



The relationships between higher education and the world of work is one of current key issues of higher education policy and practice. There is a widespread belief that expansion of student enrolment contributes to economic growth and societal wellbeing. Yet, concerned are widespread that graduates might face problems of getting employed, of finding appropriate employments and of taking over professional assignments for which their study turns out to be relevant. Terms such as “mismatch” and “over-education” express such concerns.

Studies on graduate employment and work, often called “tracer studies”, have spread worldwide in recent years in order to collect in-depth information on the relationships between study at higher education institutions and the professional situation of graduates. An account of the approaches and the findings of tracer studies can help both understand the potentials of these studies and analyse our worldwide state of knowledge how higher education can contribute more successfully to the subsequent career of graduates.

The international conference envisaged aims at serving the exchange of information on tracer studies both methodologically and content-wise:

- a) to deepen the understanding of the links between curricula, learning, competences and graduate employment and work,
- b) to discuss how tracer studies have to be designed and implemented in order to elicit the most valuable results.

Call for Papers - Deadline for Proposals: September 15th, 2012

The organizers of the conference call for contributions which combine a strong research approach with empirical work on data from tracer studies, especially on the following research questions in three areas:

A. Link and Match: The Relationships between Study, Graduate Employment and Work

1. NEETS, Freeters and Generation Precaire: Graduates' under- and unemployment - similarities and differences around the world; who are they and how many?
2. Causes and consequences of over-education and mismatch
3. The relationships between curricula, competences and work tasks
4. Professional success: What really matters? Study programs, motivations, mobility, personal characteristics?
5. Changing job requirements and employers' expectations: Causes and developments
6. How to measure graduates professional success? Applications of success indicators
7. Transition to the labour market: individual, institutional or structural factors of success and failure (duration of job search and search methods)
8. Striving for excellence or serving the society? Diversity of higher education: the relevance of degree levels, types of higher education institutions, field of study and institutions
9. Effects of student-centered learning for learning outcomes/competencies and work
10. Effects of different modes of practice-oriented study programs for learning outcomes/competencies and work
11. The extent of practical training in higher education programs and the relevance for employability and professional work
12. The extent of temporary international mobility during study and the relevance for employability and professional work
13. Equity regarding the transition to employment and professional success - the relevance of gender, social class, minorities, etc.
14. Other topics - open for additional contributions

B. Methodology of Tracer Studies

1. Thematic complexity and formulation of questionnaires: What can be learned from various approaches?
2. Tracer studies and link and match: Potentials and limits of tracer studies as a feedback for higher education institutions
3. Methods to enhance the quality of tracer studies: verification and updating of addresses, online surveys, response rate and representativeness
4. Applications of structural equation modelling with tracer study data (and other advanced data analysis strategies)
5. Methodological challenges of comparative studies/comparability of tracer studies
6. Other methodological topics - open for additional contributions.

C. Implementation of Tracer Studies in Different Countries (progress in implementing tracer studies, e.g. best-practice examples from different countries)

1. Africa
2. the Americas
3. Asia and Australia
4. Europe

For more information see the web site of the conference: <http://www.exlima2012.org>

Participants

We expect about 300 participants (academics, researchers, and students).

Organizer

Career Development Centre
University of Indonesia (Indonesia)



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Universitas
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