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Abstract

Major changes in the governance of higher education and the public sciences have taken place over the past 40 or so years in many OECD countries. These have affected the nature of authority relationships governing research priorities and the evaluation of results. In particular, the increasing exogeneity, formalisation and substantive nature of governance mechanisms, as well as the strength and extent of their enforcement, have altered the relative authority of different groups and organisations over research priorities and evaluations, as well as creating some new ones. These shifts in authority have occurred to different degrees in differently organised public science systems. As a result, the diversity and longevity of many research projects, the intensity of competition for disciplinary reputations and the coordination of research goals and outcomes across universities and national boundaries have changed to different degrees in different countries. (HRK / Abstract übernommen)