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Abstract

This paper explores the relationship between disciplinary and organisational cultures and regional engagement. Disciplinary and organisational dimensions are key factors of academic identity and have a crucial impact on the ability of higher education institutions to actively engage within regional actors. The analysis builds on empirical data from selected Czech and Norwegian case higher education institutions. We call into question the conjecture that only specific organisational settings and incentive mechanisms — the formal structural side of higher education institutions — lead to better interactions between HEIs and regions. We conclude by arguing that informal tacit dimensions (that we conceptualise as epistemological orientations and disciplinary values and postures) are also important in understanding the dynamics of university regional engagement. (HRK / Abstract übernommen)