Abstracts for session 2

Session 2A
Academic careers

R. Neumann, K. Tan
Australia
Doctoral destinations: Disciplinary and institutional differences in initial employment

This paper presents findings on the initial employment destinations of doctoral graduates (2000-2007). Particular focus is given to the similarities and differences in relation to institution, discipline and employment profile. This Australian pattern is discussed within the context of regular international benchmarking.

N. Huber, S. Böhmer
Germany
Focusing the mobility of Starting Grantees against the background of national research systems: First results from the evaluation of the Starting Grants program

The Starting Grants program, funded by the European Research Council (ERC), was designed in order to enable promising young scientists to conduct pioneering research and to contribute the consolidation of the ERA by encouraging the mobility between or within countries. In the conference paper, we aim to discuss the outcome of the Starting Grants calls with particular emphasis on the mobility patterns of successful and rejected applicants. Thereby, we will pay most of our attention to the following aspects: (1) Our basic assumption is that the quality of a country’s research infrastructure influences the way pioneering research can be realized along with the way career paths for postdoctoral researchers are structured. Hence, in a first step, we aim to give insights into national research systems in order to put the attractiveness of the Starting Grants in different countries in context. Moreover, we intend to present potential push or pull factors for the mobility of postdoctoral researchers in selected countries.

(2) In a second step, our focus lies on the host institutions stated in the Starting Grants applications. We intend to demonstrate that the attractiveness of a host institution can not only be derived from the country level (macro level), but also from the working conditions of a specific research institute (meso level) as well as from personal motivation, i.e. career related motives or personal motives (micro level).

Our explanations will be based on document analysis as well as on empirical data (multi-method approach).

A. Kosmützky, N. Merkator, C. Schneijderberg, I. Steinhardt
Germany
Pathways to higher education research: a survey on early career researchers and professionals in Germany

In our paper we present results of a survey on early career researchers in higher education research and higher education professionals in Germany. The results of the survey provide comprehensive insights to the situation of both groups. In our contribution we focus on results regarding the education and current career situation of our target group, their professional qualification with a focus on doctoral and post-doctoral education and their channels for scientific communication and their networking capabilities.
Training after graduating from HE – a result of necessity, workplace-facilitated opportunities, or individuals’ desire to learn new things?

Further training is necessary if the full potential of the HE graduates can be exploited. This paper focuses on work-related training among graduates from HE in 13 European countries. The attendance rate in work-related training varies a lot between HE workers according to their different academic disciplines/fields of study, and between countries. The paper examines to what extent individual and job/workplace related characteristics promote participation in work-related training five–six years after graduation.

Session 2B
Supranational perspectives

M. Tamtik, C. M. Sá
Canada
Expertise in the EU’s Open Method of Coordination: mutual learning in research policy?

For the past half-century, research knowledge and expertise have taken central roles in the conceptualization and implementation of a broad range of public policies. This is especially evident in the case of the EU, where the Open Method of Coordination (OMC) has been introduced and implemented in policy design. This study analysis the dynamics and the role of experts in the CREST OMC working group on „Internationalization of R&D“. Based on the interview results with experts, the following questions will be addressed and discussed: who are considered to be experts? In what ways experts contribute to policy process? How and when experts facilitate policy learning?

P. Clancy
Ireland
Isomorphism in Higher Education Policy: the incorporation of supranational perspectives into Irish national policy

Building on the growing literature on the influence of international organisations on nation higher education policy this paper presents a case study of the influence of the OECD on higher education policy in Ireland. The recently published National Strategy for Higher Education to 2030 (Government of Ireland, 2011) offers little analysis of important structural and contextual features of the Irish higher education system. Instead, its analysis mirrors that of the more recent synthesis of OECD thinking in Tertiary Education for the Knowledge Society, 2008 and the recommendations of an earlier OECD review of national policy of higher education, Higher Education in Ireland, 2006.

R. King
UK
Towards a social theory of global higher education

The paper seeks to develop the outlines of a theory of global higher education as a modified social construction. That is, although the framework allows space for materiality, scientific realism and individualistic self-organizing capacities, the emphasis is on shared ideas and social relationships as the primary determinants of the structures of global higher education in the networked age. University rankings, global science and national policymaking provide important exemplars.

A. Veiga
Portugal
What are the perceptions HEIs have about their changing environment? The case of the Bologna process
The perceptions higher education institutions have about the organisational environment might be important to the extent to which they may influence the achievement of governments’ policy goals. Whilst the Bologna process stands at the core of policy coordination at various levels of analysis, it remains to be seen how HEIs grasp the changing environment promoted by the establishment of European Higher Education Area.

Session 2C
University reform

D. Batchelor
UK
The voice of ideals in the twenty-first century university

Universities are carriers for a raft of values and ideals, both externally and internally facing. One means for universities to have a voice in the twenty-first century is through the way they are seen to articulate and realise these values and ideals. As well as being interpreted at the meso level of institutions, values and ideals are assigned meaning at the micro level, by students and staff within organisations. Taking the ideal of valuing diversity in the twenty-first century university as an example, perspectives from philosophy of education are used to trace possible trajectories for voicing this ideal at the meso and micro levels of higher education institutions.

R. Deem
UK
Re-assembling the 21st century public university: higher education, the state and autonomy

The paper explores how publicly funded universities in recent decades have been re-assembled, by successive waves of policy reforms ranging from massification and marketisation to equality legislation and student fees. It draws on neo-institutionalism, actor network theory and assemblage theory. The paper also considers how this re-assembling has affected universities’ autonomy vis-à-vis the state and their relationship to students and to outside organizations, including regional development agencies, private industry and the third sector. The paper draws on two studies of management, leadership and change in UK universities conducted a decade apart, although wider issues for European universities are considered too.

S. Boffo
R. Moscati
Italy
Adapting a centralised system of higher education to the needs of the knowledge economy: the new law for the reorganisation of the Italian university.

The law for the reorganisation of the university system recently passed in Italy marks the end of a twenty year period of relatively wide autonomy for the individual universities. It is, in fact, a fast move towards a strong re-centralisation of the system. At the same time, and rather contradictory, the law reveals the intention to apply a neo-liberal model reinforcing the university governance and the role of external stakeholders. The Italian case may represent an interesting example of the difficulty of applying the NPM philosophy in a continental European system of higher education.

A. I. Melo, C. S. Sarrico, Z. Radnor
Portugal
Changes in the roles, influences and accountabilities of key actors in higher education institutions: a comparative study between Portuguese and British universities
The central focus of this paper is to understand the extent to which the main actors in the governance structures of Portuguese and British universities have been affected by the move towards more entrepreneurial models of management. To illustrate what is happening, a comparative study between two innovative and entrepreneurial universities is presented.

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**Session 2D**

**Governance and academic practices**

**P. Pabian**

K. Provázková, L. Hündlová

Czech Republic

Governing teaching at the departmental level: how Czech academic oligarchy circumvents democratic governance

We conducted qualitative case study of teaching governance at the departments of two Czech universities. At each department, we conducted in-depth semi-structured interviews with academics and students. One of our most important findings of is that the on-the-ground governance processes are almost completely unrelated to the formal processes prescribed by national and institutional legislation. In practice, at both universities academics decisively control curricular governance, even to the effective exclusion of students.

**U. Wilkesmann**

C. Schmid

Germany

The impacts of new governance on teaching at German universities - findings from a national survey in Germany

In the paper we will present findings from a national survey questioning the actual impact of the new governance structures at German universities on academic teaching. First, we give a theoretical underpinning to the economization of higher education institutions according to Principal-Agent Theory. This allows for the development of hypotheses about the influence of new selective incentives (merit pay, performance-related budgeting, Management by Objectives, teaching awards) on the professors' academic teaching behavior. Instructed by critical considerations on Principal-Agent Theory we extended the axiomatics of this economic theory by incorporating concepts like work task motivation and academic socialization. Data from a nationwide German survey allows us then to test our theory-driven assumptions. Our target population was the entire collectivity of all professors at German universities from which we could draft a sample 8,000 individuals. An estimation of four different OLS-regression models shows that the hypotheses derived from Principal-Agent Theory must be rejected whereas the hypotheses based on motivational aspects and socialization processes can be confirmed.

**A. Haapakorpi**

Finland

Quality assurance – tensions between standardization and organization- and discipline-specific needs

The presentation deals with tensions between standardisation related to quality assurance and the nature of university. Objectives and procedures of quality assurance promote standardisation as comparability and coherence of the information is required. However, university organisations and fields of science differentiate and, this mainstreaming does not always suit particular structures, cultures and practices.

**E. Heggins**

D.F. Westerheijden
Framework 7 Lifelong Learning project dealing with the identification of barriers relating to achieving quality at institutional level in higher education
Session 2E
Panel:
Measuring the societal impacts of universities’ research into the arts and the humanities
Coordinator: P. Benneworth

Professor Ellen Hazelkorn, Dublin Institute of Technology, Ireland

Title: “The problematic of measuring the value of arts and humanities research”

This presentation provides an introduction to the panel session by highlighting the problems which confront higher education researchers seeking to understand the value of arts and humanities research as a first step towards finding ways to articulate the value. The paper highlights three main problems, which are addressed separately in the remainder of the panel papers, and seeks to provide conceptual clarity regarding those problems. Prof Hazelkorn argues for a more strictly objective mode of argumentation, and a break from normative disagreements between different societal groups that make it currently impossible to ‘fairly’ measure the impacts of arts & humanities research.

Profr Magnus Gulbrandsen, NIFU & University of Oslo, Norway

Title: “Linkages between A&HR and civil society”

This presentation seeks to provide a typology of the processes through which arts & humanities research is implemented in society. Transcending traditional science-push models of technology transfer, the paper uses more contemporary understandings of creativity, innovation and enterprise to understand the vectors by which research changes society. The paper seeks to develop a threshold for understanding whether a particular piece of research has ‘made an impact’, and sketches some of the dimensions along which this can take place, including existence of high class research, clearly identified users, a creative moment of transfer and a changed behaviour set of users.

Dr Elaine Ward, Dublin Institute of Technology, Ireland

Title: “Understanding ‘research’ in the arts and humanities”

The HERAVALUE project uses the phrase “arts & humanities research” rather glibly as if A&HR had a common set of properties that distinguished it from other disciplines. But the reality is that the differences within arts & humanities research are in some cases even greater than between some humanities disciplines and the sciences. This paper seeks to explore how arts & humanities research has been defined, and where and why the term is used. The paper notes the highly politicised nature of the term as part of battle between conceptions of the value of sciences, and argues that a more emergent definition of arts and humanities is necessary if one is to understand how their value becomes constructed in particular times and places.

Dr. Adrie Dassen, Center for Higher Education Policy Studies, the Netherlands.

Title: “Arts & humanities research between objective values and normative valuations”

This paper explores the ways in which policy-makers have attempted - and largely failed - to develop valuation and evaluation methods for arts & humanities research. The paper then seeks to understand why that has happened as a first step to understanding the boundary conditions of arts & humanities research’s value. The paper notes that the majority of methodologies internalise a single normative view of A&HR’s value, and develops a typology for the tensions this creates. The paper concludes by setting out a set of dimensions which are necessary for the bridging between these normative perceptions to move from a disagreement about ‘values’ towards a debate about arts & humanities research’s contribution to wider societal development. differences within arts & humanities research are in some cases even greater than between some humanities disciplines and the sciences. This paper seeks to explore how arts & humanities research has been defined, and where and why the term is used. The paper notes the highly politicised nature of the term as part of
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