis" (Götze, Carvalho & Aarrevaara, 2021) and attempt to replicate the analysis with data from Austria and Switzerland.

In our study, we have three main research interests: (1) We want to test whether it is possible to replicate the analysis model of Germany, Finland, and Portugal. (2) We want to discuss how our results differ from the original study (Götze et al. 2021) regarding a) the main effect of the type of higher education institution on ASE (hypothesis block 1), b) the correlation between publication productivity and ASE (hypothesis block 2), and c) the correlation between research time and ASE (hypothesis block 3), and try to find explanations in terms of the quality of the datasets and country characteristics. (3) We further develop the model of the original study by including additional dimensions that we consider important for our country contexts, such as the expectations of the higher education institutions to be active in ASE, and previous full-time or part-time employment outside academia.

### **Methodology**

We use the APIKS data from Switzerland, collected in 2018/19 and Austria, collected in 2021. The Swiss dataset consists of 1411 completed surveys. In the analysis, we included participants from universities (N = 708) and from UAS (N = 548). Respondents from universities of teacher education were excluded, so that the dataset used for the replication study consists of 1256 respondents (UAS: 44% female and 18% senior academics; university: 45% female and 20% senior academics).

The Austrian dataset consists of 5261 completed surveys (N = 3677 participants from universities and N = 1584 from UAS). At the Austrian universities, 57% were male and 20% were senior academics; at UAS, 51% were male and 17% were senior academics.

### **Data Analysis and Conclusions**

We aim to replicate the analysis of Götze et al. (2021), which was based on structural equation modeling with a multigroup confirmatory factor analysis (MGCFA) and with weighted least

square mean and variance adjusted (WLSMV) estimators. The dependent variables consist of three latent variables from 17 measured ASE-activities. In line with the original study, we use the concepts of research-related (techno-commercial) ASE, dissemination ASE, and teaching-related (training-related) ASE. Independent variables are the type of university, gender, age, academic rank, discipline, publication productivity, authorship, and research time. In a second step, we include additional variables in the model, namely the expectations of the HEI to be active in ASE and previous full-time or part-time employment outside academia.

In our presentation, we would like to discuss the methodological challenges and possible explanations for our findings.

## Academic reforms and change of knowledge-based institutions

Timo Aarrevaara (University of Lapland), Ville Tenhunen (University of Helsinki), Paula Tulppo (University of Lapland)

Throughout the first decades of 21st Century Finland has implemented extensive reforms of higher education and the research system with an international pressure for national governance reforms to define new understanding of institutional role of universities (Çalikoğlu, Jones and Kim, 2023; Paustis, 2015). These include the implementation of performance management, structural reforms, higher education mergers, changes in the status and ownership of universities and universities of applied sciences, and reforms of funding models and the research system. A key factor in changes in universities is the University Act of 2010 in which universities ceased from the state administration and academics ceased from the status of civil servants. Equivalent reform has been carried out in universities of applied sciences in 2014. Through reforms, Finnish higher education institutions have been part of a development that can be explored from a neo-weberian perspective (Saks, 2012).

The reforms implemented have highlighted the importance of relevance of knowledge, the role of higher education institutions in knowledge-based decision-making and performance information. These are the starting points for changes in academic professorship. In this paper we discuss how professorial autonomy takes place in higher education institutions and how knowledge and performance impact entry to the academic profession (Teichler, Arimoto and Cummings, 2013). During the period of analysis, the service function has changed substantially and these tasks are divided in a new way within the scholarly community. We will examine how societal interaction and dissemination can be seen in working conditions and especially in working time and form of employment. With the data in use, we will draw conclusions as to whether the implementation of these tasks will have an impact on career development.

APIKS data make these changes visible, as comparisons between 2008 and 2018 makes it possible to identify these changes (Aarrevaara, Finkelstein, Jones and Jung, 2021). In this paper we discuss at CAP and APIKS data comparing the results of the 2008 and 2018 survey with multivariate analysis. We form hypotheses about the response of academic profession to systemic change, work conditions, the diversity of tasks and the change between CAP and APIKS survey. We also compare the results with the national statistical institution data.

This paper deals with APIKS-IDB's data concerning Finland (APIKS-IDB, 2021). However, the themes discussed are universal, so we are prepared to work with APIKS reference countries to carry out systematic comparative analysis.

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## Session 1/2: Governance and Management

### **The changing governance and management perceptions in the knowledge-based society – a cross-country comparison of changes over time and by gender**

Alenka Flander (CMEPIUS), Sebastian Kocar (University of Tasmania)

The change in organizational patterns of university governance in the knowledge-based society over the past few decades has led to significant changes in the role and expectations of the academic profession (Aarvevaara et al., 2021) and the organization and governance of higher education institutions (Bleiklie & Kogan, 2007). Even though the higher education institutions are mostly public organisations and operate in a very institutionalised and public resources dependent environment, their governance and management are much more dependent on internal factors. The traditional model of governing universities is collegial and consultative in nature, and universities are changing through minor adjustments as a reflection of high autonomy of academics (Pulkkinen et al., 2019).

In our paper, we examined the ways in which these changes have affected the academic profession, with a focus on trends and shifts in governance and management over time in EU countries participating in both EUROAC and APIKS surveys (i.e. supranational trends, also in terms of the concept of higher education systems). We looked at the three elements of governance that were addressed in both studies:

- - perception on the type of management, leadership competency and communication to the academics;
- - perceived influence of the academics on the unit/department, faculty, and institutional level;
- - emphasis given on the research and/or teaching quality practices in personnel decisions.

The results show that the self-perceived influence of academics on unit/department, faculty and institutional level increased from 2007/2008 to 2018 in Slovenia, Germany, Finland and Portugal, but not in Croatia. Also, APIKS data confirm an increase over time in academics' confidence in their leadership competency and communication in all countries but Finland and Portugal. The views on top-down management remained about the same between the studies, with a couple of exceptions. While we can observe an increase over time in the proportion of academics from all studied countries who believed that the quality of research was taken into consideration in personnel decisions, the quality of research became more of a factor in Portugal and Slovenia only. Further, we observe some notable differences between the genders in their views on the governance elements. Overall, more substantial gender differences in the studied elements were observed amongst Slovenian and Portuguese than German or Finish academics.

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## **A Comparative Study of Governance and Management of Universities in Four East Asian Countries and Societies: Based on the analysis of Findings of the APIKS Surveys in 2017**

Futao Huang (Research Institute for Higher Education, Hiroshima University), Yangson Kim (Research Institute for Higher Education, Hiroshima University)

The purpose of this study is to analyze and discuss key characteristics and issues of governance and management of the universities in four East Asian countries and societies that participated in the APIKS project. Drawing on the findings from national surveys in Japan, Korea, Malaysia, and Taiwan, the study analyzes and discusses the similarities and differences in their observations on the following common questions which are employed in the national surveys implemented in 2017. One question is about “Looking at this institution, please indicate how you feel about the following statements which relate to management and the decision-making process. Top-level administrators are providing competent leadership”. The other set of questions are concerned with “At this institution, where are the following decisions usually made?, which relates to Selecting key administrators, Choosing new faculty, Making faculty promotion and tenure decisions, Determining budget priorities, Determining the overall teaching load of faculty, Setting admission standards for undergraduate students, and Approving new academic programs”

There are several rationales for selecting the four case countries. First, according to the data of the World Bank (2021), by 2020, the case countries can be split into two broad groups. Japan, South Korea and Taiwan belong to high income countries while Malaysia is included in the upper middle-income countries. Second, although the case countries have come to be more impacted by the US philosophy of higher education recently, both the modern higher education systems of Korea and Taiwan were more affected by the Japanese ideas, and Malaysia used to be a colony of the UK before WWII. Third, while Japan has the largest population of academics, the size of academics in South Korea, Malaysia, and Taiwan can be considered to be almost similar. In contrast, the population of academics in Hong Kong is the smallest. Finally, Japan, South Korea and Taiwan can represent main characteristics of academics in East Asian countries, while Malaysia is a one of typical countries in Southeast Asian countries.

The analytical model of this study is derived from institutional theory, particularly new institutionalism, which emerged since the 1990s (DiMaggio and Powell, 1991; Scot, 2008), is used to analyze relevant data. Despite its being basically used in studies of sociology and sociology of education, the previous study suggests that the new institutionalism can be applied to not only explain how colleges and universities are shaped by wider social and political environments at both global and national levels (Manning, 2017), but also explore how the academy come to resemble each other or differentiate from each other because of national filters, institutional spheres, and individual academic backgrounds (Greenwood et al. 2017).

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## **Differences in perception about the competent leadership by the academic profession: Based on the analysis of Findings of the APIKS Surveys in 2017**

Akira Arimoto (Research Institute for Higher Education Hiroshima University), Tsukasa Daizen (Research Institute for Higher Education, Hiroshima University)

Enhancing academic leadership in higher education institutions has become one of the most important challenges in government reform agenda in Japan (Chuoh Kyouiku Shingikai 2014). The interest on academic leadership is not limited to Japan, since there have been rising interests in academic leadership elsewhere in the world.

In the United States, management, governance and leadership have always been one of the major topics in the literature of higher education studies (Gerber 2014; Ginsberg 2011; Mortimer and Sathre 2007; Tierney ed. 2004; Trachtenberg et al 2013). In the European countries, governance has been one of the most discussed topics in the field of higher education (De Boer and File, 2009; Huisman 2009; Paradeise et al eds. 2009; Shattock 2014,).

According to the academic profession questionnaire survey that carried out from 1992 to 2017 in Japan, the level of the Japanese academic profession replying agree to “At your institution, there is a competent leadership” dramatically decrease.

As a result of analyzing why the level of academic professions who reply agree to “there is a competent leadership in my institution” decrease from 1992 to 2017, it became clear that the collegial decision-making processes lead to a competent leadership and the top-down management style impede a competent leadership (Arimoto & Daizen, 2020).

In the above analysis, we did not examine the difference in perception of the competent leadership depending on the university sector (national university and private university) and the university level (research university and non-research university). The purpose of this study is to analyze and discuss the differences in perception of the competent leadership depending on the university sector and university level.

The analytical hypotheses are as follows.

Hypothesis 1: The academic profession at research universities perceive collegial decision-making as the competent leadership more than the academic profession at non-research universities.

Hypothesis 2: The academic profession at national universities perceive collegial decision-making as the competent leadership more than the academic profession at private universities.

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## Session 2/1: The changing academic profession

### **Gender Differences in the Academic Profession in Latin America and Europe: Influence of the role “caring for others”**

Etty Estévez Nenninger, Edgar Oswaldo González Bello (Universidad de Sonora Sonora)

This paper seeks to analyze how much the disadvantageous social conditions of female academics who have dedicated part of their time caring for other people influence gender differences in countries of Latin America and Europe. This objective and the analyzes are proposed from a gender perspective supported by an anthropological theory (Lagarde, 2015). This perspective has as a point of reference, on the one hand, the background, in which the division of labor by gender Lynch (2010) suggested that academia is built as a "worry-free zone" that assumes that academics have no other commitments than their profession; however, the moral imperative for women to care for children, the sick and the elderly means negative equity in the workplace. Academic women are caught between two greedy institutions - the extended family and the university (Morley, 2013). On the other hand, anthropological gender theory implies prioritizing the context in which the phenomena being analyzed are presented. Gender is a "symbolic construction" that assigns attributes to people based on their sex (man/woman), that is, characteristics socially attributed to their bodies, psyche and eroticism, and which translates into inequalities between men and women in the economic, social, legal, political and cultural spheres (Felix et al., 2012; Lagarde, 2015).

Theoretical reflection and research with a gender perspective recognize the weight that the social role assigned to women continues to have in terms of "caring for others" (children, the elderly, etc.), in addition to the "double journey" that implies domestic work and the operation of the private world, especially in Latin American countries, all of which implies disadvantageous conditions compared to the opposite sex. In countries with different contexts such as the US, England, Spain and New Zealand, this trend of overload of domestic work has also been found in women who work as teachers or scientists (Baker, 2010; Rangel et al., 2017; Docka-Filipek & Stone, 2021; Rosewell, 2021; Gallardo, 2021).

From quantitative and descriptive methods, this paper considers as an independent variables: Devotion of time to caring for people, as well as the interruption of employment to take care of children or the elderly, to analyze their influence on the gender differences observed in the time dedicated to academic activities, scientific publishing and satisfaction with work conditions. As cases for analysis and in order to compare contrasting socioeconomic contexts in terms of their respective social support systems for the care of people in need, the three Latin American countries (Argentina, Chile and México) and three European countries (Portugal, Finland and Germany) participating in APIKS were selected.

## **Changes in the working conditions of academics in Argentina and their impact on the satisfaction and stress with the profession**

Mónica Marquina (CONICET / UNTREF), Cristian Perez Centeno (UNTREF,) Nicolás Reznik (UNTREF)

In the context of the “knowledge – based society”, a new relationship between academics and society led to changes in the nature of academic profession (Teichler & Commings 2015), with new academic roles aiming at responding to societal demands (Barth & Schlegelmilch, 2013; Barge & Shockley-Zalabak, 2008) and higher education massification (Enders & Musselin, 2008). The changes have been analyzed as a process toward differentiation of faculty profiles, with a diversity of contractual modalities (Carvalho & Diogo, 2018; Karran; 2007) and working conditions (Cavalli & Moscati, 2010; Finkelstein, 2010). Some authors have associated these changes with the concept of vertical fragmentation (Jones; 2013) which represents an irreversible structural shift in response to larger economic forces transforming the world of work (Finkelstein, 2010).

In this work we propose to show how these changes are expressed in the Argentine academic profession in the last decades. We assume that these changes in the profession are manifested mainly in the objective working conditions and contractual modalities, and impact on the perceptions of satisfaction and stress of academics with their profession.

We decided to analyse these changes across academic generations. We agree with Shaw (2008) and his definition of generation, in which he considers that the aspects of time and space affect the aggregate of subjects’ generations because of their presence in a delineated historical period, as well as the specific processes of socialization in terms of values, beliefs, attitudes, and demands toward the work of academics in higher education institutions. We recognize three current generations in Argentina (Marquina, et al., 2021), based on APIKS survey (2018), by considering the year of access to the academic career, according to periods of governments and policies that highly impacted the academic profession in the country. In addition, we analyse the variation of the objective working conditions and perceptions mentioned above with data from CAP survey, 2008.

We carry out a descriptive analysis of the mentioned variables to characterize the three generational groups of academics, and later we elaborate a statistical model that allows us to corroborate our hypothesis about of the incidence of generations on the changing working conditions and satisfaction and stress of Argentine academics with their profession.

We conclude by confirming our main hypothesis about the change in the nature of the academic profession in Argentina, in light of the processes of differentiation and fragmentation produced as a consequence of new social demands and massification.

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## **From teachers to researchers: changing priorities of academic profession in post-Soviet countries**

Isak Frumin (Constructor University Bremen), Daria Platonova

The post-Soviet transition period has brought about significant changes in the academic profession across the countries of the former Soviet Union. This study aims to explore the evolution of the academic profession during this transformative period, with a particular emphasis on the role of research activities in the work of teaching staff at higher education institutions. Building upon previous research on post-Soviet transformations (Huisman, Frumin, Smolentseva, 2018; Chakseliani, Fedyukin, Frumin, 2022), this study is grounded in a theoretical framework that incorporates theories of transition, higher education stratification, and research capacity.

The methodology employed in this study involves an empirical analysis of 13 countries of the former Soviet Union, incorporating a diverse range of higher education institutions and academic disciplines. Data sources include interviews with university administrators, faculty members, and policy experts, as well as a comprehensive analysis of relevant policy documents and archival materials. This approach allows for a detailed exploration of the complex dynamics at play in shaping the academic profession during the post-Soviet transition.

The analysis reveals a noticeable shift in the balance of responsibilities for academics, as research has increasingly been prioritized alongside teaching duties. This development has been driven by a number of factors, including the globalization of higher education, the influence of international university rankings, and the pursuit of research excellence by national governments and institutions in the region. However, in most cases, these external factors were not supported by relevant resources and capacity building. As a result, there was a significant growth of imitation of research activities, leading to concerns about research quality and integrity.

The study also identifies the persistence of certain Soviet-era legacies in the academic profession, such as a lack of peer-review practices and weak links with global science. For instance, in some post-Soviet countries, national academic journals still follow outdated publication norms and do not adhere to international standards, limiting the global impact and recognition of research conducted in these countries.

## Session 2/2: Internationalisation

### Internationalization of Higher Education Institutions: A Comparative Study in Taiwan and Japan

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Internationalization of higher education institutions (HEIs) is the top stage of international relations among universities, and it is no longer regarded as a goal but as a means to improve the education of sustainability. As institutional commitments to internationalize higher education continue to grow, so too does the need to critically consider both the intended purposes and actual outcomes of the programs and policies that result. This study focuses on how institutional international policies influence outcomes of internationalization in East Asia, especially in Taiwan and Japan. A total of 3,158 participants, including 1,192 Taiwanese, and 1,966 Japanese academics, were recruited to complete the Academic Profession in the Knowledge Society (APIKS), an international survey examining the change in the world of academic work in HEIs. There are three important findings: (1) Both Taiwanese and Japanese academics have higher agreements on the outcomes of internationalization for enhancing academic quality and increasing mobility of students; (2) clear strategy for internationalization can significantly influence teaching-oriented HEIs on internationalization in both countries; and (3) funding for faculty members to undertake research abroad can significantly influence research-oriented HEIs on internationalization in both countries. This study provides insight into the relationship between institutional international policies and outcomes of internationalization in Taiwan and Japan. It also offers some empirical evidence for university leaders to implement managerial strategies for internationalization to promote better education on sustainability in HEIs.

#### Keywords

Education of sustainability, higher education, internationalization, Japan, Taiwan

Table 1: Results of descriptive analysis for outcomes of internationalization in Taiwan and Japan.

Outcomes of internationalization	Taiwan		Japan	
	<i>M</i>	<i>SE</i>	<i>M</i>	<i>SE</i>
Enhanced prestige	3.76	0.97	2.64	1.10
Enhanced academic quality	3.63	0.98	3.03	1.11
Increased revenue	3.47	1.04	2.30	1.02
Enhanced research networks	3.52	1.00	3.28	1.06
Increased mobility of students	3.66	1.02	3.11	1.09
Increased mobility of faculty	3.50	0.96	2.81	1.02
Weakening cultural identity	3.48	1.18	2.60	0.92
Increased brain gain	3.57	1.02	2.59	0.99
Increased costs associated with internationalization	3.55	0.99	2.31	1.10

Table 2: Regression analysis of beta standardized coefficients on outcomes of internationalization through institutional international policies in Taiwan and Japan

	Outcomes of Internationalization			
	Taiwan		Japan	
	Model 1	Model 2	Model 1	Model 2
<b>Individual variables</b>				
Academic field (social science = 1, natural science = 2)	.004	-.012	.005	-.003
Academic preference (teaching = 1, research = 2)	.010	.008	.018	.018
Gender (male = 1, female = 2)	.022	.020	-.018	-.015
Age	-.037*	-.026*	-.048*	-.046*
<b>Independent variables- institutional international policies</b>				
strategy for internationalization (P1)	.640***	.369***	.181*	.280***
international exchange programs for students (P2)	.025	-.028	.010	-.113
funding for faculty members to undertake research abroad (P3)	-.103	.134*	.119	.168*
funding for visiting international students (P4)	.213*	.102	-.014	-.069
funding for visiting international scholars (P5)	-.044	-.038	.012	.230***
recruitment of faculty members from foreign countries (P6)	.027	.105	.339***	.159
funding for faculty members to attend	-.068	.054	.036	.005

international conferences (P7)				
encourages faculty members to publish internationally (P8)	.161	.113*	.104	.132
<b>Interaction variables</b>				
P1*teaching-oriented HEIs	.477***		.134*	
P2*teaching-oriented HEIs	.084		-.039	
P3*teaching-oriented HEIs	.226		-.145	
P4*teaching-oriented HEIs	.260*		.063	
P5*teaching-oriented HEIs	.163		.170	
P6*teaching-oriented HEIs	.035		.280**	
P7*teaching-oriented HEIs	.241		.007	
P8*teaching-oriented HEIs	-.048		.081	
P1*research-oriented HEIs		-.070		-.044
P2*research-oriented HEIs		.187		.197
P3*research-oriented HEIs		.215*		.297*
P4*research-oriented HEIs		-.051		.219
P5*research-oriented HEIs		.174		.329*
P6*research-oriented HEIs		-.101		.041
P7*research-oriented HEIs		.041		.057
P8*research-oriented HEIs		.190*		.022
<b>F value</b>	62.657***	66.178***	50.619***	52.310***
<b>Adj R<sup>2</sup></b>	.509	.523	.336	.343

## **Croatian academics' evolving "relationship" with university governance and management: A decade long changing nature of individual and socio-organisational patterns**

Bojana Ćulum Ilić; Nena Rončević (University of Rijeka, Faculty of Humanities and Social Sciences, Department of Education)

### **Theoretical framework/Definition of concepts**

Academic authority in Croatia has been distributed as in most of continental systems - a combination of state bureaucracy and academic oligarchy (Clark, 1983). As in most countries in the region, almost every decision is still made either in the responsible Ministry or at the level of faculty, as each is a university constituent. The role of the central university administration is therefore relatively weak. Croatian universities, fragmented into powerful and independent faculties, are not able to implement principles of university autonomy, governance and management easily and without difficulties so we can argue that Croatia fits into the group of countries with "self-regulation in difficulties" (Sanyal 1995). Past decade has brought many changes and challenges to the higher education sector overall, and to Croatia in particular, as the country has entered the European Union and therefore started to (re)shape many of its national and institutional acts, policies and practices, including those governance and management related ones.

### **Methodology**

This article addresses changes in governance and management practices in Croatia relying on two time series data sets observed - the CAP study from 2009 and the most recent APIKS study from 2018. Specifically, the aim is to determine whether there are differences in the academics' perceptions of their own influence in shaping key academic policies, as well on their perception on governance and management practices in institution with regard to the following variables: year of conducting research (CAP 2009/APIKS 2018), gender (M/F); rank (early career researchers /experienced academics/seniors) and finally s discipline (STEM/BHASE), as these are the fundamental predictor variables in studies on the academic profession.

For the purposes of this paper we analyse the following variables. For the construct of governance and management practise we used variables: "At your institution there is... Good communication between management and academics (F3\_3), A top-down management style, (F3\_4), and Collegiality in decision-making processes (F3\_5)". For the analysis of their respective influence on key academic policies we used the following variable: "How influential are you in helping to shape key academic policies at your institution: At the level of the department or similar unit (F1\_1), At the level of the faculty, school or similar unit (F1\_2), and on the institutional level (F1\_3)". Several factorial (2x2) ANOVA were conducted to test the effect of the year of research (APIKS, CAP) on the change in attitudes towards the variables in relation to gender, rank and discipline.

### **Data analysis**

Preliminary results indicate that the year of study, gender and rank are more often statistically significant predictor variables, while discipline was statistically significant only in interaction. For



example, influence in shaping key academic policies at the department level was lower in BHASE academics in CAP in comparison to BHASE academics in APIKS, and at the level of faculty STEM academics perceive more influence in APIKS in comparison to STEM academics in CAP. Also, BHASE academics more often in APIKS than in CAP agree that there is good communication between management and academics. These analyses support the hypothesis that the year of research is a moderator variable between discipline and analysed variables. On the other side, at department level and faculty level female academics, juniors/early career

researchers, and APIKS participants in comparison to men, senior academics and CAP participants tend to agree less that they have influence in shaping key academic policies. Also at the institution level, junior/early career researchers in comparison to senior academics tend to agree less on their influence, while APIKS academics more often than CAP academics agree that they have influence at the institution level. Year of study and rank have a main effect on the estimation of level of communication between management and academics, and collegiality in decision-making processes where APIKS academics and senior academics more often tend to agree that communication is good and that there is a collegiality in decision-making processes in comparison to CAP academics and junior researcher.

### **Conclusion**

A decade-long changing nature of individual and socio-organisational patterns and practices related to governance and management in the higher education sector in Croatia seems to be strongly (re)shaped by the “new” European context. Delicate nuances like the mentality and organisational culture of universities and their faculties - shaped throughout the years of functioning under a strong state tradition and influence - are equally strong factors affecting the implementation of new acts and policies. However, first preliminary results indicate that Croatian universities and its academics are moving forward and towards more autonomy and decentralisation in academic governance, while the “relationship” between Croatian academics and university governance and management has been evolving into one with more perceived influences.

## Session 3/1: Academic identity and sense of belonging

### The desirability of an academic career – a cross-country comparison

Franziska Lessky (University of Innsbruck), Nicolai Götze (INCHER Kassel), Alison Elizabeth Jefferson (Ontario Institute for Studies in Education, University of Toronto), Peter Lang, Corinna Geppert (University of Continuing Education Krems), Christian Schneijderberg (INCHER Kassel)

#### Theoretical framework/Definition of concepts

Academic precarity is mainly constructed through the academic career trajectories which vary greatly between the different national career systems, through policies which foster projectification such as resource allocation through third-party funding (OECD, 2021) and through laws restricting the time of employment in academic contracts. Furthermore, it can be assumed that precarity varies according to the specialisation/role and position in the academic system. The research imperative for academic careers and reputation, intensified by socio-political trends such as the “metrification” (Mau 2019) has strengthened the trade-off between different academic duties of teaching, research and transfer (Götze & Schneijderberg, 2022) at the expense of those employment groups which are confronted with high teaching loads. From a theoretical perspective, the concept of social precarity is often used to connect precariousness to wider socio-political policies and practices (Butler, 2009).

This leads to the questions, whether a career in academia is perceived as desirable by those who already work in the field, which factors influence this perception and whether there are differences related to the higher education system the persons work in.

#### Methodology

We draw on APIKS-data from Germany and Canada collected in 2017/18 and Austria collected in 2021. Canada was chosen as a case where the career path is clear and characterized by relatively little job insecurity, and where competition between young scientists for permanent positions is relatively low. Germany and Austria were chosen as contrasting cases, which, due to their strong competition for permanent positions, correspond to the type of the “survivor model” (Enders & Musselin 2008) to a different degree. Germany contrasts with Austria on a second-order basis, since the precariousness of young scientists is even higher, due to the increased career competition resulting from the Excellence Initiative, and the stricter law on temporary scientific contracts.

#### Data analysis

We use a desirability-index, which shows measurement equivalence across the national contexts, as dependent variable. This is composed of personal work satisfaction variables and variables assessing the desirability of an academic career more in general. We calculated regression analyses separately for junior and senior academic including academic career stage (0-6 years,

7-12 years and more than 12 years since doctoral degree), discipline, age, gender, parental education level, employment status, academic age, and workload (teaching, research, administrative) as explanatory variables.

### **Conclusions**

First results of our analyses indicate that a high teaching load in general seems to be strongly detrimental to the subjectively assessed desirability. For junior scientists, also the administrative workload is important. In addition, we found different views on the desirability of a career in academia depending on the parental educational level with academics having parents not owning a higher education degree being less likely to perceive an academic career as desirable. Country differences in the regression results reveal that the socio-political context strongly moderate the assessed desirability of an academic career. Reasons for country differences in relation to structures and regulations will be discussed in the presentation.

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## **Academic Identity and Attachment: Job Security as a Driver of Community**

Stefan Lundborg (KTH Royal Institute of Technology), Khayala Ismayilova (KTH Royal Institute of Technology), Lars Geschwind (KTH Royal Institute of Technology), Anders Broström (KTH Royal Institute of Technology)

Academics have complex and competing identities. They are part of a global community of scholars within their field or discipline, with its own particular myths, ideologies, cultures, languages, and rules of conduct (Becher & Trowler, 2001). They are also part of a philosophical community with shared ideas about the nature of knowledge and the world, where the subject matter takes more of a backseat (Bunge, 1959). In addition, they are part of a national context – sometimes even several – as citizens and residents (Lawson, Salter, Hughes, & Kitson, 2019), a local and regional context as members of society (Nørgård & Bengtson, 2016), and an institutional or departmental context as colleagues (Macfarlane, 2007). With the emergence of the knowledge society (Drucker, 1993), both the number and variety of contexts that an academic is expected to relate to have increased significantly (Jung, Jones, Finkelstein, & Aarrevaara, 2021).

This paper explores two aspects of this circumstance: one is the dominant locales of academic identity, and the other is the role of job security in driving that dominance. Using data from the APIKS survey, the paper examines the relative importance of affiliations with the academic discipline, the department, and the institution respectively for academics in participating countries – gauging the balance between global and local environments for the importance of identity formation in different national contexts. Drawing on insights from organisation theory, where job security has been found to be a strong determinant of organisational commitment (Hur & Perry, 2019), the paper analyses the effect of the duration of employment contracts for the distribution between attachment to the global, institutional, and departmental contexts. Does secure employment foster a stronger sense of belonging to the local environment due to long-term commitment, or does it enable gradual entrenchment in a specialised field that strengthens ties to the global community – and how is this relationship affected by the national context?

The results of the study provide insights into how and where academic communities are formed, as well as practical guidance for leadership functions at higher education institutions regarding how employment policies may be used as tools for building resilient and cohesive local cultures and environments. The study opens avenues of further research into how academics perceive the relationship between the formation of their academic identities and the practical circumstances of their working conditions.

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## Interdisciplinarity and academics' sense of belonging

Anna-Lena Rose, Sude Pekşen, Liudvika Leišytė (Center for Higher Education, TU Dortmund University)

The formation of academic identities has traditionally been strongly tied to disciplinary academic formation processes, reinforcing what Becher (1989) has referred to as guild-like and strongly discipline based behaviour. Studies suggest that so far, disciplines have retained their dominance as a source of academic identity. However, academic identities are increasingly influenced by structures and values transcending disciplinary cultures (Leišytė & Dee, 2012), including, for example, institutional processes (Trowler, 1998). Some strands of literature argue that the protected spaces of academia (Leišytė, 2016) and, consequently, traditional forms of academic identity are challenged and transformed by managerialism and academic capitalism (Slaughter & Rhoades, 2004). Further, the rise of inter- and transdisciplinarity in research and higher education has led to assumptions of the emergence of new, multiple or hybrid identities (Darbellay, 2015; Jacobs, 2010; Leišytė, 2016).

This contribution aims to investigate how an interdisciplinary research orientation affects academics' affiliation and commitment to their disciplines and institutions across different types of disciplines across selected European higher education systems. Specifically, we ask the following research questions:

- 1) How does an interdisciplinary research orientation influence the perception of institutional and disciplinary affiliation of academics?
- 2) How does this compare across disciplines and higher education systems?

In order to answer our research questions, we will conduct a comparative analysis of data from different European higher education systems in the APIKS International Database, focusing on academics' research orientation (mono- versus interdisciplinary; question D2) and the importance of their affiliation (discipline, department, institution; question B3) across different types of disciplines (question A2). Our analysis will be informed by literature on local and cosmopolitan identities (Gouldner, 1957) – locals referring to academic staff that is loyal to their institutions, while cosmopolitans adhere to ideals of the academic profession and have a strong disciplinary sense of belonging. Further, we will draw on the typology of organisational identity formation (Leisyte, 2016) and Biglan (1973) and Kolb (1981) to distinguish four main types of scientific disciplines, namely hard pure/abstract reflective, soft pure/concrete reflective, hard applied/abstract active and soft applied/concrete active sciences.

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## Session 3/2: The development of an academic career

### Shining Stars or Hidden Scars? Unveiling the Quest for Academic Tenure Track System in China

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#### Research background and purpose statement

In recent decade, Chinese universities have introduced the academic tenure track system to reform its academic promotion structure. Whilst the academic tenure track system was considered to provide a sustainable career path (Brechelmacher et al., 2015), it seemed to be distorted as an “up or out policy” in China, which has caused a wide disparity among Chinese academics. Previous study indicates academic promotion policies affected the formation of academic identity, and even contributed to the development of new academic identity (Cai & Zheng, 2016). However, it remains unfolded why the implementation of academic tenure track system in China turned out to cause “disparities” on uncertainties of career development in China.

Therefore, the purpose of this case study will be to explore the environmental factors contributing to the implementation of academic tenure track system in China. We raise two research questions:

- 1) How has academic tenure track system been implemented in a Chinese university?
- 2) What environmental factors have contributed to the implementation of academic tenure track system in Chinese universities?

#### Methodology

We will employ case study as a research strategy and choose a research university in metropolis city in China.

#### Theoretical perspective

By using this theoretical perspective of institutional logics (Thornton et al., 2012), this study will try to identify how multiple institutional logics in the Chinese higher education system exert influence on the way these universities interpret, plan and implement their tenure track system.

#### Preliminary conclusion

Since the study is still on-going, these are only some preliminary findings:

- 3) The implementation of academic tenure track system in China entails an emphasis of performance management, which implies the strengthening of mark logic and corporation logic in Chinese academic profession.



- 4) The over-emphasis of the performance management was endorsed by the Chinese national policies, such as double first-class university policy. In this sense, the implementation of the Chinese academic tenure track system has been underlined by a strengthening state logic since its launch.

### Keywords

academic tenure track, academic promotion, reform, China, institutional logics

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## **Many years running after new research targets, and then what? The actual consequences of a change of promotion criteria**

Giulio Marini (University of Catania)

### **Theoretical framework/Definition of concepts**

The paper aims at analysing whether the introduction of a national fit-for-role evaluation (ASN) occurred in 2012 had an effect in promotion patterns in Italian universities. ASN national procedure represents the first ever research evaluation tool at individual level in Italy. It has passed through several adjustments since its inception, but it has served for a whole decade filtering out possible candidates for promotions to associate professorship or full professorship. Currently, there is a debate about whether to overcome this procedure or to keep it. The main theoretical perspective is that of policies possibly having unintended consequences.

This topic has already been widely analysed from a variety of angles, including: publication patterns, impact of composition of Committee members by sex, discriminations in acquisition of this qualification. Whilst the ASN is a typical example of relatively poor reconfiguration of powers from the Academic Estate into agencies (national Committees are still mostly ruled by academic judgement and the national thresholds are still mostly a reflection of single academic epistemic communities' opinion about what is quality and a mature profile for promotion is), the original rationale of this specific novelty was to: 1) instill a more concrete incentive in publishing; but also 2) saving the economic resources granted in promoting if a candidate is not productive enough. In other words, instead of relying on seniority only, ASN should have allowed both more steeped careers for the best, and, even more importantly, should have stopped the unproductive to have a further step in their career. This latter point is important as promoting those having adverse behaviors (research inactive or poorly performing in research) perpetrates the pattern, preventing the system to acquire new ways of working.

### **Methodology**

In principle, this research design aims at quasi-experimental ex-post evaluation techniques, implementing econometrical ones. The paper will analyse the performances in research before and after the introduction of ASN to ascertain whether ASN had any effective and actual effect, skipping the already analysed in literature topic of ASN per se. In other words, we look at the net effect, checking which aspects of research productivity (and other confounding such as sex, institutional characteristics, epistemic community characteristic) predict promotion, and at which velocity (in how many years a person does achieve the next step).

### **Data analysis**

Data is composed by the whole set of SCOPUS publications authored by any academic affiliated in Italian universities from 2000 year until now. List of academics and respective sex, affiliation, and promotion by time is derived by open sources (Cineca). Some other institutional information are collected at national level to guarantee homogeneity of sources.

## Conclusions

We expect to find a relevant change in publication patterns, with a widespread increase of number of publications, and also an increase of H index and/or international publications. However, what we are testing is the capacity by the system to deny promotions if a candidate is not sufficiently productive relative to national targets, as at institutional and/or meso levels may bestow promotions on other grounds, such as institutional loyalty, other citizenship or teaching awards, mere seniority.

## **Interdisciplinary Research at Universities in Austria**

David F.J. Campbell (University for Continuing Education)

### **Theoretical Framework / Definition of Concepts.**

The focus is on how research and innovation are changing. The emphasis places on university research and its cross-networking and co-evolution with innovation in the economy. These interactions are becoming increasingly non-linear, in which the context of application matters for basic research. Interdisciplinarity and new forms of interdisciplinary research, also integrating scientific and artistic research, transform to transdisciplinarity, where academic research communities cooperate with communities of practitioners in society and the economy, by this altering work and dynamics in the labor markets. What follows is a transition toward the knowledge economy and knowledge democracy (Campbell, 2019), co-creating economy and democracy. The theory of the “Quadruple and Quintuple Helix Innovation Systems” (Carayannis and Campbell, 2021) serves as a conceptual explainer of global trends in these directions.

### **Methodology.**

The empirical work of this article will focus on the CAP (The Changing Academic Profession) and APIKS (The Academic Profession in the Knowledge-Based Society) surveys among faculty personnel at public universities in Austria (the major sector of Austrian higher education). CAP was performed in 2010, and APIKS in 2021. Both, CAP (Campbell, 2013) and APIKS (<https://www.donau-uni.ac.at/de/universitaet/fakultaeten/bildung-kunst-architektur/departments/hochschulforschung/forschung/projekte/apiks.html>), were representative and comparative surveys, carried out in several countries (around the globe), to a large extent also mutually compatible, meaning several of the CAP questions were reproduced in the APIKS survey. The analysis is to identify key questions of CAP and APIKS, which, in a compatible way, address interdisciplinarity at Austrian public universities (contrasting the years 2010 and 2021).

### **Data Analysis.**

Interdisciplinary (multidisciplinary, transdisciplinary) research is being regarded as particularly crucial for the knowledge production (research) and innovation (knowledge application) of universities (higher education institutions). Interdisciplinarity (transdisciplinarity) is motivated to integrate a diversity of research approaches for a better comprehension of complexity (Wagner et al. 2011). This clearly expresses characteristics of an “entrepreneurial university”, networking with society, democracy and the economy (and here different types of companies, also academic firms). At least in terms of an expectation, certain cross-associations between third mission and interdisciplinarity are to be assumed, even though the empirical verification of such a hypothesis still would have to be delivered and accomplished.

### **Conclusions**

The inquiry has a three-fold interest: (a) to identify patterns, (b) to identify possible trends, and (c) to test, how this may be associating with interdisciplinary research.

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