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**Title**

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**Abstract**

In this article we provide an integrated framework for the analysis of higher education governance which allows us to more systematically trace the changes that European higher education systems are currently undergoing. We argue that, despite highly insightful previous analyses, there is a need for more specific empirically observable indicators of policy change and inertia. We therefore propose a systematic classification of empirical indicators of higher education governance. To do so, we look at three historically entrenched and still highly relevant European models of higher education?academic self-governance, the state-centered model and the market-oriented model. Based on these broader overarching models which reflect the tensions between the state, market and academia, we develop three ideal-types that take internal university governance as well as the role of the state and external stakeholders into account. Against this background, we derive empirical indicators with regard to the institutional balance of power, financial governance, personnel autonomy and substantive matters.

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Our analytical contribution shall enable scholars, and in particular political and social scientists, to trace ongoing patterns of change and convergence as well as persistence and inertia in higher education governance arrangements. (HRK / Abstract übernommen) Dobbins, Michael, E-Mail: michael.dobbins@uni-konstanz.de