**Handout for seminar:**

**Public Sector Reform in Dutch Higher Education: The Organizational Transformation of the University**
De Boer, H., Enders, J. & Leišytė, L. (2007). *Public Administration*, 85(1): 27-46.

During the past few decades traditional state-centred governing arrangements have been critiqued and replaced by alternative modes of governance. Higher education is one of the public sectors where such shifts in governance have been seen. As a consequence of the reshuffling of authority and responsibilities across the different levels in Dutch higher education, universities as organizations have become important foci of attention in the system’ s coordination. The main question addressed in this article is to what extent we can speak of an organizational transformation of Dutch universities. Based on conceptual ideas from researchers such as Greenwood and Hinings (1996), Ferlie *et al.* (1996), and Brunsson and Sahlin-Andersson (2000), we use a framework that focuses attention on the concepts of the construction of identity, hierarchy and rationality to systematically analyse the various aspects of transformations of professional organizations.

**Regulatory autonomy and performance: The reform of higher education re-visited**
Enders, J., de Boer, H. & Weyer, E. (2013). *Higher Education,* 65(1): 5-24.

The main aim of this article is to contribute to the understanding of organizational autonomy and control in higher education reform and related expectations as regards the performance of universities. Our analyses draws on principal-agent models as a normative theory of policy reform, and institutionalist approaches in public policy and institutional design as an analytical theory of policy reform. We discuss how the dominant narrative of political reform moves away from traditional beliefs in university autonomy that are built on institutional trust and linked to professional autonomy. In the emerging narrative of political change, autonomy becomes re-defined as the ‘new organizational autonomy’ of universities as both strategic actors and as an addressee of governmental control. The concept of ‘regulatory autonomy’ captures the use of organizational autonomy of universities as a tool of a new regime of governmental control. Exemplified by the Dutch case, we analyze autonomy policies for strengthening managerial discretion and internal control of universities that are combined with regulatory policies for external control that steer organizational choices. Regulatory autonomy thus aims at aligning universities more closely with governmental goals and improve respective performance. Our literature review shows, however, that there is scarce, inconclusive and methodologically problematic evidence for a link between ‘organizational autonomy and performance’. We point at promising avenues for further research on autonomy and performance as two core concepts in the contemporary higher education debate.

**European Universities as Complete Organizations? Understanding Identity, Hierarchy and Rationality in Public Organizations**Seeber, M., Lepori, B., Montauti, M., Enders, J. et al. (2015) *Public Management Review*, 17(10), 1444-1474.

This article investigates the form of European universities to determine the extent to which they resemble the characteristics of complete organizations and whether the forms are associated with modernization policy pressure, national institutional frames and organizational characteristics. An original data set of twenty-six universities from eight countries was used. Specialist universities have a stronger identity, whereas the level of hierarchy and rationality is clearly associated with the intensity of modernization policies. At the same time, evidence suggests limitations for universities to become complete, as mechanisms allowing the development of some dimensions seemingly constrain the capability to develop others.

**Organizations as Penetrated Hierarchies. Environmental pressures and control in professional organizations**Bleiklie, I., Enders, J. & Lepori, B. (2015). *Organization Studies*, 36(7): 873-896.

Organizational control and environmental influences on organizational behavior are central themes in organization studies, yet little effort has been made to bring them together. In this paper we seek to contribute to filling this gap by investigating and conceptualizing environmental influences on organizational control. The paper examines patterns of organizational control and their environmental couplings through three parallel case studies of public universities in three European countries. We provide a systematic characterization of the space of configurations of control in professional knowledge-intensive organizations along the two axes of centralization of power and formalization of social relationships. We show that environmental characteristics do matter for the contestation and selection of control models. Finally, we unpack and conceptualize the synergetic influence of three environmental characteristics (institutional pressures, resource environment, and external social relationships) as providing sources of legitimacy and power for specific control regimes.

**Organizational Configurations of Modern Universities, Institutional Logics and Public Policies. Towards an Integrative Framework**Bleiklie, I., Enders, J. & Lepori, B. (2017), in Bleiklie, I., Enders, J. & Lepori, B. (eds.) *Managing Universities: Policy and Organizational Change in a Western European Comparative Perspective*. Basingstoke: Palgrave Macmillan.

Given the highly differentiated and nuanced analyses of change processes in university systems provided by the TRUE project, the chapter first reviews this evidence along a set of common dimensions concerning variation in organizational university configurations and their linkages to HE policies and related environmental pressures. This review underscores the need for a more refined analytical framework to accommodate the diversity of empirical observations and provide a more nuanced approach on how environmental contingencies impact organizations. In the last section, we propose a framework building on recent developments in neo-institutional theory, arguing that concepts like institutional pluralism and organizational hybridity provide useful analytical lenses for understanding changes in contemporary university organizations, whose potential remains largely unexplored.

**The Governance of European Higher Education: Convergence or Divergence?**
Shattock, M., Horvath, A., & Enders, J. (2022).  Bloomsbury Publishing.

*The Governance of European Higher Education: Convergence or Divergence* analyses governance at state and institutional levels in five European higher education systems chosen as representative of European higher education as a whole: Germany, Hungary, Norway, Portugal and the UK (as in England, Scotland and Wales). Drawing on 180 detailed face-to-face interviews with policymakers and universities the book explores the extent to which governance and systems have been converging or diverging towards or away from a common European model over the last decade and records the evidence of growing directional controls exercised by the various states.