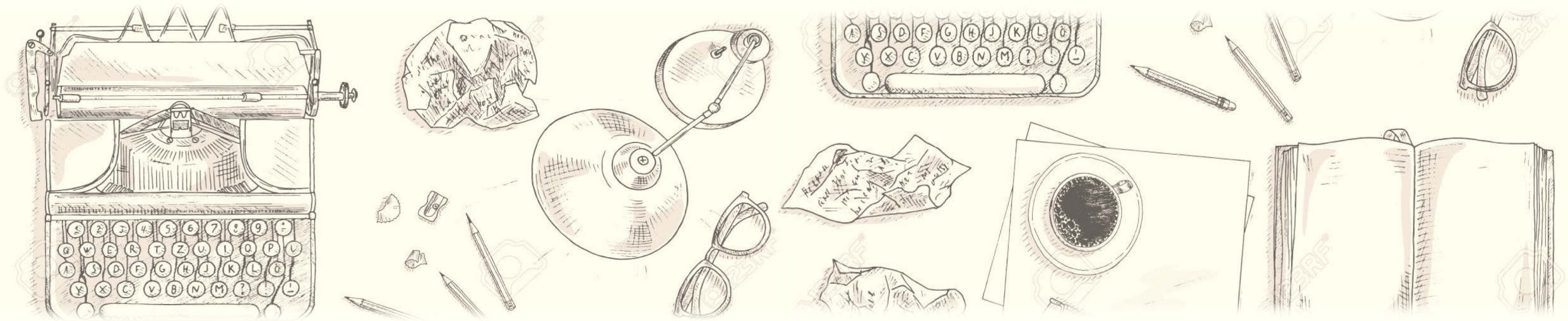


LEAD 2

Research Plan & Research teams



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)

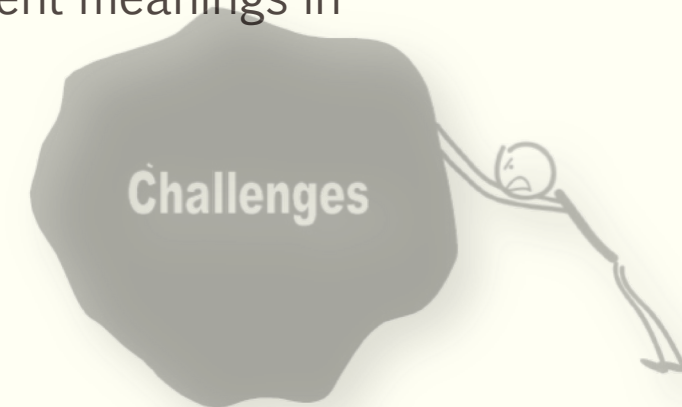


- To gain awareness of their own systems in comparison to other ones
- To broaden the perspective through showing a number of alternative solutions and options to the problems (Esser & Vliegenthart, 2017)
 - *refines our understanding about the influence of the embedded contextual characteristics on 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. 2.	1. 2.
Team 2		1. 2.	1. 2.
Team 3		1. 2.	1. 2.

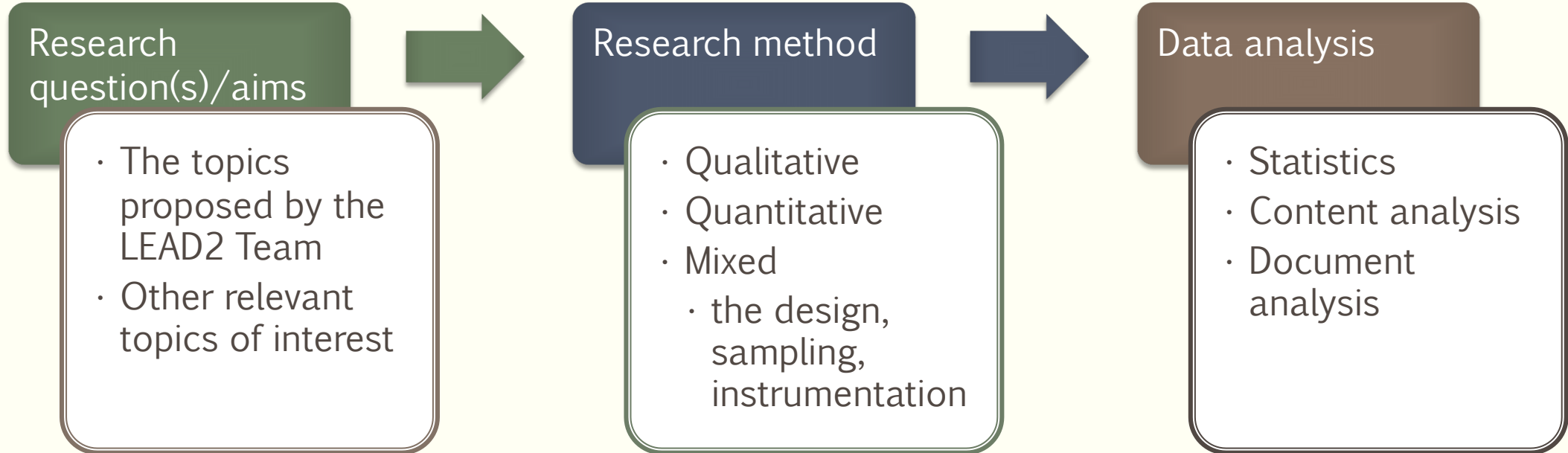


Please decide your collaborator(s) and fill in the form to be distributed.

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

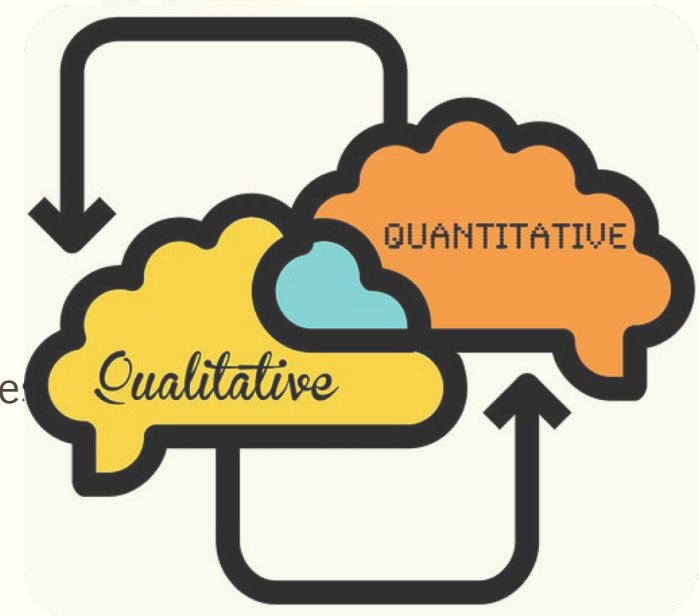


■ Quantitative

- 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 practice 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

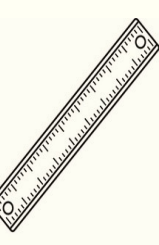
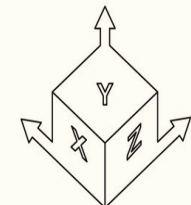
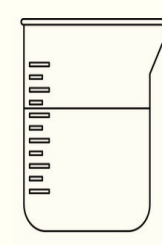
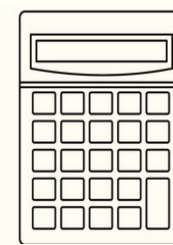
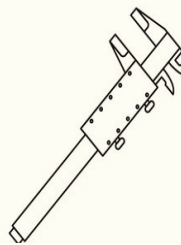
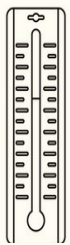
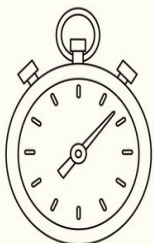


Developed and
translated to
Chinese and
English



Equivalence and comparability

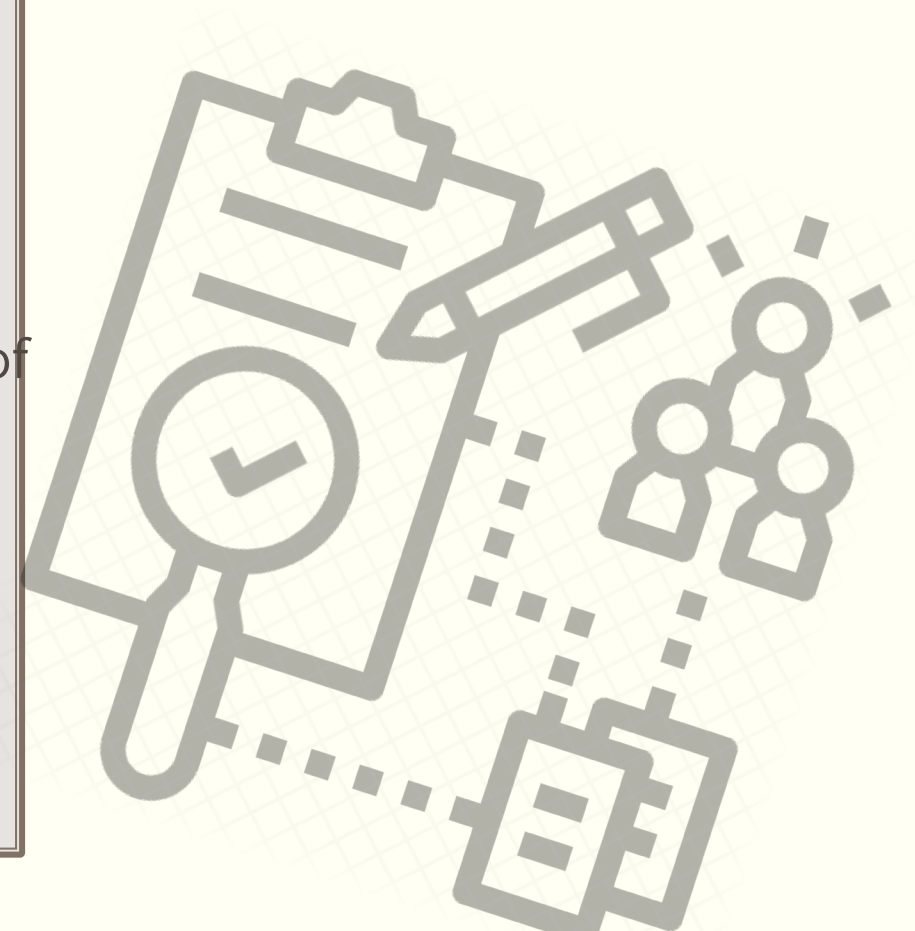
- structural equivalence
- measurement unit equivalence
- scalar equivalence
- Pilot testing in both contexts



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-December 2019
Completion of the papers	January-June 2020
Data collection (second round)	June-December 2020
Completion of the papers	June-December 2020-October 2021
Final reports, papers, book or other publications	Writing & revisions of papers, articles, book chapters, books Final publications October-December 2021



LEAD2 research teams: 5 thematic groups

- 1. Terminology and Definition
- 2. University Governance structures, key issues and Finance
- 3. University Governance & Internationalisation
- 4. University transformation, strategies and Changes
- 5. Diversity issues in university governance (Gender, Minority, Diversity...)

Research teams (1) Terminology and Definition

Terminology/definition of leadership & academic governance: A comparison of China & the EU	1.NAEA (Jing, Liu) 2. BNU	1. METU 2. NOVA 3. VUB	Prof. Yasar Kondakci (METU) Prof. LIU Yarong, JING Meiyong (NAEA) Khuyen Dinh + Zhu (VUB)
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Research teams (2)

Autonomy, flexibility, and budget allocation	1. BNU 2. TJU (Wang Yan) 3. NAEA (Qu xiaoxiao)	1. Uni of Vienna (Lucas, Angela) 2. VUB 3. Lancaster U. (TBC)	Prof. Jan Cornelis
Governance	BNU	METU VUB (Anthony, Jan)	GXNU member: Prof. Honghui Li
Performance evaluation and promotion	CUG (Jiang Hongchi, Liu Xu) Tongji U. (Wang Yan) YNNU (Liu Liusheng, Zhou jiarong, Zhang Yuting)	METU (Meliha) SUT VUB NOVA	Prof. Hou Zhijun

Research teams (3)

Internationalization in China and Europe	1. GXNU 2. TJU (TBC) 3. BNU	1. SUT 2. VUB	Dr. Li Lili (TBC)GXNU Dr. Wenji Fan, GXNU
Internationalization	GXNU Tongjii	METU VUB SUT	Prof. Yasar Kondakci GXNU member: Dr. Wenji Fan BNU + VUB
Internationalization in China & Europe and governance of transnational HE and the roles of AL	Beijing N. U. (Mo Yuwan , Zhang Mengqi) CUG (Gao Xing, Chu Zuwang)	VUB (Xue Yujie, Khuyen, Jan, Zhu) METU AU (Gao Jie, Sue) Vienna (TBC) Lancaster U. (TBC)	

Research teams (4)

Change management in the context of cultural transformation	BNU NAEA	METU VUB NOVA	Prof. Yasar Kondakci
Top level leaders: transformation and strategies	CUG (Wang Zhaorui, Chu) GXNU NAEA SJTU (TBC)	VUB Warwick Uni. (TBC)	Prof. Chu Zuwang
Management of rankings/ reactions of leaders/ policies/ government initiatives	1. NAEA (Jing, Qu Xiaoxiao) 2. TJU (TBC) 3. BNU (TBC) SJTU?	1. METU (Gülser & Perit) 2. NOVA (Matos + colleagues) 3. Uni Vienna (Angela) 4. VUB (Anthony)	Prof. Koksai
Strategic plan implementation/ quality assurance practices /	TJU (TBC)	METU (Gülser & Altan) VUB (Anthony, Jan, xx) Nova (Isabel Nunes)	Prof. Koksai
Trust building		METU VUB NOVA (Filipa)	Dr. Merve Zayim Kurtay GXNU member: Prof. Huanling Ma
Managing innovation in higher education (practical initiatives and benchmarking from other sections in the region)	NAEA	METU VUB	Prof. Yasar Kondakci Prof. Chang Zhu

Research teams (5)

Gender issues in university governance / Recruitment of minority groups as leaders	1.GXNU (Prof. Ma)	1.VUB	Prof. Ye Beibei, GXNU
		2. METU	Dr. Wenji Fan, GXNU
Gender issues: women leaders in EU & China	1. NAEA	1. METU	Prof. Hale Isik-Guler
	2. BNU (Rui Hu, XX, tbc)	2. NOVA	
Diversity groups as leaders	GXNU	METU	GXNU member:
		VUB	Prof. Maoqing Yang
Leadership for young generations: the way of leadership development and practices & Early stage academic leadership (by levels)	1. GXNU	1. Uni of Vienna	Prof. Ye Beibei
	2. NAEA	2. VUB	Dr. Wenji Fan
	3. BNU	3. AU (prof. Wright)	
	4. YNNU (Liu Liusheng, Cha Shijun, Wang Kun, Zhang Yuting)	4. METU	

- Group Discussions
- Planning
- Deliverables



Thank you