

Tuesday, 11 September – Parallel sessions 5 (16:00 – 17:30)**Session 5A: Academic profession**

S. Kyvik*The academic researcher role – increasing diversity and enhancing expectations*

This paper distinguishes between six tasks related to the academic researcher role: (1) networking; (2) collaboration; (3) managing research; (4) doing research; (5) publishing research; and (6) evaluation of research. Data drawn from surveys of academic staff, conducted in Norwegian universities over three decades, provide evidence that the researcher role has become more demanding with respect to all sub-roles, and that academic staff have responded to increasing external and internal demands by enhancing their role performance.

B. M. Kehm*Relationships between new higher education professionals and academics: Impacts and problems*

With the advent of universities as 'managed organisations' the number of higher education professionals (HEPROs) acting as change agents in the third space between top level management and core business of teaching and research has increased. This particular group will be identified and described and potential conflicts as well as changes in power relationships will be analysed.

R. Santiago, T. Carvalho, A. Ferreira*Knowledge society/economy and managerial changes: new challenges for Portuguese academics*

The paper intends to reflect upon changes in academic profession in Portugal in face of the emergence of knowledge economy/society and the organizational/managerial transformations of their workplaces. More specifically, with this paper we propose to analyse the way academics in Portugal are dealing with these changes. To develop this topic the paper sustains on quantitative data extracted from a survey applied to Deans and Heads.

Session 5B: Funding & markets

E. Reale, G. Marini*Steered through evaluation? The transformative power of accountability instruments*

The paper focuses on how evaluation is likely to transform universities into more complete organizations, affecting hierarchy and rationality. Our research questions are: is evaluation, by the way of Quality Assurance and research evaluation, transforming the strategy of universities and they control mechanisms? How evaluation is affecting the vertical diversity within and between universities? The paper use the dataset developed within the EUROCORE-TRUE Project - Transforming Universities in Europe - through a survey directed to different organizational levels within a sample of twenty-six Universities in eight European countries.

G. Mathisen Nyhagen*Towards a new role of higher education institutions? Government's funding policies of universities in four European countries*

This paper will provide a national comparison of government's funding policies of universities in contrasting cases such as France, Italy, Norway, and the UK during the last decade. This paper is a first draft for an article and is based on secondary literatures awaiting the complete dataset on the TRUE project. The paper will borrow concepts by Streeck and Thelen (2005) and Mahoney and Thelen (2010) considering processes of change that are not necessarily driven forward by extensive legislative reforms but rather less evident movements within an institutional structure.

P. Teixeira*The Tortuous Ways of the Market: Looking at the European Integration of Higher Education from an Economic Perspective*

European Higher education is facing times of significant change that has been affecting its identity and political expectations regarding its societal roles. At the European level this has been fostered by a trend that regards higher education as a tool for economic and social development. Hence, we have seen a reconfiguration of the sector alongside market rules, often through policy initiatives and government intervention. In this text we reflect about these developments by focusing in the emergence of a more integrated higher education area increasingly shaped by market forces and economic rationales. We reflect about the emerging and potential effects of greater integration in the EHEA.

Session 5C: Knowledge society discourses

J. Baćević*Borders of the “Europe of knowledge”? Constructing the explanatory variables in understanding the transformation of higher education in the Western Balkans*

The transformation of higher education in the Western Balkans is almost exclusively analyzed as part of the processes of European integration. Using critical discourse analysis, this paper analyses the epistemological implications of such methodological assumptions, and discusses other social and political processes which should be taken into account in order to understand the transformation of higher education and research in this part of the world.

M. Singh, B.Little, A. Abbas*Connecting Knowledge Society Discourses and Practices in Higher Education Institutions: A study of selected British universities*

Within a knowledge society discourse, many national policy frameworks for higher education urge greater collaboration, partnerships and networks between universities and external organisations (both private and public). This is done on the assumption that universities, as sources of knowledge and expertise, are central to socio-economic development and to economic competitiveness. The relationship between universities and external partners is couched in the language of knowledge transfer, sometimes knowledge exchange, which notion also impacts on how knowledge production is understood and undertaken within universities. The paper will focus on approaches to knowledge transfer and knowledge exchange at two UK universities which have contrasting histories, locations and missions. The purpose of the research (which was part of a larger multi-country study) was to develop a more grounded understanding of knowledge production and knowledge transfer activities in quite specific historical and empirical contexts, within a knowledge society frame of reference. The paper will look at how knowledge production and knowledge transfer is shaped by the global and/or local missions of the universities, and reflect on assumptions about unidirectional and multidimensional flows of knowledge in approaches to knowledge transfer.

T. Nokkala*Stories of higher education in knowledge society - analysis of policy discourse in Finland, Portugal and United Kingdom*

The Knowledge Society Discourse is a flexible metanarrative, used to legitimise various conflicting policy goals and actions. In the context of higher education policy, it creates a sense of urgency for change in higher education, calling for a new way of organising higher education through increased importance of networks, collaboration, competitiveness, internationalisation, innovation and quality; while responsabilising and obligating the actors. This paper presents three stories of higher education and Knowledge Society, analysing the convergence stemming from the global discourses, and the divergence stemming from the specific historical, cultural and institutional context in each country.

Session 5D: Change

M. Vukasović*Europeanization or policy transfer? Focus on fragmented flagship universities in Croatia, Serbia and Slovenia*

The paper focuses on policy changes in relation to the internal structure of flagship universities in Croatia, Serbia and Slovenia, from the break-up of former Yugoslavia (late 80s, early 90s) until 2010. The empirical material, which consists of various policy and institutional documents as well as interviews with the key system and university level actors in the three countries under study, is analysed using two related but distinct conceptual lenses: one focusing on horizontal policy convergence through policy transfer and the other focusing on vertical policy convergence through Europeanization. The paper thus provides an empirical contribution to higher education research by addressing under-investigated issue and cases, as well as a theoretical contribution by attempting to compare and contrast theoretical perspectives on policy transfer and Europeanization.

G. Marini, E. Reale*Drivers of change in the Italian universities: leadership and power distribution*

The traditional individually-led Italian collegialism is deeply under discussion and at turning point in terms of “exploitation of public expenditures”. The recent reforms aim to change this traditional pattern to make the HEIs and the overall community to be more self-responsible. In this scenario of loss of certain funding, an overwhelming process of governance reforms within the HEIs and the system has

been carried out, letting the single universities run along original paths for a driven change. Some changes in power distribution are hypothesized in case some contexts are going to absorb the new norms in order to lessen the actual impact of the reform by letting emerge, for instance, a shift of collegialism from individual pattern to middle levels or other kind of meso-groups. To this respect, an analysis of the Italian part of the survey of the TRUE project is be analyzed in order to understand if the new patterns of leadership (Rectors, CA and other levels) reshuffle the power and how the (new) leaders may reach its role, and, especially, to what extent and with which outcomes all that affect the steering of the HEIs into a New Public Management path.

M. Vaira*The permanent liminality. How politics and reform policies inhibit change within Italian University*

Mainstream analysis of organizational change focus on processes and effects which bring organizational structures, procedures and practices from a given state to another more or less different. Yet, there is a kind of change process not considered, or at least largely underestimated, by analysts which I label “liminality”, or “liminal change”, following Victor Turner’s terminology. After having discussed this change process at the theoretical level, the paper will provide empirical evidences and effects of it, analysing the reform policies of the Italian university of the last 20 years.