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Jeroen Huisman (Ed.). International Perspectives on the Governance of Higher Education: Alternative Frameworks for Coordination. New York: Routledge Press, 2009

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Part of the Oxford International Studies in Higher Education Series, *International Perspectives on the Governance of Higher Education: Alternative Frameworks for Coordination* consists of an introduction followed by three sections: The Application of Governance Frameworks (Chapters 2-7), Variation on a Governance Theme (Chapters 8-12), and The Invisible Hand of Governance (Chapters 13-15). Within each chapter, multiple international higher education authorities grapple with the changing nature of university governance. Each essay investigates an element of university governance within a particular national setting. The 277 page tome leaves little unsaid regarding the variety of and variability in governance relationships and investigates in detail some current debates surrounding such relationships in higher education. The book includes contributions by authors from the United Kingdom, Netherlands, Denmark, Portugal, Norway, Italy, Ireland, Austria, Germany, Canada, United States, and Australia.

Broad in scope, this text explores the ways in which the use of interdisciplinary approaches and frameworks, particularly those from the fields of political science, public administration, and public policy, help higher education administrators to interpret governance systems in the current higher education environment. The content advances the position that university governance is not a myopic faculty or administration-driven concept, but rather a multi-interest actor system consisting of internal and external constituencies (both local and global). In addition, this edited volume examines the role of government, markets, and academic networks in higher education environments; governing in a global knowledge society; why higher education should incorporate and utilize interdisciplinary approaches to evaluating policy processes and outcomes; and historical and current empirical governance cases.

In the introduction, *Coming to Terms with Governance in Higher Education*, editor Jeroen Huisman discusses the challenges associated with higher education governance research, explaining that governance itself is interdisciplinary, with the term “governance” carrying significantly different meanings and modes of evaluation depending upon the context in which it is being examined. As a result, much of his section outlines previous research on the concept of governance, with a focus on the relationship between the agent(s) and the structure and the structure’s various steering components.

Gianfranco Reboria and Matteo Turri, in the second chapter, *Governance in Higher Education: An Analysis of the Italian Experience*, provide a recent historical overview (1980s to the present) of governance trends in Italy. The chapter begins with an explanation of that which the Italian government may dictate with respect to the governance of higher education institutions. The authors go on to discuss academic “network” associations, placing particular emphasis on market-driven initiatives such as New Public Management. This chapter also focuses on the multiplicity of multi-level constituent lines of authority within the four periods of governance development in the Italian university system.

In *Governance in German Higher Education: Competition Versus Negotiation of Performance*, the third chapter, Dominic Orr and Michael Jaeger presented a country-specific review of historical governance reform. In particular, the chapter applies four public sector models of governance from Guy Peter’s 1996 work on changing states, governance, and reform to analyze the evolution of German higher education governance practices.

In the fourth chapter, *Governing Disciplines: Reform and Placation in the Austrian University System*, Claudia Meister-Scheytt and Alan Scott conduct a discussion based on French anthropologist Luis Dumont's work on the principle of equality and the principle of hierarchy in social life to the history of higher education governance reforms in Austria. Additionally, the chapter utilizes public administration evaluation methods to understand the ways in which such reforms were successful, became hindrances, or caused dependency on a particular system.

Susan Wright and Jakob Williamson Ørberg, in the fifth chapter, *Prometheus (on the) Rebound? Freedom and the Danish Steering System*, liken the university system in Denmark to Prometheus and the Danish government to Zeus. In a tongue and cheek fashion, they explain how the university system "stole" the steering component of university governance away from the federal government. Further, they explore the dynamics of the newly emerged governance model.

In *Reform Policies and Change Processes in Europe*, Catherine Paradeise, Ivar Bleiklie, Jürgen Enders, Gaële Goastellec, Svein Michelsen, Emanuela Reale and Don Westerheijden, the sixth chapter, analyze on a macro-level the European governance reforms that have focused on defining, clarifying, or changing the relationship between the university system and the state. Specifically, the authors discuss EU perspectives, national reform trajectories, and university responses to such issues.

In the seventh chapter, *Policy Networks and Research on Higher Education Governance and Policy*, Lucia Padure and Glen Jones utilize the concept of "policy networks" to further the reader's understanding of higher education policy and development. The authors contend that policy networks provide the field of higher education with a valuable medium to develop a more coherent theoretical base for research. They use cases from Central and Eastern Europe, Norway and Canada to present their arguments.

Roger Brown, in the eighth chapter, *Effectiveness or Economy? Policy Drivers in UK Higher Education, 1985-2005*, asks whether a pattern of state directed governance strategies emerged between 1985-2005 as a result of a series of policy pronouncements and proposes what that pattern may have been. The author uses methods from political science, public administration, and public policy to evaluate a series of white papers emerging from 1985 until 2003. He concludes that there was a mixture of market driven initiatives and accountability strategies that often found themselves at odds with one another.

In *Good Governance and Australian Higher Education: An Analysis of a Neo-liberal Decade*, the ninth chapter, Leo Goedegebuure, Martin Hayden and V. Lynn Meek present an earnest effort to identify what could be considered "good governance" in a business oriented climate relative to Australian higher education policy from 1996-2007. The chapter also discusses the enduring yet often changing relationship between organizational *structure* and organizational *behavior* and how those notions contextually define what constitutes "good governance."

In the tenth chapter, *Viewing Recent US Governance Reform Whole: 'Decentralization' in a Distinctive Context*, Michael McLendon and James Hearn provide an analysis of the evolution of different models of higher education governance in the US. The authors argue that US models are not purely market-driven and should be viewed and analyzed only within the greater context in which they exist, i.e., over extended periods of time and not as isolated vignettes. As a whole, the US appears to experience periods of centralization and decentralization depending upon the prevailing needs of the times.

António Magalhães and Alberto Amaral, in the eleventh chapter, *Mapping out Discourses on Higher Education Governance*, provide a historical context to frame the role of governing and governance in a post-1945 welfare state. They identify the changing relationship between states and higher education systems and institutions, methodically addressing the question of who is “responsible” for whom.

In *Irish Higher Education and the Knowledge Community*, the twelfth chapter, Kelly Coate and Iain Mac Labhrainn provide a historical overview of Irish higher education. The content focuses on the strong hand of centrally planned governance structures, religious beginnings and adherences, and the current structural landscape, debating primarily who is currently steering this system. The chapter also discusses the question of whether it is time to modify the current system by reducing centralization and adopting a more cosmopolitan view.

In the thirteenth chapter, *The Effectiveness of a Dutch Policy Reform: Academic Responses to Imposed Changes*, Harry De Boer presents background on the university governance system in the Netherlands, facilitating a debate on how to research the effectiveness of recent reforms through research designs, methods, and rationales. The results demonstrate the difficulties in determining a single, overarching solution when analyzing university governance reform.

Christine Teelken, Kees Boersam, and Peter Groenewegen, in the fourteenth chapter, *The Graduate System in Transition: External Ph.D. Researchers in a Managerial Context*, discuss the impact of the Bologna Declaration on the doctoral system within the European space for higher education. With the mandated curricular synergy put forward by the European Credit and Transfer Accumulation System, many nations are contending with the migratory study patterns of students, resulting in needed adjustments to Europe’s university organizational structures.

In *Governance and the Autonomous University: Changing Institutional Leadership in UK and Australian Higher Education*, the fifteenth Chapter, David Smith and Jonathan Adams address the complexity of university leadership within organizational development and state steering approaches. The material presents an overview of state steering and governance approaches and identifies and discusses them in terms of their isomorphic issues.

This text provides an exceptionally detailed account of the evolutionary nature of university governance in a variety of national settings. However, given the linguistic style and the nature of the subject matter, this work is clearly intended for researchers, industry experts, and policy makers rather than a general audience. For this reason, for specialists interested in global educational governance, shared governance, New Public Management, and the impact of market driven initiatives on educational governance and reform in multiple country settings, this text will be a perennial reference. However, because the text is an anthology of edited works, each chapter, while adhering to an overarching theme, is essentially a standalone reading. Therefore, key sections (i.e. chapters on specific countries), will perhaps be of more significance to specialists than the entire manuscript.

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