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Abstract

This paper investigates the accountability mechanisms introduced in the universities in the Nordic countries by building on a typology of accountability types. By utilising survey data, it analyses how academics experience the changes in accountability mechanisms and how they perceive the impact of these changes on their performance. The analysis shows that especially political/bureaucratic and managerial accountability demands have been strengthened. This development has fostered debates on how to measure academic performance. Some academics, more in Denmark than in the other countries, have experienced the development as a sign of mistrust. (HRK / Abstract übernommen)