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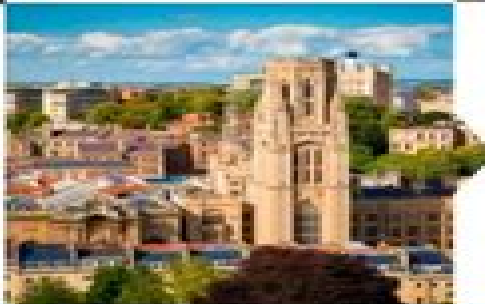


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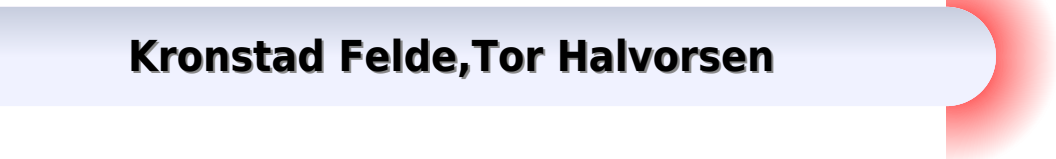
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What Are Universities For

Kronstad Felde,Tor Halvorsen



What Are Universities For:

What are Universities For? Stefan Collini, 2012-02-23 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

Speaking of Universities Stefan Collini, 2017-03-28 A devastating analysis of what is happening to our academia In recent decades there has been an immense global surge in the numbers both of universities and of students In the UK alone there are now over 140 institutions teaching more subjects to nearly 2.5 million students New technology offers new ways of learning and teaching Globalization forces institutions to consider a new economic horizon At the same time governments have systematically imposed new procedures regulating funding governance and assessment Universities are being forced to behave more like business enterprises in a commercial marketplace than centres of learning In Speaking of Universities historian and critic Stefan Collini analyses these changes and challenges the assumptions of policy makers and commentators He asks does marketization threaten to destroy what we most value about education does this new era of accountability distort what it purports to measure and who does the modern university belong to Responding to recent policies and their underlying ideology the book is a call to focus on what is actually happening and the clichés behind which it hides an incitement to think again think more clearly and then to press for something better

Who are Universities For? Tom Sperlinger, Josie McLellan, Richard Pettigrew, 2018-09-11 The university system is no longer fit for purpose UK higher education was designed for much smaller numbers of students and a very different labour market Students display worrying levels of mental health issues exacerbated by unprecedented levels of debt and the dubious privilege of competing for poorly paid graduate internships Meanwhile who goes to university is still too often determined by place of birth gender class or ethnicity Who are universities for argues for a large scale shake up of how we organise higher education how we combine it with work and how it fits into our lives It includes radical proposals for reform of the curriculum and how we admit students to higher education with part time study currently in crisis in England becoming the norm A short polemical but also deeply practical book Who are universities for offers concrete solutions to the problems facing UK higher education and a way forward for universities to become more inclusive and more responsive to

local and global challenges **What are Universities For?** John Wolfenden (Baron Wolfenden.),1952 *Re-Purposing Universities for Sustainable Human Progress* Iain Stewart,Victoria Hurth,Stephen Sterling,2022-03-31 **Universities and Colleges** David Palfreyman,Paul Temple,2017 This book looks at the role of the university in a social and economic context as a repository of knowledge and a site for instruction It considers how universities are founded funded governed lead and managed how the advent of increased fees has affected their relationship with students and what is in the future for higher education **Philosophy and Literature in Times of Crisis** Michael Mack,2014-02-27 Highlighting literature and philosophy s potential impact on economics health care bioethics public policy and theology this book analyses the heuristic value of fiction It alerts us to how we risk succumbing to the deceptions of fiction in our everyday lives because fictional representations constantly feign to be of the real and claim a reality of their own Philosophy and literature disclose how the substantive sphere of social economic and medical practice is sometimes driven and shaped by the affect ridden and subjective Analysing a wide range of literature from Augustine Shakespeare Spinoza and Deleuze to Kafka Sylvia Plath Philip Roth W G Sebald and Jonathan Littell Michael Mack rethinks ethical attitudes towards the long or eternal life In so doing he shows how philosophy and literature turn representation against itself to expose the hollowness of theologically grand concepts that govern our secular approach towards ethics economics and medicine Philosophy and literature help us resist our current infatuation with numbers and the numerical and contribute towards a future politics that is at once singular and diverse **Understanding Contemporary Issues in Higher Education** Brendan Bartram,2020-10-29 This insightful book offers a wide ranging collection of lively discussions on contemporary issues policies and practices in higher education Bartram integrates contributions from experienced academics teachers and students in a unique approach and structure designed to enable students with both specific and wide ranging interests in higher education to extend their understanding Including discussion points research tasks and suggestions on further reading in each chapter Understanding Contemporary Issues in Higher Education discusses a range of topics such as universities and the mental health crisis knowledge the state and the market the role of technology in teaching and academic celebrification disability diversity and inclusive placement learning Written specifically for Education Studies students this book constitutes a timely addition to student focused themed studies looking at aspects of higher education *Towards the Compassionate University* Kathryn Waddington,2021-02-26 This book makes a significant contribution to the need for compassion in the 21st century neoliberal university Compassion is a process that involves i noticing that suffering is present in an organization ii making meaning of suffering in a way that contributes to a desire to alleviate it iii feeling empathic concern and iv taking action There is increasing recognition of the crucial role of compassion as a core concern in education health and social care and globally to ensure the future sustainability of humankind and the planet Drawing upon a wide range of interdisciplinary theoretical and professional perspectives including social sciences modern Darwinism intersectionality higher education policy and organization studies

the book addresses the key challenges facing 21st century universities For example intersectionality and higher education staff and student health and well being and responding to global challenges such as the coronavirus pandemic The book is relevant to university leaders policy makers educators researchers university staff and students aspiring to develop their own understanding of the role of compassion in professional life It is an important marker of the compassion turn in higher education and what this means for contemporary academic leadership followership and pedagogical practice

The Universities in the Nineteenth Century Michael Sanderson,2016-11-18 This title first published in 1975 analyses the ways in which developments in Victorian universities have shaped both the structure and the assumptions of British higher education in the twentieth century No period of British higher education has been more full of change nor so rooted in fundamental debate than the second half of the nineteenth century Its lasting impact makes it crucial for an understanding both of this period of Victorian social history and of the contemporary system of higher education in Britain This title will be of interest to students of history and education

Slow Professor Maggie Berg,Barbara Seeber,2016-01-01 In *The Slow Professor* Maggie Berg and Barbara K Seeber discuss how adopting the principles of the Slow movement in academic life can counter the erosion of humanistic education

Christianity and the Disciplines Mervyn Davies,Oliver D. Crisp,Gavin D'Costa,Peter Hampson,2012-11-02 This volume will show how various intellectual disciplines most found within the modern university can learn from theology and philosophy in primarily methodological and substantive terms It will explore the possible ways in which current presuppositions and practices of the discipline might be challenged It will also indicate the possibilities of both a Christian Culture in relation to that discipline or the way in which that discipline might look within a real or theoretical Christian university

The Study of Tourism Richard Sharpley,2011-01-28 Over the last two decades tourism has become firmly established as a recognized field of study and the focus of extensive academic research There has been continual expansion in the provision of taught programmes at undergraduate and postgraduate level dramatic developments in the tourism literature and a growing community of tourism academics Despite this explosion in the study of tourism however it is still struggling to achieve wider academic legitimacy it remains to some extent divorced from the industry upon which it is focused and even within its academic ranks there remains uncertainty over its role and future direction This volume aims to critically explore this paradoxical situation and to consider the future direction of the study of tourism It charts the development of tourism as an area of study analyzing approaches taken from an international context it critiques contemporary epistemologies of tourism framed around the social science vs management dichotomy and offers alternative approaches to the study of tourism In doing so it engages directly with a range of important academic debates what tourism is in an academic context the purpose of studying tourism and how it should be studied in the future This important and stimulating volume will have global appeal to higher level students academics and researchers within tourism and related disciplines

Reversing the Cult of Speed in Higher Education Jonathan Chambers,Stephannie Gearhart,2018-10-26 A

collection of essays written by arts and humanities scholars across disciplines this book argues that higher education has been compromised by its uncritical acceptance of our culture's standards of productivity busyness and speed Inspired by the Slow Movement contributors explain how and why university culture has come to value productivity over contemplation and rapidity over slowness Chapter authors argue that the arts and humanities offer a cogent critique of fast culture in higher education and reframe the discussion of the value of their fields by emphasizing the dialectic between speed and slowness

Higher Education and the State Roger Goodman,Takehiko Kariya,John Taylor,2013-05-13 The relationship between the state and higher education institutions has always been a complex one The state itself in this context is a heterogeneous mix of elite people bureaucrats politicians committees of co-opted academics and business leader and it increasingly faces pressures from diverse stakeholders including students themselves an increasingly diverse community staff families employers and businesses local regional and multinational This volume explores the rapidly evolving relationship between the state and higher education in Europe and in East Asia through a combination of empirical studies secondary analyses and personal observations from many of the leading scholars in the field of comparative education studies A scenario emerges where the state seeks to encourage stakeholder influence while at the same time acts to moderate such influence in order to ensure that wider objectives are satisfied markets are controlled elements of demand and supply are manipulated and funding is targeted to meet particular policy priorities through a model that is described as controlled stakeholder steering which offers a new explanation of the relationship between the state and higher education certainly in the countries addressed in this book

The Quantified Scholar Juan Pablo Pardo-Guerra,2022-08-30 Since 1986 the British government faced with dwindling budgets and growing calls for public accountability has sought to assess the value of scholarly work in the nation's universities Administrators have periodically evaluated the research of most full-time academics employed in British universities seeking to distribute increasingly scarce funding to those who use it best How do such attempts to quantify the worth of knowledge change the nature of scholarship Juan Pablo Pardo Guerra examines the effects of quantitative research evaluations on British social scientists arguing that the mission to measure academic excellence resulted in less diversity and more disciplinary conformity Combining interviews and original computational analyses The Quantified Scholar provides a compelling account of how scores metrics and standardized research evaluations altered the incentives of scientists and administrators by rewarding forms of scholarship that were closer to established disciplinary canons In doing so research evaluations amplified publication hierarchies and long-standing forms of academic prestige to the detriment of diversity Slowly but surely they reshaped academic departments the interests of scholars the organization of disciplines and the employment conditions of researchers Critiquing the effects of quantification on the workplace this book also presents alternatives to existing forms of evaluation calling for new forms of vocational solidarity that can challenge entrenched inequality in academia

Regional Analysis and Policy Harry Coccossis,Yannis Psycharis,2008-08-02 Regional

development is attracting the attention of policy makers and scientists again as regions urban centers and rural areas experience substantial pressures particularly in Europe as a consequence of globalization and geopolitical changes which lead to changes in spatial structures and dynamics This book is based on the contributions of Greek regional science research presented at the 2006 Congress of the European Regional Science Association at Volos Greece The contributions selected to be presented in this book address these changes offering a fresh look into regional development They provide an overview of regional development concerns from Greek regional scientists but the issues discussed pervade Greek particularities and stimulate thinking about regional science regional development and regional policy in the early twenty first century

Teaching and Learning Practices for Academic Freedom Enakshi Sengupta,Patrick Blessinger,2020-11-23 Although academic freedom in teaching and learning methods is crucial to a nation s growth the concept comes with numerous misnomers and is subjected to much academic debate and doubt This volume maps out how truth and intellectual integrity remain the fundamental principle on which the foundation of a university should be laid [A Dictionary of Education](#) Susan Wallace,2015-01-22 Education is of relevance to everyone but it involves a specialized vocabulary and terminology which may be opaque or unfamiliar to those new to the field This UK focused Dictionary of Education provides clear and concise definitions for over 1 100 terms from A to zero tolerance that anyone studying education or working in the field is likely to encounter Coverage includes all sectors of education pre school primary secondary further and higher education special needs adult and continuing education and work based learning It also includes major legislation key figures and organizations and national curriculum and assessment terminology This second edition covers all the contemporary reforms being introduced to revise the school examinations system and to reform the process of initial teacher training in England and Wales Coverage of the vocabulary of education has also been increased and longer and more detailed entries are included for terms relating to disability and inclusive practice such as autistic spectrum disorder attention deficit and dyslexia and to professional development such as mentor Entries regarding projects and initiatives that are now obsolete have been deleted The dictionary features entry level web links accessible and kept up to date via the Dictionary of Education companion website Detailed appendices include a timeline summary of landmark educational legislation since 1945 and a glossary of acronyms In addition there is a useful fully cross referenced section of comparative terms used in the US Canada Australia and South Africa This concise yet authoritative dictionary is essential for all students of education teachers and lecturers on development programmes and it is strongly recommended for governors classroom assistants and parents

Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University Kronstad Felde,Tor Halvorsen,2021-09-20 Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University is set against the backdrop of the spread of neoliberal ideas and reforms since the 1980s While accepting that these ideas are rooted in a longer history the authors reveal how neoliberalism has transformed the university sector and the

academic profession In particular they focus on how understandings of what knowledge is relevant and how this is decided have changed Taken as a whole reforms have sought to reorient universities and academics towards economic development in various ways Shifts in how institutions and academics achieve recognition and status combined with the flow of public funds away from the universities and the increasing privatisation of educational services are steadily downgrading the value of public higher education As research universities adopt user and market oriented operating models and prioritise the demands of the corporate sector in their research agendas the sale of intellectual property is increasingly becoming a primary criterion for determining the relevance of academic knowledge All these changes have largely succeeded in transforming the discourse around the role of the academic profession in society In this context Makerere University in Uganda has been lauded as having successfully achieved transformation However far from highlighting the allegedly positive outcomes of this reform this book provides worrying insights into the dissolution of Ugandas academic culture Drawing on interviews with over ninety academics at Makerere University from deans to doctoral students the authors provide first hand accounts of the pressures and problems the reforms have created Disempowered overworked and under resourced many academics are forced to take on consultancy work to make ends meet The evidence presented here stands in stark contrast to the successes claimed by the university However as the authors also show local resistance to the neoliberal model is rising as academics begin to collaborate to regain control over what knowledge is considered relevant and wrestle with deepening democracy The authors careful expos of how neoliberalism devalues academic knowledge and the urgency of countering this trend makes *Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University* highly relevant for anyone working in higher education or involved in shaping policy for this sector

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