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01-02-03

***From policy to strategy: consequences of
fragmented national governance.***

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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 2011.¹
- The investigation is conducted within the framework of the ongoing research project Structures in Strategising (Norwegian Research Council).

Networked governance; empirical ex.

- Disciplines – governed by own standards of academic quality and work
- More autonomous institutional 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.

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

Agencification

- Trend; delegate tasks from Ministry to semi independent national agencies - «agencification».
- Separate 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

Fragmented national governance

- Disciplines: governed by their own standards of academic quality and mode of organizing academic work. Difficult to create a coherent strategy
- 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