

PREFACE

Hedda, founded on 1 January 2001, is a consortium of nine European centres and institutes devoted to research on higher education (see web site: www.uv.uio.no/hedda). The consortium's aims are to strengthen the relationship between higher education research and practice, organise and support available academic expertise, and further knowledge on higher education in Europe in such a way that it becomes more accessible and visible at the supranational and international levels.

To contribute to the consortium's objectives CIPES, one of its member institutes, and *Hedda* have taken a new initiative in the field of research on higher education, that is, an annual seminar focused on one specific topic of research. The topic is determined by the *Hedda* Board from among the most burning issues of present day higher education policies. The first seminar was a four-day scientific event on *Governance Structures in Higher Education Institutions*. The seminar was held along the banks of the Douro River, Portugal, on 13–17 October 2001. The second seminar focused on the *Emergence of Managerialism in Higher Education Institutions* and took place at the same location on 4–9 October 2002. The theme of the third seminar is *Markets in Higher Education* to be held 2–6 October 2003.

Participation in the seminars is limited to select *Hedda* researchers and invited researchers of international standing, all of whom are active in the research theme of each particular seminar. The final product of each seminar will be a book in the Kluwer Academic Publishers series Higher Education Dynamics (HEDY). In order to make these annual books distinguishable within the HEDY series, they will be integrated as a 'series in the series' called the Douro Seminars on Higher Education Research (DOSHER). The name is inspired by the river that was the traditional highway for transportation of port wine from the interior region where grapes are grown – and where the seminars take place – to the caves located near the town of Porto.

The first Douro seminar (October 2001) was concerned with the changing governance of higher education in relation to changing state-society-university relationships. That seminar examined how changes in the wider social environment influenced transformations in power and authority relations within higher education institutions. *Hedda* considered it appropriate to focus the second Douro seminar more closely on the internal governance of higher education institutions; in particular, on questions related to the rise of management as an activity and managerialism as a set of practices and their accompanying ideologies. This focus led to lively presentations and discussions during the second Douro seminar and it provides the underlying framework for this book.

This second seminar emphasised that a number of trends have conspired, albeit in different balances across various higher education systems, to bring questions of institutional and sub-institutional management to the fore. First, in many European countries, the stepping back of state ministries from direct control and detailed regulation has in effect left a management vacuum which institutions have been expected to fill. This trend is generally linked to a shift in focus from input to output in governmental steering of higher education. In many countries this shift is accompanied by the introduction of contracts between ministries and individual higher education institutions. In other words, institutional autonomy has increased, but at the same time it has become more conditional. Second, throughout the last two decades the traditional pact between the university and society has been seriously questioned leading to changed expectations with respect to the socio-economic role of the university. The emphasis has clearly shifted from the social and cultural towards the economic function of the university. Third, in a number of countries public investment in higher education has decreased substantially with the accompanying requirement for the higher education institutions to find new, non-governmental sources of income.

The aims and expectations that underlie the enhancement of institutional management within higher education are not entirely coherent. There have been (and continue to be) attempts to reorient higher education institutions toward greater external economic effectiveness by increasing the entrepreneurial spirit of institutions in a more competitive environment, and by linking teaching programmes and research activities directly to economic needs. In addition, there are government concerns about greater internal effectiveness and efficiency through cost saving and performance monitoring; and about increasing accountability to a greater range of stakeholders than in the past. Simultaneously, there are pressures and expectations regarding maintaining academic standards and assuring or enhancing academic quality.

These trends have led in a variety of different contexts to a new or increased emphasis on the institution as a locus of power; on strategic decision-making at the institutional and sub-institutional levels; on the generation of non-state income; on resource management, including the management of staff as human resources; and on the management of academic work. The consequence in many countries has been the rise of managerialism in higher education, albeit in various forms sometimes categorised as 'soft' and 'hard', 'old' and 'new' etc. In other countries, the rise of managerialism has been termed the professionalisation of institutional administration.

The Douro 2 seminar provided an opportunity to further understanding of the rise of management and managerialism in higher education through documenting the range of experiences across different national and institutional settings and identifying the various aims and expectations of new management approaches. Evidence was examined about the way in which these new management practices have in fact penetrated the core business of higher education. These efforts are documented in this the second of the Douro books and cases are presented from eleven countries: Australia, Austria, Brazil, Finland, France, the Netherlands, Norway, Portugal, South Africa, UK and the USA.

We want to express our gratitude to all who have made the second Douro seminar and book possible, to begin with Amélia Veiga at CIPES and Therese Marie Uppstrøm at *Hedda*, without whom the Douro seminars could never have been organised. We are also grateful to Di Davies for her impressive editorial work that has made it possible to produce this volume in record time. We are indebted to all our colleagues for their timely contributions of papers, comments and editorial suggestions making possible the completion of a camera-ready version of the manuscript within very tight deadlines.

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