Universities in the
Knowledge Economy

UNIVERSITIES IN THE KNOWLEDGE ECONOMY
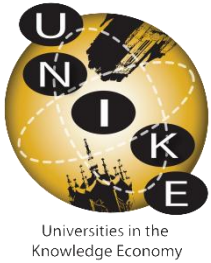
Discussion of policies and practices surrounding Governance and Rankings
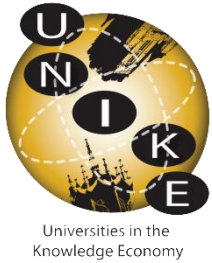
GROUP 3: GOVERNANCE & RANKINGS

Governance refers to a shift from state control to state steering, a shift from hierarchical authority of the government to self-organizing networks.

Effective governance requires a re-examination of the government's tool kit. Government withdrawal and steering at a distance are all a part of the new tool kit.

Government is only one of the actors. Government does not have enough power to exert its will on other actors. Other social institutions are, to a great extent autonomous.

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In a world where governance is increasingly operative without government, where lines of authority are increasingly informal, where legitimacy is increasingly marked by ambiguity, citizens are autonomous and increasingly capable of holding their own and engaging in collective action.
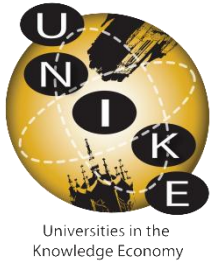
Women and governance through rankings

Governance creates "new rationalities" that deconstructs "old" inequality regimes based on masculinity and masculine values.

This creates new opportunities for women because there will be/are new (managerial) power relations and position.

While we as academics "dance the dance" of the audit culture, we are governed, we govern ourselves but we also govern others.

The use of rankings, as a tool of governance, is not passive or neutral. "It shapes expectations, behaviors and values; it contributes towards the development of new organizational principles, and new professional subjectivities" (Sidhu, 2008).

The corporate governance model within higher education institutions is just not working.

Higher education is at a crossroads stemming from the current global economic situation, significantly reduced funding support, high student debts, and failing public confidence; therefore there is no better time than now for an alternative governance model to our higher education system
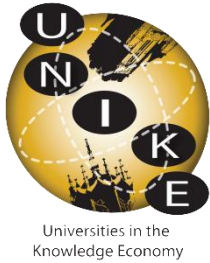
THANK YOU!

Any questions?
Any comments?

Recommended Readings from Group 3

Bay, U. (2011). Unpacking neo-liberal technologies of government in Australian higher education social work departments. *Journal of Social Work, 11*(2), 222–236.

Cato, Molly Scott and Heatley, Brian (2012). **GreenHouse:** Free universities! *Re-configuring the Finance and Governance Models of the UK Higher Education Sector.*

Hey, V. (2004) 'Perverse Pleasures - Identity Work and the Paradoxes of Greedy Institutions' *Journal of International Women's Studies,* 5 (3) pp. 33 - 43.

Kjaer, A. (2011). Rhodes' Contribution to Governance Theory: Praise, Criticism and the Future of Governance Debate. *Public Administration, 89* (1), 101-113.

Lund, R. (2012) 'Publishing to Become an "Ideal Academic": An Institutional Ethnography and a Feminist Critique' *Scandinavian Journal of Management,* 28 (3) pp. 218-228.

Rhodes, R. (2007). Understanding Governance: Ten Years On. *Organization Studies, 28* (08), 1243-1264.

Satgar, Vishwas (2007). Cooperative Development and Labour Solidarity: a Neo-Gramscian Perspective on the Global Struggle Against Neoliberalization, LABOUR, Capital and Society 40:1&2 .

Sidhu, R. (2008). Risky custodians of trust : Instruments of quality in higher education. *International Education Journal: Comparative Perspectives, 9*(1), 59–71.