

## **Proposal of Special Issue for *European Journal of Education***

### **Proposed Special Issue Theme:**

University governance under the context of internationalization

### **Proposed by special issue guest editors**

Prof. Dr. Chang Zhu and Dr. Aysun Caliskan, Vrije Universiteit Brussel

#### **1. The topic of the special issue**

With the rapid development of internationalization, higher education systems all around the world have some common trends and challenges in diversification, fiscal pressure, orientation to the market, policy making procedures, need for autonomy, accountability and quality (Knight, 2014; Marginson, 2016). In this complex world, policy makers, academic leaders and other higher education institutions have to overcome conflicting internal and external needs as well as define their missions and strategies accordingly (Guri-Rosenblit, 2015). HEIs also confront with external challenges such as funding scarcity, rise of neo-liberalism, increased complexity of knowledge production, and the emergence of knowledge-driven society (Zomer & Benneworth, 2011). Indeed, these challenges compel universities to evaluate their quality, efficiency, and funding sources (Middlehurst & Elton 1992), the way they are governed (Davies, Hides, & Casey 2001), and their internationalization policies (Knight, 2007). In this respect, internationalization has become a major challenge for university governance (Taylor, 2010).

Conceptualizing university governance is thus necessary as the processes and outcomes of university governance affect academic quality (Rowlands, 2012) and how universities are perceived in the marketplace and by employers. Within the recent studies in university governance, different concepts have been defined and modified. However, university governance structure, its transformation and the challenges under the context of internationalization have not been sufficiently studied.

The term ‘higher education governance’ as we use it today did not appear in traditional discussions on higher education. Academic governance was traditionally understood to encompass broad areas of university operations such as the selection and recruitment of

students, the appointment and promotion of academic staff, the accreditation and review of courses of study, decision making structures, the establishment and monitoring of academic standards, including for teaching and research (Shattock, 2006). In addition, institutional-level academic governance has traditionally been the province of the academic board (or equivalent) and its committees.

However, today's concept of higher education governance is radically different from older traditions in certain aspects. Zgaga (2006) defines higher education governance as a multidimensional concept involving academic view with collegiality focus, governmental view with legal framework and external view(non-governmental) with marketing focus. Moreover, the term 'higher education governance' is closely linked to the complexity of the societal context characterised by the transformation from elite to mass higher education during the last few decades. The phenomenon of mass higher education involves a bound between traditional and modern higher education in several respects. In the past two or three decades, systemic reforms had to be carried out in the university governance due to democratization and liberalization movements (Zgaga, 2006; Altbach, 2011; Bolden, Gosling, & O'Brien 2014; Bratianu, 2015).

Due to all of these phenomena, universities need a higher level of competitiveness and a strategic vision. In many countries, this caused a shift from the traditional academic governance to corporate governance models (Carnegie & Tuck, 2010; Christopher, 2012; Hanada, 2013; Min & Bowman, 2015; Mok, 2010; Mora, 2010).

Implementing these new corporate models constitute a real challenge for many countries as the university governance requires changes beyond the need of continuous adaptation to a changing world (Duderstadt, 2000; Shattock, 2006; Slaughter & Leslie, 1997;). In the adaptation process, universities focus on their traditional mission of teaching, learning and research. Today, society asks much more from universities in terms of their contribution. Thus, universities should switch from creating adaptation knowledge to produce generative knowledge, and to become learning organizations (Bratianu, 2014; Senge, 1999).

Equally important, the COVID 19 crisis will certainly bring forth a re-ordering of priorities for many higher education institutions especially in terms of governance and internationalization. Most importantly though, universities may be urged to provide international and intercultural learning environment. This situation results in a need of curriculum and pedagogy change which may require more sustainable approach for international academic networking and international collaboration (Hudzik, 2020).

With such a background, the focus of this special issue is to study university governance under the context of internationalization. Studies are firstly needed to further investigate the diversity in terms of university governance conceptualisation, features and challenges from a contextual and international perspectives; secondly diversity in terms of the impacts of COVID 19 related to university governance and thirdly the diversity of the dynamics of internal and external stakeholders in university governance. For this, we mainly engage studies from Chinese and European universities.

The choice of Chinese and European universities is based on the following. First, Chinese and European universities have a relatively long cultural history in terms of how their higher education systems are built up. This provides interesting perspectives to study these universities for promoting common understanding and cooperation in all aspects. Second, as Zhu and Zayim-Kurtay (2018) mention, European and Chinese universities share some common global challenges toward university governance to set ground for strengthening and pursuing EU-China higher education cooperation and collaboration. Third, despite these differences and similarities as well as the efforts to collaborate, few have discussed the knowledge gaps from a diverse and international perspective regarding university governance (d'Hooghe et al., 2018; Zhu & Zayim-Kurtay, 2019). Fourth, enhanced understanding of these differences and similarities can bring to the international audience more in-depth vision and view sharing on this.

Therefore, this Special Issue aims to enhance our understanding (1) university governance issues under the context of internationalization; (2) the transformation (changes) of university governance structures; (3) challenges that university governance face.

This special issue sheds considerable light on the university governance structures and its transformation in European and Chinese universities with the rapid development of internationalization. It also provides unique studies as well as collaborative and comparative ones from an international perspective.

This issue further highlights university governance systems in European and Chinese universities in the global and international contexts as well as broadens the perspectives on various systems, approaches, strategies or solutions on the transformation of university governance. It explains the challenges universities are facing. Each individual paper provides insightful empirical and conceptual accounts of the various aspects associated with the university governance structure under the context of internationalization. Equally important, some papers examine the recent changes because of COVID 19 in addition to other elements of internationalization. Taken together, these contributions illuminate the complexities and

challenges facing contemporary HEIs in their attempt to address the multiple and often conflicting demands in Europe and China.

Linked to that, *European Journal of Education*, with its widest sense from all over the world, is exactly the right fit for this special issue to deepen the knowledge base of transformation in university governance of European and Chinese universities under the context of internationalization.

## **2. Outline of the Special Issue articles**

- Editorial: University governance under the context of internationalization
- 1) Visualization and analysis of mapping knowledge domains for university governance research: an analysis of English and Chinese literature
- 2) Legitimizing Shared Governance in China's Higher Education Sector through University Statutes: Prospects and Challenges
- 3) Kaleidoscopic swirl of internationalization and modernization in the context of university governance structure
- 4) Leading university internationalization: The future of Euro-Chinese academic cooperation
- 5) International dimensions of Danish university governance reforms
- 6) Cultural Transformation in Turkish Higher Education Institutions
- 7) University governance structures and transformation of HEI in Poland – Silesian University of Technology case study
- 8) Strategic Transformation in Chinese Industry-featured Universities since the Reform and Opening-up: The Case of China University of Geosciences
- 9) Challenges and Changes of Academic Governance in Chinese Universities with the Context of Globalization: A Micro-view Based on G Universities
- 10) International Branch Campuses of Chinese Universities: Motivations, Institutions and Governance
- 11) The impact of blended learning model on university governance

Below we provide the editorial abstract and 11 abstracts followed by brief CVs of the guest editors and authors.

### 3. Abstracts of the articles

- *Editorial: University governance in a diverse context under the context of internationalization*

*Chang Zhu & Aysun Caliskan  
Vrije Universiteit Brussel*

With the rapid development of internationalization, university governance is now becoming a strategic driving force for the university rather than traditionally encompassing broad areas of university operations. Therefore, building an effective university governance structure becomes a focal point for academic quality. Thus, this Special Issue brings 9 articles together to enhance our understanding of university governance structures, the transformation (changes) of university governance structure and the challenges that Chinese and European universities face under the context of internationalization. This editorial introduces and discusses the focuses, the inter-links and contributions of the special issue articles.

1. *Visualization and analysis of mapping knowledge domains for university governance research: an analysis of English and Chinese literature*

*Yujie Xue, Chang Zhu  
Vrije Universiteit Brussel*

Under the rapid transformation of public organizations, it is a hot topic to govern them. University, as a part of public organizations, whose governance is an important research direction in the field of higher education, and scholars around the world have conducted extensive research in this field. In order to fully understand the current research status in this field, from the perspective of bibliometrics, the literatures in WoS and CNKI databases are analysed, and the time of publication, country, authoritative journals, authors, keywords are analysed through visualization and knowledge map analysis. Based on the analysis, the development status, research hotspots, development trends, and research frontiers are obtained. The current research status and development trends of Chinese and English database in the field of university governance are summarized. As a result, western scholars focus on theoretical innovation, the relationship between universities and external relations, and Chinese scholars have gradually increased their attention to local issues, and are working hard to build a theory of university governance that is in line with China's reality, and Chinese scholars' research enthusiasm is largely influenced by policies.

## 2. *Legitimizing Shared Governance in China's Higher Education Sector through University Statutes: Prospects and Challenges*

*Baocun Liu<sup>1</sup>, Tengteng Zhuang<sup>2</sup>*

*Beijing Normal University (BNU)<sup>1</sup>, Chinese University of Hong Kong<sup>2</sup>*

In the Chinese higher education sector, there have been criticisms of the phenomenon of bureaucratization featured by the overwhelming power held by university Party Committee members and administrators while the power of other stakeholders such as academics, students and social forces are comparatively weaker. In 2010, *the Outline of the National Plan for Medium and Long-term Educational Reform and Development* issued by the Chinese government explicated the urgency to innovate university governance and address the long-standing issue of bureaucratization. Specifically, since 2012, a total of 113 Chinese universities have either formulated new university statutes or updated their previous statutes with the purpose of bringing the relationships of different stakeholders into accord and building a modern system of university governance. The concentrated emergence of university statutes is in response to the Ministry's call on tackling bureaucratization and caters to China's national initiative to build world-class universities. Among all, lengthy accounts across statutes have been given to the establishment and implementation of shared governance within universities, particularly in the manifestation of a 'joint governance mechanism' that constitutes a legitimate basic form of institutional organization and administration. This study therefore employs an extensive text analysis of university statutes and governmental documents of particular relevance to scrutinize how Chinese universities have legitimized the legal rights of traditionally weaker stakeholders including academics, students and social forces to participate in university affairs. Furthermore, the study employs in-depth semi-structured interviews of various stakeholders including university administrators, Party Committee members, faculty members, student representatives and social representatives to explore the achievements, prospects and challenges Chinese universities have on course to such a multi-stakeholder shared governance.

The study argues that on both conceptual and practical levels, shared governance at Chinese universities has been more visible compared with China's own past, manifest in the concept's frequent appearance in statute texts, the prevailing recognition of multiple stakeholders as driving forces with untapped potential in contributing to universities' development, and the interactions among different stakeholders in their daily work. However, two challenges remain in the meantime. The first challenge is the insufficiency of legitimate statuses for the traditionally weaker stakeholders compared with those dominant agents in the

shared governance mechanism, hence the ‘incomplete shared governance’ as revealed on the text level. The second challenge lies in the tokenism in the implementation of shared governance on a practical level, whereas the stipulated rights of certain stakeholders are difficult to translate into practice. The rationale behind such ‘incompleteness’ of shared governance derives from both China’s political and historical configurations and its understanding of the connotations of ‘world-class’ universities. Practical implications are discussed.

3. *Kaleidoscopic swirl of internationalisation and modernisation in the context of university governing structures and transformations*

*Melita Kovacevic, Tamara Dagen  
University of Zagreb*

The notion of university governance has been changing significantly for the past decades. Universities are more and more perceived as an organization of different stakeholders with different roles and expectations, but definitely with a strong responsibility for an active inclusion of all governance and management structures in decision and policy making. At the same time professionalisation of governing bodies has been never so much in the focus as it is today. While there are national specific contexts, supranational trends play an important role. An impressive array of factors has an impact on change in internal organizational processes and institutional development in HE institutions, and the fact is that HE institutions are facing enormous challenges due to increased global challenges. On one side there is a constant need for the modernisation of the system and its better fitting to the societal needs and responsibility for education of skilled and competitive individuals that will contribute to all the sectors. On the other side, internationalization has a strong blueprint on university governance. In this paper we will discuss and depict different perspectives of internationalisation, as a part of modernisation process, which might influence institutional transformations, and possibly reflect governing structures, their roles and performances. This approach should enable us to make some predictions how universities will progress and change over time.

4. *Leading university internationalization: The future of Euro-Chinese academic cooperation*

*João Amaro de Matos, Miguel Pina e Cunha and Rita Falcão*  
*Universidade NOVA de Lisboa*

Both China and Europe have very active strategies to internationalise their higher education systems. China is a very large country, whose educational policy is centralised in geographical and linguistic terms. Europe, on the other hand, is a rather diversified continent with 40 nations and as many languages. The challenge of coordinating an educational policy requires quite different profiles for the academic leaders, especially if one has in mind the goals of internationalisation of the respective higher education systems. In this paper, we study the cultural and institutional constraints of these strategies in both territories, analysing their impact in the characterisation of the international profile of their academic leaderships. The paper is based on literature review and analysis focusing on existing comparative studies of the Chinese and European reality. This paper begins by describing the historical and current practice of internationalization both in Europe and in China. It will then go on to study the strategic goals and conditionings behind these practices and discuss the implications to the internationalization strategies in characterizing the desirable academic leadership profiles in China and in Europe. As a consequence, this paper contributes to the literature on higher education leadership by suggesting possible open pathways of sustainable collaboration between leaders of both regions.

5. *International dimensions of Danish university governance reforms*

*Susan Wright, Jie Gao*  
*Danish School of Education, Aarhus University*

This paper explores how the reforms of governance and leadership in Danish universities were central to the government's international strategy for innovation and competitiveness. The paper is in four parts. First, we discuss how Denmark avidly espoused the OECD and EU's notion of a global knowledge economy. In particular, Denmark endorsed their argument that universities should be reformed to drive innovation and enable countries to succeed in this competitive global order. The second part investigates how that global imaginary was translated into changes to the governance, financing and management of Danish universities. The reforms installed a top-down steering structure, which has arguably narrowed

the mission and impaired the values of the university. However, this steering system gave ministers and politicians confidence that they could trust the active participation of university leaders in serving the needs of the global knowledge economy. The third part explores how those reforms were essential to the government's international strategy to mobilise the resources of universities in repositioning such a small country as Denmark to become an innovation hub in the world. This included setting up innovation centres in other world regions to facilitate Danish universities' collaborations with their universities and industry over research and education (e.g. Danish Ministry of Science, Technology and Innovation 2008). Perhaps the most outstanding example of such collaborations is the Sino-Danish Centre in Beijing, which is discussed in the fourth part. This exemplifies how the Danish university rectors were able to respond to the minister's appeal to coordinate their efforts and use their university resources to establish a knowledge alliance with Chinese academic research and industry. This alliance was distinguished by being based on a 50:50 relationship that did not simply export Danish education and research know-how to China, but that sought the integration of two education and knowledge generation systems for innovation. Innovation was after all, the ultimate purpose of the Danish university reforms.

#### *6. Cultural Transformation in Turkish Higher Education Institutions*

Yasar Kondakci, Merve Zayim-Kurtay, Sevgi Kaya-Kasikci  
Middle East Technical University

Various forces of change have been pushing Higher Education Institutions (HEIs) for dramatic shifts in the way they organize themselves and deliver their services. These forces have been consistently listed as neoliberalism, the rise of the knowledge society, reduced governmental funds, technological developments, and globalization and definitely, the recent COVID-19 pandemic. All these change forces and accompanying need for alterations bring about a conflict between the traditional values seeking stability and the new values fueling change and call for leaders who can use diverse perspectives and skills to handle the identity conflict created. Like many other developed and developing countries, these global imperatives for change have also pressured Turkish higher education (HE) to undergo a transformation process. Thus, the study will document (1) how these global forces resonate on university governance in Turkey, (2) the forces that are specific to Turkish HE, and (3) the needed academic leadership style and role to manage the change process. The study is designed as phenomenology and semi-structured interviews will be conducted with 15 senior academic leaders (i.e., rectors & vice-

rectors) and deans. The interviews are expected to reveal the commonalities among Turkish academic leaders in their definitions of forces of change and leadership roles and traits to manage the change process. The participants will be selected purposefully from the public HEIs located in the capital of Ankara by utilizing theoretical and homogeneous sampling. The results of the study are expected to document common experiences and perspectives of academic leaders in this transformation period and the enacted and needed leadership to survive this process.

7. *University governance structures and transformation of HEI in Poland – Silesian University of Technology case study*

Anna Waligóra, Marcin Górski  
Silesian University of Technology.

Polish system of Higher Education for many decades remained unchanged, basing on the structure and mentality built in 1945. The change of the political system in 1989 has not brought significant changes in the universities' governance in the areas of science and education, although it has been relieved from the ideological supervision. For many years scientists in Poland appealed for changes of this more and more ineffective system mainly because of petrified organizational frames, mismatch of the structure of the higher education system to social and economic challenges, limited financial autonomy of the university, unsatisfactory quality of higher education, low effectiveness of doctoral students' education, system of degrees and titles that inhibits scientists' pursuit of scientific excellence and interdisciplinary research, insufficient level of importance of the results of scientific research conducted in Poland in world science. In 2016 the Polish government started the process of the dialogue with the academic world in Poland, creating the foundations for the new, revolutionary bill of higher education called 'The Constitution for Science'. The new bill came into life in October of 2018. The paper describes the foundations of the changes and demonstrates the process of the implementation on the example of leading Polish technological university – Silesian University of Technology.

8. *Strategic Transformation in Chinese Industry-featured Universities since the Reform and Opening-up: The Case of China University of Geosciences*

Zuwang Chu, Xing Gao, Zhaorui Wang  
China University of Geosciences

Theories regarding Strategic transformation, such as the Second Curve Theory, are applied in this study to analyze the transformative development of Chinese industry-featured universities. The era of the planned economy in China witnessed the formation of industry-featured universities, distinctive for their targeted talents training for a certain industry. In the process of transforming from a planned economy to a socialist market economy, China's higher education management system has been society-oriented with both employment market and sci-technology market established. Competition has been playing an increasingly important role in the reform and development of higher education. Since the mid-1980s, Chinese industry-featured universities have been actively exploring ways of transformative development. Generally, those universities have gone through three main stages—the stage of developing new disciplines based on their advantageous disciplines, the rapid development stage in the popularization process, and the systematic development stage with quality improvement at its core. In such process, by optimizing their discipline structure, broadening their service orientation and enhancing their comprehensive strength, many industry-featured universities have transformed themselves into discipline-featured universities—with multiple disciplines, which are moderately comprehensive, mutually supporting. China University of Geosciences, as a national key university in China, has been continuously deepening reforms for more than 40 years. It learns from the advanced experience of high-level universities in the world, and adheres to the "high-level, multidisciplinary, international, competitive, and institutionalized" strategic transformation measures, which prompts its strategic transformation and development from the industry-featured university to the discipline-featured university, with rich experience in strategic transformation accumulated for enlightenment.

9. *Challenges and Changes of Academic Governance in Chinese Universities with the Context of Globalization: A Micro-view Based on G Universities*

Jinling Gao, Wenji Fan  
Guangxi Normal University

One of the missions of the university is to initiate, generate, innovate, and sublimate. Thus, the implementation of the mission and its level of achievement should be relevant to university governance. In the macro-significance, the realization of the academic mission of the university

is related to the macro-framework of the national university governance, which concerns cultural traditions, ideology, political system, bureaucracy, expert system, educational policy, state-to-university relations, etc. In the micro-significance, the realization of the academic mission of the university is related to the academic governance ecology and the action system within the university, which concerns the general governance structure, the academic tradition, the academic response mechanism of the organization and the individual, the academic resource support and the safeguard system within the university. Over the past 40 years, the reform and opening up of the Chinese society has made great progress in shaping the image of China's positive and fruitful universities and their academic global participants, such as the globalization, consciousness of university governance, academic international cooperation and exchange. But all these achievements and results do not mean that the challenges of globalization, or even conflicts, are no longer a threat to China's universities and the future of its academic governance. On the contrary, the academic realization and governance of Chinese universities are facing a number of changes in the macro or micro dimensions of globalization. This paper mainly discusses the challenges, problems, contradictions and their responses to the academic governance of a Chinese university in a microcosmic sense, focusing on ideological and university academic conservatism, cultural differences and university academic value orientation, academic bureaucracy and flattening demands of academic governance, comparison of individualized academic and group academic values, academic evaluation and academic sovereignty, international cooperation mechanism, university academic and talent training.

*10. International Branch Campuses of Chinese Universities: Motivations, Institutions and Governance*

*Mengqi Zhang, Zheng You  
Beijing Normal University*

With the internationalization of Chinese higher education shifting from inward to outward, an increased number of Chinese universities have established or are in the process of establishing international branch campuses (IBCs), which play an important role in Chinese higher education “going out” strategies. Chinese government lists more than 100 overseas organizations and/or programs (co-) led by Chinese universities. As for Chinese universities, under a highly state-owned and centralized system the organizational actions are usually dependent on governmental resources, which have caused us to inquire: firstly, motivations for

Chinese universities to establish IBCs; secondly, legitimate foundation and institutional pattern emerging in the exporting process, if any; thirdly, Chinese IBCs' governance structures and interactions with local environments in the light of "dual embeddedness". To answer these questions, we take in-depth documents analysis, materials mainly retrieved from OBHE (the Observatory on Borderless Higher Education), Chinese education authorities and university official websites, academic and mass media. By using semi-structural interviews, we take 3 Chinese IBCs located in Europe as cases, to examine their governance characteristics in line with home and host countries' incentives, regulations. As a preliminary conclusion, we observed that host cultural patterns, institutional norms and academic expectations are important to deal with, so as to improve their governance and to strength the cooperation.

### *11. The Impact of Blended Learning Model on University Governance*

Hasan Arslan, Kazım Ar and Miray Doğan  
Çanakkale Onsekiz Mart University

Technological advances have led to the emergence of new models and options with online learning in higher education institutions. It is observed that blended learning models are increasingly applied in the developed countries. It seems that more universities and different students are included in the system by going beyond the traditional teaching practices. With these applications, universities with strong technological infrastructure increase their prevalence by collaborating with local universities in other countries. Because of the COVID19 epidemic, distance education and blended learning models began to affect the functioning of university governance very quickly. The crisis has moved university governance to implement different learning models on the educational environment whether or not they are ready for blended learning model in their universities. This shift, from face to face learning to blended learning model or distance education model, is definitely in the interest of education policy. University administrators had to decide on this change. While some university administrators decided on this change locally, others made decisions under the pressure of the central government. Without a doubt, this change has affected the governance process, regardless of the way of decision making in the university governance. This may give the opportunities to the universities of developing countries to capture the technological infrastructure of developed countries and the abilities to participate in the competition. As a consequence of this, traditional students are expected to change their expectations and demand

universities that offer blended learning models. This demand change is also expected to affect the university governance models. Moreover, the competition among universities is expected to be higher now. Despite its rare use in Turkish higher education, very few universities are partly familiar with distance or online teaching and blended or hybrid learning models. However, coronavirus has influenced teaching methods in Turkey as it has been influencing the systems of most countries all over the world. The purpose of this study is to examine the impact of blended learning on university governance as well as the impacts of COVID 19 on university administration in Turkish Higher Education. A case study will be applied, and semi-structured interviews will be conducted with the vice presidents, deans, and graduate students at Canakkale Onsekiz Mart University. Using SWOT Analysis technique, we will examine the strengths (S) and weaknesses (W) aspects of this process. Thus, they will be evaluated according to their positioning according to the Opportunities (O) and Threats (T) that may occur in the university governance. Based on the research findings, the strengths and weaknesses, threats, and opportunities of this change and impact on university governance will be discussed according to the opinions of the vice presidents, deans, and graduate students.

#### **4. Brief CVs of the guest editors and authors**

##### ***Guest editors***

**Chang Zhu** is a full professor in Educational Sciences at the Vrije Universiteit Brussel (VUB) since 2010. She is the promoter and principal investigator of several key fundamental research projects in the field of higher education, internationalization, university governance, academic leadership, international academic mobility, student competence and literacy development, educational innovation, online and blended learning, MOOC, ICT-supported learning and social inclusion.

Her research mainly focuses on higher education governance and academic leadership; the implementation of educational innovations in schools and higher education and the examination of cultural, organizational culture, innovations in higher education.

She has been and is coordinating several large scale fundamental and collaborative international research projects about higher education institutions. She was the project coordinator of the Erasmus Mundus Action 3 project: EU-China DOC project (2013-2016)- Enhancing the visibility of European Higher education and strengthening the dialogue and cooperation with Chinese stakeholders in the field of doctoral education. She also coordinated

LEAD project (2015-2018)- Enhancing the capacity of higher education institutions related to governance and academic leadership in the context of innovation and internationalisation of higher education in EU and China. She is currently coordinating LEAD2 project (2019-2021)- Enhancing capacity building in university governance and academic leadership in EU and China.

She has published a wide variety of international journals and international books. In addition, she was special issue guest editor for *European Journal of Higher Education* (Volume 7, 2017 - Issue 3 Reforms and collaborations in Europe-China doctoral education); and book guest editor for the book on '*University Governance and Academic Leadership in the EU and China* (Zhu & Zayim-Kurtay, 2019).

**Aysun Caliskan** is a postdoctoral researcher in Educational Sciences at the Vrije Universiteit Brussel (VUB). After receiving her master's in educational measurement and evaluation, she turned to studies in higher education where she took full advantage of combining her background. Next, she gained her PhD at VUB in the field of higher education. Building on her PhD work, she mainly focuses on academic leadership, university governance, organizational culture and educational innovations. She has been involved in international projects in higher education. In addition, she participated in workshops and activities in higher education, academic leadership and university governance. Her researches have been published in national and international books and journals.

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**Baocun Liu**, PhD, is a professor of comparative education and the director of the Institute of International and Comparative Education (IICE) at Beijing Normal University (BNU). He is also the director of the National Center for Comparative Education, the director of the National Center for International Education at BNU, and also the current President of China Comparative Education Society (CCES) and President of Comparative Education Society of Asia (CESA) (2<sup>nd</sup> term). His research interest and specialization include comparative education, higher education and educational policy and management. He has been engaged in a wide range of national and international research projects and consultancy work. He has published more than 200 journal articles and 10 books in Chinese and English.

**Tengteng Zhuang**, is currently a PhD candidate at Department of Educational Administration and Policy, the Chinese University of Hong Kong. His research interests include higher education policy, higher STEM education, faculty agency and undergraduate student learning.

He has published journal articles, including SSCI journal articles on topics of China's national policies such as engineering education policies and vocational education policies, and students' program satisfaction at university level.

**Prof. Melita Kovacevic** is a Full Professor at the Department of Speech and Language Pathology. She was EUA-CDE (European University Association Council for Doctoral Education) Steering Committee member (2009-2016) and Chair (2012-2016). She was also a former Vice Rector for Research and Technology, University of Zagreb. Melita Kovacevic has been a member of different national and European bodies related to higher education. She holds a position of a European expert for higher education. Melita Kovacevic contributes largely to the debate on doctoral education in Europe and beyond. She participated in number of projects related to doctoral education, research capacity, academic leadership and quality assurance in European Union, South-East Europe, China, Central Asia and Africa.

**Joao Amaro De Matos** is Vice Rector for International Development Universidade Nova de Lisboa. He has a strong academic background (PhD in Mathematical Physics at USP, Brazil, 1988, and PhD in Finance at INSEAD, 1995) and a large administrative experience at Higher Education Institutions. He is the Vice Rector at Universidade Nova de Lisboa, Portugal, responsible for the International Development of the institution.

**Miguel Pina e Cunha** is Professor of Organization Studies. His research has been published in journals such as the Academy of Management Review, Applied Psychology: An International Review, Human Relations, Journal of Applied Behavioral Science, Journal of Management Studies, Organization, and Organization Studies, among others. He published or edited several books, including "Organizational Improvisation" (co-edited with K. Kamoche and J.V. Cunha, Routledge, 2002), and "The virtues of leadership: Contemporary challenge for global managers" (with A. Rego and S. Clegg, Oxford University Press, 2012).

**Rita Falcao** is Head of International Affairs at the Rectorate of NOVA University Lisbon. From May 2018 until May 2019, Head of the International Development Unit of NOVA, part of the Strategic Development Unit of NOVA. From 2014 until May 2018, Head of Research Support Unit of NOVA, with responsibilities in Research Management, Funding and Research Talent Development.

**Susan Wright** is a Professor of Educational Anthropology and Director of the Centre for Higher Education Futures (CHEF) at Aarhus University. She studies people's participation in

large scale processes of transformation, focusing on university reforms in Europe and the Asia-Pacific Rim, and works with concepts of audit culture, governance, organisation, contestation and the anthropology of policy.

**Jie Gao** is a Postdoc based in Centre for Higher Education Futures at Aarhus University. Her research interests lie in transnational Education and knowledge diplomacy. Her current project studies how Higher Education Institutions are being mobilized for developing the soft power of nation states.

**Prof. Dr. Yasar Kondakci** is Professor in Educational Administration and Planning at The Middle East Technical University, Ankara Turkey. Prof. Dr. Kondakci gained his PhD degree at Ghent University, Belgium in the field of Management and Organization. His research focuses on higher education, educational change, and social justice in education. Dr. Kondakci is a section editor of the Research in Educational Administration and Leadership (REAL) journal. He served as council member of the European Educational Research Association between 2008-2009. He is still on the administrative board of the Turkish Educational Administration Research and Development Association (EARDA). Dr. Kondakci served as the Associate Dean to the Graduate School of Social Sciences at the Middle East Technical University.

**Dr. Merve Zayim-Kurtay** currently works as an assistant professor in Educational Administration and Planning at the Middle East Technical University. She completed her M.S and Ph.D. in Educational Administration and Planning at Middle East Technical University. She completed her postdoctoral studies in Vrije Universiteit Brussel and worked as a full-time researcher in an Erasmus+ project on university governance and academic leadership. She has several papers and an edited book on university governance and academic leadership within the higher education contexts of Europe, China, and Turkey. Her research interests include academic leadership, organizational change, educational change, change-related attitudes and emotions, and organizational trust.

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