

## Call for Papers



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*Research in Educational Administration & Leadership*

<http://dergipark.gov.tr/real>

### Special Issue is on

*Transformation in HEIs in cross-cultural contexts during uncertain times*

### Guest Editors

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### 1. RATIONALE

Under the influence of global trends such as globalization, massification, and privatization, there is general agreement that most nation states are experiencing reform pressures and transformation process on all sector of society, including higher education (Maassen

& Cloete, 2007). These challenges are increasingly global and requires universities to participate in basic and applied research and to educate students who will participate at the highest levels of science and the economy in uncertain times (Altbach, Wit & Reisberg, 2017). In order to remain the societies cohesive and manageable, HEIs are required to absorb those massive changes, adapt quickly and be resilient (Papandreou & Shapiro, 2017).

This leads HEIs to consider new configurations of societal, organizational, and technological aspects in times of uncertainty. They have to produce knowledge and train talented people as well as adopt technological developments (Baptista et al., 2011; Nowotny et al., 2001; Peters et al., 2009). As increasingly global actors, they promote knowledge flows and train national and international students (Horta, 2009) with a different social, economic and ethnic backgrounds (Denson & Bowman, 2013). So, public policies should promote more institutional autonomy and integrity of modern HEIs, that integrate HEIs and science policies (Shapiro, 2005). This is particularly relevant as HEIs are becoming partners of scientific institutions and industry (Sidhu et al., 2011).

Similarly, HEIs should provide students with new learning environments in order to educate them for a sustainable society (Shriberg & Harris, 2012). Additionally, HEIs are pressed to fulfill societal roles. In on-going processes of institutional change threatened by corporate-like reforms and neoliberal thinking, they still have to contribute to democratic processes, support policy decision-making, and garner societal trust (Kwiek, 2005). Another essential role of HEIs is the generation and promotion of “cultural norms” in both substantive and procedural terms (Nowotny et al., 2001) as it is associated to claims for the maintenance of a “culture of liberal rationality” (Nussbaum, 1997).

Concurrently, they drive economic change through several initiatives, including the promotion of technological development in firms through employment of graduates, the creation of new firms and university-industry relationships (Baptista et al., 2011). Equally important, the COVID 19 crisis will certainly bring forth a re-ordering of priorities for many higher education institutions especially in terms of transformation in governance and academic leadership (Hudzik, 2020). More importantly, this global crisis has offered an opportunity

to HEIs to improve the process of digitalisation proving a quick switch to blended or hybrid delivery (UCISA, 2020). All of these changes increase the pressure on academic managers in HEIs (Jarvis, 2018). Despite the uncertainty ahead of them, they have to adapt and find new ways in the tide of internal and external forces (Lliopis, 2012) as well as a style consistent with the context of the culture of institutions, the nature of the tasks and the characteristics and expectations of their team members (CMI, 2015).

With such a background, this special issue is relevant of the main scope of the REAL to develop the understanding of the transformation of HEIs in uncertain times. Studies are firstly needed to further investigate the transformation in terms of organizational, societal and digital aspects; secondly changes in terms of the impacts of COVID 19 related to university governance and academic leadership in a cross-cultural context. For this, we mainly engage studies from Chinese and European universities.

The choice of Chinese and European universities is based on (1) the relatively long history in European and Chinese HE, (2) common global challenges in both nations, (3) the need of international audience for understanding the transformation of HEIs in a more in-depth vision, and (3) knowledge gaps from a diverse and international perspective regarding the transformation in uncertain times.

## 2. THEME AND TOPICS

The core objective of this special issue is to understand the different aspects of transformation in European and Chinese HEIs involving organizational, societal and digital aspects as well as the perspectives, roles and challenges of academic leaders during uncertain times.

Topics to be discussed in this special issue will include (**but are not limited to**) the following current issues on:

- The theoretical foundations of transformation of HE in uncertain times,
- The university governance policies in uncertain times,
- The organizational transformation in HEIs (how and why),
- The responses of universities to societal changes/challenges,

- Advances in digitalization and the pace of change,
- Changes in the educational approaches,
- The strategies of academic leaders for managing the crisis or uncertainty,
- The need for a reformulation of HE in a diverse context,
- Changes in knowledge creation and knowledge transfer,
- The short/long term effects of COVID 19 on HEIs

### **3. CONSOLIDATION OF SUBMISSIONS:**

Manuscripts and inquiries should be submitted to the guest editors at: [chang.zhu@vub.be](mailto:chang.zhu@vub.be) and [aysun.calikan@vub.be](mailto:aysun.calikan@vub.be).

### **4. REVIEW OF THE PAPERS**

Papers will be reviewed by the guest editors, and then sent to at least two referees. The guest editor will make the decision based on the reviewers' recommendations. Final issue will also be reviewed by the Editorial Team of the journal.

### **5. MANUSCRIPT WRITING**

Manuscripts should be around 4000-8000 words count and APA style should be consulted for references.

### **6. TENTATIVE TIMETABLE**

**April 30, 2021:** 200-500-words abstract to the guest editors

**May 30, 2021:** Notification of authors of submitted proposals  
(Acceptance of abstracts does not guarantee the publication.  
Acceptance after review of full papers)

**September 30, 2021:** Deadline for submission of full papers

**December 30, 2021:** Final articles to the guest editor

**January 30, 2022:** Final articles to publisher

**February 28, 2022:** Publishing process

## 6. PROPOSED GUEST EDITORS

**Chang Zhu**, PhD, is a full professor in Educational Sciences at the Vrije Universiteit Brussel (VUB). 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**, PhD, 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 research has been published in national and international books and journals.