

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.

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: Third mission

S. Boffo, R. Moscati*New university roles in contemporary society: third mission development in some European higher education systems*

The acceleration of the changing process in contemporary society has made the use of knowledge more relevant than ever and has produced in all countries the need for a re-definition of higher education goals. The relationship between the university and the external world has become crucial. As a consequence, new financial and non-financial activities started to increase: technology transfer and innovation, continuing education (lifelong learning) and social engagement (links to local development). The three activities form the base of the so-called “third mission” (or “third stream”) of universities.

The progressive opening up of universities was acknowledged quite quickly by Anglo-Saxon higher education systems, thanks to their particular idea of university functions in society, while in continental Europe the process has turned out to be more complicated for various reasons like the role attributed to university and the resistance of academics.

The paper presents the first results of a comparative research which has allowed to verify empirically the progressive diffusion of several aspects of the Third Mission and to delineate a set of 3M indicators.

C.Sá, A. Kretz, K. Sigurdson*The Institutionalization of University Technology Transfer in Canada*

This study traces the institutionalization of technology transfer at the University of Toronto. Through archival materials and interviews with university faculty and staff we investigate the processes through which commercialization activities became introduced, embedded, and standardized within the organizational structure and culture of the University.

C. Schneijderberg*It is the Economy, still!? Society, University, and Knowledge and Technology Transfer*

The economy of science predominantly omits social and cultural returns of knowledge and technology generation involving universities. Schneijderberg and Teichler (2012) comparing knowledge and technology transfer (KTT) typologies generated by studies from different

countries, e.g. Germany and Great Britain, identify 20 common types of KTT. These 20 KTT-types will be situated in a multi-level model differentiating five distinct modes of interplay between society and sciences.

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.

G. Jóhannsdóttir, J.T. Jónasson

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 develops 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.