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Altri autori (Persone)	BrouckerBruno WitKurt de VerhoevenJ <1941-> (Jef) LeisyteLiudvika
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Nota di contenuto	Front Matter -- Copyright page -- Foreword / Rosalind M. O. Pritchard -- Figures and Tables -- Notes on Contributors -- An Introduction to the Study of Higher Education Policy Reforms / Jef C. Verhoeven , Liudvika Leišyt , Kurt De Wit and Bruno Broucker -- Higher Education System Reform in Flanders (Belgium) / Kurt De Wit , Jef C. Verhoeven and Bruno Broucker -- Higher Education System Reform in Germany / Sude Peksen and Nadine Zeeman -- The Higher Education System in the Netherlands / Christine Teelken -- Higher Education Reforms in Finland / Jani Ursin -- Higher Education System Reform in Denmark in the Bologna Era / Palle Rasmussen -- The Bologna Process / Tommaso Agasisti and Martina Dal Molin -- Reforms in the Spanish Higher Education System Since Democracy and Future Challenges / Eva M. de la Torre and Carmen Perez-Esparrells -- Reconfiguring Portuguese Higher Education / Amélia Veiga and António Magalhães -- "Part of the Furniture" / Andrew G. Gibson and Ellen Hazelkorn -- Intensification of Neo-liberal Reform of Higher Education in England or 'Change' as

'More of the Same'? / Lisa Lucas -- Higher Education Reforms in Lithuania / Liudvika Leišyt , Anna-Lena Rose and Rimantas Želvys -- The Bologna Reform in Hungary / Gergely Kováts -- Understanding Higher Education System Reform / Bruno Broucker , Liudvika Leišyt , Kurt De Wit and Jef C. Verhoeven.

Sommario/riassunto

The Bologna Declaration started the development of the European Higher Education Area. The ensuing Bologna Process has run for already 20 years now. In the meantime many higher education systems in Europe have been reformed - some more drastically than others; some quicker than others; some with more resistance than others. In the process of reform the initial (six) goals have sometimes been forgotten or sometimes been taken a step further. The context too has shifted: while the European Union in itself has expanded, the voice for exit has also been heard more frequently. Higher Education System Reform: An international comparison after Twenty Years of Bologna critically describes and analyses 12 Higher Education Systems from the perspective of four major questions: What is currently the situation with regard to the six original goals of Bologna? What was the adopted path of reform? Which were the triggering (economic, social, political) factors for the reform in each specific country? What was the rationale/discourse used during the reform? The book comparatively analyses the different systems, their paths of reforms and trajectories, and the similarities and the differences between them. At the same time it critically assesses the current situation on higher education in Europe, and hints towards a future policy agenda. Contributors are: Tommaso Agasisti, Bruno Broucker, Martina Dal Molin, Kurt De Wit, Andrew Gibson, Ellen Hazelkorn, Gergely Kovats, Liudvika Leišyt, Lisa Lucas, António Magalhães, Sude Peksen, Rosalind Pritchard, Palle Rasmussen, Anna-Lena Rose, Christine Teelken, Eva M. de la Torre, Carmen Perez-Esparrells, Jani Ursin, Amélia Veiga, Jef C. Verhoeven, Nadine Zeeman, and Rimantas Želvys.

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Titolo	Understanding College and University Organization [[electronic resource]] : Dynamics of the System
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Nota di contenuto	Cover; CONTENTS; PROBLEM-TO-THEORY APPLICATION TABLE; FOREWORD; ABOUT THE AUTHORS; ACKNOWLEDGMENTS; PREFACE; 1 OVERVIEW; Overview of Volume I; Organizational Theory; Organizational Paradigms; Overview of Systems Theory; Key Concepts in Systems Theory; Contents of Volume II; Summary; References; 2 CONFLICT IN ORGANIZATIONS; Open and Closed Systems; History of the Development of Conflict Theory; Conflict as Structure; Conflict as Process; Social Constructionist Perspectives on Conflict; Postmodern Perspectives on Conflict; Gender Issues in Conflict Management; Summary; Review Questions Case Discussion QuestionsReferences; 3 POWER AND POLITICS IN HIGHER EDUCATION ORGANIZATIONS; Some Definitions: Power Authority and Politics; Power and Rationality; Organizational Versus Personal Determinants of Power; Organizational Determinants of Power; Horizontal Power: Strategic Contingencies Theory; Vertical Power:

Partisans and Authorities; Personal Power; Social Constructionist Perspectives on Power; Empowerment; Marxist and Postmodern Alternatives; Power Politics and Unions; Summary; Review Questions; Case Discussion Questions; References; 4 ORGANIZATIONAL DECISION MAKING
 Decision Making as a Process Decision Making as Structure; Participation Theories; Risky Shift Polarization and Social Loafing in Group Decision Making; Social Constructionist Perspectives on Group Decision Making; Summary; Review Questions; Case Discussion Questions; References; 5 INDIVIDUAL DECISION MAKING; Garbage Can Model; Decisions as Role Playing; Decisions as Personality Manifestations; Decisions and Information Utilization; Risk and Uncertainty: The Gambling Metaphor; Decision Trees; Non-Decision Making; Postmodern Perspectives on Individual Decision Making; Summary; Review Questions
 Case Discussion Questions References; 6 ORGANIZATIONAL LEARNING; Conceptualizations of Organizational Learning; Processes and Stages of Organizational Learning; Linking Individual and Organizational Learning; Cultural Conceptualizations of Organizational Learning; Dialectical Perspectives on Cultural Learning; Postmodern Interpretations of Organizational Learning; Contingencies Governing the Use of Alternative Learning Models; The Learning Organization; Summary; Review Questions; Case Discussion Questions; References; 7 ORGANIZATIONAL STRATEGY; Strategy and the External Environment The Linear Model of Strategy The Adaptive Model of Strategy; The Emergent Model of Strategy; The Symbolic Model of Strategy; Postmodern Models of Strategy; Curriculum as Strategy: Application of the Five Models; Heuristics for Choosing a Model of Strategy; Summary; Review Questions; Case Discussion Questions; References; 8 ORGANIZATIONAL GOALS EFFECTIVENESS AND EFFICIENCY; Conceptualizations of Effectiveness and Efficiency; Model 1: The Goal Model; Model 2: The System Resource Model; Model 3: The Internal Process Model; Model 4: Strategic Constituencies Model; Model 5: Phase Models
 Model 6: Fit Models

Sommario/riassunto

Now available in paperback, this two-volume work is intended to help readers develop powerful new ways of thinking about organizational principles, and apply them to policy-making and management in colleges and universities. The book is written with two audiences in mind: administrative and faculty leaders in institutions of higher learning, and students (both doctoral and Master's degree) studying to become upper-level administrators, leaders, and policy makers in higher education. It systematically presents a range of theories that can be applied to many of the difficult management situations