1.	Record Nr.	UNINA9910438080503321
	Autore	Campbell David F. J
	Titolo	Epistemic governance in higher education : quality enhancement of universities for development / / David F.J. Campbell, Elias G. Carayannis
	Pubbl/distr/stampa	New York, : Springer, 2013
	ISBN	1-283-62408-7 9786613936530 1-4614-4418-7
	Edizione	[1st ed. 2013.]
	Descrizione fisica	1 online resource (85 p.)
	Collana	SpringerBriefs in business, , 2191-5482
	Altri autori (Persone)	CarayannisElias G
	Disciplina	378.107
	Soggetti	Universities and colleges Universities and colleges - Administration
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references.
	Nota di contenuto	Epistemic Governance in Higher Education; Acknowledgments; Contents; Keywords; 1 Introduction: Research Questions and Design of the Analysis of Governance and "Epistemic Governance" of and in Higher Education; 2 Conceptual Definition of Two Key Terms: Governance and Higher Education; 2.1...Governance; 2.2...Higher Education; 3 Governance: Governance of and in Higher Education; 3.1... Governance: The Increasing Complexity of Governance, Self-Governance, the "Evaluative State", Markets and Quasi-Markets; 3.2... Governance of and in Higher Education 3.2.1 Governance of Higher Education in the Knowledge Society and Knowledge Economy: The "Knowledge State"3.2.2 "Epistemic Governance" of and in Higher Education: "Mode 1", "Mode 2" and "Mode 3"; 3.2.3 Governance of and in Higher Education: Science-as-a-Public-Good and/or Science-as-a-Network, the "NPM" Narrative and "Network Governance" Narrative; 3.2.4 Governance of and in Higher Education: Quality Assurance, Quality Enhancement and Quality Management 4 Conclusion: Possible Implications of Governance and "Epistemic Governance" for the Academic Profession (Academic Faculty) and Their Academic CareersReferences

Sommario/riassunto   "Epistemic governance" refers to the cognitive and knowledge-related paradigms that underlie a social system. In this volume, the authors apply the concept to higher education. In a comprehensive review of recent literature, they define key terms and concepts, arguing that a good, effective and sustainable governance of higher education is not possible unless the epistemic structure and knowledge paradigms of higher education are addressed directly. Effective governance of academic institutions is particularly important, given their essential role in generating and disseminating knowledge. The authors consider the practical and policy implications of the epistemic approach for promoting quality assurance, quality enhancement, and quality management of higher education, and their impact on university administration and academic career development.