

Academic reforms and change of knowledge-based institutions

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Throughout the first decades of 21st Century Finland has implemented extensive reforms of higher education and the research system with an international pressure for national governance reforms to define new understanding of institutional role of universities (Çalikoğlu, Jones and Kim, 2023; Paustis, 2015). These include the implementation of performance management, structural reforms, higher education mergers, changes in the status and ownership of universities and universities of applied sciences, and reforms of funding models and the research system. A key factor in changes in universities is the University Act of 2010 in which universities ceased from the state administration and academics ceased from the status of civil servants. Equivalent reform has been carried out in universities of applied sciences in 2014. Through reforms, Finnish higher education institutions have been part of a development that can be explored from a neo-weberian perspective (Saks, 2012).

The reforms implemented have highlighted the importance of relevance of knowledge, the role of higher education institutions in knowledge-based decision-making and performance information. These are the starting points for changes in academic professorship. In this paper we discuss how professorial autonomy takes place in higher education institutions and how knowledge and performance impact entry to the academic profession (Teichler, Arimoto and Cummings, 2013). During the period of analysis, the service function has changed substantially and these tasks are divided in a new way within the scholarly community. We will examine how societal interaction and dissemination can be seen in working conditions and especially in working time and form of employment. With the data in use, we will draw conclusions as to whether the implementation of these tasks will have an impact on career development.

APIKS data make these changes visible, as comparisons between 2008 and 2018 makes it possible to identify these changes (Aarrevaara, Finkelstein, Jones and Jung, 2021). In this paper we discuss at CAP and APIKS data comparing the results of the 2008 and 2018 survey with multivariate analysis. We form hypotheses about the response of academic profession to systemic change, work conditions, the diversity of tasks and the change between CAP and APIKS survey. We also compare the results with the national statistical institution data.

This paper deals with APIKS-IDB's data concerning Finland (APIKS-IDB, 2021). However, the themes discussed are universal, so we are prepared to work with APIKS reference countries to carry out systematic comparative analysis.

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