

The Academic Profession

The Professoriate in Crisis

Edited by

Martin J. Finkelstein and

Philip G. Altbach

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Comparative Higher Education

The Academic Profession The Teaching In Higher Education

Greg Light, Susanna Calkins, Roy Cox

The Academic Profession The Teaching In Higher Education:

The Academic Profession Philip G. Altbach, Martin J. Finkelstein, 1997 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company

The American Academic Profession Joseph C. Hermanowicz, 2011-06-30 The academic profession like many others is rapidly being transformed This book explores the current challenges to the profession and their broad implications for American higher education Examining what professors do and how academia is changing contributors to this volume assess current and potential threats to the profession Leading scholars in sociology and higher education explore such topics as structural and cognitive change socialization and deviance career development and professional autonomy and regulation A comprehensive analysis of the significant questions facing this crucial profession The American Academic Profession will be welcomed by students and scholars as well as by administrators and policy makers concerned with the future of the academy

The Academic Profession Paul H. Morrill, Emil R. Spees, 1982 *The Changing Academic Profession* Ulrich Teichler, Akira Arimoto, William K. Cummings, 2013-03-15 This book provides an overview on the major findings of a questionnaire survey of academic profession in international perspective More than 25 000 professors and junior staff at universities and other institutions of higher education at almost 20 countries from all over the world provide information on their working situation their views and activities The study The Changing Academic Profession is the second major study of its kind and changes of views and activities are presented through a comparison of the findings with those of the earlier study undertaken in the early 1990s Major themes are the academics perception of their societal and institutional environments the views on the major tasks of teaching research and services their professional preferences and actual activities their career their perceived influence and their overall job satisfaction Emphasis is placed on the influence of recent changes in higher education the internationalisation and globalisation the increasing expectation to provide evidence of the relevance of academic work and finally the growing power of management at higher education institutions Overall the academics surveyed show that worldwide discourses and trends in higher education put their mark on the academic profession but differences by country continue to be noteworthy Academics consider themselves to be more strongly exposed to mechanism of regulations incentives and sanctions as well as various assessments than in the past yet their own freedom and responsibilities and influence shape their identity more strongly and are reflected in widespread professional satisfaction

Teaching and Research in Contemporary Higher Education Jung Cheol Shin, Akira Arimoto, William K. Cummings, Ulrich Teichler, 2013-07-19 This book discusses how teaching and research have been weighted differently in academia in 18 countries and one region Hong Kong SAR based on an international comparative study entitled the Changing Academic Profession CAP It addresses these issues using empirical evidence the CAP data Specifically the focus is on how teaching and research are defined in each higher education system how teaching and research are preferred and conducted by academics and how academics are rewarded by their institution Since the establishment of

Berlin University in 1810 there has been controversy on teaching and research as the primary functions of universities and academics The controversy increased when Johns Hopkins University was established in 1876 with only graduate programs and more recently with the release of the Carnegie Foundation report *Scholarship Reconsidered* by Ernest L Boyer in 1990 Since the publication of *Scholarship Reconsidered* in 1990 higher education scholars and policymakers began to pay attention to the details of teaching and research activities a kind of black box because only individual academics know how they conduct teaching and research in their own contexts

Learning and Teaching in Higher Education Greg Light, Susanna Calkins, Roy Cox, 2009-06-04 Around the world higher education services are challenged by increased numbers and diversity of students tougher demands for professional accountability increasing calls for educational relevance and thinning resources *Learning and Teaching in Higher Education The Reflective Professional* addresses key issues in the practice and theory of teaching and learning in the sector The authors draw upon theory practice and current research to provide a new way of thinking about the many aspects of learning and teaching in higher education enabling the reader to critically reflect upon their teaching

Challenges and Options: The Academic Profession in Europe Maria de Lourdes Machado-Taylor, Virgílio Meira Soares, Ulrich Teichler, 2017-02-21 This volume explores the various issues that have an impact on the academic career of professionals in European higher education Higher Education Institutions HEIs are currently subject to profound uncertainties and are more challenged than ever on quality issues both with regard to their conceptual nature and in the extension and amendment of their mission Divided into three parts the first part of the book deals with the challenges and issues in higher education academic careers It addresses such topics as the influence of European policies and changes the cultural differences in the preferences of academics for teaching or research the increasing inequality in working conditions for academics and the changing nature of academic strategy in the transformational world of higher education with its implications for academic structures work and careers The second part of the book analyses the findings of a national study on satisfaction of academics in Portuguese higher education carried out at the Centre for Research on Higher Education Policies CIPES The third part offers a comparative analysis of a number of national European case studies focusing on the changing relevance of and increasing expectations around academic careers The concluding chapter discusses whether the academic profession is merely an artificial term that has to do with a heterogeneous range of occupations or if there are important common elements of the academic profession across European Higher Education systems

The Academic Profession Burton R. Clark, 2023-11-15 Unparalleled in its depth and breadth this volume analyzes the way the academic profession is increasingly differentiated and professionalized in modern society Its findings will help educators and laymen around the world to understand between the problems and the changing nature of a profession responsible for training the members of virtually all the other leading professions The academic profession provides the basic staff for universities and colleges everywhere Its competence is central to the competence of higher

education Long a subject for satire and fiction this key profession as receive a relatively little systematic study What do we know of its nature What determines its character and strength its capacity to carry out the many functions of modern postsecondary education The authors of these far ranging studies examine the academic profession in three decisive settings the national the disciplinary and the institutional The four chapters of Part I written mainly by historians point to the similarities and differences in the development an current composition of the profession in Great Britain the Federal Republic of Germany France and the United States In Part II chapter give highlights the vast differences in the nature of the profession between continental Europe and America Chapter six examines the differences exacted by the many disciplines that operate as ongoing concerns organized around specialized bodies of knowledge Chapters seven and eight concentrate on the American scene examining respectively the differences between professional schools and the letters and science departments of American research universities and the varying academic worlds now provided by types of institutions that range from research universities to community colleges Finally Burton Clark presents the themes of the volume and a synthesis of findings in excellent introductory and concluding chapters Unparalleled in its depth and breadth this volume analyzes the way the academic profession is increasingly differentiated and professionalized in modern society Its findings will help educators and laymen around the world to understand between the probl

The Academic Profession Ernest L. Boyer, Philip G. Altbach, Mary Jean Whitelaw, 1994 This report examines the results of an international study of higher education systems based on surveys of approximately 1 000 faculty in each of the following nations United States Germany the Netherlands Russia Sweden United Kingdom Hong Kong Japan Korea Brazil Chile Mexico Israel and Australia Findings are organized around seven major themes the profile of the professoriate access to higher education professional activities working conditions of faculty governance in the academy higher education and society and the international dimensions of academic life Results indicated that 1 the majority of faculty worldwide are male and middle aged 2 most faculty believe that higher education should be available to everyone who meets the minimum qualifications but admission standards should not be lowered to admit disadvantaged students 3 students currently enrolled are ill prepared in language and math skills 4 the majority of professors in several countries reported their interests lie primarily in teaching while the majority in other countries preferred research 5 in almost all countries a strong record of successful research is important for faculty advancement 6 professors reported a high sense of satisfaction with their intellectual lives the courses they teach and their relationships with colleagues but are concerned about salaries 7 faculty felt that academic freedom was protected nationally but sometimes not supported by campus administrators 8 professors felt an obligation to apply their knowledge to social problems and 9 connections with scholars in other countries were seen as very important Seventy figures illustrate survey findings JDD

Being an Academic Joëlle Fanghanel, 2011-08-26 The role of academics in universities worldwide has undergone unprecedented change over the past decade In this book Fanghanel discusses the effect on academics of modes of

governance that have fostered the application of market principles to higher education and promoted flexibility and choice as levers for competition across the sector She explores what it means to be an academic in the 21st century with reference to six moments of practice through which she analyses the main facets of academic work and the responses of academics to this neoliberal drive Being an Academic effectively examines the frameworks that govern academic work and academic lives and the personal beliefs and ideals that academics bring with them as educators and researchers in higher education It argues that there is a rich critical empowering potential within the academy that can be harnessed to counter the neoliberal stance and shape a meaningful contribution to modes of enquiry that deal with complexity and uncertainty in a global world Drawing on empirical research collected from a global range of academics this book examines how academics respond to structural challenges It offers a re appraisal of the main dynamics underpinning the professional and intellectual engagement of academics in today s universities to feed a reflection on possible responses to the complex contemporary world with which the academic endeavour is engaged The themes explored include academics positioning towards Performativity and managerialism Regulation and professionalisation of practice The relation to learning and students The discipline Research Globalisation Each chapter includes vignettes illustrating the theme addressed a discussion with reference to the context of policy and practice published literature and illustrative reference to empirical data collected through interviews amongst academics in the UK Europe North America South Africa and Australia Providing a fresh look at the role of academics in a changing world this book is essential reading for all those engaging in higher education research lecturers new to higher education and practising academics navigating through their complex role

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