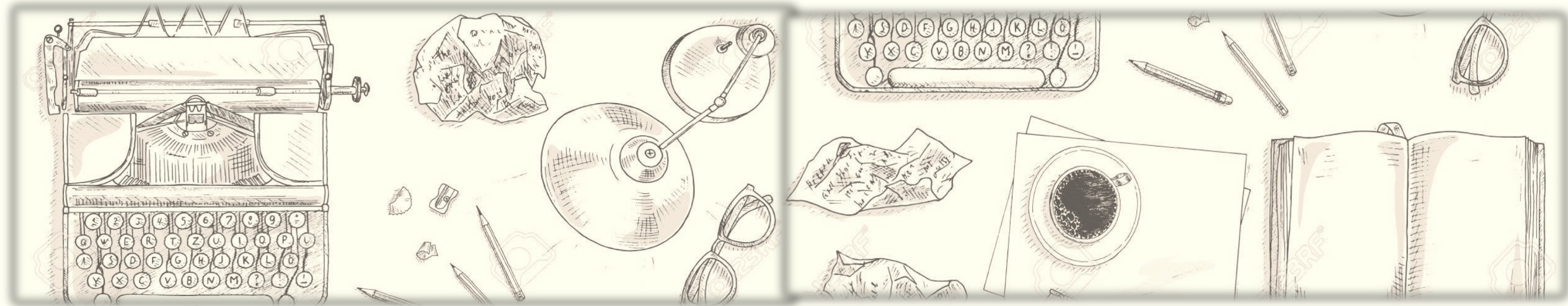


LEAD 2

Comparative Research Plan



Overview



- One of the major aims of the LEAD-2 Project is to analyze the university governance policies and structures of Chinese and European universities through a comparative perspective
 - To enable knowledge, experience, and insight exchange, spread of good practices, learn from each other, thrive and develop together, and achieve more fruitful partnership
- University governance and academic leadership constitutes a solid ground for higher education cooperation for Europe and China
 - The mutual benefit to be derived
 - the innovative capacity and the pace of developing world-class universities in China (e.g., d'Hooghe, Montulet, de Wolff, & Pieke, 2018; European Commission, 2017)
 - good governance and rule of law (d'Hooghe, 2010) and successful examples and modern ideas of European HE (Hayhoe, 1989; Pinna, 2009; Wang, 2005)
 - eagerness of European and Chinese university staff members to learn from each other to build up and strengthen their academic leadership and university governance capacities (Zhu & Zayim-Kurtay, 2018)

Overview



- However the full potential of collaboration has not yet been achieved:
 - the knowledge deficits in both sides regarding the unique characteristics of HE education systems (d'Hooghe et al., 2018)
 - gaps between the administrative procedures and legislations (Zhu, Cai, & François, 2017)
 - the discrepancy between the understanding and ways of practicing the fundamental values of higher education (d'Hooghe, 2010)
 - These call for comparative studies



Uses of Comparative Research (CR)

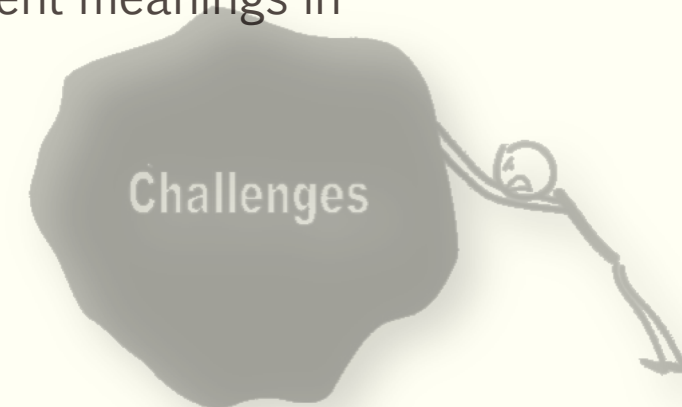


- To gain awareness of their own systems in comparison to other ones
- To broaden the perspective through showing a number of alternative solutions and options to the problems (Esser & Vliegenthart, 2017)
 - *refines our understanding about the influence of the embedded contextual characteristics on the interpretation of similar and different outcomes across diverse settings*
 - contributes markedly to the deconstruction of our assumptions concerning the cross-cultural meanings of particular phenomena and the causal relationships
 - makes us aware of the functional equivalences
 - useful for international benchmarking to identify the best practices (Teichler, 2014)
 - enables the utilization of diverse perspectives and multiple disciplines in making sense of the complex problems of postmodern life (Tierney, 2001)

Challenges in Comparative HE Research



- The explorations predominantly based on two countries (Slaughter, 2001)
- Reliance on nation-state as exploratory framework and relatively less attention devoted on the influences of the global trends and local traditions (Kosmützky & Nokkala, 2014)
- Complexity of comparative designs and failing to integrate methodological approaches (Kosmützky & Nokkala, 2014)
- The limited time period (Bleiklie & Teichler, 2014)
- The lack of language equivalence
 - the misconceptions caused by the use of the words that have different meanings in diverse cultural settings (Crossley & Watson, 2003)



Objectives



▪ General objectives:

- To add up to the knowledge base
- To develop a common language and understanding
- To fill the knowledge gap in the literature to guide EU-China HE collaboration
- To inspire not only the future academic leadership development but also the future studies to be conducted
- To produce useful knowledge for policy recommendations
- To gain new insights to look at the global, national, and local challenges

▪ Specific objectives:

- To create research teams with the participation of Chinese and European universities
- To produce research reports, policy recommendations, books, and articles to be available in both Chinese and English
- To produce empirical-based results which will be used as the input
- To produce measurement tools
- To yield results, cases, examples, and insights

Research Method



- Cross-national teams will be formed which will consist of Chinese and European academic leaders and university staff members
 - Each research team will involve at least one Chinese and one European university
 - to overcome the potential data access, language, and cultural barriers problems

LEAD2 research teams:

Teams	Research topic selected	Chinese partner(s)	European partner(s)
Team 1		1.	1.
		2.	2.
Team 2		1.	1.
		2.	2.
Team 3		1.	1.
		2.	2.

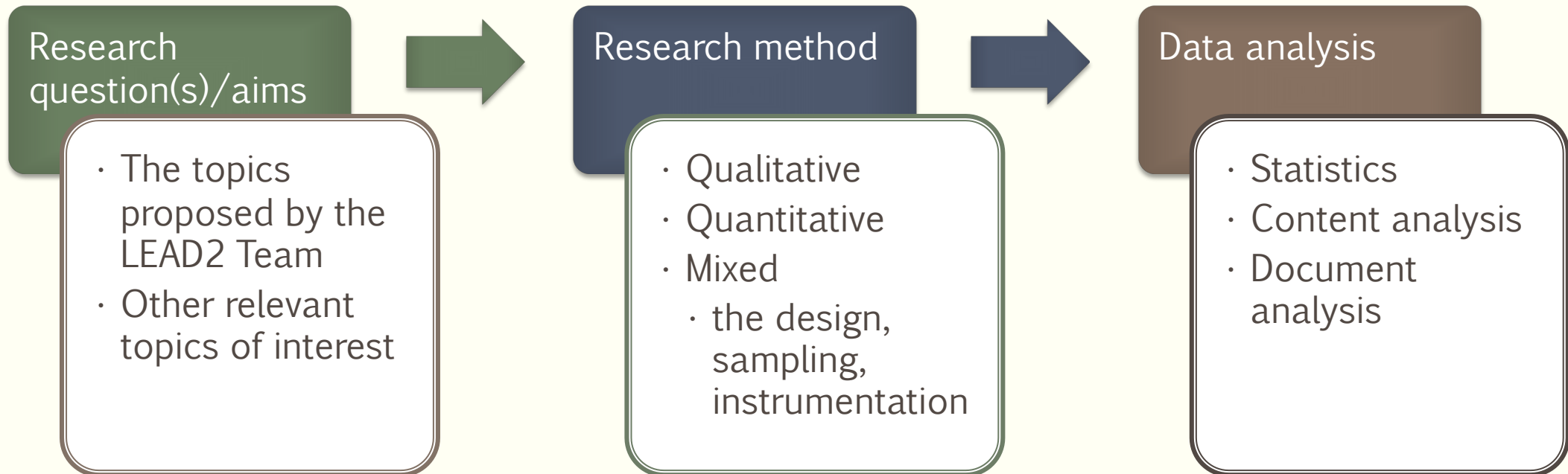


Please decide your collaborator(s) and fill in the form to be distributed.

Method



The major three steps to be followed in the process of comparative research (Van De Vijver & Leung, 1997) :



Possible Topics for CR



- Internationalization in China and Europe and governance of transnational HE and the roles of ALs
- Gender issue in university governance /recruitment of minority groups as leaders
- University governance and academic leadership terminology comparisons & similarities and differences in the ways they are perceived and practiced across different HE contexts: marketization, autonomy, academic freedom, tenure, accountability, effective academic leadership, etc...
- Leadership for young generations: the way to encourage young people
- Performance evaluation and promotion in the universities
- EU-China HE collaboration: misconceptions, interests, profits, barriers, and facilitators

Possible Topics for CR



Specific possible research themes

- **For top level:** rankings, management of resources, financial management, alternative system governance, transformation and strategies
- **For middle level:** strategic planning implementations, crises management, conflict, trust, communication, cross-section cross-department cooperation, leadership in difficult times
- **For young level:** trust, education/research skills, leadership for young generation, responsibilities and willingness, engagement for leadership and exit strategies, gender roles, academic citizenship, anti-stress and anti failure, cultural recognition and belonging



Please check the possible topics closely and specify your comparative research topic with your collaborator(s).

- You can consult with the project coordinator to see the research topics.
- Fill in the related part of the form to be distributed.

Design



■ Quantitative

- seeks to reach generalizable results across cultures (Fairbrother, 2014)
- provides breadth (Slaughter, 2001)

■ Qualitative

- ends up with more holistic understanding of the meaning, uses, and practices of the topic of interest (Fairbrother, 2014)
- captures subjectivity and provides deeper insight (Slaughter, 2001)



Taking the increasing complexity of the context in which higher education institutions operate and the problems they encounter into consideration;

- mixed-method designs,
- multiple site-case studies,
- data gathered from micro and macro levels are recommended in CR.
 - Utilization of naturally occurring data and methodological approaches: network analysis, discourse analysis etc. (Kosmützky & Nokkala, 2014)

Instrumentation



Development

- using an already developed instrument
- adapt an available one
- develop a new one

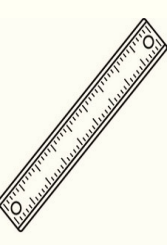
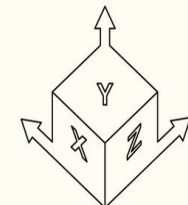
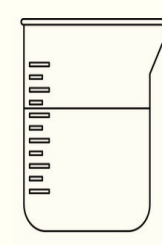
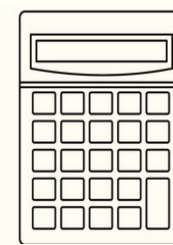
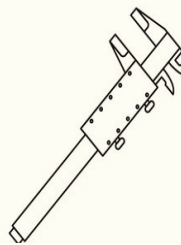
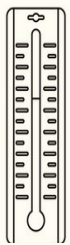
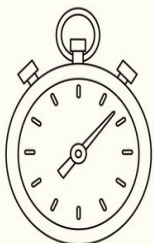


Developed and
translated to
Chinese and
English



Equivalence and comparability

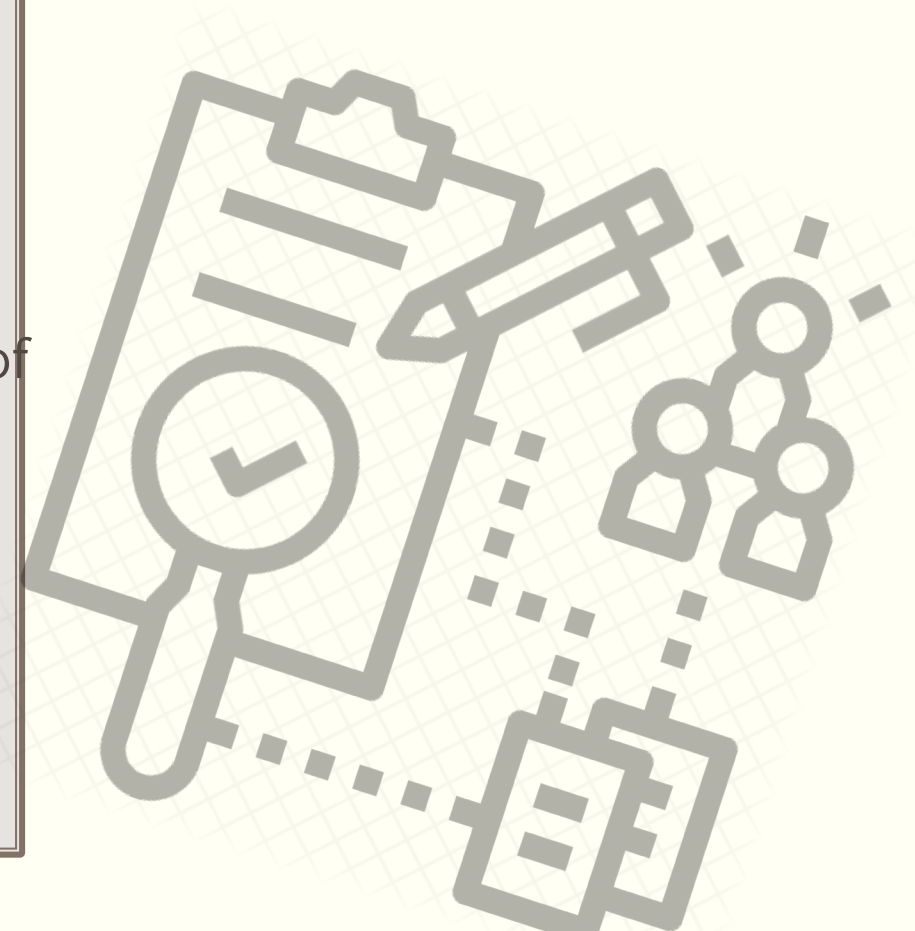
- structural equivalence
- measurement unit equivalence
- scalar equivalence
- Pilot testing in both contexts



Sampling and Data Collection



- The staff members, academic leaders, students, or other important stakeholders from the home institutions of the collaborators will constitute their initial population
 - Research teams are free to extend the borders of their studies and include other universities in their national higher education context if they opt for wider comparisons.
- If the data will be gathered from the home institutions of the research teams,
 - One-to-one or focus group interviews, observations, or administering scales or surveys.
 - If the research teams aim to work with wider samples, online tools are likely to be helpful.
 - Chinese will be the medium in the data collection process in China while English will be used in Europe.



Expected Deliverables

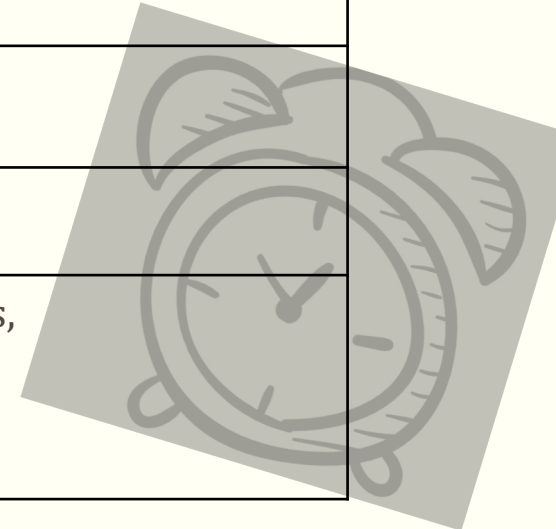


- Research instruments
- Research reports
- Articles to be published in national and international journals
- Special issue articles to be published in reputable journals upon application for a special issue
- LEAD Journal to be published on a regular basis in which short research, theory, or practice based papers prepared by the LEAD-2 Project partners and associate partners
- Book publications in English and Chinese
- Policy recommendations

Time Planning



Work plans	Expected date of completion
Forming the research teams	20-22 March-end of March 2019
Specifying the research questions	15 May 2019
Development of the measurement tools	15 June 2019
Data collection (first round)	June-November 2019
Completion of the papers	January-May 2020
Data collection (second round)	March-June 2020
Completion of the papers	May-December 2020
Final reports, papers, book or other publications	Writing & revisions of papers, articles, book chapters, books Final publications October-December 2021



Thank you

