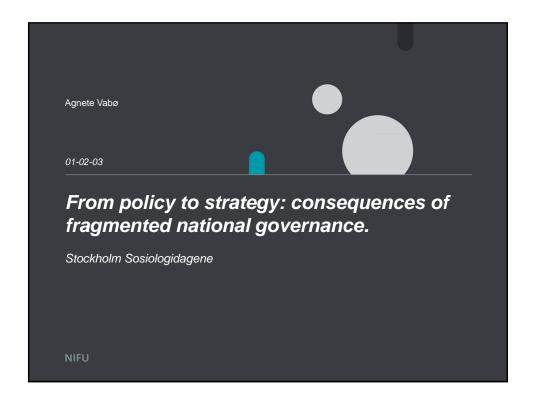
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Nordic Institute for Studies in Innovation, Research and Education



Structures in Strategising

The strategic abilities of HE institutions in Norway have traditionally been perceived as rather weak.

Recent reform and change; increasing organisational, financial and academic autonomy, is believed to have increased the strategic room for maneuvering at institutional level.

- How do networked governance arrangements in Norwegian higher education shape and impact education, research and innovation priorities and strategies in universities and colleges?
- Networked governance landscape of structures and actors strategies
- Preliminary findings non intended consequences?
- Data is based on interviews with a representative sample of institutional leaders and stakeholders in Norwegian HE conducted during 2011.
- The investigation is conducted within the framework of the ongoing research project Structures in Strategising (Norwegian Research Council).

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Networked governance; empirical ex.

- Disciplines governed by own standards of academic quality and work
- More autonomous instituional governing bodies larger management teams
- National association of colleges and universities (UHR)
 - Coordinate political cases/processes
 - Run a well organized council with high level of competence among staff
 - Important mandate
 - Link us up with other institutions/people
 - Provide an arena for exchange of ideas
 - Show initiative and ability to set the agenda, not only to respond to the formal initiatives from the ministry.
 - In this way they contribute to creating conditions space- to act in.

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Sideways influences continue...

- Confederation of Norwegian Enterprises (NHO)
- More ministries are now interested in HE, i.e The Ministry for Business and Industry

National Research Council has become a more powerful actor: From individual to group organised research as well as funding schemes based on larger programs.

- The regional political level (counties)- more interested and powerful i.e due to Regional Research Funds.
- Ideological movements of the OECD and EU HE policy area

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Agencification

- Trend; delegate tasks from Ministry to semi independent national agencies - «agencification».
- Seperate policy implementation from policy formulation. The hierarchical steering model is supplemented by greater delegation (Christesen & Lægreid 2005).
- Examples in HE:
 - Norwegian Agency for Quality Assurance in Education (NOKUT)
 - Norwegian Centre for International Cooperation in Higher Education (SIU)
- Relations dependent upon position institutions in academic field
- Agencification = narrow formal relation central authorities. Less room for informal and ad-hoc contact

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Fragmented national governance

- Disiplines: governed by their own standards of academic quality and mode of organizing academic work. Difficult to create a coherent strategi
- Regionalization contribute to fragmentation
- Institutional strategies; serving themselves or society?
- The state no longer act as a protector of democratic HE welfare state goals. National funding model works in favour of those with stable and high level of applicants. Institutions organisational and academic autonomy to create/close down study programs-i.e agriculture, languages

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