

Call for Papers
**CRITERIA FOR SCIENTIFIC QUALITY DEVELOPMENT IN
 THE 20TH AND 21ST CENTURIES**

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Accurate, theoretically and empirically grounded knowledge must be renewed and expanded by science. According to Popper's critical rationalism, it is therefore a continuous process of evolving insights rather than a storehouse of unchanging information. Using this knowledge to gain a deeper understanding of the world and reality is one of science's goals. Raising awareness of cultural diversity, fostering respect for one another even when ideas or opinions diverge, and reconstructing the evolution of the phenomena under study are all of normative interest in the social and cultural sciences, which concentrate on man-made objects of knowledge (Höffe, 2015).

The quality of academic labor processes needs to be closely monitored, managed, and guaranteed to make the generation of this information productive and trustworthy. This process's criteria and procedures are influenced by cultural, economic, ideological, and thus malleable surroundings. Changes brought about by the norms established in knowledge creation over extended periods of time become apparent on several levels once they gain sufficient strength.

One such tendency is the focus on international rankings for publications and structured research organizations, which can influence academic cultures across borders as well as individual career pathways. The issue of diversity and independence in science is raised by a well-known critique. For instance, university and journal rankings have grown more significant in relation to social scientists' daily work since the 1970s (Wilbers & Brankovic, 2023). Max Weber foresaw in 1917 that the German university system would grow in a manner similar to that of the United States, but it has also progressed well beyond this. High-profile researchers benefit from increased visibility brought about by the ensuing international competition, but it may also compromise the openness and diversity of current research methodologies, fragment knowledge, or even undermine the validity of publications (Staddon, 2018, p. 136).

Simultaneously, a decrease in creativity and autonomy followed the shift toward project-based research. Consequently, there is seldom any correlation between third-party financing input and publishing output, and in certain instances, there is even a negative correlation (Münch, 2007, 268-296). As a result of the funding landscape's commercialization, which is largely meant to be controlled by the market's much-discussed "invisible hand" (Weinryb et al., 2018), research becomes focused on specific profit goals rather than the long-term public interest and common good (Nelson, 2018). One illustration of this is the concern for smaller or seemingly less significant countries, which may give way to global discourses (Sasvári et al., 2019).

Lastly, the question is raised: Has research expanded into the function of a service provider to society as a result of the utilization context's growing relevance? How much does the advancement of science communication lead to a rise in knowledge and comprehension that is pertinent to society?

From a social science and humanities standpoint, this issue of *medien & zeit* focuses on advancements in the academic creative process. The objective is to consider and talk about the idea of quality in academic work in institutional form for particular states, supranational organizations, or international contexts, as well as in science in general. In addition to making cross-cultural comparisons, the goal is to recreate the origins and historical underpinnings of concepts and standards. Examining models and solutions that create opportunities for autonomous, emancipatory research activity that is not directly focused on applications is crucial. Original works on this subject are welcome, including case studies and theoretical and methodological insights. Interest-grabbing subjects include the following:

- **Changes in the funding environment:** What effects result from the move from domestic to foreign funding sources? In what ways have the standards of accountability and openness evolved? Which funding-allocation criteria may be found in a few chosen countries (over a longer time period), and how much have they changed? Which subjects are lagging behind and which have

received funding? What effects do internationalization and transdisciplinarity have on research funding? What function does the emergence of competition through rewards or calls for proposals serve?

- **Changes in publication strategies:** How does the emphasis on impact factors, publication metrics, etc. affect journalistic quality and scientific knowledge? What modifications have been made to the standards and procedures of journals, publishing houses, etc.? How have guiding principles like open access helped to counteract the influence of academic publishers? How big of an impact do schools and the sometimes-present collegiality have on diversity in publishing practices? How can the quality and diversity of contributions be assessed in relation to review processes?
- **Career pathways and scientists:** What is the long-term impact of institutional requirements for careers, application standards, etc. on knowledge production? How much has changed in terms of scientists' autonomy? What effects are discernible in relation to research output and publication formats (e.g., journal articles and/or book publications; anticipated media and social media public relations work)? In what ways have the working conditions for researchers changed? What impact do the career intentions of scientists have on socioeconomic origins and inequality? Which career models are available in a global or historical comparison? Which scientific personality models have been and are still in use, and how much of an individual's traits may be inferred from their work as a scientist?
- **Academic culture:** Which ideological, political, or economic currents and tendencies have emerged over time in academic culture? Which developments and changes in value orientation have emerged? In what ways have research institutes and professional societies evolved? What role do they play in the capacity and readiness to reflect? What are the effects of previous modifications to research organizations and institutions (private research, non-university research institutions, universities of applied sciences, and universities)?

Submissions are welcome in English or German. Submitted abstracts (no more than 500 words and a meaningful title) outlining a prospective contribution will be reviewed by the issue editors. On this basis, authors will be invited to submit full papers (max. 7,000 words including title, abstract, tables, figures and bibliography). All full papers will undergo a double-blind peer-review. In a possible revision phase after the review, authors can extend the length of the article to a maximum of 8,000 words, taking into account the suggestions of the reviewers and editors. *medien & zeit* is fully open access and does not charge its authors any fees for editing the articles (no apc).

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