

**Austin, I., & Jones, G. (2016). *Governance of Higher Education: Global Perspectives, Theories, and Practices*. New York, NY: Routledge. Pages: 218. ISBN: 978-0415739757 (paperback)**

Reviewed by: Jing Xiao, University of Saskatchewan

*Governance of higher education: Global perspectives, theories, and practice* is a comprehensive analysis of the governance theories, issues, and practices in higher education. Austin and Jones cover a variety of topics in this book, including: governance structure, culture, internal and external influences, state-university relationships, academic self-governance, and the universities as managed enterprises. This book offers readers an insight into the increasing complex issues of governance in contemporary higher education institutions. In addition to drawing on theories from a wide array of scholarly work in higher education, Austin and Jones integrate literature from organizational and institutional theories, thereby making it a useful textbook for graduate courses in higher education governance. Concepts and ideas covered in this book could also be beneficial to researchers who are interested in an updated overview of key theories and findings in the governance of higher education institutions.

This book discusses the aforementioned topics in ten chapters. Chapter 1 serves as a general introduction to the book contents and provides a discussion of conceptualizations of governance in higher education. This chapter first explores the definition of higher education governance from the internal, external, and network perspectives. The survey of various perspectives and definitions demonstrates the complexity of the higher education sector as it is influenced by cross-national differences. The survey of these perspectives also draws attention to university governance at three different levels: the micro-level (department), the meso-level (organization), and the macro-level (higher education system). The chapter then looks at the governance of universities in relation to traditions, purposes, practices, and values. When examining the traditions of universities in different higher education systems, the chapter reviews six different models of higher education governance and their origins. These six models are categorized into three main models: the UK, the US, and the Continental university models. The chapter then discusses the concepts of collegiality or internal self-governance, state-university relations or external governance, and market oriented governance.

Following the initial conceptualization of governance in higher education in chapter 1, chapters 2 and 3 focus on discussing organizational and institutional theories that can be applied to study higher education governance. As alternatives to traditional higher education theories, Chapter 2 discusses literature on institutional theory, resource dependence theory, agency theory, stewardship theory, and stakeholder theory. While introducing the key literature in these theories, the authors also explain why the concepts borrowed from organizational and institutional theories could be used as a foundation for analyzing governance of higher education. Chapter 3 continues to review six additional perspectives borrowed from organizational perspectives: the structural perspective, the human relations perspective, the cultural lens, open systems theory, the cybernetics approach, and social cognition theory. By integrating these key paradigms and perspectives from institutional and organizational theories, these two chapters suggest the possibility of study in higher education governance through a multi-theory approach.

Chapters 4 and 5 investigate governance from the perspective of state-university relations. Chapter 4 introduces some key models of state-university governance. For example, the trilateral relationships between the state, the university, and the market or industry are explored through Clark's (1983) model of triangle of coordination and Etzkowitz and Leydesdorff's (2000) model of triple helix. Focusing on governance of public universities, this chapter examines different typologies of state-university governance models. The chapter concludes by pointing to the growing complexity of the state-university relations due to important differences across different countries and higher education systems.

Chapter 5 builds on the thread from the previous chapter by providing some cases and analysis of state-university governance models in six selected countries. These national models include higher education governance models in the UK, France, Germany, the US, Japan, and China. As introduced in Chapter 1, the UK, US, and Continental European models of universities are the three most prominent organizational models among contemporary universities. The inclusion of an analysis of higher education systems in two East Asian countries allows for a comparison between the university systems originated in the Western traditions and those stemmed from the Eastern traditions with a heavy influence of a Post-Confucian Model (Marginson, 2011). The authors contend that although the development of state-university governance models are shaped by very different traditions across countries, there seems to be an emerging universal trend. Guided by the ideology of New Public Management (NPM), the traditionally *laissez-faire* countries like the UK and US start to impose more government controls in university governance. Meanwhile state-centric countries like China are moving towards more market-based state-university governance approaches due to increasing neoliberal influences.

Chapter 6 discusses the concepts and practices of collegiality and academic self-governance in universities. In addition to tracing the traditions of academic freedom and faculty autonomy, this chapter also explores the role and function of governing bodies in universities. Applying the six schools of institutional perspectives previously covered in Chapter 2, this chapter reviews the role of senates, governing boards, faculty unions, and students in the governance structure of contemporary universities. Based on some key concepts in the organizational theories, Chapter 7 analyzes the process of higher education governance through hierarchy, bureaucracy, power and politics, organized anarchy, and organization-environment relations. This chapter focuses on higher education governance as a process and examines the decision-making bodies in these institutions, for example, the relationships between academic units, administrative units, and faculty committees.

Chapter 8 investigates the impact of neoliberalism on public policy and the governance of higher education. This chapter starts with a discussion on the development of neoliberalism as an ideological and philosophical perspective. Then the chapter looks at the rise of neoliberalism in relation to the changing governance structures in higher education. Managerialism and new public management are the other two key concepts reviewed in this chapter associated with the changes in university administrative practices. The authors maintain that the three key features of new public management (NPM), namely, businesslike management, client-centeredness, and market-like competition, have been shaping the changes of the governance model of public universities. Under the influence of the NPM, quality assurance mechanisms are adopted as powerful governance instruments. This chapter further discusses strategic planning and policy networks as two important instruments to engage stakeholders in university governance.

As the concluding chapters, 9 and 10, the authors propose some important areas for future research in the governance of higher education. Chapter 9 identifies several new is-

sues and challenges in this area, for example, risk management in governance, trust issues in governance, and the challenges and opportunities brought by the development of information technology for universities. This chapter also discusses the challenge of governing multi-campus universities and the phenomenon of transnational higher education. The “glonacal” (global-national-local) agency heuristic proposed by Marginson and Rhoades (2002) provides an innovative approach to understand governing structures in transnational higher education. Finally, Chapter 10 summarizes and reflects on the theories covered throughout the book, while suggesting some directions for future research. The authors conclude that the growing international dimensions of higher education are leading to the increasing complexity of governance issues in higher education. There is a need for more comparative and international research conducted at both the institutional level and the academic unit level. In addition, the authors believe that the application of cultural and human relations approach could benefit the study of higher education governance.

As a comprehensive survey of issues in theories and practices of higher education governance, this book makes significant contribution by compiling an extensive range of contemporary literature in higher education research. The book contributes to the scholarship of higher education by potentially benefiting different groups of readers: for graduate students, this book would be a great introduction to explore some of the key concepts and ideas in the study of higher education. For researchers in the area, this book is a good reference to track current scholarly works in specific topics. This book also makes a contribution to the field of comparative and international education by introducing higher education systems and governance models in various European, American, and Asian countries. Most importantly, by introducing institutional and organizational theories into the study of higher education institutions, Austin and Jones promote scholarship across multiple academic fields and advocate the potential of applying a multi-theory approach to understand educational policies and practices.

## References

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