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# **The Entrepreneurial University in the Welfare State**

**from a Polanyian, Feminist and Neo-institutionalist  
Perspective**



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# Outline

1. Why we have to talk about universities and welfare states
2. Theoretical perspectives
3. The empirical study: Science in UK, Sweden, Germany, Austria
4. Conclusion

# 1. Why we have to talk about universities and welfare states

**A fundamental change of the universities in Europe caused by**

- Inter-/transnationalization of universities (i.e. Bologna process; international rankings)
- Enforced (quasi-)marketization and economization of science (Keywords: New Public Management; implementation of a new spirit and new forms of efficiency, rationalization, standardization)
- New forms of ex- and inclusion by discourses and programs on excellence, gender mainstreaming, diversity management, models and audits like family friendliness or gender justice

# Our research questions

- How can it be explained that a leading model of the Entrepreneurial University exists, but national variations emerge?
- How patterns/ processes of (quasi-)marketization and economization are referring to the national traditions of science and the scientific communities?
- In what way the model of the entrepreneurial scientist and imaginations of scientific work, career paths, working conditions and work-life-balance differ between the welfare states?

## 2. Theoretical perspectives: Two strong traditions and their critics

### The Humboldtian or Weberian model of the ideal scientist

- Knowledge production as exclusive reference of scientific work
- Splendid isolation: working conditions described by solitude and freedom
- Science as vocation

### The feminist perspective on the Humboldtian and Weberian model

- An implicit androcentrism of the Humboldtian and Weberian idea of science by representing the male scientists' work and life (of their era)
- Neglecting and ignoring care and gender arrangements

# How to discuss the marketization of science

## The Polanyian perspective and Burawoy's interpretation

- „Fictitious commodities“: elements never have been intended to be sold and destroyed by enforced marketization, in our case: labor and knowledge

## The feminist perspective with and against Polanyi and Marx

- Labor as „fictitious commodity“ and „workforce“: abstractifying from demands of self care, care for others and unpaid work behind paid work

**The nowadays question:** What happens to knowledge production and employment conditions if science will be marketized? And how care obligations are to be taken into account?

# How to look on the complexity of the processes: a reference to Institutional Logics-Perspectives

- The marketization of science as a process embedded in different and conflicting „institutional orders“
- Referring to the „institutional logics“ at least of the market, the state, the profession, the community, the family

**More precisely:** How do the different and interacting logics influence the process of (quasi-)marketization of science? How are knowledge production and employment conditions concerned? What role does the welfare state play?

# 3. The empirical study: Science in UK, Sweden, Germany, and Austria

## Sample:

- Four Universities in UK, Sweden, Germany, and Austria (two new universities/ two universities with strong traditions)

## Methods:

- About 60 qualitative semi-structured expert and episodic interviews (with scientists, academic staff, Deans of the faculties, heads of departments, staff of the gender diversity and equality-offices, members of the rectorates)
- Data collection: 2011-2013
- Data analysis: qualitative content analysis, dimension of the interpretation: universities between (quasi-)marketization and (state's) regulation



# Most different cases, but similar consequences I

## UK

- Reduction of public funding
- Competitions and quasi-markets about research money: RAE/REF
- Education based on students' fees
- “Excellence” by strong research output measurement

## Sweden

- Ongoing relevance of public funding
- Growing competition and engagement in applications for (external) research funding
- Strong regulation and evaluation of education by the state:  
*Universitetskanslersämbetet (UKÄ)*

# Most different cases, but similar consequences II

## UK

- Eroding tenure track system and enforced precarity
- Polarizations between and contradictions of research and teaching
- Gendered patterns of career paths in teaching (lecturers) or research
- Audit culture: evaluation of academic output in research and teaching

## Sweden

- Eroding tenure track system and deregulation of employment conditions
- Gendered patterns of career paths in teaching (lecturers) or research
- Strong governance by the state via research bills and agendas, especially for applied and medical sciences

# Most different cases, but similar consequences III

## UK

- “Workfare” state and privatized care economy
- Child-care facilities: offered by the rich universities (if at all)
- Gender Equality and Diversity Management as instruments of competition (targeting on i.e. disabled or foreign students)

## Sweden

- Strong welfare state with public care provision
- “Family Friendliness” as state’s and therefore not university’s agenda
- Gender Equality as program, but not bridging the gap between “rhetoric modernization” (Wetterer) and practice

# Most similar cases, but different consequences I

## Germany

- Reduction of university funding and global budget
- Strengthened leadership in universities
- (Federal)Quasi-Marketization, “Exzellenz-Initiative”

## Austria

- Autonomy of the universities and regulation by the state
- Strengthened leadership in universities
- Marketization of education as “taboo” and growing relevance of external funding
- Excellence through new career paths

# Most similar cases, but different consequences II

## Germany

- Tradition of precarious career paths (i.e. “Hausberufungsverbot”) and employment conditions
- New career paths (tenure track) and support (career service, Kindergarten etc.) in the competition for “excellent” scientists

## Austria

- Tradition of career paths from pre- and postdoc- to the level of assistant and associate professors in one university
- New 4- and 6-year positions (“Rotationsstellen”) on the pre- and postdoc-level
- New career paths (tenure track) for few, often male (2015: 63,1%) assistant professors

# Most similar cases, but different consequences III

## Germany

- Transition of the welfare state to the *adult worker model* and politics of activating
- Starting from a low level of public child care provision etc., improving slowly, but still a big supply gap
- Tradition of corporate representation of gender equality policies: “Gleichstellungsbeauftragte”

## Austria

- Modernized *male breadwinner model* in an eroding welfare state
- Family-friendly politics in universities by the state’s programs (since 2011)
- Gender Equality Policies as bureaucratic duty

# 4. Conclusion

## The case studies

- Variations of (quasi-)marketization and (state's) regulation within science, welfare and gender regimes
- Interacting logics of the market, the family, the profession etc. in science and welfare regimes
- Gender in/equality as result of interfering dynamics within and between science, welfare and gender regimes

# 4. Conclusion

## The Entrepreneurial University as a Polanyian fiction

- Decoupling of research and education
- ‘Excellence’ by precarization
- Output-evaluation instead of knowledge production
- Gender and care policies by competition

## The Liberal Creed

- Rhetoric of the Entrepreneurial University and enforced competition
- (Quasi-)Marketization *and* bureaucratic regulation



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