

Wednesday, 12 September – Parallel sessions 6 (10:30 – 12:00)**Session 6A: Academic careers**

P. Lažetić, I. Živadinović*The Academic Profession in Serbia*

In this presentation we will deliver preliminary results of the analysis of survey responses of the 646 academic staff in Serbia (representative sample). The questionnaire was a combination of questions on the characteristics of the academic staff, their career paths, academic work, values, attitudes and practices, i.a. The focus of the presentation will be on the relationship between characteristics of the academic staff, on one hand, and their values, attitudes towards civic engagement and actual engagement.

M. Machado-Taylor, G. Goastellec, E. Park, E. A. Höhle, A. K. Jacob, M. Vaira*Is There a Link Between Academic Careers Structures and Women Representation?*

This paper examines the career paths of women as academics in higher education (HE) in five countries: Austria, Germany, Italy, Portugal, and Switzerland. These higher education systems differ in various aspects but women's underrepresentation in higher positions in higher education is still a common issue among all countries.

B. Kloot*An analysis of academic development at two South African universities through the theoretical lens of Pierre Bourdieu*

This paper examines the academic development movement in South African higher education using the framework of Pierre Bourdieu. His theoretical lens allows a consideration of both the wider socio-political dynamics impinging on higher education and internal configurations of power at an institutional level. From this perspective, it appears that academic development has been 'refracted' (Bourdieu 1993) – or even deflected – at the two case study universities considered.

Session 6B: Barriers to the implementation of the ESG for QA (IBAR project panel)

L. Leisyte, E. Epping, M. Faber, D. Westerheijden*Academic Freedom and changing focus on student assessment in Dutch higher education*

The paper addresses this issue of academic freedom by exploring how the new regulation regarding student assessment procedures has been implemented in Dutch higher education institutions. We endeavour to understand how teaching staff have responded to the new rules and to what extent decision-making processes have included teaching staff. To answer our research question, we would like to concentrate on two issues: the role of the Examination Board and the design of the assessment procedures. Our working hypothesis is that new institutional arrangements of student assessments reduce academic freedom. Previous research has showed that academics largely engage in symbolic compliance with the imperatives of management requirements while keeping their academic freedom intact (Leisyte and Dee 2012). Universities in their turn, are increasingly acting as strategic actors in not only complying but also shaping their institutional environments (Meyer and Rowan 1977, Greenwood and Hinnings 1996, Krücken 2011). The responses to established norms and beliefs range from passivity to increasingly active resistance (Oliver 1991). We will discuss if the impingement on academic freedom is offset by increased assurance of quality for students, and explore how to balance the two values of freedom and quality. Methods used are document analysis and interviews with teachers, university administrators and during Fall 2011 in the frame of the Identifying Barriers in promoting European Standards and Guidelines for Quality Assurance (IBAR) project.

C.S. Sarrico, A. Veiga, A. Amaral*Quality, Management and Governance in Portuguese higher education institutions*

The purpose of this article is to describe the context for governance in Portuguese higher education institutions and how institutional governance arrangements impact on quality and quality assurance mechanisms of higher education. The study is part of a wider European research project, which aims to identify barriers and recommendations for the implementation of the European Standards and Guidelines for internal quality assurance.

C. Owen, H. Eggins, R. Land, G. Gordon*Access to higher education in Europe: issues, trends and barriers*

Access and the related matter of widening participation are emerging as crucial, complex and pressing priorities in terms of the governance and the social and economic effectiveness of higher education. There is no single definition of access or of widening participation at a national or sectoral level across Europe: universities are therefore free to define the scope of their own activities, but the extent to which institutions are active in this area depends to a great extent on the national legislative and financial environment that influences university policy. This paper presents data from seven EU countries: The Czech Republic, Latvia, The Netherlands, Poland, Portugal, Slovakia and the UK collected as part of the IBAR (Identifying Barriers in Promoting European Standards and Guidelines for Quality Assurance at Institutional Level) Project and examines the challenges facing universities considering how widening participation should form part of institutional strategy.

Session 6C: University governance & management

R. Pinheiro, B. Stensaker

University transformation and strategic actor-hood: The Case of Denmark's University of Aarhus

The literature pays increasing attention to the transformation of universities into more “complete organizations” or strategic actors. This paper critically assesses some of the premises being put forward, by looking at an extreme case of university transformation in Northern Europe. Our analysis reveals that, despite the apparent ‘means-end rationality’ of the strategic measures undertaken, central leadership structures have neither taken into account nor anticipated major tensions and dilemmas arising from such transformative processes, particularly when driven from the “top-down”, i.e. without the involvement of, and prior consent by, the academic heartland. The paper sheds new light on the importance of universities as distinct organizational forms and social institutions, and the inherent complexities and ambiguities associated with the modernization of European higher education systems.

A. I. Melo, C. S. Sarrico

Do governance structures matter? Understanding the influences on performance management systems in universities

The aim of this paper is to identify and categorise the factors that interfere with the implementation and functioning of performance management systems in universities. To achieve this aim, a comparative study between Portuguese and British universities was conducted, using a case study design.

A. J. Kallenberg*In the frontline of the War of Dynamics: Reshaping the roles of Academic Middle Managers in Higher Education*

Academic middle managers fulfill several roles during strategic innovations in Higher Education Institutions. It is striking that academic middle managers act differently in similar situations. This research examined which roles (based on the Quinn - Competing Values Model) academic middle managers fulfill. Surprisingly it are not the eight roles of the model! This presentation explore, understand and declare what kind of roles they fulfill during strategic innovations and what variables affect these roles. It is based on a survey carried out in 2009 among academic middle managers of institutions for Higher Education in the Netherlands.

Session 6D: Higher education systems & governance

L. Meng*The State's paradoxical expectations from the university in China: a case study of the Chinese higher education policy of recent five years*

In contemporary China, the state's interpretation about the development of higher education has revealed an interwoven idea of traditional communism and world-wide neo-liberalism. This interpretation has been embodied in the Chinese national higher education policy especially during the recent five years. The research in this paper took a case study of 'quality project policy' on undergraduate learning and teaching launched from 2007 within national-scope of the mainland of China. A normative dimension of public policy theory had been used to interpret the public policy meanings or national policy ideology which could be regarded as the state's expectations from the university in China (Fairclough 1992; Yanow, 1999; Fischer 2003). The research found that the state had paradoxical expectations on the values, such as autonomy, accountability, reputation and some others with respect to university. This was an empirical research focused on local knowledge of higher education policy meanings in China. The analysis applied discourse analysis, participation-observation, and interview with direct policy-relevant actors. The findings of the research would be discussed through three significant academic dimensions: (1) the state-university relations with the changing role of the state in terms of public policy; (2) the contribution of public policy theory in the research of higher education; (3) the connection between China and other nation-states over higher education policy elements when doing comparative study.

J.T. Jónasson, G. Jóhannsdóttir*The dynamics of the development of small HE systems*

The study compares the development of the HE system in a small country (Iceland) to the development of HE systems in larger countries (with examples from Europe, North America and Japan). We probe three questions from the perspective of the Icelandic (but also partly other Nordic) system: a) Does HE in a relatively small system develop essentially in the same way as larger larger systems, or show the b) would there be different drivers of change in the HE systems or different stakeholders operating? and c) can any problems of development be identified in a small system that would not necessarily be found in the larger systems?

D. Antonowicz, R. Pinheiro*Coping with the flow: a historical, comparative investigation on governing access to higher education in Poland and Norway*

The paper provides an historical analysis (1960-2012) of the policy waves with respect to governing access into higher education in Poland and Norway. Inspired by Burton Clark's famous "triangle of coordination", our analysis points to three distinct "waves", by shedding light on four key dimensions; equity, efficiency, autonomy, and accountability. Although similar phases are identified across the two countries, albeit in different time periods, significant contextual differences exist. The paper concludes by highlighting the future implications of the study findings, for researchers and policy makers alike.