

**Monday, 10 September - Parallel sessions 2 (14:30 – 16:00)****Session 2A: Challenges for studying changes in governance, organization and autonomy of research intensive universities in Europe (Panel)**

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**M. Vukasović, P. Maassen, R. Pinheiro, B. Stensaker***Challenges for studying changes in governance, organization and autonomy of research intensive universities in Europe*

The purpose of the panel is to discuss theoretical and methodological challenges in studying changes in governance, organization and autonomy of research intensive universities in Europe. Research intensive universities often have a considerable weight in the national policy arena, are particularly bottom heavy and loosely coupled and therefore can be particularly resistant to change. Nevertheless, their institutional autonomy and opportunities for strategic development are affected by various constraints imposed by national level authorities and different pressures for change coming from the European level. The panel builds upon three current projects of the HEIK (Higher Education: Institutional Dynamics and Knowledge Cultures) research group at the University of Oslo: one focusing on living autonomy of research intensive universities, one focusing on horizontalization of higher education governance and the last one focusing on change dynamics of higher education and research systems in the Western Balkans.

**Session 2B: Funding**

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**S. Diogo, S. Bruckmann***Managing the unmanageable: Institutional responses to economic crisis in Portugal*

Such as it has been happening in other countries, the evolution of the economic crisis has also affected Portuguese higher education (HE). Although it is challenging to assess the real impact of this scenario, it is already possible to evidence changes that occurred in the national HE system in order to cope with this crisis, namely a substantial budget cutback in higher education institutions' (HEIs) public funding, changes in

their governance and management models, in the way institutions operationalise their mission, and on how they recruit their publics. The paper attempts to illustrate how HEIs cope with the economic crisis amidst a context of uncertainty.

**B. Taylor, C. C. Morpew***On New Trends in Cost-Sharing: Institutional Determinants of Net Tuition and Percentage of Students in Debt*

“Cost-sharing” refers to the principle that a variety of sources – including governments and students – contribute to the cost of higher education. This study utilizes data from the US to explore the increasing shift of cost burdens from governments to students. We identify trends using panel regression, and conclude with a discussion of implications for other national contexts in which cost-sharing has followed a similar pattern.

**Session 2C: Internationalisation & globalisation**

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**C. Sin***Academic perceptions and responses to Bologna policy*

This paper examines academic perceptions of the Bologna Process in England, Portugal and Denmark, as well as their influence on responses to Bologna and effective take-up of its principles within the academic community. On the one hand, contextually-determined academic perceptions, preferences and constraints are shown to be key influences in the process of educational change envisaged by the Bologna Process. On the other hand, the interplay between national authorities responsible for policy-making and the institutional field responsible for embedding policy determines, too, how the Bologna Process is effectively enacted by the academic community. The findings make a case for the acknowledgement of the central, and strategic, role played by academics in the enactment of educational policies driven by national and super-national initiatives.

**K. L. Hope***The Development and Implementation of Higher Education Policies: Current Reforms and their Effects*

The changes in the higher education system go beyond national reforms, and diffuse within and across countries in different ways. The Governance and Steering project focuses on how policy makers try to affect the behaviour of individual higher education institutions and the

higher education system. It is a comparative approach, where the focus will be on policy formation and policymaking at national and local level in some of the participating countries in the TRUE (Transforming Universities in Europe) project. The project will produce in-depth case studies as well as more comprehensive and cross-national analyses of existing policy initiatives and processes.

**S. Başkaya, M. Klumpp***Is it possible that Higher Education Institutes are able to buy reputation?*

The Times Higher Education magazine has recently announced their annual Times Higher Education World Reputation Rankings and with a closer look it is observed that there are no major shifts of positions in the ranking. The “usual suspects” are always on top. So one important question has to be asked: What are the reasons for such universal phenomena and are Higher Education Institutes capable of “buying” reputation?

**Session 2D: Civic mission & social roles**

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**B. Ćulum***Croatian Academics and University Civic Mission: Possibilities and Constraints*

This paper is analyzing the possibilities and constraints of the civic mission integration into Croatian universities with regard to its fundamental determinants of successful integration: (I) attitudes and valued dispositions that academics have for the civic mission, (II) academics' readiness for changing the patterns of their teaching and research, and (III) the institutional support that would encourage academics to integrate the civic mission in their everyday teaching and research. In the environment where the civic mission is not even recognized, yet promoted and evaluated, as in the case with Croatian universities, academics' role and their stand for the civic mission principles become increasingly important.

**G. Puig-Latorre, L. McIlrath***Higher education and civic engagement: institutionalising service-learning*

Nowadays the role of higher education is a controversial topic. Consequently there are different models at the moment. The traditional conception understands the university as a tower of ivory, center of knowledge far from social problems. Other strong conception is the

university as a research center, it has to respond to global economic needs. Several experts defend the debt of higher education with the society. The main mission becomes civic engagement. Service-learning is one of the methodologies is being developed to promote civic engagement. The institutionalization of service-learning at NUIG is the content of this presentation.

**P. Pabian**

*Who is “higher education institutions”? How do you recognize “social roles” when you see them? Bringing ethnographic mess to the debate*

This contribution will call into question our political and academic discourses because they overlook that the categories like ‘higher education institutions’ or ‘social roles’ simplify our messy world. Based on ethnographic fieldwork conducted by seven researchers during the Czech university protests of 2012, I will present the wide variety of actors purporting or neglecting to represent ‘higher education institutions’ as well as the wide variety of ‘roles’ enacted in the concrete events that took place during the week of protests.