

E-mail newsletter no. 2/2023 of the [International Center for Higher Education Research \(INCHER\)](#)

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Latest news

INCHER Professors Georg Krücken and Ulrich Teichler among top-cited scientists on Stanford University's 2023 list

In October 2023, Stanford University published its updated list of the top 2% most frequently cited scientists. For 2022, more than 20 scientists from the University of Kassel are named, including [Prof. Dr. Georg Krücken](#) (Spokesman of the INCHER Board of Directors) and [Prof. Dr. Ulrich Teichler](#) (INCHER Founding Director).

Stanford University's publicly accessible database lists a large number of standardized citation indicators. For the year 2022, 26 scientists from the University of Kassel are on Stanford University's list. Among them are the INCHER members Prof. Dr. Dr. h.c. Ulrich Teichler (emeritus), who is among the 100,000 most cited (excluding self-citations), and the speaker of the INCHER Executive Board Prof. Dr. Georg Krücken (among the 200,000 most cited).

The Stanford University database shows separate data on the influence of researchers over their entire career and for a single current year. The selection is based on the top 100,000 researchers according to c-score (both with and without self-citations) or a percentile rank of 2% or more in the respective sub-field. The c-score focuses on importance (i.e. number of citations) rather than productivity (number of publications) and also takes into account information on co-authorship and author position (single, first and last author).

The database and all lists can be found here: <https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/6>

Source: <https://www.uni-kassel.de/uni/en/aktuelles/meldung/2023/11/2/26-kasseler-forschende-auf-stanfords-meistzitierten-liste?cHash=c3e8ffd56e803be5604f508304fccd8c>

“...academically profound and practically valuable insights...” - Interview with Georg Krücken about his current research fellowship at Stanford University

Prof. Dr. Georg Krücken is spending the winter semester 2023/2024 as a research fellow at the renowned Stanford University in the US - thus returning to the institution he already visited in 1999 and 2001 as a DFG habilitation fellow and in 2011 as a visiting scholar. In the following short interview, he gives insight into his current impressions. Christiane Rittgerott asked the questions for the INCHER-(e)update.

INCHER-(e)update: *Dear Professor Krücken, this is not your first academic stay at Stanford University for a longer time. What fascinates you about Stanford?*

G.K.: Stanford University is an academically highly inspiring place, with excellent research in all disciplines and interdisciplinary fields, and a university open to broader societal trends, thriving on new trends. I have been here for longer and shorter periods, the first time for 18 months between 1999 and 2001. This stay was overwhelming as I was fully exposed to a highly innovative phase where intellectual prowess and openness towards new trends were perfectly combined. Here, I conducted research on university-industry relations at a time when new start-ups, such as Google, were being founded by Stanford graduates. I didn't talk to the founders of Google, who invented Google as part of their Ph.D. research, but to their academic supervisor – a professor of computer science with wide ranging philosophical and sociological interests - or to the staff at Stanford's Office of Technology Licensing, who also played an important role in making this start-up possible. Right now, there are other things in the air that Stanford is addressing in an equally impressive way, particularly artificial intelligence and sustainability. Large interdisciplinary research centers have been created on both subjects, and I am very excited to get more academically profound and practically valuable insights into this during my stay.

INCHER-(e)update: *What changes do you perceive compared to previous years?*

G.K.: As you stroll around campus, you immediately see that the student body at Stanford has become much more diverse over the years. Again, this results from a deliberate combination of academic goals and societal changes. Stanford has changed its admission policies to no longer rely exclusively on standardized testing, reproducing social inequalities, as we know from higher education research. In addition, the university has a full-fledged scholarship program for admitted undergraduates in need of financial aid, covering up to 100 % of the very high tuition fee (currently 20,577 US Dollars per quarter, i.e., 82,308 US Dollars per year). From the perspective of organizational research, a further change can be seen in a certain tension between mainly disciplinary teaching carried out by the departments and the increasing importance of interdisciplinary research centers, where most of the research is conducted. Departments have certainly lost ground here over the last years. Although they are still the organizational backbone of teaching – even if, for example, sustainability teaching and research are both located in a newly founded school -they play an increasingly minor role in the organization of research. Personally, I find it somehow sad to see that the strong tradition in organizational research on campus, in particular in sociology, which attracted me as a young scholar in the late 1990s and early 2000s allowing for a study of phenomena like university-industry relations or the growth and impact of interdisciplinary research centers now, has become less important in Stanford sociology. Most organizational research is currently being conducted at Stanford's Business School – again, a trend not limited to Stanford but to social science research in the US in general.

INCHER-(e)update: *What issues dominate the discourse around the US universities?*

G.K.: There are many issues in the current discourse, ranging from technological developments and the role universities play therein to all aspects of diversity and identity and their impact on campus and curricula. To highlight one issue, financial matters related to tuition fees play a very large role in the US. We have a multi-

layered debate on the “return on investment” of college education. For a long time, it was ingrained in American thinking that a college education pays off economically. Certainly, this is still the case in universities like Stanford, where a degree still pays off, also economically, despite the high tuition fees mentioned before. But what about less prestigious and well-known universities in a society where university degrees are abundant and which charge perhaps half of what Stanford charges? In his 2020 presidential campaign, Bernie Sanders gained a lot of support for his advocacy of tuition-free higher education. Interestingly, though highly debated in public, tuition fees are currently not an issue at the beginning of the 2024 presidential campaign. The topic of tuition fees and diminishing, at times inexistent, returns on investment is undoubtedly embedded in a broader debate on social inequalities in American higher education. Recently, Raj Chetty, a Harvard professor of economics, published a well-received analysis on such inequalities, using big data from varied sources. His two lectures on the topic across the Bay at UC Berkeley last month were very well attended, both in-person and online.

INCHER-(e)update: *How does the current Middle East conflict manifest itself at US universities? Are protests as vehement and lines of conflict as unbridgeable as they sometimes appear in the German press with regard to US universities?*

G.K.: The current conflict plays a huge role among the American public, particularly at US universities. What I see, unfortunately, is certainly not a political discourse in the sense of Jürgen Habermas, open-minded, understanding, and as a common search for truth, but rather as a clash of incompatible, presumably morally superior positions. Such positions are deliberately uncompromising, not open to adjustment, and not even geared towards engaging with and eventually persuading the other side. On Stanford campus, for example, over the last weeks, in an escalating dynamics, photos of killed children on both sides were posted all over the place, each side posting faces and names from ‘their side’ without any word on the shared grief of the loss of lives or a sense of solidarity with all victims and their families. This reflects, among other things, the dramatic demise of American political culture over the last years and can be observed in many fields of political ‘discussion.’ Such a lack of empathy and the will “to take the role of the other,” in terms of George H. Mead, is particularly problematic for universities. Among other tasks and functions, universities are also discursive institutions where critical communication processes of an increasingly culturally and socio-structurally heterogeneous society occur. In theory, this is exactly the right place for critically and even controversially debating present-day issues and desirable futures among those who will shape the future. In practice, I am much more skeptical, not only with regard to the Middle East conflict. However, some controversial issues, like the role of artificial intelligence in society, are discussed open-mindedly and in a very inspiring way.

INCHER-(e)update: *One of your current research topics is competition in the higher education system - how do you see the international comparison between the USA and Germany in terms of actual practice?*

G.K.: Competition comprehensively shapes US universities. The turn towards universities as organizational actors, which behave competitively towards other universities, began here much earlier than in Germany. This applies not only to the level of university presidents and the central administration. Deans of departments or schools, for example, also engage in both competitive and relatedly cooperative behavior concerning rival organizations, and they are explicitly hired for this purpose. When I refer to rival organizations, I do not only mean other universities. Here, in the heart of Silicon Valley, there is intensive competition for researchers in technology. This stiff competition is of serious concern for Stanford as large tech firms in its immediate environment have become vital players in basic research and attract young researchers with high industry salaries, excellent research facilities and, most recently and challenging, also research autonomy. Likewise, everywhere in the US, there is serious competition for students, who, among other things, are a primary source of income for private and public universities. Also, public universities like UC Berkeley receive much more financial resources from tuition fees than from basic funding by the state. In addition, the competition for money from donors is a pertinent feature of higher education in the US, which is currently also highly visible. I want to examine competition for students more intensively, partly because I expect this aspect of competition, which is currently hardly an issue in Germany, to become more important in the coming years as demographic change progresses. Last but not least, there is a heightened sense of competition among universities and the state regarding the international scenery. On a global scale, the United States has played a hegemonic role in higher education and science over the last decades, in practice and as a model to emulate. There is an increasing sense that the “American age” will dissolve, with the US still going strong but with new competitors arising. China is an important issue, and the question of

balancing competition and cooperation and avoiding direct conflict is of major concern, also in the field of science and higher education.

INCHER research news

Project start: “Staatliche und nichtstaatliche Anbieter in Gesundheits- und Pflegeberufen” (AGePf) "State and non-state providers in health and care professions" (AGePf)

In July 2023, the new research project "[State and non-state providers in health and care professions](#)" (AGePf) started. It examines dual study programs and hybrid teaching formats in health and care professions and compares state and non-state providers. Among other things, the governance of the relevant universities, their behavior on the education market and their concrete efforts to increase the attractiveness of the health and care professions are analyzed. One of the questions being investigated is whether (and if so, how) non-state providers have been able to maintain their "pioneering role" in the successful academization of previously non-academic professions. As the balance between academicism and practical orientation is a key quality criterion in dual study programs, the project also focuses on the design of cooperation between learning locations and the transfer of theory and practice. An analysis of the demand side is intended to clarify, among other things, which criteria former students and current practice partners use to select dual/hybrid degree courses in the healthcare and nursing professions and what role the university's sponsorship plays in this choice.

The project was initiated by [Prof. Dr. Bettina Langfeldt](#) and [Dr. Christian Schneijderberg](#) and is funded by the [BMBF](#) (Federal Ministry of Education and Research).

In November 2023, [Ingmar Zalewski](#) joined the research team of AGePf.

New project T!RAUM!B "TransferRäume für die Zukunft von Regionen“ (Transfer Spaces for the Future of Regions) started in October 2023

The research project [T!RAUM!B](#) will be part of the [BMBF](#) funding line “Transfer Spaces for the Future of Regions (T!Raum)” for the next three years. Researchers from INCHER, the Stifterverband für die deutsche Wissenschaft, and SV Wissenschaftsstatistik gGmbH will jointly carry out the accompanying study. The project aims to make the effects of innovative transfer formats on structural change measurable and, among other things, work on proposals for a holistic and sustainable evaluation of transfer strategies.

With its funding line "[Transfer Spaces for the Future of Regions \(T!Raum\)](#)", the Federal Ministry of Education and Research ([BMBF](#)) wants to enable universities and research institutions to develop innovative instruments for transfer. The goal is to bring innovations to the region more quickly and thus strengthen positive structural change. In the accompanying research for this funding line, INCHER, together with the [Stifterverband für die deutsche Wissenschaft](#) and [SV Wissenschaftsstatistik gGmbH](#), aims to make the effects of innovative transfer formats on structural change measurable, to promote and research a sustainable culture of cooperation through learning processes, method transfer and networking at an individual and institutional level. This serves the purpose to derive overarching success factors for impact measurements and learning processes.

The T!RAUM!B project will consider unintended side effects, identify contextual conditions for promising, especially experimental, transfer activities in different fields and stimulate new social practices and forms of knowledge transfer.

The project is headed by [Prof. Dr. Bettina Langfeldt](#), [Prof. Dr. Guido Bünstorf](#), [Dr. Christian Schneiderberg \(Contact\)](#). Part of the research team are also: [Dr. Igor Asanov](#), [Rocio Fonseca](#), [Pia Schoch](#).

INCHER's Showing Life Opportunities project: research outcomes published in PNAS

An article by INCHER researchers and their international co-authors exploring how to increase student participation in online training appeared in the renowned [Proceedings of the National Academy of Science \(PNAS\)](#), one of the world's most cited and comprehensive multidisciplinary journals. "System-, Teacher-, and Student-level Interventions for Improving Participation in Online Learning at Scale in High Schools" by [Igor Asanov](#), [Anastasiya-Mariya Asanov](#) (Noha), Thomas Åstebro, [Guido Bünstorf](#), Bruno Crépon, David McKenzie, [Francisco Pablo Flores T.](#), [Mona Mensmann](#) & [Mathis Schulte](#) was published in [PNAS, vol 120, no 29, July 2023](#).

The new article is the first major publication from INCHER's [Showing Life Opportunities project](#), a large-scale collaboration project with colleagues from the World Bank, ENSAE, HEC Paris and the University of Cologne. The project provided online STEM and entrepreneurship courses to about 45,000 students in Ecuador, and used a large-scale randomised controlled field experiment to study the effectiveness of online training. As is well known since the COVID-19 pandemic, online formats allow for broad participation in education and training opportunities. The difficulties of ensuring learner participation in such formats, which is a prerequisite for learning success, are also well known. The study now appearing in PNAS explores several ways to increase participation in online training. It highlights the importance of effectively managing educational interventions, also for concerns of equity in educational opportunity. Specifically, the authors provide evidence that a central monitoring system systematically improves participation and learning outcomes, particularly benefiting students in lower-performing schools. In contrast, no systematic effects are found for "nudges" designed to spur teachers by means of reminder or encouragement emails, or by comparing their classes with those of other teachers. There are also no systematic effects for "nudges" at the student level. Financial incentives induce students to spend more time on the online learning platform but have no effect on learning success.

Link [to the PNAS article](#).

[Maria Theissen](#), [Johannes König](#), [Rasmus Bode](#), and [Guido Bünstorf](#) close a data gap with their "Habilitationenregister der deutschen Hochschulen 2000-2020"

The new Habilitationenregister was published in October 2023. The files are available on the [GESIS](#) website.

Building on the "[Habilitationenregister 1981-2014](#)" by Dr. [Rasmus Bode](#) and Prof. Dr. [Guido Bünstorf](#) (2021), the new "[Habilitationenregister deutscher Universitäten 2000-2020](#)" aims to systematically close a data gap. Until now, Germany lacked a complete database with detailed information on the names of habilitated professors as well as the year, university and subject of the habilitation. By compiling and linking information from various data sources, the INCHER researchers have closed this data gap.

[Theissen, Maria; König, Johannes; Bode, Rasmus, Bünstorf, Guido \(2023\): Habilitationenregister deutscher Universitäten 2000-2020. GESIS, Köln. ZA8711 Datenfile Version 1.0.0, <https://doi.org/10.4232/1.14193>](#)

https://search.gesis.org/research_data/ZA8711?doi=10.4232/1.14193

Congratulations on Doctorates and Habilitations

Francisco Pablo Flores completed his doctorate with a successful disputation on December 8th, 2023

[Francisco Flores](#)' dissertation is entitled "Testing the impact of large-scale digital support on Students-Paths towards College Education". The study aimed to evaluate the effectiveness of an online intervention in guiding students on their paths toward college education, specifically by attracting them to high-rewarding majors. The thesis paid particular attention to disadvantaged students from both income and gender perspectives. Supervisors and committee members were: Prof. Dr. [Guido Bünstorf](#) (first supervisor), [Prof. Dr. Björn Frank](#) (Second Supervisor), Prof. Dr. [Simon Wiederhold](#) (Third supervisor). The committee members were Prof. Dr. [Bettina Langfeldt](#) and Dr. [Igor Asanov](#).

On August 7th, 2023, Janosch Schindler successfully defended his dissertation

[Janosch Schindler](#)'s dissertation is entitled "The development of the organizational field of external quality assurance of studies and teaching in Germany with special consideration of competition between agencies." The thesis was supervised by [Prof. Dr. Georg Krücken](#) (first supervisor) and Professor [Kathia Serrano Velarde](#) (University of Heidelberg, second supervisor). Janosch Schindler had been researcher at INCHER until 2018. He now is project funding consultant at the "Stiftung Innovation in der Hochschullehre".

Congratulations on your habilitation, Pedro Pineda

On Monday, 26th of June, INCHER member Dr. [Pedro Pineda](#) gave his habilitation lecture at the University of Kassel, in front of a habilitation committee and the academic public of the Faculty of Social Sciences. He thus successfully completed his habilitation. Congratulations!

Pedro Pineda Rodriguez is senior lecturer at the University of Bath (UK) and associated member of INCHER. He completed his master's degree in Higher Education Research and Development at the University of Kassel/INCHER and his doctorate at the Humboldt University of Berlin. He specializes in the sociology of education, comparative education, higher education and organizational studies and is currently working on curriculum reforms (peace education, online learning, student-centered learning), student evaluation of teaching, working conditions, research collaborations and diversity management.

His habilitation lecture is entitled: "Social Hierarchies in Contemporary Organisations: Theoretical Reflections and Empirical Investigations Across Countries". Members of the habilitation committee were: Prof. Dr. [Bettina Langfeldt](#), [Prof. Dr. Georg Krücken](#), [Prof. Dr. Ulrich Teichler](#), and Henrike Henning.

Personalia

INCHER welcomes new researchers!

Rocio Fonseca and Ingmar Zalewski joined the research teams of the new projects AGePf and T!RAUM on 1 November 2023!

[Rocío Fonseca](#) joined the project [T!RAUM Transfer Räume für die Zukunft von Regionen](#) (Transfer Spaces for the Future of Regions) as a research associate in November 2023. Rocío studied sociology (B.A.) at the Universidad Autónoma de México and science studies (M.A.) at the Humboldt University of Berlin. Before joining INCHER, she was a researcher at the Robert K. Merton Centre for Science Studies at the Humboldt University of Berlin.

[Ingmar Zalewski](#) joined the project "[Staatliche und nichtstaatliche Anbieter in Gesundheits- und Pflegeberufen](#)" (Governmental and non-governmental providers in health and care professions) (AGePf) as a researcher in November 2023. After studying psychology, sociology and educational sciences at Leuphana University Lüneburg and the University of Potsdam, Ingmar Zalewski worked on research projects evaluating the accommodation and housing situation of unaccompanied minor refugees (Potsdam University of Applied Sciences) and as part of quality dialogues with children and parents in Hamburg's youth welfare offices (Alice Salomon University of Applied Sciences Berlin). Ingmar Zalewski joined the University of Kassel in 2019 as a lecturer in the field of qualitative methods, where he conducted his doctoral research. In October 2023, he submitted his dissertation entitled "Spiegel, Spiel und Gabe: Eine ethnopsychoanalytische Studie der Beziehungen zu unbegleiteten Geflüchteten" (Mirror, Play and Gift: An Ethnopsychanalytic Study of Relationships with Unaccompanied Refugees) to the [Faculty of Human Sciences](#) at the University of Kassel.

Welcome to INCHER, Noel Japheth

From November 1st, 2023, [Noel Japheth](#) from Moi University, Kenya, will stay at INCHER as a DAAD scholar

Noel Japheth holds a BA in Education from Kabale University, a MA of Education in Educational Psychology from Mbarara University of Science and Technology in Uganda and a MA in Education in Research from Moi University in Kenya. He has worked as a research assistant at the DAAD-funded Centre of Excellence; East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA), Moi University.

At INCHER, he will work on a doctoral research project under the supervision of [Prof. Dr. Georg Krücken](#) and with the support of other INCHER members. His work will focus on the inclusion of minorities in the higher education system in Uganda.

Noel's ORCID-ID: <https://orcid.org/0000-0003-0461-8767>

Peter Woelert was again Visiting Researcher at INCHER

[Dr. Peter Woelert](#) from the University of Melbourne was again visiting scholar at INCHER. He stayed at INCHER in August and September 2023.

Dr. Peter Woelert is Senior Lecturer at the Faculty of Education at the University of Melbourne. His research focuses on exploring governance and organizational dynamics in the contemporary university, under consideration of macro-level higher education policy trends and settings.

Dr Shweta Mishra changed to DIFIS but is still active in the InclusiveSuccess- project and as new associated member of INCHER

In Summer 2023, [Dr. Shweta Mishra](#) left INCHER for a post as Managing Director of the [German Institute for Interdisciplinary Social Policy Research](#) (Deutsches Institut für Interdisziplinäre Sozialpolitikforschung) (DIFIS). DIFIS is a focal point, an independent think tank and a service facility for social policy research, teaching and policy advice in Germany. As an inter-university institute it is run jointly by the Universities of Duisburg-Essen and Bremen.

Dr. Shweta Mishra has been in charge of INCHER's research area "students and graduates" since 2016. Her research expertise includes the collection and analysis of social networks, of longitudinal data, multivariate statistics, as well as international comparisons - each focusing on education and health inequalities. She still is head of the INCHER research project "[InclusiveSuccess](#)" which deals with disadvantage compensation, counseling, health promotion and inclusion as measures to promote study success of ill and disabled students in higher education.

We wish Shweta every success and welcome her as associated member of INCHER.

Election of new Equal Opportunities Officers at INCHER in October 2023

On October 6, 2023, the INCHER Women's General Assembly confirmed [Maria Theißen](#) as Equal Opportunities Officer and elected [Julia Brose](#) as Deputy Equal Opportunities Officer. Once again, a two-person team was elected.

This means that Maria Theißen and Julia Brose will form the team of INCHER Equal Opportunities Officers from October 2023. The Women's Assembly thanked [Shweta Mishra](#), who was part of the team of Equal Opportunities Officers at INCHER during the previous election period. She moved to the German Institute for Interdisciplinary Social Policy Research as Managing Director in mid-July 2023.

Events

WiHo Lunch Talk with Guido Bünstorf in December 2023

Organized by the [BMBF](#) (Federal Ministry of Education and Research), the last Lunch Talk on the WiHo Research portal took place this year on 5 December 2023. Professor [Guido Bünstorf](#) (INCHER) presented selected results of the BMBF-funded project [Q2D2](#) on the quality assurance of dissertations.

In recent decades, the doctoral phase has been characterized by various developments aimed at improving the quality of dissertations - including the spread of structured doctoral formats and the introduction of graduate schools and supervision agendas. Are these developments reflected in the dissemination and further use of the research results of doctoral students? How important is the competitive orientation of the respective subject? And are there indications of statistical distortions in empirical dissertations? [Guido Bünstorf](#) provided answers to these questions based on the results of bibliometric studies of economic and social science dissertations in Germany.

As usual, the Lunch Talk was supplemented by a practical perspective and moderated by Dr. Jan-Martin Wiarda.

Source: <https://www.wihoforschung.de/wihoforschung/de/panorama/wiho-vor-ort/digitaler-lunch-talk-promotion/digitaler-lunch-talk-promotion.html>

Ulrich Teichler Prize 2023 for outstanding dissertations and GfHf Prize 2023 for outstanding theses in higher education research awarded

On September 11, 2023, two young researchers were honoured for their achievements in the field of higher education research. The recognition and award ceremony took place during the 18th annual conference of the [GfHf \(Society for Higher Education Research\)](#) in Osnabrück, Germany. Congratulations to the winners!

A seven-member jury selected the following winners from the 24 submitted theses: Julia Mergner for her dissertation "Translating student diversity - How German universities respond to the political discourse on widening participation" at the Technical University of Dortmund, and Clara Gutjahr for her master's thesis on "And that's not quite my logic. Junior professors in the social sciences between autonomy and heteronomy" at Goethe University Frankfurt am Main.

[Emeritus Professor of Higher Education Ulrich Teichler](#) (INCHER) established the prize in 2008 to encourage young scholars to take an academic approach to questions of higher education research. The Ulrich Teichler Prize for dissertations consists of a printing cost subsidy of a maximum of €2,000 and additional prize money of €1,000. The prize money for the award-winning thesis amounts to €1,000. Contact: [Gesellschaft für Hochschulforschung](#), Dr. Roland Bloch, E-mail: roland.bloch@zsb.uni-halle.de

Annual conference of the Evolutorischer Ausschuss in the Verein für Socialpolitik 2023

The 2023 Annual Conference of the Evolutionary Committee of the [Verein für Socialpolitik](#) took place in Kassel from July 6 to 8, 2023, on the topic of evolution, innovation and transformation. The committee is chaired by INCHER member [Guido Bünstorf](#).

In June 2023, members from Bar-Ilan University visited INCHER

Professors Annette Bamberger, Iris Ben David-Hadar, Pascale Benoliel, and Ela Luria from Bar Ilan University, Israel, enquired about current research areas at INCHER and introduced [Bar Ilan University](#) and its Faculty of Education. From the INCHER side, [Georg Krücken](#), [Shweta Mishra](#), [Ömer Çalışkan](#), [Oliver Wieczorek](#), and [Christian Schneijderberg](#) presented the organizational structure of INCHER as well as individual research areas and projects.

Upcoming events

International conference: "Multiple Competition in Higher Education – and Beyond," April 4th and 5th, 2024, in Kassel (INCHER)

In the [DFG research group "Multiple competition in higher education,"](#) researchers in eight sub-projects at ten universities are working together to develop a comprehensive understanding of multiple competition in higher education based on contributions from sociology, economics, and management studies. Due to the complexity and novelty of this research, the main focus in the first three years has been on the German

higher education system. At the end of that funding period, the research group would like to share and discuss their results with related research from other scholars at an international conference. At the same time, contributions related to the topic of multiple competition in higher education are invited that add a comparative perspective on the issue of multiple competition. These could, for example, ask how multiple competition unfolds in the institutional configuration of other national higher education systems, or look at constellations of multiple competition in other areas of society (business, politics, the arts, healthcare, public administration, etc.).

Keynote lectures by: [Christine Musselin, Sciences Po](#), Paris, and [David Stark, Columbia University](#), New York.

More information: www.uni-kassel.de/go/multiplecompetition

Contact: [Prof. Dr. Georg Krücken](#) (Speaker of the DFG research group) [Dr. Tim Seidenschnur](#) (project coordinator)

Save the date:

Workshop "Die Rolle des Staates im multiplen Wettbewerb im Hochschul- und Wissenschaftssystem (The role of the state with regard to multiple competition in the system of higher education and science)" in July 2024

This workshop, organized by [Prof. Dr. Anna Kosmützky](#) and [Prof. Dr. Georg Krücken](#), aims to bring the results of the DFG research group "[Multiple Competition in the Higher Education System](#)" (FOR 5234) into a dialogue with perspectives from political science.

The starting point of the workshop is the observation that, contrary to the assumptions of New Public Management, the state has played a very active role in higher education and science policy, and has expanded its responsibilities in individual areas. The state is itself a competitive actor that organizes and promotes competition in the higher education system. This raises a number of questions about the role of the state in multiple competition, which will be discussed together with colleagues from the field of political science. The interdisciplinary discussion should lead to a theoretically substantive and empirical understanding of the role of the state as a competitive actor in modern higher education and science policy, which is also relevant for other policy fields.

The workshop, which will take place in Hannover on July 11-12, 2024, will be held in cooperation with [Marian Döhler and Christoph Hönnige, Institute of Political Science \(IPW\)](#), Leibniz Universität Hannover, and [Eva Ruffing](#), University of Osnabrück.

Contact: [Anna Kosmützky](#) (anna.kosmuetzky@icss.uni-hannover.de); [Georg Krücken](#) (kruecken@incher.uni-kassel.de)

Publications

"University careers and social class" - Dissertation by [Frerk Blome](#) published

How can steep social climbs in academia be explained sociologically and what experiences do professors from lower social classes have? [Frerk Blome](#) explores these questions in a comparative study of academic careers in law and education based on autobiographical-narrative interviews with university professors of different social class backgrounds.

Blome, Frerk (2023): [Universitätskarrieren und soziale Klasse. Soziale Aufstiegs- und Reproduktionsmechanismen in der Rechts- und Erziehungswissenschaft](#). Weinheim: BELTZ Juventa. (Open Access)

New Publications by INCHER members since June 2023

Asanov, Anastasiya-Mariya; Asanov, Igor; Buenstorf, Guido (2023): Mental health and stress level of Ukrainians seeking psychological help online. In: *Heliyon* 9 (11), e21933. DOI: [10.1016/j.heliyon.2023.e21933](https://doi.org/10.1016/j.heliyon.2023.e21933).

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