The Impact of New Managerialism on Academic Identity and Governance: A Comparative Study of University Cultures in the UK and Pakistan

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This study explores the impact of New Managerialism on academic identity and governance in higher education institutions, focusing on the UK and Pakistan. New Managerialism, which includes corporate management, performance, measurement, and accountability elements, has been widely practiced in the UK but its effects in developing countries like Pakistan are yet to be fully understood. The study aims to inform the current and future developments of Higher Education Institutions (HEIs) within the context of global managership trends. The research uses both qualitative and quantitative research techniques, with samples collected from 30 participants from six universities, three from the UK and three from Pakistan. The study aims to examine the extent to which New Managerialism has impacted the identity and governance of academics in UK and Pakistani universities, compare the responses and adaptations of academics and administrators in both settings, and assess the general implications of change processes on institutional autonomy, academic freedom, and governance. The study finds that New Managerialism has led to new changes in academic identity, with performance indicators and managerial accountability superseding traditional academic values and principles. In the UK, faculty members report a feeling of powerlessness and detachment from their academic identity. In Pakistan, management practices are not well developed, but there is increasing pressure on academics to embrace performance management approaches. The practical implications of this research call for moderation in implementing managerial reforms in higher education. Policymakers and university leaders must note the challenges related to the protection of academic ideals and ensuring that pragmatic directions of managerial processes do not erode the liberties of academics and institutional independence. It is crucial that cultural models implemented by these managerial models exist in tune with regional requirements, encouraging and developing academicians without eradicating academic standards.

Introduction

The notion that university operations and cultures required management, or were "managed" in any meaningful way, was frowned upon until recently. Universities were perceived as collectives of scholars engaged in cooperative research and instruction; academic administrators, rather than administrators or chief executives, supervised these groups. With the expansion of the UK's higher education sector, it must justify public funding and provide 'value for money'. Universities are supposed to give such value, and academic leaders are increasingly focused on managing sites, budget, personnel, students, faculty, and research. In addition, Universities are encouraged to improve the teaching, learning, and research processes outcomes, but administration and financing council regulations require annual "efficiency gains," which reduce resources per student taught, equipment funding, and research funding. Concurrently, the focus on competition among institutions for students, study income, and internationally recognized scholars has highlighted the quasi-market conditions in higher education (Al Mahameed et al., 2024).

The integration of current funding methods, government regulations, and quasi-market conditions has led to increased workloads for staff in higher education systems. The pressure arises from external as well as internal origins within their organisational structures. The pressure is exerted indirectly by several administrative bodies, such as higher education funding agencies and the Quality Management Agency, which supervise both the distribution of resources and the certification of quality. The internal burden on academic staff shows up in the way that academic leadership and executives change, oversee, and control academic staff's jobs and the circumstances in which they work. Although conjecturing about the several, more general socioeconomic and political issues that are forcing western democracies to restructure their public service delivery and way of life is certainly possible, this subject is considerably beyond the scope of this study (Huang, 2024; Afaq et al., 2022; Ali & Bashir, 2024).

UK higher education institutions are increasingly managing researchers and their scholarly endeavours directly by educational directors and career managers. Although the two-fold distinction between institutions and polytechnic institutions was formally abolished in 1992, it remains pertinent for comprehending the various manifestations this may assume. Therefore, among the universities that existed before 1992, most of which were founded as prestigious institutions, it appears that explicit managerial approaches are replacing more laissez-faire methods of structuring instructional and research activities. Collegiality among academics of similar standing who collaborate with little hierarchy and great trust, as well as the "hands-off" but "gentlemanly" governance methods of that field are being replaced (Wang et al., 2024).

Historically, polytechnics and institution of higher education were established by bureaucratic, a hierarchical and rule-bound municipal authorities rather than within collegiate institutions. However, academic staff members were granted a certain amount of professional autonomy, discretion, and trust in the 1980s and earlier due to a variety of employment practices and policies implemented by the polytechnics. In England, these restrictions and practices were eliminated initially with the decentralisation of polytechnics and institution from local government supervision in 1989, and again in 1992, when polytechnics were given university status. Although the environment, basic status of the institutions, and dates varied between Wales and Scotland, the ultimate outcome for the personnel has been quite similar. The former polytechnics' affiliations with, and financial support from, democratically elected local government, had consistently guaranteed a certain level of transparency in their administration. It was primarily forfeited when they underwent a transformation into commercial enterprises and were had to choose their board

members mainly through the corporate sector, occasionally without an adequate number of students and staff on those governing institutions (Green, 2024).

Despite the variations between universities earlier and later than 1992, and the ongoing differences in objectives across sectors, emerging parallels in administrative approaches are observable among these universities, particularly as they operate within shared funding frameworks (Muchatuta, 2024).

Examining New Managerialism in the Context of Universities in the United Kingdom

 Article looks at how public sector management theory has evolved recently, focussing on ideas and theories surrounding "new managerialism." It then aims to connect these to recent shifts in higher education policies in the United Kingdom and, more specifically, how different institutions' leadership styles and organisational regimes have evolved Insufficientreputable and thorough academic research on higher education management in the UK makes it difficult to declare anything other than caution. But the author is about to start a more in-depth investigation into higher education management with three colleagues. Can concepts from "new managerialism" be applied to examine UK university administration and understand the organisational structures and traditions of academic institutions? This is a primary inquiry raised in both this essay and the prospective initiative. Furthermore, this investigation seeks to ascertain whether "new managerialism" is a male-dominated set of management principles and practices that are exclusive to men, or if it holds equal weight for female-dominated management styles and approaches (Macfarlane et al., 2024).

New managerialism refers to the application of managerial techniques often found in large "for profit" businesses to public sector and nonprofit institutions. It involves structuring internal cost centers, encouraging staff competition, privatizing services, and assessing efficiency through performance measurement. It also involves altering systems and cultures, and reshaping core values to mirror those in the private sector. This approach is evident in organizational structures, traditions, narratives, and management methodologies. Research shows that organizations may become bi-lingual, coexisting different moralities and practices when appropriate. This assertion's validity in higher education has not yet been substantiated. According to Newman, the rise of 'new managerialism' might be closely linked to structural forms of organisations (Liu et al., 2024).

One of these types is what she terms competitive public sector companies. This practice establishes a corporate culture by exposing a portion or the entirety of the organisation to external competition, such as mandatory competitive tendering, and internal competition through open markets. The focus is on immediate objectives and accomplishments, most attained through taking risks and a strong entrepreneurial spirit. While there is no rigid gender-based division of work, women must demonstrate their equal toughness to males to thrive in competitive businesses. Competitive organisational forms contrast with traditional public sector cultures, which emphasise administrative and professional ideals and gender norms, assigning women to caregiving and service positions and males to high-ranking positions. Another organisational form that Newman proposes is the transformative one, which emphasises teamwork, flattens hierarchies, and places a premium on managing corporate cultures and long-term objectives. Within such businesses, women are expected to have an equal role, but because to the focus on nurturing and interpersonal abilities, they often find themselves assuming more than their fair share of tasks (Santoset al., 2024).

While none of these three forms can be easily identified as being applicable to universities today, Universities before 1992 resembled the conventional model, while some polytechnics had competitive features. The UK has not yet adopted the transcriptive paradigm. Higher education management is integrating concepts and structures, shifting away from collegium and individual autonomy. This shift is driven by criticisms of professional authority, public service substandard, and initiatives to reduce public expenditure.Several economic and corporate changes have been linked to the emergence of 'new management' orientations, such as the post-Fordist era's increased emphasis on teams of workers with varying levels of expertise and experience, as well as a general trend away from highly differentiated, deskilled, and rigid mass production methods.

A small number of scholars have attempted to implement Fordist and post-Fordist ideas within the framework of educational institutions and higher learning. Contending that higher education, especially in esteemed institutions that arose during a time when the possibility of broad higher education was unlikely, has ever reflected Fordist ideology is significantly more difficult. Nevertheless, the emergence of flexible forms of labour organisation, both academic and non-academic, beyond the traditional Fordist model, is still a potential outcome as educational institutions react to national higher education procedures, national and international student competition, and various other social, political, and financial influences (Mineiro, 2024).

Implementing the organisational strategies and processes associated with 'new managerialism' in educational institutions usually requires making substantial compromises and maintaining certain old administrative and leadership systems even while adopting the new ones. Therefore, it is possible for executive teams and exceptional managers to exist alongside traditional university administration organisations, such as partly autonomous department and peer review processes, such as the assessment of research proposals. The process of hybridisation is inherently characterised by seeming conflicts and inconsistencies. As Jary & Parker note, professionalising university management to undermine an existing professional group and implementing new bureaucratic methods to reform an allegedly over bureaucratized university are ironic. Academics, especially those in autonomous fields, may resist stress to publish more for research assessment or to increase transparency in student supervision. Activities such as these, which historically represented academic independence, are now rapidly becoming emblems of the intellectual achievements that institutions must maintain public trust in higher education. As a result, academics' definitions of teaching and research, as well as their reasons for doing so, are inevitably subject to change.

Resistance to shifts in organisational regimes and efforts to exert greater control over academic labour is inevitable. The degree to which academic autonomy is being undermined and a great deal more administrative duty is being placed upon them may be influenced by the masculinities and femininities present in this situation. Traditionally, women were marginalised from the academic profession, although today they are more common among interim and contract staff rather than as full-time employees of universities. Women in the UK, Australia, New Zealand, and Canada are more likely than their male counterparts to take on significant executive, committee, and student-related responsibilities in addition to their research and teaching, indicating a unique stance against contemporary managerialism that regulates academic research. Some male coworkers who don't take on these extra duties might be against them because they think that academic freedom is being taken away from them in study and teaching compared to the past, when there weren't many women working as academics in universities. Women may not be as dedicated to the independence and collegiality that once characterised the old elite institutions because they were comparatively recent arrivals to the field. If collegiality is perceived as imposing greater responsibilities on women compared to male colleagues, therefore undermining their academic citizenship and

highlighting their marginalisation in educational institutions, it is probable (Rius-Ulldemolins et al., 2024).

In universities, 'New managerialism' may exert significant pressure on roles and persons, particularly when problems arise between managerial control and professional autonomy. Clarke & Newman argue that the social and professional contexts that 'new managerialism' seeks to regulate often clash with one another. Research on the top managers of the Further Education (FE) sector are extremely relevant here, as this sector has seen even more significant shifts in organisational frameworks, cultures, and relationships between labour and management than universities, despite being the primary focus of further learning that does not lead to a degree. It is suggested by this study that the greatest pressure arises at the lowest levels of administration, when curriculum managers must motivate staff to effectively teach a greater number of students with limited resources. It is plausible that this phenomenon also exists in academic institutions, where department heads serve as influential figures in both research and teaching, exerting pressure on their colleagues to provide high-caliber instruction and research. Therefore, it seems that the administration and supervision of academic activity have made collegiality, faith, and professional discretion irrelevant. The scarcity of resources has acted as a highly influential factor for managers. According to Trow, the Dearing analysis of higher education states that "better administration will substitute the missing resources" without considering its suitability for all institutions (Si, 2024).

Distinguishing between 'hard' and 'soft' managerialism might help clarify the challenges and hybridisation of university management procedures. Soft managerialism, as defined by Trow, refers to the acknowledgement of ineffectiveness and inefficiency inside a university and the development of sensible methods to enhance its performance, with the clear acceptance and consent of all parties concerned. While not constituting cooperation, it is not completely contradictory to it. Contrarily, "hard managerialism" enforces discussions and procedures of rewards and punishments on employees who are considered untrustworthy and unable to improve themselves. All these management approaches have distinct cultural presumptions regarding the essence of the individuals and objects being controlled. Hard management is not just a progression of managerialism, and soft administration is not just a change of collegiality, but these two alignments can be important. The subsequent analysis will demonstrate that women managers are often associated with' soft management' whereas male managers are often associated with 'hard management'. However, it is uncertain if these polarisations are mostly fictitious. But it's becoming clear from these studies and others on male leadership that masculinities and femininities affect the way both men and women manage, though to different degrees. The magnitude of this phenomenon seems to be contingent upon the values owned by the individual managers, as well as their gender (López-Castellano, 2024).

Cowen and Lyotard emphasize the importance of visible performativity in university management, particularly in UK higher education. Performance intersects with gender, as studies show that women academics may engage in less quantifiable activities, such as providing pastoral care, compared to their male counterparts, highlighting the growing significance of performance in academic work. Because managers often believe that altering company culture will lead to an increase in performativity—rather than the more carefree and unregulated collegiality and trust that formerly characterised academic pursuits—the two concepts are naturally associated with one another. Brooks (1997) and Acker (1996) point out that performativity's visibility may likewise be heavily gendered. Gendered cultures may be both a help and a hindrance to the 'new managerialist' effort; this is in line with what Clarke and Newman (1997) say about how culture and performance management frequently clash.

Theoretical perspectives of 'new managerialism' seem to provide significant explanatory power in elucidating the current management practices, organisational regimes, cultures and management of academic labour procedures at UK universities. Nevertheless, it remains uncertain if the empirical management procedures and organisational structures in universities can be effectively examined using this approach. Examining the correlation between organisational structures, systems, and cultures, particularly the gender dynamics within those cultures, together with contemporary theories on university administration, can provide us with further insights into this matter. The dynamics of institutional power, including gender roles, the dynamic between supervisors and staff, how academic executives are chosen and how their cultural makeup, including gender, is shaped, how academic management careers are developed, and how academic performance in teaching and research is managed are all significant additional considerations. The last portion of this dissertation entails an investigative endeavour to implement principles of 'new managerialism' to the contemporary state of university management (Zhang & Gong, 2024).

Examining 'New Managerialism' at Macro and Micro Level

To exemplify various facets of modern university administration, two cases are employed. The initial example is a focused study of female educational administrators in more advanced education, conducted by the writer and Jenny Ozga in 1996. This study underscores the roles of gender in power and organisational cultures within universities as obstacles to women's participation in intellectual management. Simultaneously, the statistics also indicate that certain female academic managers in higher education may possess distinct approaches and views on academic management by comparison to their male colleagues. Theorised notions of "new managerialism" may not adequately explain these approaches, which could lead to varying organisational outcomes and implications regarding the restructuring of gender and various other power dynamics within higher education institutions.

The financial meltdown at Lancaster University, a small, successful pre-1992 university in England, led to lose coupling in its existing structures and a culture that resembled a partially autonomous partnership and mild anarchy, affecting both its academic and management aspects. These attributes might have contributed to the development of an environment where the university felt comfortable taking on a variety of risks, both financial and otherwise, and were doing so was not immediately associated with the possibility of serious resource consequences. Likewise, the same circumstances might be considered as supporting the excellent scholastic and artistic accomplishments of the faculty and students at the institution.

Since the mid-1995 financial crisis, overt management has intensified, and organisational loose coupling has decreased. Furthermore, there has been an endeavour to modify the existing organisational cultures to align closely with the fresh managerial philosophy. Success or failure in replacing collegialism and anarchic tendencies, as well as the extent to which the new Lancaster regime relates to notions of "new managerialism," are both unclear currently. Nevertheless, what is more evident is the endeavour to use heightened focus on the administration of academic achievements and culture as a comprehensive solution that offsets the significant decrease in resources (Marques et al., 2024).

This analysis specifically focusses on the internal factors of institutions in the UK, rather than on wider analytical levels. The research supports the argument that macro-level research is crucial for understanding academic achievement, job prospects, and labor markets. However, it also emphasizes the need to examine the micro and macro structures of institutions involved. The condition of British higher education institutions is significantly influenced by global economic issues faced by Western nations. Furthermore, additional pertinent considerations encompass the

inclination of Western politicians to project an adverse image on higher education as a significant recipient of public capital and implement reforms that mostly benefit affluent students and faculty. Additional factors include industry, commerce, labour market changes, education and training pressures, and the ability of middle-class individuals to leverage cultural capital for higher education and career advancement. Nevertheless, evaluating all these additional aspects is outside the purview of this paper.

An easier approach is to assess the perceived impacts of ongoing resource limitations, given the allocation of public funds towards higher education is based on yearly examination and purported improvements in efficiency. It appears that culturally specific ideological conflicts over the worth of higher education are more closely associated with these budget cuts and increased regulation than with globalisation. In the late 1980s and early 1990s, the heavy workload of academic and support staff was exacerbated by the rapid growth in the number of undergraduate and postgraduate students, which did not coincide with an increase in personnel levels. Subsequently, the progressive implementation of a sequence of routine audits and quality evaluations encompassing research, teaching, and administrative systems has not only raised the responsibilities of educational institutions and administrators but also intensified the explicit control over academics' performances and activities. Furthermore, the audit culture has significantly increased the public visibility of the operations of higher education institutions, therefore increasing the likelihood of criticism. Part of the reason for the 1996 thorough assessment of the financing and goals of higher education was the lack of resources, and part of the reason was this critique (Woelert & Stensaker, 2024).

Higher Education in the United Kingdom and the Dearing Review

The UK's higher education system is currently examining the Dearing Review and the Kennedy Report's implications on post-compulsory education. This is an opportunity to examine the management of higher education in the UK, launched by the previous Conservative administration to address financial difficulties. The Labour government that was elected in 1997 presented a reaction to Dearing's suggestions in February 1998, however it makes no financial recommendations. Consequently, Dearing has not yet received substantial additional funding, even though the government has already taken steps to implement tuition fees for undergraduate students, which will take impact in the academic year 1998/99.

The government's tuition cost disclosure has temporarily reduced demand for higher education places among the working-class and mature population, allowing it to increase its control over higher educational institutions and enforce fee levels related to employment. Since some institutions are significantly dependent on funding from the public, this scenario is ironic.

The Dearing Report, a 1997 National Committee of Inquiry into Higher Education, presents a managerial view of higher education, despite not addressing numerous future university management issues or suggesting new organizational structures. According to Martin Trow, the committee tends to view colleges as bureaucratic corporations with established boundaries of power, ensuring fast compliance with directives. The Dearing Report aligns with 'new managerialism' principles, prioritizing compliance among university staff, establishing national frameworks for degree employment and academic standards, and promoting student achievements. This emphasis on management may explain why UK vice-chancellors accept the report's recommendations, despite the absence of anticipated new funding.

The Case of Feminist Women Academic Managers

My study team, comprising Jenny Ozga and Jocey Quinn, conducted interviews with 40 female academic managers, including 24 representing the United Kingdom higher educational institutes and 16 from colleges in England and Wales. The emphasis is solely on women working in higher education. All interviewed women expressed a strong commitment to feminism or the advancement of equal opportunities in higher education. Our objective was to examine the research methods, standards, and organisational atmosphere of feminist academic managers. Our research focused on the extent to which these women had the ability to maintain their feminist ideals and principles while performing managerial duties, and if this characterised them as' soft' administrators rather than 'hard' managers, as defined by Trow. The study offered a means of investigating whether notions of "new managerialism" and "hard management" are founded on gendered conceptions of management that place an emphasis on masculine traits in managers. The conscious decision was made to concentrate on a highly extreme situation: women who had a profound dedication to feminism or the quest for equal opportunity. Such managers are best suited to adopt soft styles of leadership and the more democratic, open, and empowering styles that Ranson proposes for government agencies (Parker, 2024).

Most of the women in HE we interviewed believed that their gender influenced how they managed and how people behaved to them. Many also considered sexuality to be of comparable significance. Consequently, the accounts of management they shared were strongly influenced by gender, which would have been considerably less probable if we had interviewed male managers. It was also clear that the reasons given by women for becoming managers had nothing to do with imposing their will on subordinates or with gaining prestige or authority over them. This provides additional proof of 'soft' management practices that focus on consent and collaboration:

What we strive to accomplish is a feminist approach to work, characterised by collaboration and a complete absence of hierarchy...I wanted to communicate limits, not be the boss. As the Director of Research at New University, Academic women tend to connect less with the structure and are less focused on order and power than males. (Director of Women's Studies, former university)

The experiences of my own life as a woman have influenced the type of manager I have become. From negative experiences, such as those caused by other bosses, I have gained a great deal of knowledge. Recognising the constraints of management literature in assessing women's experiences, such as the concept of the 'feminine' manager, an attempt is made to explore alternate approaches. Associate Dean of a newly established institution.

Since we were unable to visit most of the institutions where these women were employed, we cannot assess the degree to which their behaviours align with their ideals. The degree to which sexism influences the perception and evaluation of women managers, both by male managers and their subordinates, cannot be precisely determined. Nevertheless, if managerial positions in higher education necessitate greater effort, particularly in under-resourced institutions, female managers employing 'soft' management techniques may be utilised to validate fresh or 'hard' administration methodologies.

Although most of our interviewees were aware of this, they stressed that managers may still try to improve equal chances for diverse staff and students despite difficult working conditions:

At present, there is no equal opportunities policy that meets my satisfaction, while efforts are being made to address this issue. The goal is to increase female academics to 30% by the end of the decade, a commitment that is likely to be achieved, as women value equal opportunity more.

Nevertheless, we contend that it is not just the possession of firm principles regarding equality that enables feminist women managers to maintain rather positive perspectives on the potential for transformation and maybe to preserve their lenient management style. Management positions, particularly at higher levels, generally prohibit individuals in such positions from engaging in any of the fundamental operations of the company. This could support ideas that a "hard" and distant strategy to management can improve the calibre and scope of instruction and research without sacrificing trust or collegiality. Our interviewees were all active researchers who were personally aware of the challenges faced by university researchers when conducting research assessments, even though a few of them had stopped teaching regularly. Indeed, the ability to maintain an active research career may provide women with flexibility that is not available to their peers in senior or permanent university administrative positions. It's unclear if this adaptability demonstrates post- or neo-Fordism, or if it demonstrates women's ability to build professional careers in ways distinct from those of men (Oliveira et al., 2024).

What were the perceptions of the women regarding the organisational structures and systems that served as the context for their work? Were these considered to be in the forefront of modern management practices? While most people did not consider their organisations to be traditional according to Newman's (1995) definition, others recognised a combination of collegiality and more management approaches. These may encompass consensual or collegial methods with centrist or managerial tendencies. I was a part of the board of directors at my previous university.

Some organizations align with Newman's competitive frameworks, displaying 'hard' or creative management characteristics. These systems are hierarchical and based on a seat-of-the-pants approach, with men-dominated roles and extended work hours. The emphasis is online management and executive duties' hierarchical structure, as seen in research Deputy Heads, senior management team members, and higher education institutions (Yatluk, 2024).

Newman's (1995) research indicates that no women interviewed acknowledged their institution's disruptive organizational structures or regimes. The pursuit of excellence paradigm proposed by Peters and other scholars' favours flatter-structured, collaboration, employee-empowering networked organisations. A minority contended that higher education may progressively align with this paradigm in the future.

The study suggests that further research is needed on hybrid organisational structures in higher education, as the gender composition of corporate cultures is predominantly masculine, with traditional views on women's roles and unequal power dynamics perpetuating the inclination towards 'new managerialism' in certain institutions. Moreover, academic management in UK institutions has not yet been substantially feminised, in contrast to FE.

Most of the women surveyed mentioned the importance of having a solid understanding of finances and budgets while discussing organisational technologies of management. Nevertheless, none viewed internal markets, strict control, and line management as effective methods to attain exceptional levels of research and instruction. Instead, they consistently emphasised the need of engaging in collaborative work with others and seeking their input. Indeed, they may simply be expressing this viewpoint without implementing it. Nevertheless, these manifestations of principles do not resemble the bilingualism that Gewirtz saw among school principals, as this notion suggests a certain level of integration of both commercial and public sector discourses and ideals. We also found that, at least in terms of openly expressed opinions, the variety of management perspectives we came across indicates that feminist women managers may not find concepts related to "new managerialism" particularly appealing. But further study is required to determine the extent to which such beliefs are held by other female academic managers (Antonowicz et al., 2024).

Are colleges leveraging the soft skills of feminist women managers to advance 'new managerial' frameworks, notwithstanding certain managers' opposition to new managerialism? While our data indicates some hybridisation in institution organisational frameworks and regimes, additional study may reveal that 'new managerialism' has not yet fully permeated UK institutions.

Evidence from Casey's research on private sector groups may be relevant in this context. She argues that women (and some men) might be enticed into conspiring with their companies to utilise their interpersonal abilities in ways that contradict their values and perhaps harm the lives of other employees, as they are encouraged to be increasingly productive and efficient. This observation implies that our respondents could potentially be involved in such cooperation, even if they are not willing to admit it (Ariffin & Lazim, 2024).

Newman suggests that the focus on cultural transformation, relationship cultivation, and other "softer" competencies in staff and customer management may create new opportunities for women in the UK's public sector, despite the gender-based nature of the approach. Nevertheless, the research conducted on women in public sector enterprises in the compilation compiled by her and Itzin provide only limited evidence in favour of this claim. More comprehensive data would be required to support such assertions more authoritatively.

Yeatman, who has continuously advocated for an opportunity of change led by feminists in contradiction of financial rationalism in Australia, claims that the present circumstances offer significant prospects for feminist managers to reform public sector organisations while yet upholding their traditional welfare interests. She proposes that women's position as outsiders and their status as the 'other' at the male-dominated top of educational institutions allows them to be chosen as catalysts for change who can challenge the patriarchal norms of public sector organisations and introduce new perspectives that may not align with 'new managerialism'. Yeatman's theories about the positive effects of feminists on Australian state bureaucracies are somewhat supported, but there isn't much evidence to back up her theories about how higher education has developed.

Perhaps, the study explores the role of feminist women university managers in exploring alternative methodologies and resistance to 'new managerialism' in higher education governance, highlighting that not all resistance stems from feminist motivations. IN fact, 'new managerialism' is undeniably an enticing approach for those confronted with the task of managing a severely limited and predominantly male-oriented university.

Lancaster University's Financial Crisis: from loose coupling to 'hard' management?

The case study focuses on the financial distress experienced by a university director at Lancaster University from 1995 to 1997. It highlights the use of 'new managerialism' and 'hard management' in higher education to address teaching and research challenges in resource-limited environments. Despite its size, Lancaster University has been recognized in the UK's top 10 for research and teaching quality exercises over a decade. It has an excellent reputation for interdisciplinary research and instruction that has been there for a long time, and it is primarily focused on the social sciences and the humanities, although it does have some people who are interested in science. In 1992, it included a Lake District site into its Lancaster complex and boosted its student population and infrastructure. In 1996, this second branch was moved to a different school due to a poor inspection report on features of the teacher preparation course that was being held there.

Throughout the initial months of 1995, there were ongoing speculations regarding an imminent financial crisis, but the decisions to allocate funds towards new construction and developments persisted. In August 1995, a significant and apparently intractable cash flow issue was identified. During the 1995/96 academic year, early retirements, voluntary redundancies, and internal budget reductions failed to solve the situation. Indeed, certain measures, particularly those that required additional spending, may have exacerbated the situation. There was a risk that the National Westminster Bank, which provided the institution with its overdraft for salary payments, would remove its capacity in autumn 1996, thus leaving the university technically bankrupt.

A group tasked with examining what lessons could be drawn from the crisis's circumstances produced a report that provides a more thorough picture of the situation. Coopers and Lybrand, consultants hired by the Higher Education Financing Council to assess a "deteriorating debt profile," suggested that four factors contributed to this circumstance: the expenses of transferring teacher training from one institution, excess expenditures on new building programs, expensive premature retirement and voluntary repetitions, and the issuance of high-interest credit debenture on the stock exchange (Spicer & Alvesson, 2024).

Instead of how the crisis happened, how it led to organisational and management adjustments and university culture changes is more important. The financial crisis prompted an effort to depart from a collection of organisational structures and cultures that can be characterised as loosely correlated with collaborative and anarchic inclinations. The institution aimed to transition into a hybrid form of 'new managerialism', blending a reduced collegiality with Newman's competitive organisational structure, contrasting with a conventional public sector organisational regime. In an environment where collegiality appeared to be eroding and staff-manager trust was being severely tested, the suggested modifications were intended to prevent future financial problems as well as to more blatantly "manage" personnel, students, research, and teaching.

Upon the revelation of the financial crisis, the university's organisational structure appeared to lack deliberate design for such a purpose. There were three science faculties, one comprising a single department, and four other faculty of different sizes, with social sciences being the largest. Nevertheless, faculties were not consistently regarded with utmost seriousness (for instance, the university statutes continue to lack recognition of their existence), and departments continued to be, for many reasons, the most essential unit within the academic organisational framework. Heads of departments might readily engage in conversation or negotiation with senior academic heads. Despite the increasing prominence of academic deans in recent years, their authority and duties were diversely and often conflictingly defined. Therefore, individuals frequently found themselves in a predicament of having accountability without authority. Management technology, such as information systems, were underdeveloped, and the system of committees struggled to achieve effective decision-making and communication. Furthermore, the committee structure proved to be an inadequate method for guaranteeing accountability or adhering to the budget. As is typical in educational governance, lay members of council had different levels of engagement with the organisation but were unable to avert or even predict the financial disaster (Sibandaet al., 2024).

In 1994, An innovative administrative system called devolved budgeting used departments as academic cost centres. The subsequent design, denoted by the term TRAM, elicited numerous questions regarding the worth of central services within the institution relative to their income generation. Furthermore, enquiries were made on the allocation of subsidies between different sections of the university.

The function of faculty deans began to concentrate upon financial resources of the first time, but with a model centred on department allocations, there was little room for change. The prevailing

organisational cultures were characterised by academics engaging in their teaching and research activities with minimal systematic involvement from top management. Although men dominated management positions, there was no official antagonism towards women, despite informal academic cultures being more unfriendly. An equal opportunity committee had been in place for some years. Additionally, a woman served as Pro-Vice-Chancellor starting in 1992 and departed the university in 1995. The creation of the resource model TRAM signified the initiation of a shift towards a more entrepreneurial and maybe more masculine organisational technology, despite the absence of many other cultural or organisational shifts during that period.

The Rowe report reveals that organizational loose-coupling and collegial and sometimes anarchic tendencies in critical areas led to exceptional research and teaching but also allowed a significant financial crisis to occur unnoticed until too late. A variety of organisational narratives infiltrated and conveyed the academic cultures of the university. Some were categorised according to academic fields, others categorised according to administrative groups, The former Vice-Chancellor presented two presentations during meetings, and another was distributed through an unofficial, widely circulated email newsletter called Inky text, authored by humanities department personnel. (Feng, 2024).

The inky text newsletter, with subscribers in numerous universities, initially spread rumours about a financial crisis. Its coverage was a mix of conversation, opinion, and information, sometimes with a misogynistic tone. Official correspondence from administration to staff was limited and rarely disclosed any new or significant information. As Tebbutt & Marchington found in their extensive research of gossip in higher education institutions in an unstable and In an uncertain financial climate, rumour may occasionally serve as a catalyst for change and foster solidarity among individuals resistant to change.

The financial crisis began in 1995, but its full intensity was evident in the spring semester of the 1995/96 academic year. During the summer session of 1996, voluntarily layoffs and premature retirements were implemented, leading to the exit of around 200 employees, the majority of whom were not academics. In July 1996, a considerable proportion of students and faculty thought that the most critical phase of the crisis was over. After the National Westminster Foundation and the Higher Education Funding Council recruited Coopers and Lybrand consultants to manage major expenditure cuts and restructure the institution in September 1996, the full extent of the crisis became known. Although the consultants were Lancaster grads, it's possible that they were more accustomed to working in the post-1992 management regimes of universities rather than the chartered, and thus more collegial, institutions because they were well-versed in "new" and "hard" management ideas (Bennett, 2024).

From autumn 1996 onwards, the loose coupling of the prior organisational structure has been rapidly diminishing. The faculties have undergone reorganisation to establish units of equal size (although their academic rationale is less evident) and seen a reduction in number from seven to five. It had been made plain that department directors should not attempt to bargain directly with senior management, but rather should contact them through their faculty dean. Faculty deans now play a line-management role, which includes holding resource budgets. The system of committees has undergone a comprehensive restructuring and simplification, while it remains premature to determine if it has resulted to an increase in improved decision-making efficacy. Furthermore, an official board of directors has been established. The parameters and intersections of decision-making between the council, which serves as the governing body of the institution, and the senate have been revised and clarified.

The culture of the contemporary organisational model displays a more distinctly gendered framework than its predecessor. The scarcity of female scholars in top positions, coupled with the prevalence of specific masculine traits among various academics and senior administrators, are two markers of this issue. The revised organisational framework integrates components of 'new managerialism,' such as the implementation of budgetary objectives and an emphasis on income generation and entrepreneurial activities. While equality of opportunities is acknowledged nominally, the specific measures that may support it have not yet emerged. Except for one female faculty dean, the top management staff is exclusively male. After my tenure as Dean of Social Sciences concluded in mid-1997, a new female Dean of Humanities was appointed. Although the ratio of researchers to other faculty members is higher than usual for a university of its size, the university ranks lower than the national average when it comes to the number of female professors.

Aside from the new responsibilities of department chairs and deans, management technology is also being fine-tuned. The current model for allocating resources is being phased out and replaced with a new one that uses faculties instead of academic departments. Deans and department heads are expected to harshly pursue bad performers (which there are few) as performance management is increasingly evident. Nevertheless, in this context, the traditional traditions of collegiality and perhaps other less male-dominated structures are resisting. Efforts to revoke academic staff entitlements to sabbatical leave were unsuccessful, and a gender-balanced committee on academic achievement formulated a more lenient employment policy than anticipated by some. After its departure from working class party, its advancement adopted a distinctly 'new managerial' approach, first excluding unions from consultation.

Numerous narratives persist in thriving. While there has been an increase in formal email exchanges with colleagues, Inky text remains the primary source for publishing new developments and ongoing dissemination of ideas and gossip. Unsubstantiated rumours persistently strengthen resistance to change. Aside from official senior management language, there is currently no cultural backing for the organisational structures and technologies that indicate the direction towards 'new managerialism'. The erosion of trust among workers at various hierarchical levels is being substituted by the need for concrete data and coherent business strategies. Additionally, the growing expectations from both internal and external sources for increased adherence to forms and bureaucratic uniformity in processes are placing additional pressure on collegiality. Professional independence and discretion are, therefore, gradually being undermined (Andrew, 2024).

The new organisational regimes and technologies at Lancaster must prove as capable of enabling high-quality research and instruction as the far softer and looser forms and technology they are replacing. Additionally, it would be intriguing to observe the implications for the gender dynamics inside the developing civilisations. It's still unclear whether it would have been possible in the past to keep the informal organisational framework for academic staff while also having a lot more power over the decisions made by top management. Was the achievement of organisational flexibility in teaching and research necessarily synonymous with comparable (and consequently less responsible) freedom in management?

Research suggests that while external forces like the Quality Assurance Agency can help manage future academics into certain teaching methods, resistance to these strategies can potentially undermine their effectiveness in post-compulsory education settings. Lancaster's new, more explicitly "hard" administrative system has modified some organisational structures and technology, but not most of its cultures. Research performances, which depend significantly on intellectual curiosity and originality, may not be able to maintain Lancaster's prior research

authority in a context of diminished resources. Trow criticizes the Dearing Report's 'new managerialism', asserting that improved management isn't the best solution for all organizations.

Conclusion

This paper examines the potential applications of "new managerialism" theories to the examination of organisational management practices in UK universities. These institutions are poised for additional reform following a government-initiated assessment of the missions in 1997. The definitions of 'new managerialism' are acknowledged to be inherently intricate and draw from several sources. By employing Clarke & Newman's (1997a) methodology and Newman's (1995) typology of organisational structures, one can investigate whether 'new managerialism' is supplanting or repurposing the traditional 'softer' methods of managing universities through the analysis of organisational narratives, structures, and technologies.

Two examples have been used to demonstrate how researchers may attempt to analyse the presence, opposition to, concealment of, and early emergence of 'new managerialism' discourses and regimes. Our latest research project aims to study the methodical approach to 'new managerialism', which integrates masculinity conceptions. The study examines the management philosophies and principles of feminist women university managers, revealing that some women may dismiss this approach, like less experienced male and female counterparts. There is a perception that 'hard' managerialism conflicts with equitable and feminist values, rather than a defence of collegiality among male academics. However, universities can employ women's 'softer' management skills to cover up the harder parts of 'new managerialism', attempting to control academic performance, organisational cultures, and easily changeable structures. Furthermore, the study examined the alterations in management methods, organisational structures, and technology that have taken place at a university in the United Kingdom experiencing significant financial challenges. The transition to new modalities of managerialism has been proposed to present challenges in terms of both performance and culture, if not in terms of organisational structures. The lack of an attempt to hide 'hard' management with 'soft' management practices advocated by certain women academic managers may be a factor. University administrators facing serious resource constraints, which are impacting the UK's whole higher education sector to some extent, will certainly find "new managerialism" and "hard" management appealing. Indeed, as Trow (1997) contends, it is hardly the sole approach to managing colleges in the next century. Changing the achievements and traditions of university administrators, including gender and ethnic diversity, selection processes, and training, may be as challenging for existing higher education leaders as transforming university personnel's behaviours and characteristics.

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