

# CHER Newsletter

CHER CONSORTIUM OF HIGHER EDUCATION RESEARCHERS

## GREETINGS FROM THE EDITORS

Dear CHER Members and friends,

Happy New Year to you all!

It was a pleasure to see so many of you at our recent event in Lausanne, and to welcome the new members who joined our CHER community. It was a good turnout and we hope you enjoyed the Conference.

We are delighted to bring you the second ever edition of our CHER Newsletter. We hope you will find it interesting, informative and also entertaining. In this edition you will read a reminder about the 2014 annual CHER conference. In the section "At the pulse of higher education research" there is an invited contribution from Prof. Patrick Clancy "On Transitions", followed by the news from the board of governors. We also dedicated some space to reflect on the theme of last year's conference, The Roles of Higher Education and Research in the Fabric of Societies. Events like that would not have been possible without the work of local organising committee.

To remind you of one of the event's highlights: the Conference celebrated the first winner of the best PhD paper award. In this newsletter we are delighted to have a special contribution from Mitchell Young, the recipient of the award.

We also cannot remind you often enough that if you would like to become more involved with disseminating news to the network members, we would welcome your input.

You can forward your news or announcements to newsletter email address at [cher.newsletter@gmail.com](mailto:cher.newsletter@gmail.com). You are invited to submit news and highlights on major prizes, awards, new academic appointments and promotions, among other noteworthy achievements. Your submissions will be included in the CHER newsletter.

With all best wishes for 2014!

**Ekaterina Kozina**, Senior Administrative Research Officer, Graduate Studies Office, Dublin City University, Ireland / Vice-President for (AISHE) All Ireland Society for Higher Education

**Creso Sá**, Associate Professor of Higher Education & Academic Director, Graduate Education, Ontario Institute for Studies in Education - University of Toronto, Canada / Member of the CHER board of governors

**Christian Schneijderberg**, Director of Research Unit Innovation and Transfer, International Centre for Higher Education Research (INCHER-Kassel), University of Kassel, Germany

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*Announcement*

**Upcoming CHER 27<sup>th</sup> Annual Conference**  
**Universities in Transition: shifting institutional and organizational boundaries**

**CERIS CNR – National Research Council Rome, Italy,  
 8-10 September 2014**

*Important dates*

<i>Proposals can be submitted before</i>	<b>28<sup>th</sup> February 2014</b>
<i>Acceptance of proposals will be announced no later than</i>	<b>15<sup>th</sup> April 2014</b>
<i>The deadline of early registration will be</i>	<b>1<sup>st</sup> June 2014.</b>
<i>Registrations will not be accepted after</i>	<b>31<sup>st</sup> August 2014</b>
<i>Full papers for the Best PhD Paper Award sent no later than</i>	<b>30<sup>th</sup> June 2014</b>
<i>Full papers should be sent no later than</i>	<b>31<sup>st</sup> July 2014</b>

Submissions: [CHER27@ceris.cnr.it](mailto:CHER27@ceris.cnr.it) / For instructions: <http://www.ceris.cnr.it>



One emerging issue in higher education studies is the extent to which the transformations affecting the organizations, the institutions and the academic profession are changing the institutional and organizational boundaries. Laudel and Glaser (1998) outlined how the network's institutional framework of universities and non-university research institutes includes rules promoting collaborations, which necessarily span the original institutional boundaries—a fact that also affects the networks between universities and firms (Meissner, 2009). Scott (2004) recalled the importance in organizational sociology of theoretical developments related to understanding how and in what way the boundaries of organizations have become more open and flexible; Santos and colleagues (2005) analysed four boundary conceptions (efficiency, power, competence, and identity) and their distinctive features under theories of organization; Lamont and Molnár (2002) figured out the importance of the cultural dimensions of boundaries.

Several signals of shifting boundaries can be envisaged in higher education and research institutions, such as the replacement of permanent positions for researchers by temporary contracts, the involvement of firms with research groups and university boards, new alliances, collaborations and networking with non-academic organizations (e.g. public or private research organizations, firms), as well as universities participating in private companies or agencies. Changing boundaries affecting how academic institutions relate to their environment can be observed, such as processes eventually linked to strategies for absorbing external elements (workers, technologies, technical and organizational expertise) or using external units to perform activities that are not the core competence of the organization. Beside the mentioned events, universities are not boundary-less organizations despite the fact that significant changes occurred in the “scope, position, duration and enforcement mechanisms” (Scott, 2004).

Shifting boundaries are also investigated as changing relationships between academic scientists and the marketplace, putting into evidence the contamination between science and business as to the norms and practice of the academic work (Owen-Smith and Powell, 2001). The mentioned transformation can be positively commented as an evolution suitable to follow the intrinsic changes in the modes of knowledge production (Gibbons et al, 1994; Nowotny et al. 2005); by contrast, they can be judged as a risk for the role traditionally played by the institutions and the scientists, for their autonomy and identity.

A number of theoretical approaches look at shifting boundaries from the perspective of institutional change (Hackett, 2005), which modifies the old academic logic in to a new entrepreneurial one; government policies and policy instruments, such as funding schemes and performance assessment, can support the mentioned shift.

Another element contributing to overcome the organizational boundaries is collaborative research, which involves also the overcoming of geographical boundaries, asking for a specific strategy to manage institutional constraints that can hamper the possibility to have an effective inter-institutional knowledge flow (Heinze, Kuhlman, 2008; Cummings and Kiesler, 2005).

Micro-level perspectives of analysis have been also proposed to figure out the influence of actor choice and strategic action on the transformation of university–industry boundaries (Lam, 2010).

Different conceptualizations of “sociological ambivalence” (Merton, 1976) and “boundary work” (Gieryn, 1983) have been developed to analyse how scientists act in order to defend their autonomy and to secure

resources despite the on-going transformations. This conference, by bringing together researchers dealing with the different perspectives of shifting boundaries, is expected to stimulate the methodological and theoretical debates, including (but not exclusively) historical, comparative, societal, organisational, institutional, quantitative and qualitative approaches.

### Conference Tracks include

#### *Track one: Changing functions, objectives, and scope of higher education and research institutions*

This issue focuses attention on how higher education and research institutions are shifting or even blurring the existing traditional boundaries and assuming new functions, objectives and scope, and, on the other hand how they are externalizing functions and activities traditionally included in higher education institutions. In this track papers discussing the third mission or new emerging goals of higher education institutions and public research organizations are included, as well as papers discussing evaluation, metrics, and policies researching boundary shifts.

#### *Track two: Collaborations across institutional and organizational boundaries*

This track deals with collaborations across multiple organizations, which can produce specific assets to manage and to overcome the existing constraints. Research focusing on the effects of universities entering new external organizations, or stepping across boundaries of the institution of higher education towards partnerships with non-academic public and/or private partners is also envisaged, either at institutional or at national and supra-national level.

#### *Track three: Shifting boundaries in the academic profession*

The track is devoted to investigate the changing relationships between the academics and the market, the shifting boundaries between science and business, how norms and policies at the department level and at the university level can influence scientists’ entrepreneurial and academic commitments, as well as the influence of the disciplinary and professional contexts.

#### *Track four: Core Themes in Higher Education Research*

Those whose proposals do not fit the themes above but are on other core themes in higher education research are invited to submit to this track. However, proposals should be connected to the overall theme of the conference.

#### *Additional events*

Additional events will be announced on the Conference website.

### *Format of the Conference*

Two speakers will deliver keynote presentations related to the conference theme. The backbone of the Conference will be the tracks. We encourage researchers from various disciplines and with different scholarly perspectives to submit paper and panel proposals. In addition to established researchers we would also like to encourage both junior scholars and doctoral students to participate in the 27<sup>th</sup> Annual CHER Conference and submit a proposal. The organisers of the Conference plan to publish selected papers from the Conference in a book in its *Higher Education and Research in the 21<sup>st</sup> Century* series.

## TYPES OF PROPOSALS

Participants are invited to submit proposals in the following formats:

- *Research Paper*: presents the results of original research reported in a paper due on July 31, 2014. Presenters will have 30 minutes for presentation and discussion. Participants should submit no more than two paper proposals as an author/co-author.

- *Panel*: refers to a series of 3–4 presentations delivered by a group of authors or collaborators on a particular research topic. Proposals must establish the relevance, originality, and significance of the proposed panel topic. Each panel presentation will have 120 minutes for presentation and discussion.

- *Poster*: for preliminary studies, works in progress, or early stage research projects for which consolidated results are not yet available.

## SUBMITTING PROPOSALS

*Paper proposals* must be submitted only in PDF or MS-Word formats. The length should be between 1000 and 1500 words (references, tables and figures not included), and should include:

- Proposal author(s) contact information,
- Title and keywords
- Track to which it applies
- Content with the following sections:
  - Objectives of the study;
  - Theoretical or conceptual frameworks;
  - Modes of inquiry;
  - Data sources or evidence;
  - (Expected) results, conclusions.
  - References (figures and tables if needed).

*Panel proposals* should include a presentation of the topic and a short abstract of the content for each paper (up to 2000 words in total).

*Poster proposals* should follow the same rules of the paper proposals, but should be submitted preferably as PDF to enable graphically correct inclusion in the conference website.

All proposals should be submitted no later than the **28<sup>th</sup> of February 2014**.

**PhD paper competition.** Current or recently graduated PhD students (within the last 3 years) may submit research papers that result from their PhD thesis by June 30st and indicate they wish to participate in the Best PhD Paper Award competition. To be considered, papers should be single-authored by the PhD candidate, and up to 7000 words. The winner[s] will be announced during the Conference dinner.

### *Proposal review*

At least two referees will review each proposal. Criteria for paper and poster will include:

- Importance and originality of the proposal;
- Quality of theoretical or conceptual frameworks
- Quality of the research design (methods, data, analysis);
- Novelty of the expected results
- Quality of writing (organization of ideas, clarity of arguments, etc.).

Criteria for panel proposals will include:

- Importance of the proposal for the Higher Education field;
- Linkages with the theme of the Conference;
- Quality of the papers (methods, data, analysis)

Please submit your proposal to [CHER27@ceris.cnr.it](mailto:CHER27@ceris.cnr.it); for instruction please go to the Conference website (<http://www.ceris.cnr.it>).



**On Transitions, invited contribution, by Prof. Patrick Clancy, School of Sociology and former Dean of the Faculty of Human Sciences at University College Dublin, Ireland**



During our very successful conference in Lausanne last month the commemorative volume, *The Development of Higher Education in Europe; 25 Years of CHER*, (Sense Publishers: Editors, Barbara Kehm and Christine Musselin) was launched. This volume builds on the special session at the 2012 Belgrade conference and the follow on symposium held in Ljubljana. The book chronicles some of the context surrounding the establishments of CHER and marks some of the major events and achievements of CHER over its first 25 years. The volume also offers some reflections on the current status and possible future direction of higher education research.

The Lausanne conference marked the start of CHER's second quarter of a century. Our propensity to mark such organisational transitions mirrors our instinct to celebrate such in our personal and family lives. Writing in the 1930s of his memories of being raised on the Great Blasket Island, off the coast of West Kerry in Ireland, one of the most remote islands in Western Europe, Muiris O Suilleabháin published a much acclaimed memoir *Fiche Bliain ag Fás* (Twenty Years a Growing). The title borrows from an ancient Irish proverb which characterises the human life cycle as: twenty years a-growing, twenty years a-blooming, twenty years a-fading and twenty years when it matters little whether you are there or not!

This proverb was, of course, fashioned at a time of much lower life expectancy.

Happily the life cycle of organisations does not correspond to the human life cycle and there is no inevitability of having to face decline. Those of us who work in higher education research have good reasons to anticipate greater longevity for our disciple and professional organisations. Remembering Clark Kerr's characterisation of the university's longevity when he claimed that 70 universities are amongst the 85 institutions in the Western world established by 1500 and still in existence in recognisable form, we can be confident that in common with the subject matter of our research, our organisation, CHER, will survive long into the future.

The key to achieving this longevity is the successful management of transitions. At the Lausanne conference the two key members of the Board of Governors, Christine Musselin and Barbara Kehm, stepped down from the Board having completed their terms of office. The members of CHER owe a great debt of gratitude to these generous colleagues for their service over the past seven years as Chair and Secretary, respectively. Amongst their significant achievements has been the launch with Sense Publishers of the *Higher Education Research in the 21<sup>st</sup> Century Series* and the enhancement of our annual conference. The role of the Secretary and of the secretariat has been especially crucial in the success of CHER as an organisation. Over the first 25 years CHER has had only four secretaries, Frans van Vught, Peter Maassen, Jürgen Enders and Barbara Kehm.

The secretariat was based first in CHEPS in the Netherlands and since 2001 in INCHER, Kassel, Germany. In another transition the secretariat is now moving to CIPES in Porto, Portugal and Pedro Teixeira has assumed the role of secretary.

Our outgoing secretary, Barbara Kehm, has made a significant personal career transition this month in moving to the University of Glasgow, Scotland, to take up a position as Professor of Leadership and International Strategic Development in Higher Education. We wish her well in her new role.

For my part, I am delighted to serve as Chair of the Board of Governors for the coming year. I am conscious that I am now the only member of the Board who has been a member of CHER since its establishment. A feature of the new Board is the preponderance of younger scholars on whose shoulders the future of CHER will rest. I am confident that in their hands CHER will 'bloom' and prosper into the future. First up we look forward to an exciting conference in Rome, next year where Emanuela Reale, will head-up the organising committee.

Patrick Clancy (Chair of CHER).

***Please e-mail to the Editorial board at [cher.newsletter@gmail.com](mailto:cher.newsletter@gmail.com) with your comments and suggestion on the topics you would like to see being discussed in this section: At the Pulse of Higher Education Research***

**Continuity and Change, Exploration and Exploitation in Higher Education Research:  
Some Conceptual Ideas and First Bibliometric Evidence, *invited contribution,***

by Anna Kosmützky and Georg Krücken, INCHER-Kassel

At the International Centre for Higher Education Research Kassel (INCHER-Kassel) at the University of Kassel, Germany, we recently started to systematically study the development of higher education research, both conceptually and methodologically.

In this, we build on a research strand within higher education research that has emerged in the USA and was initially focused on certain journals (Walsh et al. 1969; Kuh and Bursky 1980; Kuh et al. 1986; Volkwein et al. 1988; Silverman 1985, 1988; Milam 1991), and join other more recent efforts that utilize bibliometrics and network analysis (e.g. Tight 2007a, 2007b, 2008, 2012; Budd 1990; Budd and Magnuson 2010; Kuzhabekova et al. 2012; Horta and Jung 2013; Abdullah et al. 2013) to study the cognitive and institutional development of the field based on approaches developed in the field of science and technology studies. Altogether these studies create a sub-field of research in higher education research that makes use of research methodologies from the field of science and technology studies. As a result, such studies provide insights into the topics studied, existing research paradigms concerning the concepts and methods used in higher education research as well as newly emerging research networks and clusters that are of high importance to the entire field of higher education research, its contemporary shape and future perspectives. We would like to join this discussion by adding some conceptual ideas on the development of higher education as a research field, and by combining a qualitative (content analysis) and a quantitative approach (publication and citation/co-citation analysis) to capture both its quantitative and institutional development (growth,

sub-communities, collaboration networks) as well as its intellectual structure (approaches and methods used, topics studied, cognitive resources).

Conceptually, we draw on the one hand on traditional and well-established concepts in the history, philosophy and sociology of science that deal with continuity and change in research areas. Following the seminal works by Thomas S. Kuhn (1962), Imre Lakatos (1978) and Robert K. Merton (1973) as well as other more recent accounts in the transdisciplinary field of science studies we try to reconstruct continuity and change in the field of higher education research. On the other hand, we relate to basic insights from organization studies that allow us to focus on exploration and exploitation in research fields. This first insight comes from organization studies. According to James March organizations have to balance the contradicting demands between exploration and exploitation, which are both important for organizational learning (March 1991). Organizations have to exploit their accumulated knowledge, experiences and competencies in order to survive and thrive. Such a strategy is highly effective in the short run. However, the over-emphasis on exploitation might be detrimental in the long run as organizations simultaneously have to explore new terrain, though the benefits of such exploration processes are highly uncertain. In a reflexive paper on the history of organization studies, March expands his argument on exploration and exploitation (March 2007). According to him, not only formal organizations like firms or universities have to accomplish both, exploration and exploitation, but also academic research fields, which are

characterized by more lateral and network-like structures. With regard to the field of organization studies, he is skeptical about whether a good mix of exploration and exploitation has been achieved. On the one hand, larger societal trends and the rapid growth of the field have led to more openness for new ideas, which typically are imported from outside.

On the other hand, the sustainability of new ideas remains highly uncertain and the tendency towards closure and parochialism can hardly be overcome.

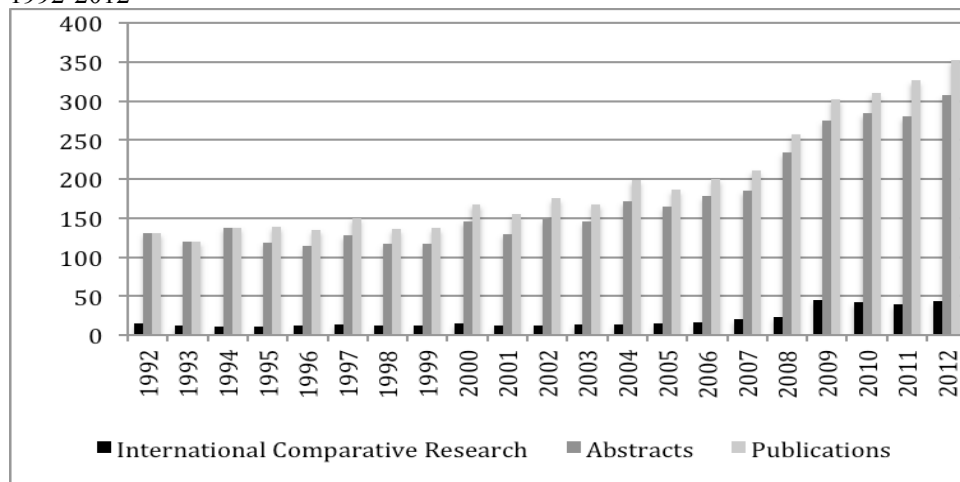
Following these two strands of research we can ask more precisely: Do we rather see continuity or change in higher education research? And do we see a good mix between exploration and exploitation in higher education research, i.e., exchange and openness as well as longevity and continuity? Or is our field either tilted towards an over-exploitation of traditional approaches or an over-exploration of novel ones?

As a first result of our long-term oriented research into the various trajectories of our field, we tracked patterns of international comparative research (Kosmützky and Krücken 2013). In this study we found that international comparative research is a relatively stable and unchanged characteristic of higher education research as it is represented in leading international journals. As figure 1 shows there is a steady amount of international comparative higher education research over the years. 11% of the overall publications are in mean international comparative research comparing at least two different countries with a very recent slight increase in recent years. From 2009 onwards the mean percentage of international comparative research is 15 percent.

**Continuity and Change, Exploration and Exploitation in Higher Education Research:  
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by Anna Kosmützky and Georg Krücken, INCHER-Kassel  
(Continued)

Figure 1: Share of International Comparative Higher Education Research 1992-2012



Source: Kosmützky and Krücken 2013

At first glance, these results seem to contradict the impressive increase of higher education research focusing on international or global issues in recent years that, for example, Kuzhabekova et al. (2012) have shown in their analysis. But it should be noted that studies of internationalization in higher education research are not necessarily internationally comparative, and thus not part of the growth in the number of international comparative projects and publications. But in general, different paces of change and a general continuity of certain characteristics of higher education research are a more likely explanation. Higher education research is highly diverse due to its transdisciplinary and applied, or even mode-2, character of research. Thus it is nationally focused to a large extent and research picks up and studies international trends from a national perspective.

Furthermore, international comparative research is genuinely more complex in its nature than nationally based research and, as our study shows, are to an impressively large extent outcomes of international collaborative research

teams. We found three times as much international collaborative publications (measured as co-authorships) in international comparative research as compared to non-comparative research.

Due to the more complex research team dynamics within international research teams located in different countries, international comparative research often implicates a more time-consuming coordination and costly communication of methodological issues and theoretical paradigms, field access etc. Hence, it is difficult for international research teams to publish journal articles within the usual three-year time span of research projects and even more difficult to stabilize the research network beyond the project duration and to continue the joint international comparative effort. For these reasons, continuity, not radical change seems to be dominant pattern in international collaborative research. Whether such patterns can be seen as indicating exploration or exploitation has to be studied in more detail. This study provides initial insights, but

is only the first step to deeper investigations into both international comparative research and the broader field of higher education research.

Currently, we study research methodologies employed in higher education research in order to track the dynamics of qualitative and quantitative research over time, the openness towards methodological developments in other research fields and disciplines and the related question whether higher education research is a field, in which a good mix of exploration and exploitation has been achieved.

Next we are moving over to analyze and compare the network characteristics (size, diversity of partners, degree of cosmopolitanism) and the cognitive resources of international comparative and non-comparative higher education research by bibliographic coupling and co-citation analysis.

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by Anna Kosmützky and  
Georg Krücken,  
(INCHER-Kassel)

***Please e-mail to the Editorial board  
at [cher.newsletter@gmail.com](mailto:cher.newsletter@gmail.com) with  
your comments and suggestion on  
the topics you would like to see  
being discussed in this section: At  
the Pulse of Higher Education  
Research***



**BOARD'S ROOM : WHAT IS CHER**

**Purpose of BOARD ROOM**

This section of the Newsletter is dedicated to the news from the CHER Board of Governors. Since there were new members who joined CHER Board of Governors in 2013, below we present the profiles of the members and we are also delighted to introduce Prof. Patrick Clancy who became a Chairman of the Board of Governors in 2013.

**WHAT IS CHER?**

CHER was founded during a first conference on November, 24-26, 1988 in Kassel (Germany) where some 30 scholars met to discuss the current state and future avenues in the field of higher education research. These scholars agreed to form an international network of higher education researchers. A steering group of seven persons was established. 1993 CHER was changed into a foundation under Dutch law. The foundation CHER has a board of governors of seven persons.

**MORE INFORMATION ABOUT CHER?**

**Please contact:**

CHER Executive Secretary  
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E-mail: [pedrotx@fep.up.pt](mailto:pedrotx@fep.up.pt)

**WHO CAN BE A MEMBER OF CHER**

CHER is a membership organization. Membership is open to individuals, both active researchers in higher education and students. No institutional and associate membership is possible. Admission form is accessible from the CHER website and requires details on *Position, Main Research Interests, Institution and Contact details (address, phone, email)*.

**Regular membership fee EURO 75,- per year / students EURO 55,-**

**CHER Board of Governors**

**Chairman**

Prof. Patrick Clancy                      University College Dublin, National University of Ireland, Dublin, Ireland

**Executive Secretary**

Dr. Pedro Teixeira                      Centro de Investigação de Políticas de Ensino Superior Universidade do Porto, Portugal

**Members**

- Prof. Creso Sá                              Ontario Institute for Studies in Education, University of Toronto, Canada
- Prof. Dr. Jussi Välimaa                Institute of Educational Research University of Jyväskylä, Finland
- Prof. Don F. Westerheijden          Center for Higher Education Policy Studies, University of Twente, The Netherlands
- Dr. Gaële Goastellec                Observatoire Science, Policy and Society, University of Lausanne, Switzerland
- Dr. Manja Klemenčič                Faculty of Education, Center for Educational Policy Studies CEPS, University of Ljubljana, Slovenia and Harvard University, USA.
- Mari Elken                                The Nordic Institute for Studies in Innovation, Research and Education (NIFU).

**BOARD'S ROOM : BOARD MEMBERS PROFILES**



Patrick Clancy is a Professor (Emeritus) in the School of Sociology and former Dean of the Faculty of Human Sciences at University College Dublin, Ireland. Over two decades, with the support of the Higher Education Authority, he has carried out a series of national studies on access to higher education in Ireland. The current focus of his research is on comparative patterns and higher education policy. He has served on a variety of national and European advisory and policy groups on higher education and was a Fulbright New Century Scholar in 2005/6. He is a founder member of CHER and a member of the Board of Governors since 2006. He edited (with David Dill) *The Research Mission of the University*, the first volume in the CHER sponsored *Higher Education Research in the 21<sup>st</sup> Century Series* (SensePublishers).



Pedro Teixeira is Associate Professor at the Department of Economics (University of Porto) and Director of CIPES (Centre of Research on Higher Education Policy). His research interests focus on the economics of higher education, notably on markets and privatisation, and the development of human capital as a research program. He is the author "Jacob Mincer - A Founding Father of Modern Labour Economics" (Oxford UP, 2007) and has also co-edited the following volumes: "Markets in Higher Education - Reality or Rhetoric?" (Kluwer, 2004), "Cost-Sharing and Accessibility in Higher Education - A Fairer Deal?" (Springer, 2006), "Public Vices, Private Virtues? Assessing the Effects of Marketization in Higher Education" (Sense, 2011), and "Reforming Higher Education: Public Policy Design and Implementation" (Springer, 2013). He is a IZA Research Fellow (since 2003) and a PROPHE Associated Researcher (since 2004). He was Visiting Researcher at Centre for Higher Education Studies of UC-Berkeley (2005), Visiting Professor at SUNY-Albany (2006) and Visiting Fellow at Oxford University (2011-2013).



Creso Sá is Academic Director, Graduate Education and Associate Professor of Higher Education at the Ontario Institute for Studies in Education of the University of Toronto. He served as coordinator of the Higher Education Program in 2011-2012. Creso's broad scholarly interests are public policy analysis and organizational studies in higher education. His work deals with public policies for research and higher education, the organization of research universities, the role of universities in economic development, and the science-policy interface. His book *Tapping the Riches of Science: Universities and the Promise of Economic Growth*, written with Roger Geiger, was published in 2009 by Harvard University Press. His forthcoming book (with co-author Andrew Kretz) looks at the dissemination and impacts of entrepreneurship in universities. Creso was elected to the Board in 2010.



Gaële is Assistant Professor (MER) of Sociology and head of the research unit "higher education policies and organizations" at the Observatory Science, Policy and Society of the Faculty of Social and Political Sciences, University of Lausanne, Switzerland. Her research interests deal with a societal, historical and comparative approach of higher education institution as a mediating space between individual trajectories and societal identities. She has been a Lavoisier Fellow (2004-2005) and a Fulbright New Century Scholar fellow 2005-2006. Amongst her latest publications (2010, Ed.) *Understanding Inequalities in, through and by higher education*, Rotterdam, SensePublishers; *Egalité et Mérite à l'Université, une comparaison Etats-Unis, Indonésie, France* (EUE, 2011) and, with Benninghoff M., Fassa F., and Leresche J-P (Ed., 2012), *Inégalités sociales et enseignement supérieur*, DeBoeck. Gaële was elected to the board in 2013.



Jussi Välimaa is Professor, Head of Research area Education and Social change & Head of research group Research on higher education. Jussi Välimaa professional experience includes positions as a Chair (2012-13) of the Evaluation of The International Degree Programmes in Finland, Finnish Higher Education Evaluation Council and, since 2007 being a Leader of the research strength area Education and Social Change. Jussi Välimaa international experience includes serving as an Editor-in-Chief of Higher Education –the international journal of higher education from 2011- onwards. He has authored more than 70 publications, amongst which are edited/co-edited books, articles in international refereed journals, chapters in international books and research reports.



Don Westerheijden is a senior research associate at the Center for Higher Education Policy Studies (CHEPS) of the University of Twente (the Netherlands), where since over 20 years he co-ordinates research on quality management and is involved in the co-ordination and supervision of Ph.D. students. Don publishes articles and books on quality assurance in higher education in the Netherlands and Europe, its impacts, and on transparency tools (currently, he is a member of the teams developing U-Map and U-Multirank). He was involved in a large number of (Tempus) projects to modernise and quality assure higher education in Central and Eastern Europe between 1991 and ca. 2005, co-developed since 1993 the CRE/EUA Institutional Evaluation Programme, the first international institutional quality review, evaluated the quality assurance procedure in Hong Kong (1998/1999) and led the independent assessment of the Bologna Process in 2009/2010. Don comes to the end of his second and final term on the CHER Board in 2014.



Mari works currently at The Nordic Institute for Studies in Innovation, Research and Education (NIFU). She is also finishing up her doctoral dissertation in the HEIK (Higher Education: Institutional Dynamics and Knowledge Cultures) at the University of Oslo in Norway where her doctoral dissertation is focused on the development of the European Qualifications Framework. Before joining NIFU in September 2013 she worked at the University of Oslo as a research fellow and was a guest fellow at CHEPS in Netherlands in autumn 2012. Her wider research interests include European integration in higher education, and governance and policy of higher education both on supranational and national level with particular interest in issues of sectoral coordination, the role of actors as well as the use of expertise. In addition to research activities, Mari is also running the Hedda blog on higher education. She was elected to the board in 2013 as a representative for early career researchers.



Manja Klemenčič is Postdoctoral Fellow in Sociology at the Department of Sociology, FAS at Harvard University. Her research is broadly in the area of comparative politics and higher education, with specific interests in the intersection between student experience and university governance. She has also researched institutional differentiation, conditions of academic work and academic inbreeding, higher education internationalisation and democratic citizenship education. Manja's empirical work is on Europe, Western Balkans specifically and transatlantic comparisons. She is currently working on a book manuscript entitled *Student Power in Europe* and co-editing a volume on *Student engagement in Europe: society, higher education and student governance*. Her forthcoming research project is on new phenomenology of student experience. In 2014, Manja is taking over as Editor-in-Chief of European Journal of Higher Education. She is a member of Editorial Board of *Journal of Higher Education and Finance* and of International Editorial Advisory Board of *Journal of Student Affairs in Africa*.



Few Reflections on the last year Annual Conference

26<sup>th</sup> CHER CONFERENCE –

University of Lausanne, 9-11 September 2013: “The Role of Higher Education and Research in the Fabric of Societies”

The 26th annual conference of the Consortium of Higher Education Researchers (CHER) took place in Lausanne on 9-11 September 2013, and was organized by the Observatory Science, Politic and Society (OSPS) and the Institute for Social Sciences (ISS) of the University of Lausanne Faculty of Social and Political Sciences. The backbone of the conference were four tracks. We briefly outline a short summary from each of the tracks below. Also a small number of keynote speakers were invited to make initial presentations related to the overall theme.



Main Theme and Conference

Tracks

To foster the discussion among academics working on HER issues, this CHER conference proposed as an overarching theme to question “the roles of higher education and research in the fabric of societies”.

Conference Track One **The Fabric of Identities** collected contributions to discuss processes, contributing to the (re)definition of institutional, organisational, professional, individual and societal identities in and by higher education.

Track Two **The Territories of science and knowledge and the fabric of societies** looked at the issue of territories as multiform. By that it meant that territories could be approached as regarding the place allocated to the disciplines, the higher education and the research geography as well as the production of knowledge.

Track Three **Theoretical and Methodological developments in Higher Education** welcomed papers from researchers from

difference disciplines, theoretical backgrounds, and methodological approaches.

Track four was an **Open Track** and welcomed contributions of paper proposals from those who would have liked to submit a paper proposal but could not fit their research into any of the above themes.

Local Organising Committee

- Fabienne Crettaz Von Roten**, OSPS, University of Lausanne
- Annick Despont**, OSPS, University of Lausanne
- Gaële Goastellec**, OSPS, University of Lausanne
- Adriana Gorga**, OSPS, University of Lausanne
- Barbara Kehm**, INCHER, University of Kassel (Germany)
- France Picard**, Laval University, Québec (Canada), invited researcher at , OSPS, University of Lausanne
- Dominique Vinck**, ISS, University of Lausanne

Conference Organising Committee

- Gaële Goastellec**, OSPS, University of Lausanne
- Predrag Lazetic**, CEP, Belgrade
- Christine Musselin**, CSO, SciencesPo Paris
- Emmanuela Reale**, CERIS-CNR, Rome
- Pedro Teixeira**, CIPES, University of Porto

Book Presentation

*The Development of Higher Education Research in Europe: 25 Years of CHER*  
By *Barbara M. Kehm and Christine Musselin (Eds.)*



Additional Events at the 26<sup>th</sup> Annual Conference

Additionally, a *Fulbright New Century Scholars* follow up session was planned: 8 years after the end of the research program “Higher Education in the 21st Century: Global Challenge and National Response», what are the fellow’s current research portraying about changes in the global-national dynamic?

Another additional event was the 20-years’ reunion of alumni and teaching staff involved in the “European Higher Education Advanced Training Course” (EHEATC), organised by CHER in 1992-1993, to reflect on how this course, organised by CHER, affected higher education research across Europe, as well as the transformation of the HER sector in postcommunist Central and Eastern Europe.



**Few Reflections on the last year Annual Conference**

**26<sup>th</sup> CHER CONFERENCE –**

*University of Lausanne, 9-11 September 2013: “The Role of Higher Education and Research in the Fabric of Societies”*

**(Continued)**

A small number of keynote speakers were invited to make initial presentations related to the overall theme:

**Professor Michele Lamont Harvard University**



Michèle Lamont is a Professor of Sociology and African and African American Studies and the Robert I. Goldman Professor of European Studies at Harvard University. She is a fellow of the Canadian Institute for Advanced Research and has co-directed its research program on Successful Societies since 2002. A cultural sociologist, Lamont specializes in the sociology of inequality, race and ethnicity, the sociology of knowledge, the sociology of higher education, sociological theory and comparative and qualitative sociology.

Her scholarly interests center on shared concepts of worth and excellence, and their impact on hierarchies in a number of social domains. She has written on how the meanings given to worth (including moral worth) shape ethno-racial and class inequality, on the definitions and determinants of societal excellence, and on the evaluation of excellence in higher education. Other areas of interest include group boundaries, how members of stigmatized groups respond to racism and discrimination, how culture matters for poverty, peer review, shared criteria of evaluation for qualitative social sciences, disciplinary cultures, and interdisciplinarity. Lamont is the author of *Money, Morals and Manners: The Culture of the French and the American Upper-Middle Class* (University of Chicago Press, 1992), *The Dignity of Working Men: Morality and the Boundaries of Race, Class and Immigration* (Harvard University Press, 2000) and *How Professors Think: Inside the Curious World of Academic Judgment* (Harvard University Press, 2009 – translated in Korean (2011) and Chinese (2012)). *The Dignity of Working Men* won several book awards including the 2002 C. Wright Mills Award from the Society for the Study of Social Problems.

**Professor Sheldon Rothblatt, University of Berkeley**

Sheldon Rothblatt was knighted by the King of Sweden as Knight Commander of the Royal Order of the Polar Star (founded 1748). He served as director of the Center for Studies in Higher Education from 1989 to 1996 and is currently a CSHE faculty associate. He is a renowned scholar of British and European history, and his research centers on the history of universities in relation to society and culture, the history of campus planning and architecture, urban culture, intellectuals, scientists and professions and the history of liberal learning in the US, Britain and Continental Europe. Sheldon Rothblatt was educated at the University of California, Berkeley and King’s College, Cambridge University, where he was the Ehrman Student.



He was elected to Phi Beta Kappa in 1956, served in the U.S. Army, and received his PhD from Berkeley in January 1965. He is a Member of the Royal Swedish Academy of Sciences, the National Academy of Education (US), and a Fellow of the Royal Historical Society of Britain. He taught Modern British and European history at Berkeley from 1963 until retirement. He is now Professor Emeritus. He has taught courses in the comparative history of universities at Stanford, New York, Columbia, Oslo, Vienna and Monash (Australia) universities and served as STINT Professor of University History at the Royal Institute of Technology in Stockholm from 1996-1999. He also taught undergraduate courses at Samford University in Birmingham, AL. He continues to teach European and American intellectual and cultural history at the Fromm Institute for Lifelong Learning on the campus of the University of San Francisco.

**Few Reflections on the last year Annual Conference**

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**(Continued)**

## PHD's Best Paper Award

Prior to the Conference current or recently graduated PhD students were invited to submit papers that they deemed especially outstanding and which resulted from their PhD thesis research. Participants of the competition were invited to indicate they wished to participate in the PHD Best Paper Award Competition. To be considered, papers should have not been co-authored with a faculty member. The winner[s] were announced during the conference dinner.

## Mitchell Young is a Winner of PHD's Best Paper Award 2013

Mitchell Young is a PhD Candidate at Charles University in Prague in the Faculty of Social Sciences, Institute of International Studies, Department of West European Studies. Mitchell is in his 4th year of the PhD program. Below we present a short reflection from Mitchell on what it meant for him to win an award.

After agreeing to write something for the CHER newsletter about winning the PhD paper award, I quickly found that I didn't quite know how to begin. I was asked to reflect on my research and how I transferred it into an award winning paper. I wish I had a recipe for that. I don't, but at least I can describe how the paper came about and some of the challenges I set for myself.

It began with a desire to attend the CHER conference for a second time. I had presented a paper on recent developments in the Czech Republic's research policy in Belgrade the year before, but I wanted to do something different. I had conducted a set of interviews at one of the largest Swedish universities in December of 2012, examining how Swedish research policies were affecting the way researchers shaped their choice of topics, projects, and publications. These were sitting on my hard drive in mp3 format and I was afraid that they might stay there for a long time if I didn't commit to using them. The theme of the CHER conference provided an ideal opportunity.

The jump from the Czech Republic to Sweden might seem odd at first glance, but it is central to my dissertation which explores the

implementation of national and European research policy. I am based at Charles University in Prague in the department of West European Studies, which focuses on comparative politics and the European Union. There are a number of similarities between these two countries which make the comparison interesting: they are both small peripheral countries whose native language is not a major research language, and both have adopted research policies designed to steer research in a neoliberal manner with tools based on bibliometric results rather than peer review. The central question for me is: how are those systems steering and changing universities and the practice of research? I am using a combination of neo-institutional and public administration theories to try to understand this.

I felt that up to this point, I had been doing too much secondary reading of the literature, and wanted to get more into the primary materials and to see what would come out of their transcription, coding and analysis. I had not written a paper using interview data as the primary source before, and was anxious to

give it a try as I plan to write several chapters of my dissertation using this methodology. So I also saw the paper as a bit of a test for whether my dissertation plan would be feasible.

When my name was called for the award, I was both surprised and excited. With all the other excellent doctoral students who were in attendance at CHER, I had no expectation of winning. Probably the most rewarding part of being given the award was the spirit of support and interest which came from so many people at the conference. Given what an up-and-down experience the doctoral process is, this provided a big boost, and one which I greatly appreciated. I also think it says a great deal about the character of the conference itself, which I have found to be welcoming, open and collegial. Again, thanks to the organizers and judges. I look forward to CHER 2014.

*by Mitchell Young,*  
Winner of PhD Best Paper Award in 2013

## CHER News and Highlights

by Teresa Carvalho

CIPES and University of Aveiro

In the last conference of the European Sociological Association, in Turin, in August 2013, Teresa was elected as coordinator of the research network 19 - sociology of professions. You can see more information about the network at:

<http://www.europeansociology.org/research-networks/rn19-sociology-of-professions.html>

by Prof. Dr. Jürgen Enders

Southampton Education School

Jürgen Enders has moved to the University of Southampton as Professor of Higher Education

[http://www.southampton.ac.uk/education/news/2013/08/16\\_new\\_professor\\_for\\_southampton.page](http://www.southampton.ac.uk/education/news/2013/08/16_new_professor_for_southampton.page)

In 2013, Jürgen Enders has accepted a chair at the Southampton Education School.

He previously worked as the Director of the Center for Higher Education Policy Studies (CHEPS) in the Netherlands and before that as assistant professor at the International Center for Higher Education Research (INCHER) in Germany. His academic interest is focused on the study of institutional change in the field of universities, and their role in society and economy. He is member of the editorial board of the book series 'Higher Education Dynamics' and the journal 'Higher Education'. He has written and (co)edited 14 books, and published more than 100 articles in books and journals.

Jürgen is elected member of the Academia Europaea and of the German Academe of Science and Engineering, and Honorary Fellow of the Society for Research in Higher Education.

by Anne Corbett

Anne Corbett is no longer a Visiting Fellow at the London School of Economics and Political Science. This provides peace of mind to get a book completed. Only email is [annecorbett@mac.com](mailto:annecorbett@mac.com) Personal webpage will be [www.annecorbett.eu](http://www.annecorbett.eu) (in process of being constructed). Linked in, Twitter etc operational.

### CHER Newsletter News & Highlights

Do you have some noteworthy news you would like to share with CHER members?

CHER Newsletter Editors would like to invite current CHER members to submit related news and highlights.

Stories can be of any type, 60 words maximum. Some examples are given below:

- Prizes / awards / measure of esteem
- Launch of new centres / initiatives
- Change of academic positions/ posts / Career promotions
- Upcoming or recent significant events (eg. International conferences)

News and Highlights will be included on CHER Newsletter pages and any stories which have the potential for presentation will appear in Newsletter editions.

*Also, please e-mail to the Editorial board at*

*[cher.newsletter@gmail.com](mailto:cher.newsletter@gmail.com) with your comments and suggestions on the topics you would like to see being discussed in the Newsletter*

*With best wishes,  
Editors (Ekaterina. Creso,  
Christian)*