

Guidelines and Criteria for the Submission of Short Papers at EGOS Colloquia

Short papers should focus on the main ideas of the later full paper, i.e. they should explain the purpose of the paper, theoretical background, the research gap that is addressed, the approach taken, the methods of analysis (in empirical papers), main findings and contributions. In addition, it is useful to indicate clearly how the paper links with the sub-theme and the overall theme of the Colloquium, although not all papers need to focus on the overall theme. Creativity, innovativeness, theoretical grounding and critical thinking are typical characteristics of EGOS papers.

Your short paper should comprise **around 3,000 words** (inc. references, appendices, and other material).

Submission deadline for short papers for the (main) 42nd EGOS online Colloquium hosted by the University of Bergamo, July 9–11, 2026:

- Tuesday, January 7, 2026, **12:00 CET**

The deadline is unchangeable and therefore **extensions can not be granted!**

Formatting your short paper

Your short paper should comprise **around 3,000 words**, according to the following format:

- Font: 12 pt, Arial or Times New Roman
- Margin left/right: 2.5 cm
- Line spacing: 1.5
- Use APA style for your citations

Do not use capital letters in your paper's title, unless they are proper nouns (e.g. "London", "Thomas"), quoted titles, or if it is the first word after a colon or hyphen. For example: *Mark Twain's "The Adventures of Huckleberry Finn": Summary, analyses, and quotations*. Do not write your title in ALL CAPS.

Please **state your name** (and that of your co-author/s, if applicable) + affiliation + email at the top of your short paper (because no [single/double blind] peer review).

Short papers should be submitted as a **pdf or docx file**. Please do not upload txt files!



Steps prior to uploading your short paper

- To upload a short paper, you must be a **registered user** on the EGOS website.
 - If you have never been an EGOS member, never uploaded a short paper for one of the previous EGOS Colloquia, or never attended an EGOS Colloquium before, you need to **register on the EGOS website**. Click [here](#) and follow the instructions. Once you have an EGOS member number and password, please **log in to the member area “MyEGOS”** and follow the instructions for uploading your short paper listed below.
- If you are an active (or former) EGOS member, **log in to “MyEGOS”** using your email [or your EGOS member number] and your password.

Uploading your short paper

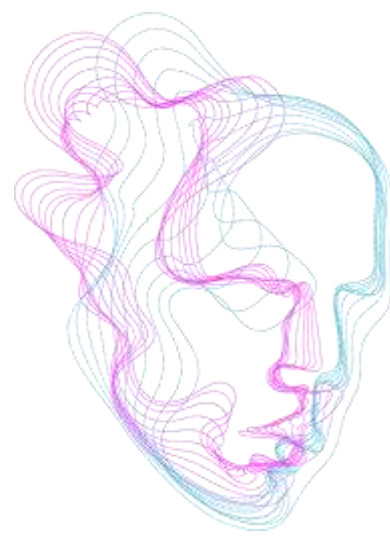
You can **only upload one short paper** with your EGOS member number! If your short paper is co-authored and you have already submitted a (single-authored) short paper to another sub-theme, then your co-author (one of your co-authors, respectively) has to upload this co-authored short paper by using their EGOS member number. Please note: You may only appear as **co-author in a maximum of TWO further short papers!**

- In the MyEGOS section of the website, click on **Submit your short paper**.
- Fill in the form.
 - Do not use ALL CAPS for your paper title.
 - As the uploader, you are the main author. Add all co-authors (can also be added when submitting your full paper).
 - Upload your paper as pdf or docx.
- If you want to re-upload your short paper because you submitted it to the wrong sub-theme or have an updated version, you can do so until the deadline:
 - In MyEGOS, you will see Status: Edit your short paper
 - Click delete your short paper application.
 - Submit your short paper again.

If you have any further questions, please contact the [EGOS Executive Secretariat](#).



Sub-theme 65: Universities in Transition: Strategies for Adapting to and Shaping Social Change



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Call for Papers

This sub-theme addresses the dynamic interplay between universities and society, focusing on how universities respond to external changes while shaping the political, economic, technological, and social environments. Central questions include how universities, their structures, and their practices adapt to changes in society, what influences their likelihood of adaptation, and how universities simultaneously influence and shape society (Buckner & Zapp, 2021; Mizrahi-Shtelman & Drori 2024; Ramirez & Christensen, 2013; Schofer, Ramirez & Meyer, 2021).

Universities increasingly find themselves at the crossroads of reacting to and proactively shaping external change. On the one hand, they are challenged to develop new strategies or modify existing ones to meet the demands of their institutional environment. For example, many studies have emphasized that changing institutional demands and expectations are putting pressure on universities, causing them to increasingly exhibit the characteristics of organizational actors (Krücken & Meier, 2006). In this development, studies have also shown the increasing implementation of for-profit practices and management concepts in



universities (Christensen et al., 2020; Seeber et al., 2019; Zapp et al., 2021). These developments influence relationships and collegiality in universities (Harroche & Musselin, 2023) as well as the demands that professors are expected to meet (Gerhardt et al., 2023). Increasing internationalization and the related transformation of universities into globally embedded organizations (Lee & Ramirez, 2023; Mizrahi-Shtelman & Drori 2023; Wedlin, 2020) have been strongly influenced by current political challenges and the repositioning of global orders, security issues, and wars. Similarly, the increased emphasis on sustainability and the new skills and competencies required by the ecological transition have reshaped educational goals, led to the introduction of new training programs, inspired environmentally responsible research practices, and influenced the management of campus infrastructure. In addition, the growing importance of digitization and the proliferation of generative AI are forcing higher education institutions to rethink their pedagogical principles, research methods, and administrative processes to ensure that they can respond to these transformative forces.

On the other hand, universities are not passive actors but develop strategies that influence their environment and help them translate globally expanding structures and practices in a way that reflects their regional contexts and organizational identity (Buckner, 2019; De Jong & Balaban, 2022; Hedmo, Sahlin-Andersson, Wedlin, 2007). For example, organizational characteristics of universities (such as project-based work organization, boundaryless careers, diffuse hierarchical relationships) have become management fashions. Moreover, in the sense of normative isomorphism, academics influence which concepts and theories practitioners will adopt in the medium term by incorporating certain concepts and theories into their teaching. Changes in curricula indicate which topics universities consider important and significant. For example, universities are trying to change their relationship with environmental issues by developing educational programs that promote awareness among students and staff to ensure that future citizens will act more responsibly. In a similar vein, they are promoting research on the positive and negative social impacts of generative AI and producing knowledge to advise policy makers.

This subtheme focuses on the interplay between universities and society. It emphasizes how universities adapt to external changes while at the same time also affecting their political, economic, technological, and social environments. Given that this interplay is not a new phenomenon, we encourage historical perspectives that show how these dynamics have developed over time. We also welcome submissions that explore how universities respond to external pressures, why this response varies across universities, and how universities attempt to influence their institutional environments. Submissions may focus on (but are not limited to) any of the following topics and questions:

- How do geopolitical changes, security concerns, and international conflicts affect universities (e.g., regarding their internationalization strategies, diversity policies, etc.)?



- How do universities vary in their strategies for responding to political, economic, technological, or social challenges? What contingencies explain variations in their response? What internal and external factors determine the success or failure of adaptation?
- How do government interventions and policy frameworks influence higher education strategies? What are the differences between highly regulated and more autonomous higher education systems?
- How are universities strategically positioning themselves in the field and what factors explain their positioning?
- How do universities act as reactive and proactive agents of social change? What tensions arise in this context?
- To what extent do academic content and teaching influence the diffusion of management concepts and theories into practice?
- How are universities changing their pedagogical, administrative, and research processes to accommodate the proliferation of generative AI? What are the challenges and opportunities in implementing these technologies?
- To what extent do universities influence policymaking processes? What factors determine this influence?

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