

Tuesday, 11 September – Parallel sessions 3 (11:00 – 12:30)**Session 3A: Institutional autonomy**

T. Fumasoli, A. Gornitzka, P. Maassen*Institutional Autonomy in HE*

This paper addresses university autonomy according to three significant aspects. First, it deconstructs the concept by discussing its underlying assumptions and the nature of the university – state governance relationship. In this an institutional approach for studying university autonomy is presented. Second, it investigates how autonomy affects organizational design according to centralization, formalization, standardization and flexibility. Third, referring to the literature on post-new public management, it investigates the tension between system integration and university autonomy. The empirical setting consists of of a Research Council funded study covering eight countries in continental Europe. Findings indicate that autonomy-related tensions emerge within the higher education system, between state and university, within the university. The necessity to investigate the university's "living autonomy" at the department level is highlighted through the discussion of a research agenda.

J. Enders, H. de Boer, E. Weyer*Regulatory Autonomy and Performance: European university reform re-considered*

The main aim of this article is to contribute to the understanding of organizational autonomy and control in higher education reform and related expectations as regards the performance of universities. Our analysis draws on principal-agent models as a normative theory of policy reform, and institutionalist approaches in public policy and institutional design as an analytical theory of policy reform. We discuss how the dominant narrative of political reform moves away from traditional beliefs in university autonomy that are built on institutional trust and linked to professional autonomy. In the emerging narrative of political change, autonomy becomes re-defined as the 'new organizational autonomy' of universities as both strategic actors and as an addressee of governmental control. The concept of 'regulatory autonomy' captures the use of organizational autonomy of universities as a tool of a new regime of governmental control. Exemplified by the Dutch case, we analyze autonomy policies for strengthening managerial discretion and internal control of universities that are combined with regulatory

policies for external control that steer organizational choices. Regulatory autonomy thus aims at aligning universities more closely with governmental goals and improve respective performance. Our literature review shows, however, that there is scarce, inconclusive and methodologically problematic evidence for a link between 'organizational autonomy and performance'. We point at promising avenues for further research on autonomy and performance as two core concepts in the contemporary higher education debate.

T. Nokkala*University autonomy, agenda setting and the construction of agency - the case of European University Association in the Bologna Process*

This paper elaborates a theoretical framework to study the construction of social agency based on agenda setting and framing theory. Analysing the discourse of university autonomy, this paper illustrates the discursive construction of the agency of the European University Association in the intergovernmental European higher education policy process.

Session 3B: Institutional funding

V. Kohtamäki*Budgeting and resource allocation in universities: theoretical framework*

Budgeting and resource allocations are increasingly important and powerful elements of financial management of universities. They are part of organisational routines embedded in power, self-interests and other socially reproduced institutional processes. This study reviews previous literature and focuses on establishing a theoretical approach to explore how the budgeting and resource allocation processes are used as strategies in responding to external and internal environments.

T. Koryakina, C. S. Sarrico, P. Texeira*How do Higher Education Institutions in Portugal Respond to Funding Challenges: A Tale of Two Universities*

Income diversification has become increasingly important in European higher education due to a challenging financial context and perceived deficit of innovation transfer. After decades of relying on mostly public funding, higher education institutions have been asked to look for additional funding sources in order to fulfil their expanded missions. This paper looks at the extent to which the institutional governance structures, management practices and main actors' roles have been affected by demands for income diversification. It also focuses on

institutional strategies that contribute to success of income diversification and the managerial barriers that hamper this process. The empirical material comes from two case-studies of Portuguese public universities.

L. Weimer

International Student Tuition Fees in Finland: A Study of the Tuition Pilot Program

The global marketplace for fees-paying international students continues to grow as the number of mobile international students increases and governments and higher education institutions compete to attract global talent and revenue. OECD (2011) reports that in 2009, 3.3 million students studied outside their home countries, a significant increase from the 1.9 million in 1999. In Europe, there is a growing trend to diversify higher education funding. Thus, some European nation-states have increased their interest in the role international students can play in economic development. Subsequently, international education has become a business endeavor, resulting in the imposition of (and increase in) tuition fees in some European countries. My paper explores how these international pressures and demands influence recently adopted national level tuition policy in Finland and how universities and actors are responding to the new tuition pilot program. Up until 2010, the Finnish Constitution ensured tuition-free higher education for all students, regardless of nationality. The new University Act of 2009, however, includes a five-year pilot program that introduces tuition fees for non-European Union (EU) and European Economic Area (EEA) masters degree students. This study uses a qualitative case research design (including 25 semi-structured interviews and policy document analysis) to understand how, and under what rationales, two Finnish universities decided to enter or not enter the international student market and how European influences played into these decisions.

Session 3C: European level

M. Elken

Finding agreement on the EQF: how and why?

This paper examines the development of a new European instrument, namely the European Qualifications Framework (EQF). It is argued that in this new mode of policymaking there is a need for new analytical tools and a greater focus on the dynamics between institutions and actors. Empirical material includes a variety of documents in addition to interviews with relevant actors.

T. Sekulić*Harmonization of Higher education institutions and the process of EU enlargement: the case of Bosnia Herzegovina*

This presentation will focus on the case study of Bosnia Herzegovina, the country that, since 2003, participates officially in the process of harmonization of the systems of Higher Education, based on the Bologna principles (1999). The actual presence of the main academic and state institutions related to the Higher Education system(s) on all levels (state, entity, cantonal and Brčko district level), the diversification of the public and private sphere of the University offer and the dimension of scientific research based on ERA Green Paper (2007) will be examined.

M. Klemenčić*Student power in Europe – an empirical account of student participation in higher education governance in Europe*

Today, students as a collective body are in some way represented in HE governance in basically every European country. Our knowledge of exact mechanisms, domain and degrees of intensity of student participation in higher education governance on different levels is still limited, however. The paper presents the findings of a study of student participation in HE governance based on qualitative analysis of the extant legislation on student participation and survey of HE stakeholders in selected European countries.

Session 3D: 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 Hinings 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.