

**Wednesday, 12 September – Parallel sessions 7 (12:15 – 13:45)****Session 7A: Policy & politics**

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**J. Kauko***Complexity, dynamics and higher education politics*

Drawing on ideas of complexity, the presentation suggests a model for analysing dynamics in higher education politics (DHEP) on a national level. On the empirical level the model has been tested and developed in the context of Finnish higher education by means of interviews and documentary material. The main empirical finding was that that dynamics in higher education politics is strongly related to external change bringing an opportune moment, and the shifting positions of the institutions in different policy threads. The most interesting result is the main theoretical finding in applying the concept of dynamics and the DHEP model in studying higher education.

**H. Afdal, P. Maassen***Politically versus academically anchored policy making processes; teacher education policy in Finland and Norway*

This paper is based on a study that examined policy making processes in the area of teacher education (TE) in Finland and Norway. Particular attention has been given to the roles different actors play in TE policy processes and the effects of their involvement on the nature of these processes. An important issue to be discussed in the paper is the difference between evidence-based and research-based policy making in HE. This relates to the difference between policy processes relying heavily on political actors and changes in political conditions (Norway), versus processes primarily rooted in academic expertise (Finland). The paper will discuss the historical reasons for these differences as well as the possible consequences for the effectiveness of TE policies in both countries.

**M. Klemenčić***Student power in Europe – comparing the national systems of student interest intermediation*

Student intermediary organisations are those whose primary aim is to represent interests of the collective student body. The paper is guided by the question of how students as a collective body are organised across European countries, and how their interests are aggregated, articulated and intermediated into the national policy processes. Its aim is to categorise and analyse state-student relations across EU countries and Western Balkans.

**Session 7B: Entrepreneurship**

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**R. Pinheiro***The Future of (Entrepreneurial) Universities: Resolving or propelling the tensions between the local and the global*

Recent studies across the Nordic countries suggest that the so-called ‘entrepreneurial university model’ can be advantageous when it comes to finding an adequate balance between local (relevance) and global (excellence) dimensions. Drawing upon recent developments in Europe and elsewhere, this paper provides a critical analysis of the future sustainability of the “entrepreneurial turn” in higher education. It does so by shedding light on the latter’s ability to find an adequate balance amongst a number of key tensions or dilemmas facing contemporary university systems.

**M. Seeber, B. Lepori***The influence of university leaderships on research contents and goals*

In the last decades, public reforms and dynamics internal to science have affected the way research activity is done and managed in universities. However, empirical evidence is limited on who actually steer research activity and how. Based on a large survey on 24 Universities across eight countries, the article aims at assessing to what extent is actually research activity steered, in terms of setting goals and priorities? What is the role of different actors and whether any variation can be explained by the characteristics of the context, or the instruments employed?

**N. Šabić***Embracing Entrepreneurship in Academia: a Disciplinary Perspective on Micro-level Initiatives*

The success of public higher education institutions depends on their competitive abilities, namely whether they can attract the best students, the best faculty, the most prestigious research grants, and so forth. The entrepreneurial university describes a new institutional model that actively seeks to take advantage of emerging market opportunities in light of recent marketisation of the higher education sector. The paper supplements the existing literature, by describing different pathways of entrepreneurial behavior among different disciplinary units on a micro-level.

**Session 7C: University governance & management**

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**A. Babyesiza***Islamist Public Management: A Model of University Governance*

The republic of Sudan is a country characterised by ethnic and religious diversity, political instability and civil war. Higher Education in Sudan is therefore governed within a framework of political and ideological conflict. This was invigorated by the reform of 1990 called the higher education revolution that combined elements of New Public Management and ideas of Political Islam. This has led to a system of Islamist Public Management with low academic freedom and substantial financial autonomy. Furthermore, the Sudan is a neopatrimonial state which means that „elements of patrimonial & legal-rational bureaucratic domination penetrate each other. The distinction between the private and public sphere formally exists, but in the social practice it is often not observed“ (Erdmann/Engel 2006). This also shapes the higher education system. Higher Education governance typologies (Clark 1983, Van Vught 1989, Braun & Merrien 1999, Schimank 2000, Dobbins et al. 2011), however, do not capture these aspects. I therefore developed the governance equalizer (Schimank 2000, 2007, de Boer et al. 2007) further and will present the adapted model and its operationalisation in my paper.

**Y. Politis, M. Clarke, J. Drennan, A. Hyde**

*The management function of academics in Higher Education Institutions in Ireland: attitudes and autonomy*

The HE sector in Ireland has undergone significant reforms for more than a decade. The Universities Act (1997) and the Institutes of Technology Acts (1992 to 2006) support institutional autonomy within a clear accountability framework. The governance model favoured now is a more managerial one. The purpose of this paper is to describe the management functions of academics working in Irish HE. The main objectives are to measure who has the primary influence over decision-making, the level of academic influence in shaping key policies and to determine who evaluates academics' teaching, research and administration roles.

**L. Pennock, G. A. Jones, J. Leclerc, S. Li**

*Academic Senates and University Governance in Canada: Changes in Structure and Perceptions of Senate Members*

University governance has become an important international issue in higher education. This paper reports on the findings of a new study of university senates (academic councils) in Canadian universities in order to analyze changes in structure and senate member perceptions over the last decade. There have been changes to the structure and organizational arrangements of many Canadian university senates over the last ten years; the emergence of "new" universities has led to the creation of academic decision making bodies that have tended to be smaller than their more traditional peers, and many universities have rationalized and reformed their committee structures. Compared with results from a similar study conducted in 2000, respondents noted the importance of "internal" pressures, including tensions between the role of academic senates and the work of labour unions representing faculty interests, the importance of senate orientation programming, and continuing concerns about the limited role of the senate in strategic planning, financial issues, and key policy issues such as research, fund-raising, and quality assessment.

## Session 7D: University & the labour market

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### L. Le Cozanet

#### *The vocationalization of university programs: differentiated uses of an ambiguous injunction*

Which uses are made by academics of the injunction to adapt the French university programs to the “needs of society” by preparing students to the world of work? Through the study of the bachelor level and the implementation of a class aiming at helping the students to build their professional project, this paper describes the space of positions and the conditions of academics’ commitment to this ill-defined objective.

### A. Haapakorpi

#### *A Career outside the academy? Doctorate holders in the Finnish professional labour market*

Transition from doctoral programmes to employment is uneven as it is limited by the discipline and industry, although increasing demand for labour force with research capacity has expanded employment opportunities for doctorate holders. What are the career prospects of doctorate holders outside the academy; what is the value of the highest academic degree for employer organisations?

### S. Paschenko

#### *International Master Program and its Role in Professional Training of the European Universities’ Students*

After signing Bologna Convention in 2005 Ukraine started the most global structural and contextual reform of its higher educational system. The universities are actively including into cooperation with European institutions, constructing consortiums for university staff, researchers’ and students’ academic mobility. The international academic programs are an important part of Bologna system substantive issues’ implementation in Ukrainian higher school. One of such programs was adopted in Zaporizhzhya National University (Ukraine). This educational project had an aim of Masters’ training in the field of Social Inclusion. The Abstract detects its goals, principles, reasons and results of the program implementation, forms and methods of the study process etc.