

Convegno SISCC
Società Scientifica Italiana “Sociologia Cultura Comunicazione



**Pratiche di qualità.
La valutazione nelle riviste e delle riviste**

Viterbo 8 – 9 novembre 2018

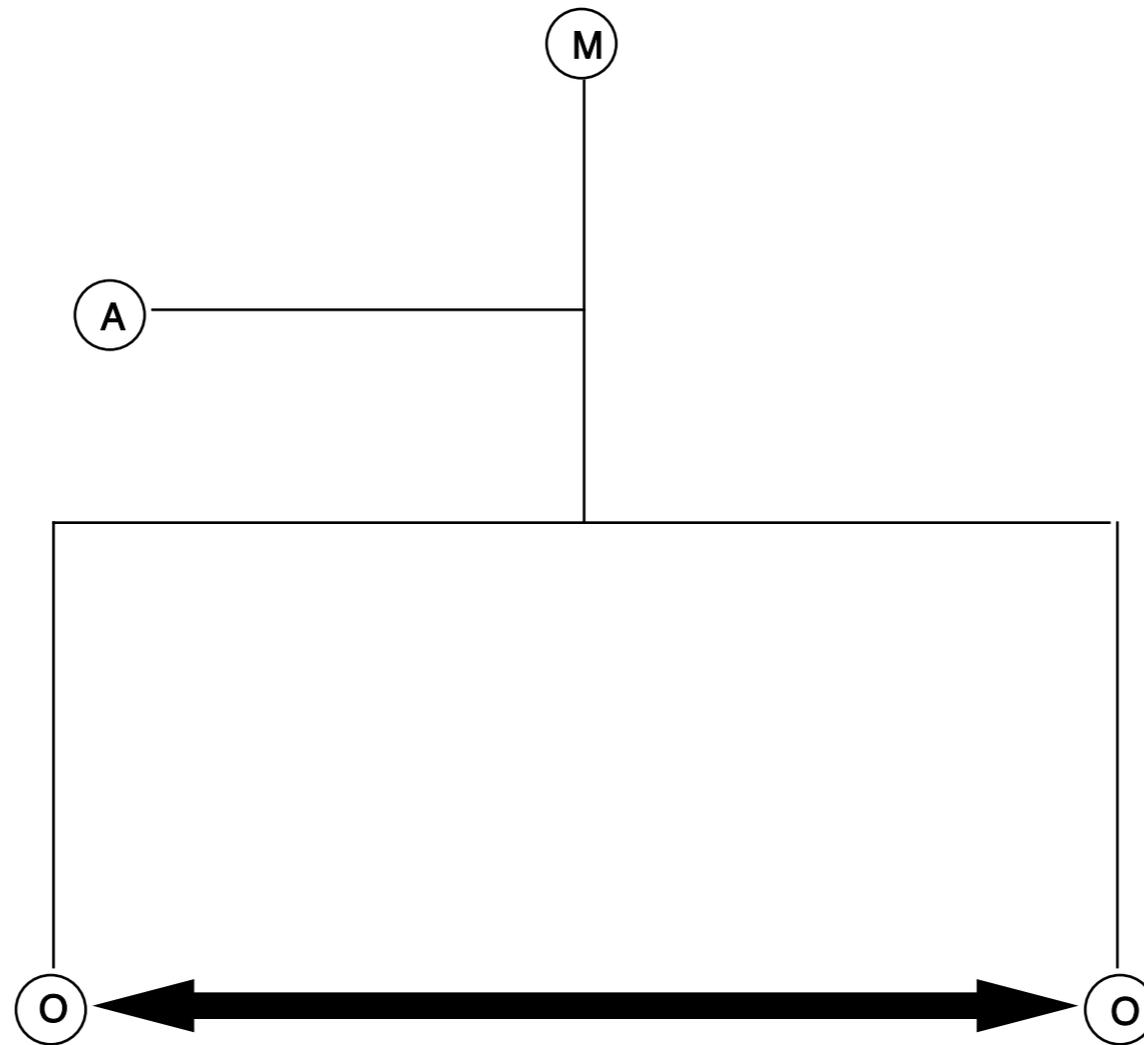
Università degli Studi della Tuscia
DISUCOM – Dipartimento di Scienze Umanistiche, della comunicazione e del turismo

***Logiche della valutazione nei
sistemi universitari europei:
la ‘rincorsa’ in Italia***

roberto serpieri

Dipartimento di Scienze Sociali - Università di Napoli Federico II
profrobertoserpieri@gmail.com

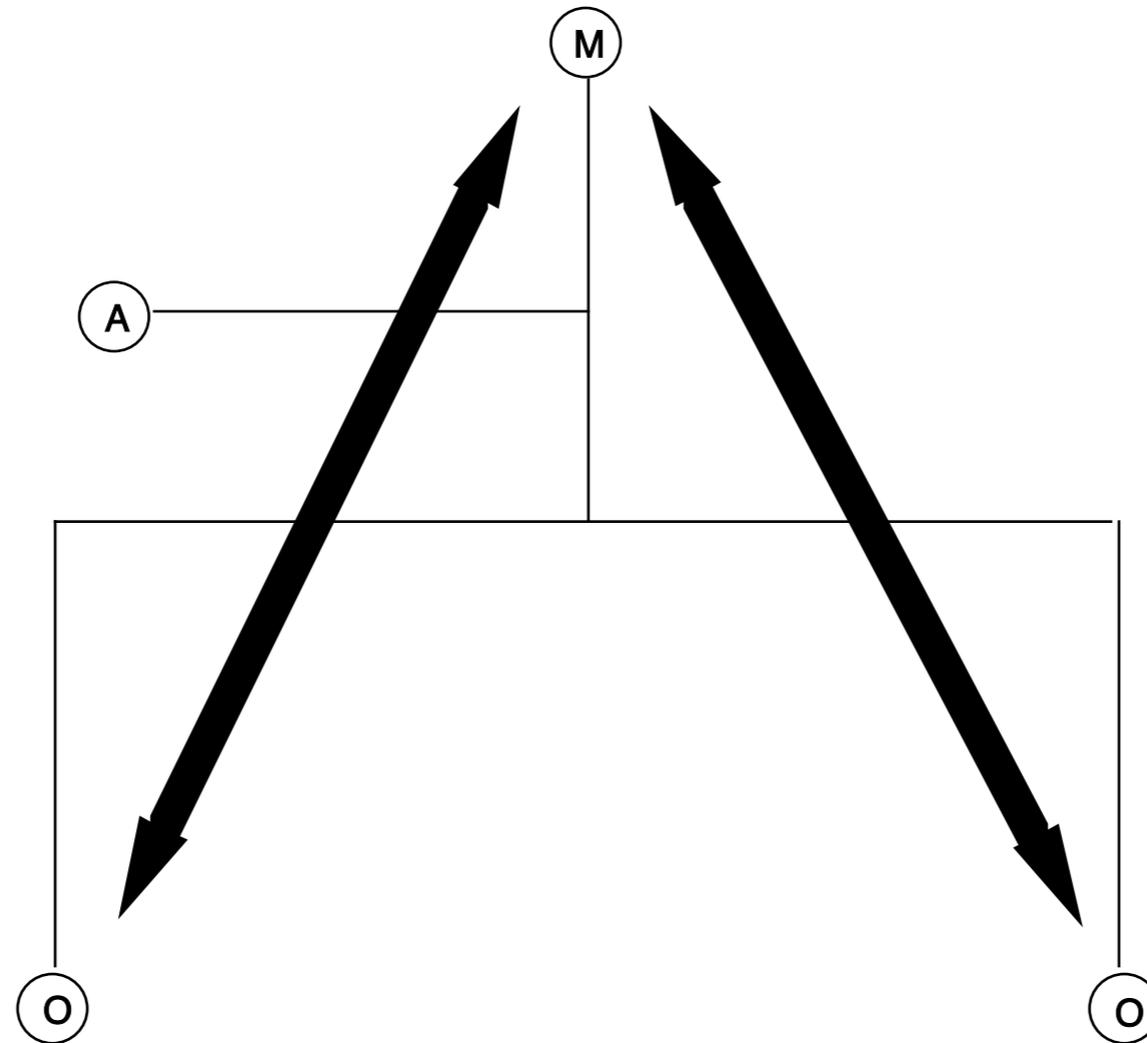
RECIPROCO ADATTAMENTO



Legenda

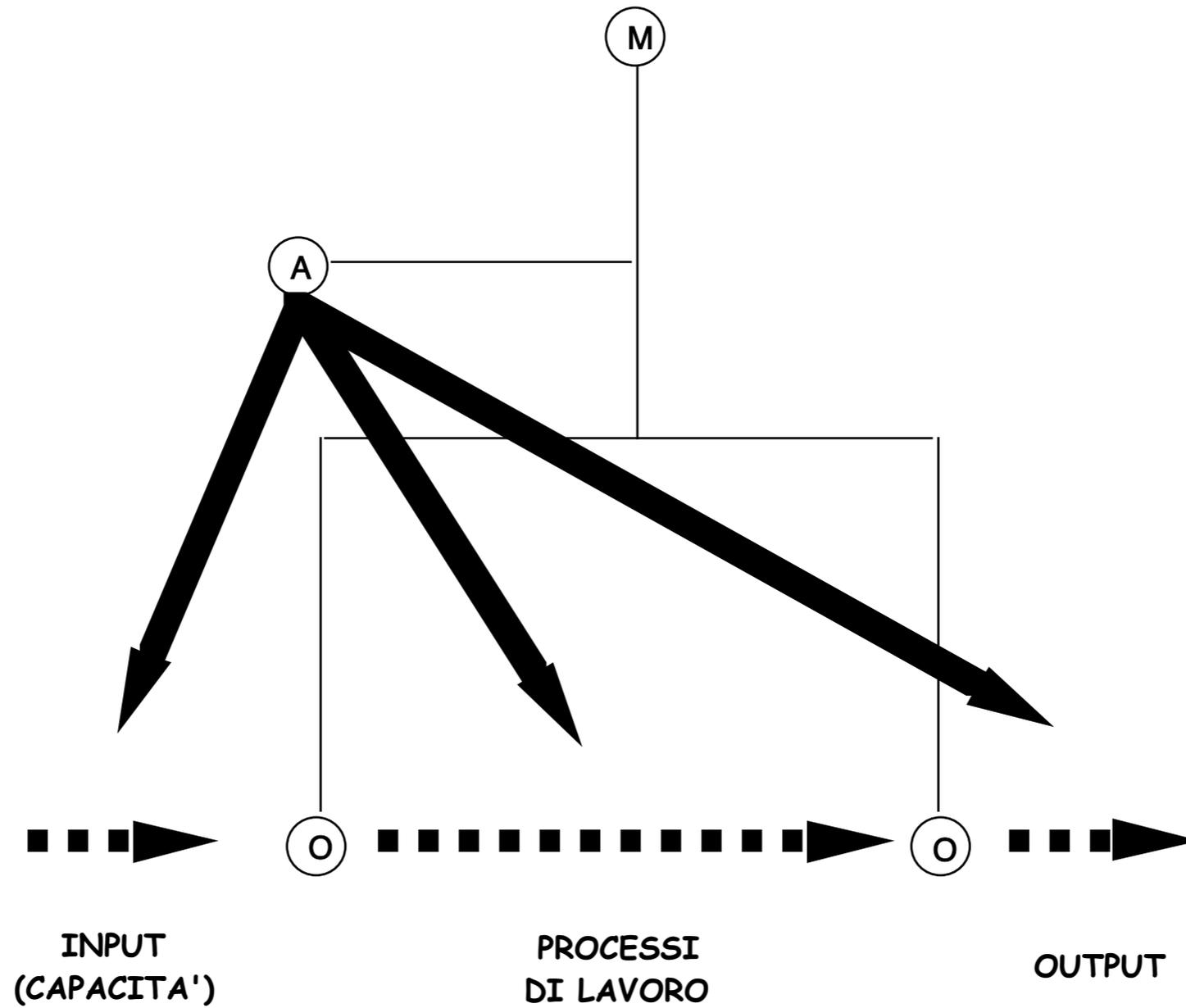
M: manager
A: analisi
O: operatori

SUPERVISIONE DIRETTA



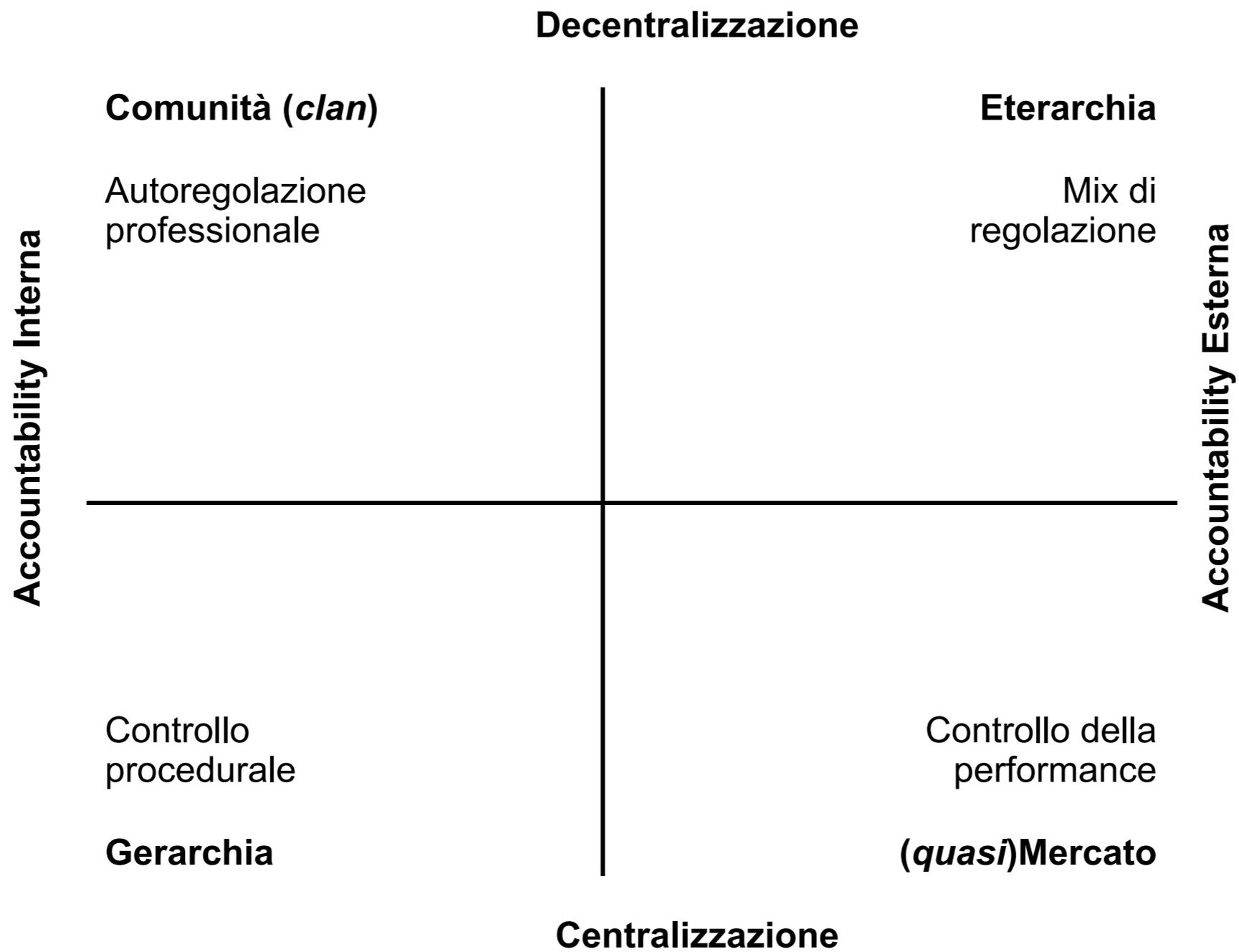
Legenda

M: manager
A: analisi
O: operatori



Legenda

- M: manager
- A: analisi
- O: operatori



Performance Based funding across Europe

<i>Countries</i>	<i>Major allocation mechanism</i>	<i>Year implemented/ Major revision</i>	<i>Elements of Performance Based Fundings</i>
United Kingdom	Funding formula	1986 (RAE); 2014 (REF)	Based on research outputs (peer review)
Denmark	Funding formula (taximeter system)	2009	Based on research outputs (bibliometric)
Netherlands	Funding formula	2012	Based on research outputs (non bibliometric)
Finland	Funding formula	1998/2010/2014	Based on research outputs
Norway	Funding formula	2006	Based on research outputs (bibliometric)
Sweden	Funding formula	2009	Based on research outputs (bibliometric)
Germany	Depending on lander authority		Based on research outputs (non bibliometric)
France	Funding formula	2006/2008/2013	Based on research outputs (peer review)
Italy	Funding formula	2010; 2014	Based on education metrics and research outputs (peer review and metrics)
Spain	Depending on regional authority	1989; 2011	Based on research outputs (voluntary application for individual researchers)
Portugal	Funding formula mainly oriented by education metrics	1996; 2013	Based on research outputs (bibliometric)

Source: P. Landri, R. Lumino & R. Serpieri, 2017.

'Calculamus': complex games of standardization in higher education,

in Nixon, J., (ed.), Higher Education in Austerity Europe, London: Bloomsbury

The evaluation turn in the higher education system: lessons from Italy

Rosaria Lumino^a, Dora Gambardella^b and Emiliano Grimaldi^b

^aDepartment of Political Sciences, University Federico II, Naples, Italy; ^bDepartment of Social Sciences, University Federico II, Naples, Italy

ABSTRACT

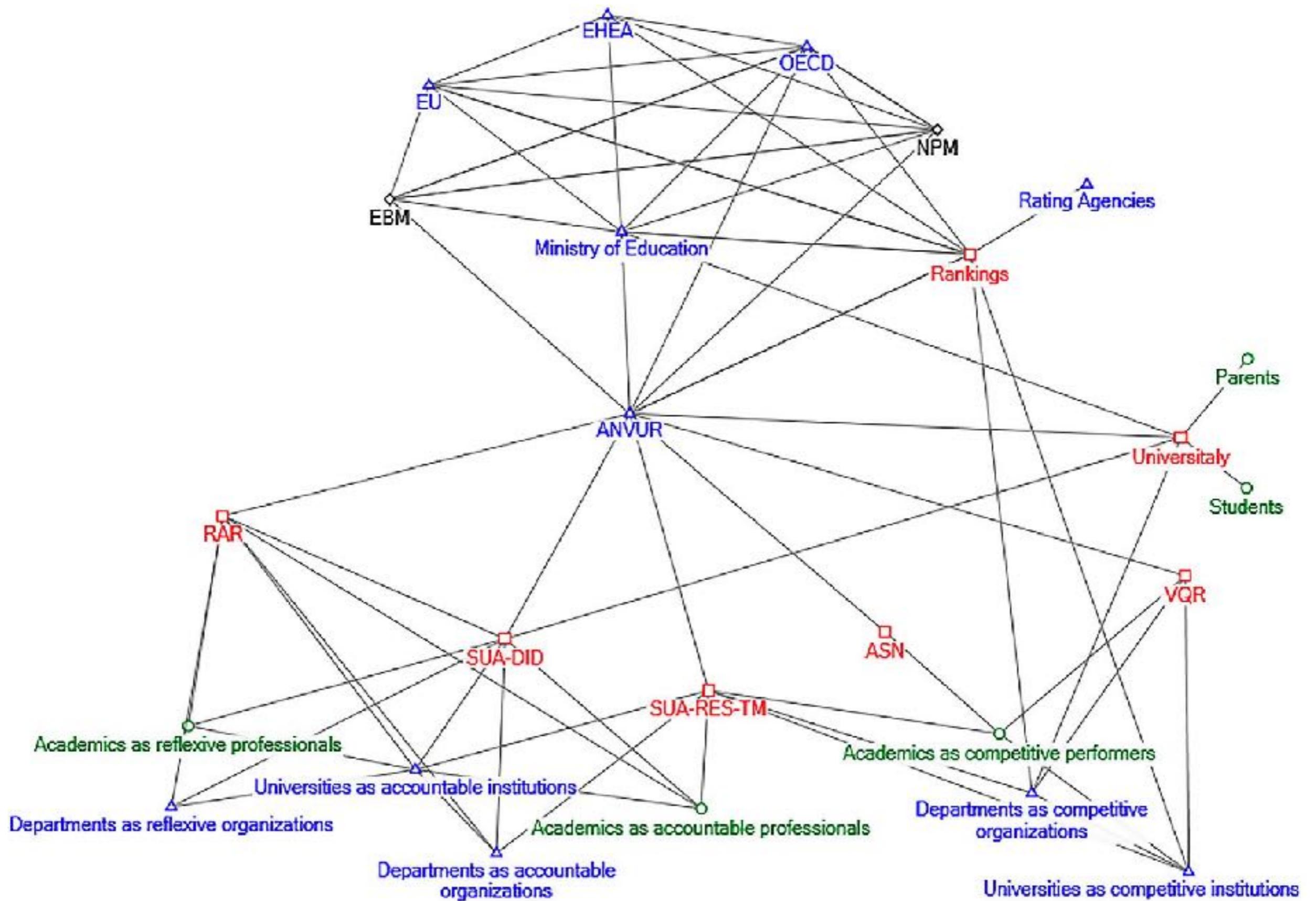
This article explores how new public management policy ideas and technologies circulating in the globalised education space have been re-contextualised in the re-design of the Italian Higher Education System. In doing so, it uses the governmentality studies as a sensitising framework to problematise what we term here as the ‘calculative and instrumental turn’ in the evaluation of Higher Education. The work reflects on the complex assemblage of forms of knowledge, technical means and collective and individual subjects through which the evaluation of the Italian universities unfolds in its current form. The attempt is to highlight the changes produced in how Higher Education and its ethical subjects are thought and their qualities are conceived and appraised. The article presents some conclusive remarks on some of the paradoxical risks of the Evaluation turn, namely contractualisation, depoliticisation and fabrication, but also insists on its reflexivity potential, interpreting the current developments as a missed opportunity.

ARTICLE HISTORY

Received 14 June 2016
Accepted 20 June 2016

KEYWORDS

Higher education; evaluation; accountability; new public management; governmentality; Italy



- a preeminent top-down introduction of evaluative procedures via legislation, in line with the hegemonic bureaucratic paradigm that has historically characterised Italy;
- a progressive shift from inputs to outputs, expressed in numbers, whose main power lies in the extreme simplicity to communicate ensuring the promise of ‘efficient, consistent, transparent, scientific and impartial’ decision making processes (Davis *et al.* 2012, p. 84);
- an emphasis on standards and benchmarks as steering technologies, according to European processes of HE standardisation aimed at building an European Higher Education Area (EHEA) as a commensurable space;
- a progressively stricter link between research assessment and funding mechanisms, aimed at promoting excellence and costs saving, that would lead a stress on competition according to a reward-sanction mechanism relying on performance as a means for redistribute increasingly scarce resources among universities and their sub-units;
- an increasing emphasis on statistical and managerial expertise within the executives organisms in charge of evaluation. The two ANVUR areas devoted to evaluating research and governing arrangements are steered by professionals with economist and managerial backgrounds. The same applies for the ANVUR governing members, mainly coming from ‘hard’ disciplinary fields.