

The Higher Education Managers Handbook Effective Leadership And Management In Universities And Colleges

The Good University Universities and Colleges: A Very Short Introduction The Good University What are Universities For? The University and the City Improving What is Learned at University Universities in the Flux of Time Facing Up to Radical Change in Universities and Colleges Peru To-day 'What is secondary education?' and other essays, by writers of practical experience. Ed., with preface, by R.P. Scott Multi-Level Governance in Universities Universities and the Purpose of Higher Education The Uses of the University The Statesman's Year-book The Public Schools Year Book The Academic Citizen EBOOK: Sustaining Change in Universities The Dublin University Magazine The University and its Boundaries The Nineteenth Century and After Raewyn Connell David Palfreyman Raewyn Connell Stefan Collini Thomas Bender John Brennan Paul Gibbs Steve Armstrong Robert Pickett Scott Jetta Frost Josh Patel Clark Kerr Frederick Martin Bruce Macfarlane Burton Clark Eliel Cohen

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the higher education industry might seem like it s booming with over 200 million students in universities and colleges worldwide and funds flowing in like never before but the truth is that these institutions have never been unhappier places to work corporate style management cost cutting governments mobilisations by angry students and strikes by a disgruntled workforce have taken their toll in almost every country around the world it s no wonder that there is talk of universities in crisis but what should a good university look like in this inspiring new work raewyn connell asks us to consider just that challenging us to rethink the fundamentals of what universities do drawing on the examples offered by pioneering universities and educational reformers

around the world connell outlines a practical vision for how our universities can become both more engaging and more productive places driven by social good rather than profit helping to build fairer societies

what is a university what is the university how have universities evolved over the centuries how might they change over the coming decades as the physical and organisational entity most identified with higher education being delivered to over 250 million students what will be the impact of digital and distance learning of commercial for profit new entrants to the higher education market of government austerity of globalization of student consumerism exploring the origins and the concept the idea and the ideal of the university this very short introduction discusses one of the world's oldest most resilient and most adaptable institutions david palfreyman and paul temple consider the links between universities and the economy and the role of universities within society highlighting some of the key questions surrounding the position of universities they ask how the university can be politically accountable for its taxpayer funding if it needs to be autonomous to function effectively as a public good are professors professional enough in their teaching practices at a time that increasing tuition fees transform students more and more into consumers and just what does academic freedom for university faculties really entail about the series the very short introductions series from oxford university press contains hundreds of titles in almost every subject area these pocket sized books are the perfect way to get ahead in a new subject quickly our expert authors combine facts analysis perspective new ideas and enthusiasm to make interesting and challenging topics highly readable

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across the world universities are more numerous than they have ever been yet at the same time there is unprecedented confusion about their purpose and scepticism about their value what are universities for offers a spirited and compelling argument for completely rethinking the way we see our universities and why we need them stefan collini challenges the common claim that universities need to show that they help to make money in order to justify getting more money instead he argues that we must reflect on the different types of institution and the distinctive roles they play in particular we must recognize that attempting to extend human understanding which is at the heart of disciplined intellectual enquiry can never be wholly harnessed to immediate social

purposes particularly in the case of the humanities which both attract and puzzle many people and are therefore the most difficult subjects to justify at a time when the future of higher education lies in the balance what are universities for offers all of us a better deeper and more enlightened understanding of why universities matter to everyone

exploring the interplay of university learning and civic culture over the centuries this book provides a novel perspective on the history of both universities and cities an innovative series of studies by several distinguished scholars examines the complex relations of major cities associated with key moments in the history of higher learning in the west

received the highly commended award by the society for educational studies for books published in 2010 what is learned in universities today is it what students expect to learn is it what universities say they learn how far do the answers to questions such as these differ according to what where and how one studies as higher education has expanded it has diversified both in terms of its institutional forms and the characteristics of its students however what we do not know is the extent to which it has also diversified in terms of what is learned in this book the authors explore this question through the voices of higher education students using empirical data from students taking 15 different courses at different universities across three subject areas bioscience business studies and sociology the study concentrates on the students experiences lives hopes and aspirations while at university through data from interviews and questionnaires and this is collated and assessed alongside the perspectives of their teachers and official data from the universities they attend through this study the authors provide insights into what is really learned at university and how much it differs between individual students and the universities they attend notions of best or top universities are challenged throughout and both diversities and commonalities of being a student are demonstrated posing important questions for higher education institutions about the experiences of their students and the consequences for graduates and society this book is compelling reading for all those involved in higher education providing conclusions which do not always follow conventional lines of thought about diversity and difference in uk higher education

higher education and the institution of the university exist in time their essential nature now continually subject to change change in students in knowledge in structure and in their own communities and those they service these changes are accompanied by a quickening of time leading to a heightened intensity of academic life yet the nature of time in all the contemporary work on the university has been largely overlooked this is an important omission and universities in the flux of time has gathered leading academics whose contributions to the volume raise a debate as to the influence and use of time in the university they do this in an exploration of how these changes are perceived in higher education and how these affect its temporality from local national and global perspectives by dealing with the time within the university the book opens new spaces for the development of the university and civic society the book develops an interdisciplinary understanding of the temporal issues of engaging with the past present and future of higher education and its institutions

through consideration of the increased speed demanded for the production of able students and innovative research to the accountability pressures from central governments and commerce reflecting on these issues in the higher education sector universities in the flux of time is split into three parts with each one addressing time and its multiple relationships with the university past present and future knowledge and time living with time this volume will provide essential reading for those on higher education studies courses as well as a wider audience of managers practitioners policy makers academics and students and from many disciplinary perspectives including sociology organisation studies social psychology and the philosophy of education

this text explores how academics face up to radical changes in the learning environment with the implementation of new technologies to support teaching and learning there is a need for more strategic approaches to teaching and learning

governing universities is a multi level as well as a highly paradoxical endeavor the featured studies in this book examine critically the multifaceted repercussions of changing governance logics and show how contradictory demands for scholarly peer control market responsiveness public policy control and democratization create governance paradoxes while a large body of academic literature has been focusing on the external governance of universities this book shifts the focus on organizations internal characteristics thus contributing to a deeper understanding of the changing governance in universities the book follows exigent calls for getting back to the heart of organization theory when studying organizational change and turns attention to strategies structures and control mechanisms as distinctive but interrelated elements of organizational designs we take a multi level approach to explore how universities develop strategies in order to cope with changes in their institutional environment macro level how universities implement these strategies in their structures and processes meso level and how universities design mechanisms to control the behavior of their members micro level as universities are highly complex knowledge based organizations their modus operandi i.e. governing strategies structures and controls needs to be responsive to the multiplicity of demands coming from both inside and outside the organization

this thought provoking book addresses the persistent anxieties surrounding the purpose and direction of higher education offering a nuanced historical perspective on its transformation using cold war britain as a lens this book challenges the prevailing narrative that marketisation was an external imposition revealing instead how the dynamic priorities of social democratic higher education inadvertently paved the way for their own supersession drawing on novel archival insights it explores experimental initiatives by university leaders and employers and reveals how post war public investment in universities was justified through a dual logic empowering young people to pursue their individual self interest while cultivating the ethical application of specialist knowledge in service of liberal capitalism it goes on to show how the novel accountability frameworks they constructed intended to maximise freedom contained unstable tensions tensions that remain in today's neoliberal system packed full of research case studies and policy implications this book interrogates the successes and failures of innovative teaching and learning practices as well as the evolving relationship between universities and industry

throughout the author offers critical insights into how liberal education might be reimagined to sustain universities in their service to the common good this is essential reading for students academics policymakers and anyone seeking to understand the moral principles underpinning higher education and their influence on its future

america s university president extraordinaire adds a new chapter and preface to the uses of the university probably the most important book on the modern university ever written this summa on higher education brings the research university into the new century the multiversity that clark kerr so presciently discovered now finds itself in an age of apprehension with few certainties leaders of institutions of higher learning can be either hedgehogs or foxes in the new age kerr gives five general points of advice on what kinds of attitudes universities should adopt he then gives a blueprint for action for foxes suggesting that a few hedgehogs need to be around to protect university autonomy and the public weal

with increasing focus on excellence in research and teaching the service role of the individual academic is often neglected this book calls for greater recognition of this important aspect of academic life highlighting the importance of mentoring committee work and pastoral care in the daily running of universities drawing from extensive examples from models around the world the academic citizen points to the benefits of effective communication with colleagues in the faculty across the university and in corresponding faculties across the world as well as those in maintaining positive associations with the wider world

what can be done to ensure universities are well positioned to meet the challenges of the fast moving world of the 21st century this is the central question addressed by burton r clark in this significant new volume which greatly extends the case studies and concepts presented in his 1998 book creating entrepreneurial universities the new volume draws on case studies of fourteen proactive institutions in the uk europe australia latin america africa and the united states that extend analysis into the early years of the twenty first century the cumulative international coverage underpins a more fully developed conceptual framework offering insight into ways of initiating and sustaining change in universities this new conceptual framework shifts attention from transformation to sustainability rooted in a constructed steady state of change and a collegial approach to entrepreneurialism it contains key elements necessary for universities to adapt successfully to the modern world lessons for reform can be drawn directly from both the individual case studies and the general framework overall the book offers a new form of university organization that is more self reliant and manages to combine change with continuity traditional academic values with new managerial values essential reading for university administrators faculty members students and researchers analysing higher education and educational policymakers worldwide this book advocates a highly proactive approach to university change and specifies a new basis for university self reliance burton r clark is allan m cartter professor emeritus of higher education and sociology at the university of california los angeles during his career he has taught at five leading us universities stanford harvard berkeley yale and ucla he has published widely on the nature of university

organization and the realistic possibilities of reform linking research for understanding with research for use

grounded in key sociological theory on the concepts of boundaries power and control this text addresses the question of whether the university is thriving or merely surviving using a sociological lens to consider how institutions must engage in boundary transactions in order to maintain their unique position and identity this book explores how these transactions also have the potential to undermine academic boundaries including a detailed analysis of the activities organisation and outputs of academic research in the context of science technology engineering mathematics and medicine stemm departments of uk universities the arguments presented have implications for universities and their stakeholders not only in the united kingdom but wherever universities face challenges of purpose and identity particularly where these are shaped by neoliberal modes of governance and management insights into how universities must balance the ideas of themselves as teaching institutions research institutions and their broader societal importance and impact make this important reading for higher education scholars and postgraduate students sociological theorists and all those interested in the future of the university

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