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Looking back at the summer school "Boundaries in Science and Higher Education (Research)"

Last year's "Summer School in Higher Education Research and Science Studies" was organized by INCHER-Kassel. It took place from the 9th - 13th October 2017 at the University of Kassel. Twenty-five graduates and 12 junior researchers took part in the Kassel summer school.



Organizers, participants and speakers at the 2017 summer school "Boundaries in Science and Higher Education"

The topic of the 2017 summer school in higher education research and science studies was boundaries. The summer school took place at the University of Kassel and was funded by the German Federal Ministry of Education and Research (BMBF). The thematic focus was on disciplinary and terminological boundaries between organizations, career systems, methodological and theoretical approaches, and between generations in higher education, science and research. Based on the ambivalent nature of limitations and boundaries that can hinder both research and innovation, as well as providing original approaches and new outcomes, the organizers of the Summer School asked questions such as:

- What can international comparative research look like in a world where social spaces are becoming ever more global?
- How can boundaries help to identify causal effects in empirical research?
- How can we advance methods and methodological frameworks that combine micro, meso, macro and a mixed methods approach?
- How can higher education and science research benefit from the interaction beyond the boundaries of fields and disciplines?
- How does the globalization of higher education affect national academic labor markets?
- How do the geographically bound university organizations survive in a digital world?

- How does the interplay between public and private research organizations change the boundaries between them?

The participating young researchers experienced a broad range of lectures and workshops led by experts in higher education and science research. On the program were, among other things, reflections on research trends, method workshops, and lectures and exercises on qualitative and quantitative comparative research. Twenty-one of the 25 participants came from Germany while 16 of the participants came from 15 other countries. The majority of those 15 other countries were European. The workshops and lectures were offered by: Edith Braun (INCHER-Kassel), Ulrike Schwabe (DZHW and INCHER-Kassel), Stephan B. Bruns (University of Göttingen), Grit Laudel, and Jochen Gläser (Technical University Berlin), Achim Oberg (Vienna University of Economics and Business, Austria), Justin Powell, and Jennifer Dusdal (University of Luxembourg), Romy Wöhlert (University of Leipzig), and Anna Kosmützky (INCHER-Kassel). The participants also contributed to a diverse and exciting program with 18 junior scientists presenting the results of their current research and a further 7 presenting their research in poster presentations.

Some program highlights: Christoph Grimpe (Copenhagen Business School, Denmark) shared his research on research consortia involving advocacy groups in his opening keynote, "Joint Search and the Competition for Funding: What Do We Know About the Selection of Collaborative R

& D Projects?". In the festive setting of the evening reception, Francisco O. Ramirez (Stanford University, USA) vividly outlined the effects of globalization on the American higher education system in a talk entitled "American Universities as Organizational Actors".

The Summer School also hosted a workshop by the Interdisciplinary Network for Investigating Science and Technology (INSIST). The workshop explored how the boundaries between research integrity and good scientific practice differ across different actors in research, and what elements influence the work of the actors at the borders. Gili Drori (Hebrew University, Jerusalem, Israel), Jennifer Dusdal (University of Luxembourg, Luxembourg), Achim Oberg (Vienna University of Economics and Business), Justin Powell (University of Luxembourg, Luxembourg), and Romy Wöhlert (University of Leipzig) gave short statements from their own research practice, thus inspiring a lively debate.

The summer school concluded with a keynote speech by Gili Drori. Gili used the example of marketing-oriented branding campaigns by universities to shed light on the change in self-concepts of these universities.

"International Research Collaboration – Is it worth it?" Panel at the international summer school "Boundaries in Science and Higher Education (Research)"

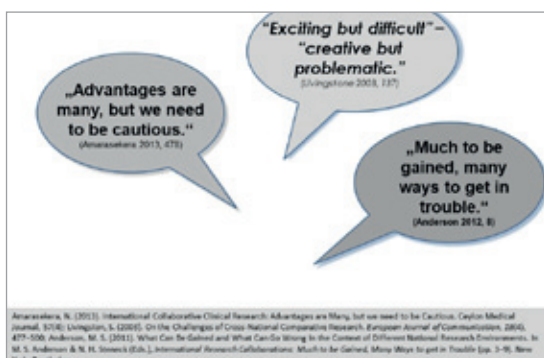
To provide the opportunity to discuss the benefits and challenges of international research collaboration, a public panel was held on international research collaboration on day four of the international summer school. Six distinguished experts in this field discussed the question whether in-

ternational research collaboration is worth the effort: Gili S. Drori; Justin J.W. Powell; Romy Wöhlert (University of Leipzig, Germany); Achim Oberg, and Jennifer Dusdal. Anna Kosmützky, who chaired the panel, invited

them to contribute statements on the panels' main question from a perspective according to their career stage and positionality, e.g., early career research, mid-career researcher, and experienced principal investigator.

A very brief summary of the panel and its following discussion with the audience is: although, it is more time consuming, more complex as regards research content, and socially more complicated, international research collaboration is exciting and worth the effort.

Also, recommendations for (early career) researchers who are interested in international collaboration have emerged based on the panelists' contributions and comments from the audience. The recommendation list ends with: last, but not least: take your HAPPINESS factors seriously!



The 2017 Summer School was organized by the International Center for Higher Education Research Kassel (INCHER-Kassel). The organizational team at INCHER-Kassel consisted of Professor Dr. med. Guido Bünstorf, Dr. Anna Kosmützky and Professor Georg Krücken. Susanne Höckelmann (secretariat) took over the event management.

The next summer school is on "Science and Politics – Exploring Relations Between Academic Research, Higher Education, and Science". It will be hosted by the Forum Internationale Wissenschaft Bonn (FIW).

NEWS

DZHW and INCHER-Kassel are expanding their cooperation by agreeing on a professorship

In October 2017, the president of the University of Kassel, and the head of the DZHW (Deutsches Zentrum für Hochschule und Wissenschaft) signed an agreement on a professorship "Governance in higher education and science" at the University of Kassel



Prof. Dr. Monika Jungbauer-Gans (DZHW) and University President Prof. Dr. med. Reiner Finkeldey (Kassel)

The decision to establish a joint professorship results from a mutual initiative from the German Centre for Higher Education Research and Science Studies – DZHW and INCHER-Kassel.

Prof. Dr. Monika Jungbauer-Gans, Research Director of the DZHW and University President Prof. Dr. med. Reiner Finkeldey (Kassel), signed an agreement on 16 October 2017 in Kassel on

the planned joint appointment to a professorship "Governance in University and Science" at the University of Kassel. The professorship will also be linked to a homonymous department at the DZHW in Hannover. This department is primarily dedicated to the study of governance of academic education, of key performance indicators and resources, and of organizational structures and dynamics in the higher education and science systems.

This agreement means two of the major German institutions in the field of university research are expanding their cooperation.

Looking back at the INCHER colloquium series 2017/2018

24th October 2017, Brown-bag-Lunch 12:15 – 14:00

Engaging with Industry and its Influence on the Direction of the Scientific Agenda. Evidence from German Professors

Dr. Florence Blandinieres (Research Department Economics of Innovation and Industrial Dynamics, Zentrum für Europäische Wirtschaftsforschung GmbH (ZEW), Mannheim)

In her lecture, Florence Blandinieres provided empirical analyzes on the innovation behavior of companies and the interaction of business innovation and the exchange of research results between companies and research institutions.

14th November 2017, Brown-bag-Lunch 12:15 – 14:00

Migration and Academic Career

Professor Dr. Nina Baur (Institute of Sociology, Technical University of Berlin)

Professor Baur presented an overview of the state of research on the relationship between science and migration. She showed by comparing migrants from the USA, Great Britain, France, Spain, Romania, Turkey, China, Syria, Morocco and Eritrea that different factors influence what problems the immigrants face and how they are treated. The factors were: different positions of home and host countries in the global science system (macro level), specialized cultures of disciplines, and the organization "university", which in turn is embedded in local contexts (meso level), as well as migration motives, social origin, gender and age of individual migrants (micro level).

6th December 2017, Research Colloquium 17:00 – 18:30

Qualitätssicherung im dualen Studium – Wunsch und Wirklichkeit [Quality assurance in the dual study – wish and reality]

Dr. Bettina Langfeldt (Chair for Methods of Empirical Social Research, Substitute Professor, Faculty of Social Sciences (FB 05), University of Kassel)

Dual degree courses, established at the interface of vocational and higher education in Germany are evidently very successful. However, there are concerns about the lack of coordination between practical and theoretical

training. The lecture by Bettina Langfeldt shed light on the difficulties of learning venue cooperation in dual study courses from a theoretical and practical perspective. The arguments of different actors (students, lecturers, company supervisors, chambers of commerce and craft chambers etc.) with regard to the integration of the learning venues as a quality criterion of the training were critically considered. These arguments and reflections were then compared to current measures in the quality assurance practice.

23th January 2018, Research Colloquium 17:00 – 18:30

What's the Price of Academic Consulting? Effects of Public and Private Sector Consulting on Academic Research

Professor Dr. Hanna Hottenrott (Chair for Economics of Education, School of Management, Technical University of Munich)

Academic consulting is an important and effective means of knowledge transfer between the public and private sectors. While previous research suggested that consulting activities might come at the cost of reduced research output, the analysis of Professor Hottenrott provides a more nuanced picture. Public sector consulting comes with lower average citations, suggesting a move towards applied research that attracts fewer citations. Moreover, engagement in consulting increases the probability to cease publishing research altogether, particularly for private sector consulting. Exit probability is higher for those at the start or towards the end of their academic career and in fields for which the public-private wage gap and opportunities for engagement in duties outside academia are higher.

24th January 2018, Brown-bag-Lunch 12:15 – 14:00

Notengebung an Deutschlands Hochschulen [Grades in German Higher Education Institutions]

Professor Dr. Gerd Grözinger (Social and educational economics, Europa Universität Flensburg)

The lecture provided an overview of the results of a DFG research project, that applied several methods: a) archival recordings of grades of selected subjects and universities, b) evaluations of the official examination statistics, c) group discussions. One focus of the research question was the extent to which grade inflation (a problem much discussed in the USA) can also be observed in Germany.

Centenary lecture of Max Weber's speech "Science as a Vocation"

One hundred years have passed since Max Weber's famous speech "Wissenschaft als Beruf" [Science as a vocation]. INCHER-Kassel commemorated this event with a lecture and discussion on the 7th November, 2017. Heinz Bude, Professor of Macro-Sociology at the University of Kassel, gave a fascinating and knowledgeable introductory talk on Max Weber's lecture "Wissenschaft als Beruf". Watch the recording of Professor Bude's talk on the University of Kassel's website.

Link to the video: <http://www.uni-kassel.de/einrichtungen/de/incher/veranstaltungen/videos.html#c33561>

Event note

Der studentische Protest der 1960er Jahre und die Entstehung der Hochschulforschung in Deutschland [The student protest of the 1960s and the emergence of higher education research in Germany] (Professor Ulrich Teichler)

On June 6th this year, Professor Ulrich Teichler will give a talk at INCHER-Kassel on the "The student protests of the 1960s and the emergence of higher education research in Germany". This talk marks the 40th anniversary of INCHER-Kassel's foundation and is within the framework of the INCHER colloquium series.

New Project: MOOCS – After the Gold Rush

The BMBF-funded project: “MOOCS – After the Gold Rush?” guided by Guido Bünstorf, Anna Kosmützky and Georg Krücken began in October 2017.

INCHER-Kassel’s MOOCS research project examines the market dynamics of MOOCs in Germany. It also focuses on suppliers’ strategies in the MOOC market based on economic and social science theories and detailed empirical data. The analysis provides the opportunity to preliminary take stock and to systematically examine the prospects of MOOC technology in Germany.

Digitization is one of the major driving forces for change in current higher education with MOOCs being an essential part of this development. The digitization, and MOOCs in particular, have the potential to drastically change the structure in tertiary education by giving rise to, and supporting, new business models. Competitive pressure on the universities arises when new providers enter the tertiary education market with innovative digital business models. Online courses, for example, from institutions with a strong reputation, can be an attractive alternative to classroom study at less renowned, local universities. These courses are also playing a more critical role in the context of the development of transnational educational programs.

MOOCs also challenge questions about intellectual property rights. On the one hand, MOOCs could be viewed as analogous to textbooks and other publications as the property of the authors. On the other hand, US universities, for example, claim ownership of their employees’ MOOCs in the same way they deal with higher education inventions (under the Bayh-Dole Act).



It is an open question, particularly for Germany, as to what extent the global MOOCs trend leads to new business models, which new models of intellectual ownership and property rights emerge, and how this might affect the higher education sector. The INCHER MOOCs research takes interdisciplinary theoretical approaches to market dynamics and compares international trends and their influence on the MOOC market and the higher education system in Germany. On this basis, it will develop scenarios related to the German system.

Involved researchers: Professor Georg Krücken; Professor Guido Bünstorf; Professor Anna Kosmützky; Gabi Reichardt, LL.M.

Project “Organizational development through internationalization” completed

The scientific monitoring and evaluation of the DAAD program “Strategic Partnerships and Thematic Networks” carried out by INCHER-Kassel has been completed with a final report offering recommendations.

From 2013 to 2017, INCHER-Kassel’s project “Organizational Development through Internationalization” examined the promotion of internationalization measures from the perspective of organizational development. At the same time, the project provided a continuous scientific monitoring and final evaluation of the first phase of the DAAD program “Strategic Partnerships and Thematic Networks”. This program supports German universities in establishing strategic partnerships and thematic networks with selected universities abroad. The program aims to strengthen the international profile of German universities. INCHER-Kassel examined 21 Thematic Networks and Strategic Partnerships involved in the first funding round from 2013 to 2016.

Georg Krücken, directed the research project and Dr. Yasemin Koj and Sören Magerkort were involved as researchers. The project combined theoretical approaches of evaluation, higher education research, as well as research on innovation, organizations and science research into a coherent research design. Methodologically, various qualitative and quantitative methods (document analysis, online surveys, different forms of interviews and indicators) were combined.

Central results

Overall, the DAAD program can be considered a success. It showed positive effects beyond the individual project level and can be seen in particular at the overall level of the participating universities. A major achievement of the program is the development of adequate cooperation structures. Only with these structures can the sustainability of specific activities beyond the funding period take place.

Quantitative performance indicators have been used to demonstrate that success has been achieved in all the categories examined – third-party funded projects, publications, exchanges and mobility, organized events and qualification work. The increase over the years shows that continuous quantitative improvement is based on the project structure initially generated. It is likely that this effect will continue even after the funding has ended.

The openness of the DAAD program enables the realization of completely different, context-adapted forms of cooperation and objectives. Likewise, the high degree of self-determination and flexibility mean projects can react quickly and adequately to challenges and target shifts. However,

Project News

there are considerable differences between the individual projects. These differences are mainly due to project performance with respect to the following factors: an adequate assessment of the project planning effort (especially in the initial phase), successful communication within projects and within the university as well as with project partners; institutional support from the university administration or university management; the implementation of project activities and achievement of self-set goals.

Based on the assessment of the program and the individual projects, recommendations for the further development of the program were proposed.

An executive summary of the project results (in German) can be found at: https://www.daad.de/medien/hochschulen/ww/hspartnerschaften/strp/executive_summary_abschlussbericht_incher-kassel_24.10.2017.pdf

„Komprue“ project completed in December 2017

As part of the research group “Performance-Based Test of Students’ Communicative Skills” (German Abbreviation: Komprü) funded by the German Federal Ministry of Education and Research (German Acronym: BMBF), a performance-based test instrument has been developed at INCHER-Kassel during the past three years (2014-2017).

The aim of the Komprue project was to generate a test setting for communicative skills of students in teacher training programs and in the field of economics. Role-play scenarios were developed to demonstrate abilities in typical communication situations of the students’ future working life. In order to make the shown individual behavior measurable and assessable, for each role-play, a corresponding, standardized observation sheet was developed under theoretical considerations. The role-plays have been successfully conducted in 12 universities and universities of applied sciences all over Germany and supported by a team of actors and university didactics practitioners. The empirical results support the theoretically expected dimensions, and, as a positive side-effect, have given valuable stimuli for innovations in teaching

and learning. In addition to this large nationwide survey phase in 2016, an extensive test-retest study was conducted in May / June 2017 at the University of Kassel (for economics) and at the Freie Universität Berlin (for teaching). The results of the project will be i.a. presented at the annual conference of the German Speaking Society for Higher Education Research (Gesellschaft für Hochschulforschung, GfHf) in April in Speyer. Planned publications are currently under review. In autumn 2018, a large conference of the BMBF funding track “Competence Models and Instruments of Competence Acquisition in the Higher Education Sector – Validations and Methodological Innovations (German Acronym: KoKoHs)” will take place in Berlin. The Komprue project will also be represented at this conference.

Project on Quality Assurance of Studying and Teaching via Processes of Accreditation and Evaluation (EIQSL) completed

Outcomes were presented at a joint conference “Control and effects of quality assurance and quality management in teaching and learning” in September 2017

The final joint conference of the research projects EIQSL, WiQu and WirQung on the topic “Control and effects of quality assurance and quality management in teaching and learning” took place on 28th and 29th September 2017 at the Helmut Schmidt University / University of the Federal Armed Forces Hamburg. One hundred and fifty people from science, quality management and ministries and accreditation agencies participated.

In the field of study and teaching, more and more evaluation and accreditation procedures have been introduced since the 1990s. Despite an ongoing controversial debate around this development promoted by higher education policy and universities, there are only a few research findings on the control and effects of quality assurance (QA) and quality management (QM) in this field.

Against this background, three research projects funded by the Federal Ministry of Education and Research (BMBF) investigated quality assurance and quality management at German higher education institutions:

- The project EIQSL (Quality Assurance of Studying and Teaching via Processes of Accreditation and Evaluation) which was conducted at INCHER-Kassel dealt with the legitimization of different procedures as

well as with the connection and effects of the internal and external control of study and teaching.

- The project WiQu examined procedural, structural and personal factors of QS and QM.
- The project WirQung raised a tax-theoretical perspective on the mode of action and effectiveness of quality-related control practices.

The empirical project results were presented in a final joint session at the conference on 28th and 29th September 2017, bringing together the complementary analyzes of the QA/QM research. The conference also served to discuss and reflect on possible implications for the practice and further development of quality assurance and quality management in higher education.

A report on the project results of EIQSL will be published in the online series INCHER Working Papers in April 2018.

Researchers of the EIQSL project at INCHER Kassel: Prof. Dr. Georg Krücken, Dr. Christian Schneiderberg, Dr. Isabel Steinhardt, Janosch Baumann.



Higher Education in Germany – Recent Developments in an International Perspective

by Otto Hüther and Georg Krücken. Springer: Cham 2018



The new book by Otto Hüther and Georg Krücken analyzes the developments of the last two decades in German higher education. The book provides a comprehensive and detailed account of both new dynamics and stable paths in the German higher education system.

“Higher Education in Germany” discusses the main higher education structures in Germany, both conceptually and with a particular emphasis on recent trends in German higher education. As the German system is clearly embedded in broader, transnational trends, the authors analyze recent developments from an international perspective.

Gerhard Casper (President Emeritus and Professor Emeritus, Stanford University) commented on the book: “The foreign observer of German higher education, even the informed foreign observer, struggles to find denominators, not to mention common denominators of a bewildering array of approaches. Otto Hüther and Georg Krücken, in this book, do an absolutely splendid job of offering theoretical perspectives, qualitative and quantitative data, and comparative assessments”

Link to publisher’s product page: <http://www.springer.com/de/book/9783319614786>

University Governance and Creativity

Special Issue, edited by Georg Krücken, Lars Engwall, and Eric de Corte
European Review, Volume 26 – Supplement S1 – February 2018



In 2016, the HERCules group within Academia Europaea initiated a conference on “University Governance: Impeding or Facilitating Creativity?”. The conference was a joint effort by IN-CHER-Kassel and was supported by the German Volkswagen Foundation (VolkswagenStiftung). It took place at the Royal Palace of Herrenhausen, Hannover, September 29th – 30th, 2016. The conference dealt with the question: Governance and

creativity, are they really two contradictory requirements for universities? This question is considered against the background that universities are expected to provide simultaneously more accountability and more knowledge creation. It asked: Is the relationship between accountability and creativity a zero-sum game in which more governance necessarily means less creativity and vice versa, or can a sensible synthesis between the

two requirements be developed? And: How could external rules and regulations be formulated in order to facilitate and not impede creativity?

The special issue “University Governance and Creativity” of the European Review edited by Georg Krücken, Lars Engwall and Eric de Corte and published in February 2018, is based on papers presented at the conference. It includes a broad variety of academic researchers dealing with issues of governance and creativity in universities as well as practitioners representing the field of higher education leadership. With respect to the questions raised at the conference, the editors come to the conclusion that there are certainly no clear-cut answers to these questions. However, they are important for the future of academia and therefore require an ongoing debate.

Open access is provided to the introduction to the Special Issue at: <https://www.cambridge.org/core/journals/european-review/issue/7181A1DDB7D1C17C2AC3FBF88ACDBE4E>

Reclaiming Quality Development: Forschung über Lehre und Studium als Teil der Qualitätsentwicklung

Special Issue, Zeitschrift für Hochschulentwicklung 12/3, edited by Isabel Steinhardt, Phillip Pohlenz und Marianne Merkt



With this special issue of ZFHE (Zeitschrift für Hochschulentwicklung), the editors intend to encourage and to contribute to the discussion on the role of quality management in higher education. The contributions in the issue ask how the actors involved perceive quality management

and how they handle it. The volume focuses mainly on participatory quality development but it also contains four free contributions on general topics on university development. In addition to the online version, the issue is also available in print.

Open access is provided to the journal at: <https://www.zfhe.at/index.php/zfhe/issue/view/55>

Rosalba Badillo Vega: Präsidiale Führungsstile in Hochschulen. Vom Wandel zur Transformation [Leadership Styles of University Presidents. From Change to Transition]

Springer: Cham 2018

Leadership is something we constantly experience in our everyday lives. It is both a fascinating research subject as well as being a vast knowledge field. As a result, diverse disciplines are involved in the analysis of leadership such as: psychology, business studies, sociology, political science, archeology, philosophy, etc. Therefore, analyzes of leadership are dominated by different theoretical approaches and interdisciplinary perspectives.

Rosalba Badillo Vega explores the characteristics of a transformational leadership style of university presidents in her book on leadership styles at universities. On the basis of a sample of Mexican university

presidents, she empirically investigates the theoretical construct of transformational leadership. From an interdisciplinary perspective, in which she combines psychological leadership research with organizational sociological dimensions, she examines influences of the university and its environment. She also examines individual characteristics of management styles. Badillo concludes that university presidents combine transformational, transactional, and laissez-faire strategies to achieve goal-oriented university management under conditions of limited rationality.



Dissertation thesis by Christian Schneijderberg published

Schneijderberg, Christian: Promovieren in den Sozialwissenschaften. Eine sozialisationstheoretische Erschließung des Forschungsfeldes Promotion. Wiesbaden: Springer 2018.

In his dissertation thesis, Christian Schneijderberg explores how professors as PhD supervisors shape the PhD phase for their students. The author shows various structural dynamics and a wide variety of promotion conditions in the social sciences, sociology, and economics in Germany, German-speaking Switzerland, and Austria. He finds that the PhD phase is especially characterized by the employment status of the PhD candidates, their funding, the existence or non-existence of a

doctoral scholarship and if a monograph or a cumulative dissertation is written. The author concludes that the traditional relationship of a professor (master) and PhD student (student) will be supplemented by a second mentoring type – the model of the curricular doctoral study.



Compilation of journals and abstracts for higher education research 2017 published

The series "Higher Education Research: A Compilation of Journals and Abstracts" by Alexandra Hertwig is being continued with the 2017 volume.

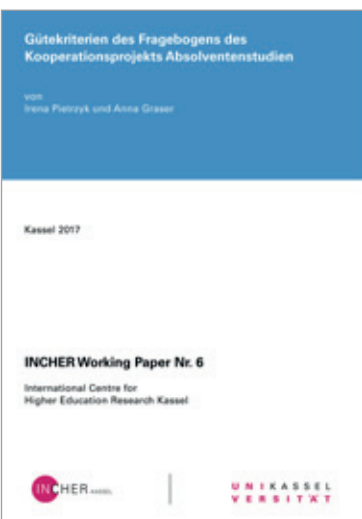
The compilation of relevant journals in higher education research and related research areas has been completed and extended with the publication of year 2017. Volumes 2013, 2014, 2015 and 2016 have been published during the last two years and are available on the INCHER website.

The annual collection ranges from dedicated university research journals to sociological, organizational sociological, labor market-oriented, theoretical and empirical contributions to university research. The compilation by Alexandra Hertwig contains article titles, authors and abstracts and provides information on (electronic) access to the 28 journals listed. The journal articles are differentiated according to editorials, original articles, reviews and specials (errata, corrigenda, retractions, thought pieces, thesis abstracts etc.).

"Higher Education Research: A Compilation of Journals and Abstracts" is a valuable tool for university researchers and as an additional benefit provides an overview of the current topics in higher education research.

Link: <https://www.uni-kassel.de/einrichtungen/incher/fidspezialbibliothek/fid-dokumente.html>





INCHER-Working Paper examines the quality criteria of the KOAB questionnaire

Irena Pietrzyk und Anna Graser: Gütekriterien des Fragebogens des Kooperationsprojekts Absolventenstudien. Kassel: INCHER-Kassel 2017 (INCHER-Working Paper; 6)

The Cooperation Project Graduate Studies (German abbreviation: KOAB), which has been conducted in cooperation between INCHER-Kassel and around 60 universities since 2008, investigates university graduates' study conditions from a retrospective view and from their professional situation. The project uses a standardized questionnaire – the test-retest reliability

of which was examined in a quality criteria analysis by former INCHER researchers Irena Pietrzyk und Anna Graser. The researchers tested selected measurements used in the questionnaire on a total sample of N = 1465.

As a result, a report of the testing published in the INCHER online series "Working Papers" provides detailed information about the reliability values of selected instruments used in the KOAB questionnaire. The documentation helps users of the KOAB data to better assess the measurement quality of the survey data they use. In addition, the report makes proposals for the revision of individual measurements.

KOAB (Kooperationsprojekt Absolventenstudien) is a long-term graduate survey carried out at approximately 60 higher education institutions in Germany. The survey was coordinated by INCHER-Kassel from 2007 to 2017. Since mid-2017, the co-ordination of a new graduate survey went to ISTAT (a spin-off from the INCHER), which offers an identical service. As part of this project, about 70,000 graduates of German universities were surveyed one and a half years after completing their studies. Another survey takes place around four to five years after graduation (KOAB second survey). The current second survey is carried out in cooperation between INCHER-Kassel and ISTAT.

The working paper can be accessed at:

https://www.uni-kassel.de/einrichtungen/fileadmin/datas/einrichtungen/incher/WP6_2017Guetekriterienbericht.pdf



Mobile Wissenschaft – Internationale Mobilität und Migration in der Hochschule [Mobile Science – International Mobility and Migration in Higher Education].

Edited by Aylâ Neusel, Andrä Wolter. Frankfurt: Campus 2017

An increase in the number of incoming international students, international competition for the best researchers, and the increase of migrants studying, is leading to a growing diversity among students and researchers in German higher education institutions. This development brings new challenges – not only for national higher education policy, but

also for German-speaking higher education research. The authors of this volume discuss concepts and results from the research into higher education science and migration. This research addresses the phenomenon of "internationally mobile" and "highly qualified migrants". Also being investigated, is the change in the structural conditions of academic careers.

Growth and diversity are analyzed with up-to-date data and the German university is mapped from the point of view of immigrant women. In addition, the income is accounted for, which universities and research draw from their internationalization. It becomes clear that the research on highly qualified migrants shows a variety of parallels with studies on international students in higher education research.

The volume contains contributions by: Denis Ananin, Başak Bilecen, Gunter Brückner, Yasmin El Dali, Ole Engel, Thomas Faist, Christian Kerst, Reinhard Kreckel, Georg Krücken, Christina Möller, Aylâ Neusel, Ludger Pries, Gregor Schäfer, Karin Schittenhelm, Kyoto Shinozaki, Ulrich Teichler, Ebru Tepecik, Antje Wegner, Doreen Weichert, Andrea Wolfram und Andrä Wolter.

ISBN 978-3-593-50740-8

ZeHf – a new journal for higher education research

The ZeHf – Zeitschrift für empirische Hochschulforschung [Journal for Empirical Research on Higher Education] – is a new interdisciplinary journal in German that publishes theoretically and methodically demanding articles on topics of higher education research. It is published by Budrich-Verlag, Germany.

The publishers of the new journal – Elke Wildt, Joachim Grabowski and INCHER member Otto Hühner – aim at supporting the ongoing development of German higher education and science research, as it has “led to a variety of findings and significant advances in the field of research theory, methodology and indicators development”. Contributions in the

ZeHf are intended to both highlight this progress and at the same time promote it.

The journal publishes articles by authors from various disciplines and all phases of the academic career. Manuscripts submitted should be based primarily on qualitative or quantitative analysis of original empirical data or on appropriate secondary analyzes.

Link to ZeHf website: <http://www.budrich-journals.de/index.php/zehf> (with CfP)



Higher education and Brexit: current European perspectives

A new report on Brexit shows shared concerns in the European higher education sector. It is based on research initiated by the British Centre for Global Higher Education (CGHE). The report *Higher education and Brexit: current European perspectives* edited by Aline Courtois contains analyzes of the current situation in nine European countries including the UK. Jens Jungblut and Tim Seidenschnur (both INCHER-Kassel) contributed the country report “Germany: Much Ado About Nothing? – Perceptions in German Universities Regarding the Impact of Brexit” (pp.47-59).

The report can be accessed at <http://www.researchcghe.org/perch/resources/publications/he-and-brexit.pdf>

Special issue on universities and sustainable regional development

Lorenz Blume, Thomas Brenner and Guido Bünstorf (eds.) (2017): Universities and sustainable regional development. *Review of Regional Research* 47 (2). Berlin and Heidelberg: Springer

In spite of the vivid ongoing debate about new challenges faced by universities the geographic dimension of the development has gained scant attention. But if the recent challenges change the university, they also have the potential to change its impact on regional development. Therefore, the articles brought together in the special issue, edited by Blume, Brenner and Bünstorf, explore the regional effects of universities under the new prerogatives of science policy.



Journal articles

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INCHER COMMUNITY UPDATE



Volker Stocké

University of Kassel mourns Volker Stocké

Professor Volker Stocké, member of the board of directors of INCHER-Kassel, died suddenly and unexpectedly on 22 August 2017. Volker Stocké was a founding member and managing director of the Competence Center for Empirical Research Methods at the University of Kassel and member of the board of INCHER-Kassel since 2012.

His death creates a big gap in our scientific community and he will be missed as both a researcher and friend. Together with other professors at INCHER-Kassel, Volker Stocké recently set up the interdisciplinary graduate program "Elitereproduktion im Wandel. The research topic of the graduate program, Individual Access

to Elite Positions through Higher Education (ELBHA), was of particular concern to him, as he explained in an interview with the Hessisch-Niedersächsische Allgemeine on May 29, 2017.

On 1 November 2017, a commemoration ceremony for Volker Stocké took place, which was jointly organized by the Department of Social Sciences of the University of Kassel, the Department of Sociology, the Department of Methods of Empirical Social Research, the University and the INCHER-Kassel. Scientific colleagues of Volker Stocké spoke at this moving event.

Volker Stocké was a passionate researcher and a dedicated and committed teacher. We remember him as an energetic, straightforward and warm-hearted person.

Mourning for Martin Baethge

On January 4, 2018 Prof. Dr. med. Martin Baethge died unexpectedly. He was 78 years old. Prof. Dr. Martin Baethge was a highly regarded sociologist, a leading researcher on issues of vocational education and equal opportunity. In addition, he was president of the Sociological Research Institute (SOFI), which he co-founded in 1968 at the Georg-August-Universität Göttingen. His research has made a lasting impact

on work and educational sociology in Germany. Martin Baethge has been with INCHER-Kassel for many years as a member of the Advisory Board. For a long time, Dr. Martin Baethge has been highly regarded as a person to talk to about research matters for many researchers at INCHER-Kassel.



Martin Baethge



Dr. Anna Kosmützky

She has accepted a professorship for the Methodology for Higher Education and Science Studies at the Leibniz Center in January 2018.

In summer 2017 she successfully completed her habilitation entitled *Zustand, Herausforderungen und Perspektiven international vergleichender Sozialforschung – am Fall der Hochschulforschung [State of Art, Challenges, and Perspectives of International Comparative Social Science Research – The Case of Higher Education Research,]* which was supervised by INCHER director Professor Georg Krücken and by Professor Uwe Schimank (University of Bremen); the habilitation lecture took place in December 2017. Anna's research has an international comparative focus and addresses the

Anna Kosmützky: completed habilitation and accepted professorship at the University of Hannover

After eight years at INCHER-Kassel Anna Kosmützky has moved to Leibniz Universität Hannover, LCSS Leibniz Center for Science and Society.

institutional change of universities within the dynamics and interrelations of global, national and local processes in higher education.

Anna Kosmützky's cumulative habilitation thesis deals with institutional and cognitive development as well as the challenges and future of international comparative social research. She takes the case of higher education research as an example for her research. The thesis is based on empirical studies that analyze international comparative higher education research from a methodological meta-perspective. At the same time, Kosmützky pursues the methodological development of international comparative social research itself. This also includes a systematic reflection on (collaborative) research practice. At the core of this endeavor are 1) the further development of multilevel typologies and qualitative and quantitative multi-level model research; 2) the (further) development of a comparative methodology 3) the inclusion of the social dimension of international comparative research.

Access is provided to the habilitation thesis at: <http://nbn-resolving.de/urn:nbn:de:hebis:34-2018021554593>

Isabel Steinhardt

Dr. Isabel Steinhardt, researcher at INCHER-Kassel, took over a position as assistant professor at the Department of Social Sciences of the University of Kassel, Chair for University Research of Professor Georg Krücken.

Before moving to the Department of Social Sciences, Isabel was a researcher in the INCHER project 'External and Internal Quality Assurance/Management of Teaching and Learning through Accreditation and Evaluation Processes'.



Isabel Steinhardt

Isabel Steinhardt has been a member of the Competence Center for Empirical Research Methods since 2015. She advises students of all disciplines on qualitative research methods. As a result of this the blog "Sozialwissenschaftliche Methodenberatung" was developed in order to make the individual questions and answers given in the discussions accessible to all.

In September 2017, Isabel was awarded a fellowship of the program "Free Knowledge". With this scholarship, young scientists are supported in making their academic work open. As part of her scholarship, Isabel launches the research project "Use of Digital Technologies for the Study and Habitus of Students". The first, methodological, project phase focuses on collaborative online interpretation of data.

Ulrike Schwabe

In December 2017, Ulrike Schwabe moved to the German Centre for Higher Education and Science Studies (DZHW) in the research area "Educational Careers and Graduate Employment" within the project "National Academics Panel Study (NACAPS)". At INCHER-Kassel Ulrike has been member of the Komprue research team (see page 6)



Ulrike Schwabe

She remains an associated Member at the Chair for Methods of Empirical Social Research of the University of Kassel and of INCHER-Kassel. Her dissertation project is on: "Social Inequality and Labour Market Returns to Adults' Cognitive Skills in an International Comparison".

Jens Jungblut

Jens Jungblut has received a two-year fellowship from the Scandinavian Consortium for Organizational Research (SCANCOR) at Stanford University. Tim Seidenschur will stand in for him during his leave at INCHER-Kassel.

Welcome to INCHER-Kassel

Gabi Reichardt

Gabi Reichardt joined the project "MOOCs After the Gold Rush" at INCHER-Kassel in November 2017. She examines legal issues that have to be considered when establishing and offering MOOCs in higher education.

Gabi has studied business law at Kassel University and in Vienna (Austria) and is conducting research in the framework of her PhD studies at the University of Kassel on "Legal Acceptance in Copyright Law". The focus is on copyright, media, art and cultural law.



Gabi Reichardt



Maria Mavlikeeva

Maria Mavlikeeva

Another young researcher joins the graduate programme "Elitereproduktion im Wandel? (ELBHA)" (Changing dynamics of elite production (ELBHA)". From October 2017, Maria Mavlikeeva is research associate in the Interdisciplinary Graduate Programme at INCHER-Kassel. Maria is a junior researcher at INCHER Kassel and at the same time at the Economic Policy Chair, Innovation and

Entrepreneurship of the University of Kassel.

Before joining the ELBHA programme, Maria Mavlikeeva completed her Masters in English, American Culture and Business Studies at the University of Kassel. In her master thesis, and also as part of her PhD project, Maria carries out field experiments in the labour markets in different countries to examine the opportunities for particular groups of applicants.

Guests at INCHER-Kassel



Mikyong Minsun Kim

Mikyong Minsun Kim

From October 2017 to January 2018, Professor Mikyong Minsun Kim from George Washington University, U.S., was a visiting scholar at INCHER-Kassel. Mikyong Minsun Kim is an Associate Professor of higher education at the George Washington University. Her teaching and research interests include equity and opportunity issues, higher education policy, college impact, finance in higher education, organizational analysis, comparative higher education, and bridging K-12, higher education, and work. The Core Fulbright Scholar Program offers teaching, research or combination teaching/research awards in over 125 countries. The Fulbright Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Andreas Kjær

Andreas Kjær joined INCHER-Kassel as a visiting fellow from November 2017 until February 2018. Andreas is a Ph.D.-student at the Danish Centre for Studies in Research & Research Policy, Aarhus University, Denmark. In his research, Kjær aims to understand how universities have changed as organizations.



Andreas Kjær

He analyzes how Danish universities' staff compositions have changed during the last two decades. His analysis depicts staff composition at a higher resolution than conventional reports. This new resolution unboxes otherwise black-boxed staff categories such as administrative and managerial staff. It reveals both converging and diverging trends at the quite different Danish universities.

Congratulations



Maren Klawitter

In July 2017, Maren Klawitter has successfully passed her PhD examination as an external doctoral student at INCHER-Kassel. The title of her thesis is: The appointment of professorships at German universities. Empirical analysis on the change of job profiles and on the candidate selection.

In her doctoral project, Maren examined the extent to which institutional change in the higher education sector is reflected in the selection criteria for appointment procedures at German universities by means of a quantitative content analysis of job advertisements and qualitative expert interviews. Her supervisor was Professor Georg Krücken.

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