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Editors

HIGHER EDUCATION DYNAMICS 25

University Governance

*Western European
Comparative Perspectives*



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University Governance Western European Comparative Perspectives Higher Education Dynamics

AN Whitehead



University Governance Western European Comparative Perspectives Higher Education Dynamics:

University Governance Catherine Paradeise, Emanuela Reale, Ivar Bleiklie, Ewan Ferlie, 2009-02-07 Higher education reforms have been on the agenda of Western European countries for 25 years trying to deal with self governed professional bureaucracies politically weakened by massification when an emerging common understanding enhanced their role as major actors in knowledge based economies While university systems are deeply embedded in national settings the ex post rationale of still on going reforms is surprisingly uniform and de nationalized They promote 1 the organizational turn of universities to varying extent substituting collegial loosely coupled entities by integrated goal oriented entities deliberately choosing their own actions and therefore open to differentiation that can thus be held responsible for what they do 2 the diversification of stakeholders supposedly offering solutions to problems as various as the democratisation of universities the shrinking of State budget resources and the diversification of university missions offering answers to changes in the making and in the use of science When it comes to accounting for these reforms two grand narratives of public management share the floor NPM implies a strengthening of the capacity of the core State to direct public services organizations through management by objectives and results or contractualization assessment evaluation and Governance focuses on network based governance systems where coordinating power and control are collectively shared between the major social actors or partners at all levels of the decision making system Our results suggest that all higher education systems under study were more or less transformed according to both these narratives It is therefore needed to understand how they combine or create contradictions This leads us to test a third neo weberian model This model reaffirms the role of the State of representative democracy central regional and local of public law suitably modernized preserves the idea of a public service with a distinctive status culture and terms and conditions It shifts from an internal orientation to bureaucratic rules towards an external orientation in meeting citizens needs and wishes by means of standardization of work processes and their products based on a distinctive public service and a particular legal order survived as the foundations beneath the various packages of modernizing reforms This book traces the national dynamics of public policies organizational design and steering tools in seven European higher education and research systems using these narratives to interpret and test the actual changes and the degree of national specificities and European convergence This book is not a sum of national chapters like other presumably comparative It does not intend to tell once again the story of the transformation of the relationships between the state and universities It tries to use Higher education system to discuss issues on state intervention and steering and more generally the NPM governance and neo weberian models in a specific field Furthermore this book intends breaking the walls between specialists in higher education and specialist in public management and research policy This well rooted division of labour is less that ever justified as the university mission in research fundamental applied strategic is underscored by commentators and reformers themselves For that reason we have chosen to observe the consequences of the dynamics of

public policies organizational design and steering tools on two specific issues related to the development of research training and organizing within universities the transformation of research funding on the one hand and the expansion of graduate studies and doctoral schools on the other

Handbook on Science and Public Policy Dagmar Simon, Stefan Kuhlmann, Julia Stamm, Weert Canzler, 2019 This Handbook assembles state of the art insights into the co evolutionary and precarious relations between science and public policy Beyond this it also offers a fresh outlook on emerging challenges for science including technology and innovation in changing societies and related policy requirements as well as the challenges for public policy in view of science driven economic societal and cultural changes In short this book deals with science as a policy triggered project as well as public policy as a science driven venture

University Governance, Management and the Academic Profession Liudvika Leišytė, Mónica Marquina, Glen A. Jones, 2025-05-31 This volume investigates governance and management of higher education through the lens of the academic profession Drawing on data from the Academic Profession in the Knowledge based Society project an international collaborative research study involving the administration of a common survey to faculty in more than twenty countries this volume explores important issues of governance and management in relation to and frequently from the perspective of the academic profession It analyzes the complex inter relationships and intersections between decision processes and structures at both the system and institutional levels and the experiences and perceptions of the academics who play a central role in fulfilling the mission of higher education Theoretical chapters review key concepts that have grounded the analysis of external system level and internal institution level governance while the core chapters provide original empirical research many involving comparative studies exploring key challenges such as managerialism gender shifts in faculty perceptions of influence and the importance of communication and institutional leadership Chapter 4 10 11 and 12 of this book are available open access under a CC BY 4 0 license at link springer com

Universities in Crisis Eric Lybeck, Catherine O'Connell, 2023-01-26 This book goes beyond now familiar analyses of neoliberal governmentality which tend to characterise academics as passive subjects or as strategic actors drawing on and cynically exploiting metrics as a form of capital exchangeable across different fields Instead Universities in Crisis draws on newer paradigms by drawing on processual post critical and phenomenological approaches that leave room for new spaces of negotiation discursive and practical for understanding and advancing academic professionalism in this rapidly changing context Contributors reflect various manifestations of the changing political and public climate as well as the unease that surrounds contemporary debates which position the academy in troubling ways Unifying concepts such as academic work jurisdiction and transdisciplinarity are deployed to transcend functional divisions within and between academics administrators managers and students Drawing on these theoretical and conceptual resources contributors engage in critical consideration of whether the potential for push back lies both in re emphasising the specialness of academic professionalism and in defining the commonalities with other professional groups of knowledge workers The book

offers an unflinching analysis on the conditions which frame the darker side of professionalism and which are associated with increased precarity and reduced autonomy The contributors explore the dilemmas challenges and possibilities of professionalism for both early career academics and senior academic leaders International Handbook of Interpretation in Educational Research Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research Interpretation extends from the very framing of the research task through the sources which constitute the data the process of their recording representation and analysis to the way in which the research is finally or provisionally presented The thesis of the handbook is that interpretation cuts across the fields both philosophically organizationally and methodologically By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts fields An extensive overview includes concrete examples of different kinds of research not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled *pädagogisch* examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process The handbook includes examples of a large number of methods traditionally classified as qualitative interpretive and quantitative used across the area of the study of education Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies **Shaping Human Science Disciplines** Christian Fleck, Matthias Duller, Victor Karády, 2018-09-01 This book presents an analysis of the institutional development of selected social science and humanities SSH disciplines in Argentina France Germany Hungary Italy the Netherlands Sweden and the United Kingdom Where most narratives of a scholarly past are presented as a succession of ideas research results and theories this collection highlights the structural shifts in the systems of higher education as well as institutions of research and innovation beyond the universities within which these disciplines have developed This institutional perspective will facilitate systematic comparisons between developments in various disciplines and countries Across eight country studies the book reveals remarkably different dynamics of disciplinary growth between countries as well as important interdisciplinary differences within countries In addition instances of institutional contractions and downturns and veritable breaks of continuity under authoritarian political regimes can be observed which are almost totally absent from narratives of individual disciplinary histories This important work will provide a valuable resource to scholars of disciplinary history the history of ideas the sociology of education and of scientific

knowledge **OECD Reviews of Innovation Policy: Slovenia 2012** OECD,2012-07-11 This review of innovation policy in Slovenia offers a comprehensive assessment of Slovenia's innovation system focusing on the role of government. It provides concrete recommendations and identifies good practices.

Comparative Higher Education Politics Jens Jungblut, Martin Maltais, Erik C. Ness, Deanna Rexe, 2023-05-12 This volume provides an overview of the state of the art of research on the politics of higher education policy in Canada, the US, and Western Europe. Each thematic chapter combines an extensive literature review with original empirical work that further advances our understanding of policymaking dynamics in higher education. The book covers five key aspects of policymaking: namely, the politics of governance as well as funding reforms, the role of interest groups, policy diffusion, and policy framing. These aspects are explored using a unique comparative design that combines comparisons within as well as between regions and among the five key aspects of policymaking. The conceptual framework is anchored in approaches from institutional theory, namely, sociological and historical institutionalism. This rare book coherently focuses on the same critical challenges that higher education faces in a changing global and national environment. These include vital governance and finance issues and how these are framed and contested by different organizations and interest groups as well as state actors. Within a broad institutionalist framework that reflects the tensions between historical university and national legacies on the one hand and regional and global influences on the other, the authors focus on policymaking in Western Europe, Canada, and the US. This is an engaging and creative endeavor, a must read for scholars and policymakers alike. Francisco O. Ramirez, Graduate School of Education, Stanford University. This is a real achievement that will contribute to the development of research in politics of higher education, policy, finance, and economic development. It is timely in an era when higher learning is increasingly salient to national policy, interest groups, and supranational bodies such as the EU. The focus on Canada, the US, and Europe frames a comparative approach to a competitive higher educational policy arena that has not received systematic study. Sheila Slaughter, Louise McBee, Institute of Higher Education, University of Georgia. This fills a gaping hole in research on the politics of higher education. In bringing together research perspectives from governance studies with comparative public policy as well as scholars from Europe and Northern America, this volume will serve as an important reference point for a rapidly growing research field. The exceptionally high quality of editorship is documented by the fact that the chapters are convincingly subsumed under five sub-themes. In short, A must read for any researcher and student interested in understanding the political foundations of higher education. Marius R. Busemeyer, Department of Politics and Public Administration, University of Konstanz.

The British National Bibliography Arthur James Wells, 2009

Higher Education Policy: An International Comparative Perspective L. Goedegebuure, 1993 Tremendous changes are affecting the structure and funding of higher education in many countries. This volume attempts to identify and analyze the principles, structural features, and modes of work of the different higher education policies operating in eleven countries as well as their commonalities and differences in the light of

both general international trends and country specific factors In order to gather the relevant information for the project national correspondents were provided with an overarching framework to guide them in their work and to ensure maximum comparability of the resulting reports Each country report is broken down into four sections the structure and goals of higher education systems authority in the system higher education policy and the impact of each on institutional governance and management The final chapter draws together the general trends which have emerged a move towards less state control a strengthening of institutional autonomy and increased governance competition between institutions privatization of funding greater market orientation and growing institutional accountability for quality and service Higher education innovation and reform Joseph Stetar,1997 The Encyclopedia of Higher Education: Analytical perspectives Burton R. Clark,1992 V 1 National systems of higher education v 2 3 Analytical perspectives v 4 Academic disciplines and indexes *Imagination* Peter Murphy,Michael A. Peters,Simon Marginson,2010 By turns informative infuriating and inspirational Murphy Peters and Marginson s *Imagination* is clearly the most critical of the three volumes in the series Perhaps as a result it is very good to think with Andrew Miler Professor of Cultural Studies Monash University Book Jacket *Education and Society* ,1992 *Science & Public Policy* ,2008 *Canadian and International Education* ,1991 **European Access** ,2002 *Current Index to Journals in Education* ,1997 **Sociology of Education in Canada** Lorna Erwin,David R. MacLennan,1994 *Prometheus Bound* Guy R. Neave,Frans van Vught,1991 Chapters one each country discuss the changing role of government in higher education since the late 1970s in 10 western European countries Australia and the US Though each country is addressed through the perspectives and concerns of the particular author an editorial framework provides point

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web q how relevant is the play s title of mice and men to the events of the play a 1 the main character lennie has an obsession for furry animals 2 he likes to keep mice which he loves to pet with his thumb 3 he tends to mishandle them and often kills them carelessly
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