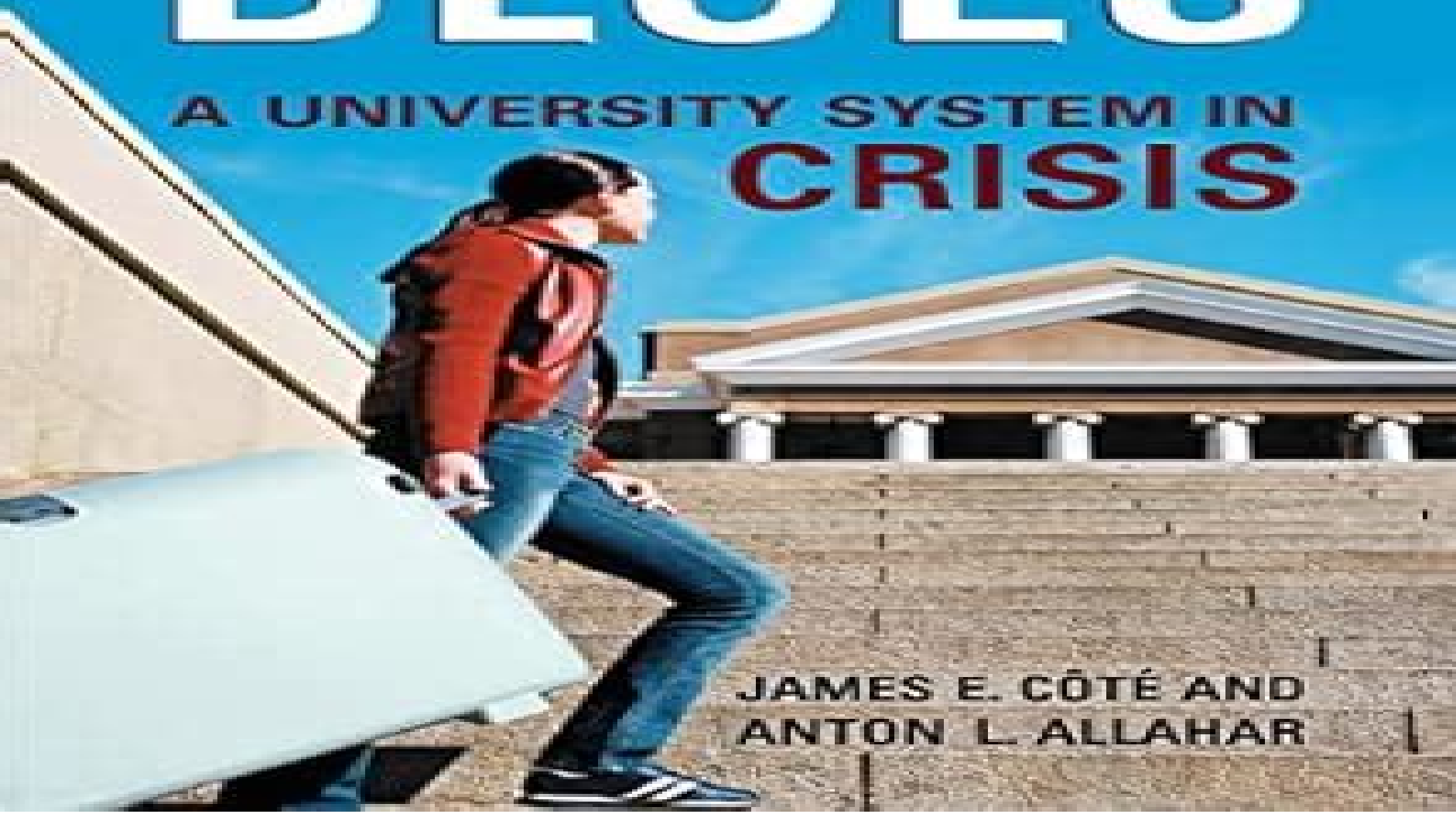# IVORY TOWER
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A UNIVERSITY SYSTEM IN
CRISIS

JAMES E. CÔTÉ AND
ANTON L. ALLAHAR

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Dave Patterson

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   Ivory Tower Blues James E. Côté*1953-,Anton L. Allahar,2007-01-01 The present state of the university is a difficult issue to comprehend for anyone outside of the education system If we are to believe common government reports that changes in policy are somehow making life easier for university graduates we cannot help but believe that things are going right and are getting better in our universities Ivory Tower Blues gives a decidedly different picture examining this optimistic attitude as it impacts upon professors students and administrators in charge of the education system Ivory Tower Blues is a frank account of the contemporary university drawing on the authors own research and personal experiences as well as on input from students colleagues and administrators James E C t and Anton L Allahar offer an insider s account of the university system an accurate alternative view to that overwhelmingly presented to the general public Throughout the authors argue that fewer and fewer students are experiencing their university education in ways expected by their parents and the public The majority of students are hampered by insufficient preparation at the secondary school level lack of personal motivation and disillusionment Contrary to popular opinion there is no administrative or governmental procedure in place to maintain standards of education Ivory Tower Blues is an in depth look at the crisis facing Canadian and American universities the factors that are precipitating the situation and the long term impact this crisis will have on the quality of higher education   **Ivory Tower Blues** James E. Côté*1953-,Anton L. Allahar,2007-01-01 The present state of the university is a difficult issue to comprehend for anyone outside of the education system If we are to believe common government reports that changes in policy are somehow making life easier for university graduates we cannot help but believe that things are going right and are getting better in our universities Ivory Tower Blues gives a decidedly different picture examining this optimistic attitude as it impacts upon professors students and administrators in charge of the education system Ivory Tower Blues is a frank account of the contemporary university drawing on the authors own research and personal experiences as well as on input from students colleagues and administrators James E C t and Anton L Allahar offer an insider s account of the university system an accurate alternative view to that overwhelmingly presented to the general public Throughout the authors argue that fewer and fewer students are experiencing their university education in ways expected by their parents and the public The majority of students are hampered by insufficient preparation at the secondary school level lack of personal motivation and disillusionment Contrary to popular opinion there is no administrative or governmental procedure in place to maintain standards of education Ivory Tower Blues is an in depth look at the crisis facing Canadian and American universities the factors that are precipitating the situation and the long term impact this crisis will have on the quality of higher education   Ivory tower blues James Côté,2007   **Rethinking Higher Education** George Fallis,2014-01-01 The basic structure of universities and colleges in Ontario one focused primarily on expansion and greater access and put in place in the 1960s is outdated The system is now large enough the eligible age group for entering

post secondary studies is shrinking and participation rates are as high as they are likely to go In Rethinking Higher Education George Fallis argues that policy makers should shift their attention away from growth and towards improving and diversifying the range of programs available and creating new means of program delivery He calls for increases in honours undergraduate programs and polytechnic education and envisions a group of research intensive universities responsible for doctoral education The existing design Fallis contends neglects the specific needs of graduate education and research layering it on top of a system designed for undergraduate education In addition there is disconnection between Ontario s Ministry of Training Colleges and Universities and the research missions of the universities and colleges themselves Fallis recommends that Ontario establish a system for documenting and assessing the quality of research published at universities Thought provoking and thoroughly argued Rethinking Higher Education provides a detailed design for higher education in the twenty first century   Routledge Handbook of the Sociology of Higher Education James E. Côté,Sarah Pickard,2022-03-21 Higher education has come under increasing public scrutiny in recent years assailed with demands for greater efficiency accountability cost reduction and above all job training Drawing upon examples from across the world with an emphasis on Anglo American higher education systems this handbook employs sociological approaches to address these pressing concerns The second edition is thoroughly updated and adds several new chapters to shed further light on the transformations wrought by the interrelated processes of massification vocationalization and marketization that have swept through universities in the wake of neoliberal reforms introduced by governments since the 1980s The handbook explores recent developments in higher education systems and policy as well as the everyday experiences of students and staff and ongoing problems of inequality and diversity within universities In doing so the chapters address a number of current issues concerning the legitimacy of higher educational credentials from the continuing debate regarding traditional pedagogies and the role of universities in social class reproduction to more recent concerns about standards in mass systems Collectively this handbook demonstrates that the sociology of higher education has the potential to play a leadership role in improving the myriad higher education systems around the world that are now part of an interrelated set of subsystems replete with both persistent problems and promising prospects This book is therefore necessary reading for a variety of stakeholders within academia as well as professionals and policy makers interested in understanding higher education and the acute challenges it faces   University Governance in Canada Julia Eastman,Glen A. Jones,Claude Trottier,Olivier Bégin-Caouette,2022-08-15 Universities play essential roles in Canadian society The internal and external governance of these complex institutions faces ever evolving challenges within a rapidly shifting international context Written by a national team of scholars University Governance in Canada asks how institutional decisions are made and who is behind these choices By exploring the historical evolution and regional contexts of Canadian universities as well as current trends the book gives readers deep insight into how these institutions are governed The authors explore the tensions between academic governance external and internal

stakeholder expectations and societal demands as they relate to higher education and research in Canada Comprising a case study of six major universities the book examines the dynamics of governance at the institutional provincial federal and international levels and reveals how Canadian universities make decisions and how well they are equipped to meet current and future opportunities and challenges Canadians invest a lot of money time hope and expectations in their universities University Governance in Canada gives policy makers scholars governors leaders at all levels faculty staff students and citizens at large knowledge and tools that will help ensure the country s universities excel in their missions and deliver fully on these investments   *Redbrick* William Hadden Whyte,2015 In the last two centuries Britain has experienced a revolution in higher education with the number of students rising from a few hundred to several million Yet the institutions that drove and still drive this change have been all but ignored by historians Drawing on a decade s research and based on work in dozens of archives many of them used for the very first time this is the first full scale study of the civic universities new institutions in the nineteenth century reflecting the growth of major Victorian cities in Britain such as Liverpool Manchester Birmingham York and Durham for more than 50 years Tracing their story from the 1780s until the 2010s it is an ambitious attempt to write the Redbrick revolution back into history William Whyte argues that these institutions created a distinctive and influential conception of the university something that was embodied in their architecture and expressed in the lives of their students and staff It was this Redbrick model that would shape their successors founded in the twentieth century ensuring that the normal university experience in Britain is a Redbrick one Using a vast range of previously untapped sources Redbrick is not just a new history but a new sort of university history one that seeks to rescue the social and architectural aspects of education from the disregard of previous scholars and thus provide the richest possible account of university life It will be of interest to students and scholars of modern British history to anyone who has ever attended university and to all those who want to understand how our higher education system has developed and how it may evolve in the future   *Lowering Higher Education* James E. Côté,Anton Allahar,2011-01-01 A history of a mission adrift the idea of the university subverted Stakeholder relations the educational forum Standards schools without scholarship Universities crisis what crisis Students is disengagement inevitable Technologies will they save the day Recommendations and conclusions our stewardship of the system   **Campus Confidential** Ken S. Coates,Bill Morrison,2013-04-01 In 2011 the first edition of Campus Confidential sparked a lively debate about what is really going on inside our colleges and universities The media and readers alike welcomed this readable honest book University authorities didn t They took the authors to task for spilling the beans In this second edition Ken S Coates and Bill Morrison pick up where they left off adding new and up to date information for students and their parents to consider Among the questions they address Why more students should consider the skilled trades Whether a BA is ever worth the paper it s printed on How roving administrators are undermining universities Why we over produce graduate students What s right and wrong with what s happening on campuses in Quebec

Now that nearly everyone goes to college or university but only a small percentage of graduates actually find employment in their chosen field understanding what s really going on in Canadian postsecondary institutions is more important than ever Readers can count on Ken S Coates and Bill Morrison for unexpected insights and lots of fresh new ideas and information

The University as a Business Iris Saliterer,Paolo Rondo-Brovetto,2011-05-13 Worldwide universities have recently been the object of large reform processes facing strong pressure not only from their institutional environment to offer new programs and to adopt new governance and management systems to keep up with the growing competition in the higher education sector but also because of calls for an increase in the efficiency and effectiveness of academic institutions The authors discuss the introduction of managerial approaches of university governance and the effects on the challenges and threats to treat universities like private for profit businesses The book is valuable reading for researchers and managers in the field of university governance **Getting Into Varsity** Barend Vlaardingerbroek,2010 **They're Building a Box-- and You're in It** Dave Patterson,2007-12-01 **The Five-Year Party** Craig Brandon,2010-08-17 Colleges look much the same as they did five or ten years ago but a lot has changed behind the scenes While some mixture of study and play has always been part of college life an increasing number of schools have completely abandoned the idea that students need to learn or demonstrate that they ve learned Financial pressures have made college administrations increasingly reluctant to flunk anyone out regardless of performance although the average length of time to get a degree is now five years and for many students it s six or more Student evaluations of professors often linked to promotion and tenure decisions have made professors realize that applying tough standards or any standards only hurts their own career progress For many professors it s become easier and more rewarding to focus on giving entertaining lectures and to give everyone reasonably good grades The worst of these schools are the subprime colleges where performance standards and accountability have been completely abandoned Students enjoy a five year party with minimal responsibilities while their parents pay the bills These schools investment decisions first class gyms and dining centers are all geared to attracting students that want to have a good time and their brochures all emphasize the fun aspects of the college experience there are very few pictures of students actually studying or in class And after graduation former students are frequently unable to find work in their chosen fields thanks to their school s reputation with employers and unable to afford the payments on sizeable student loans The subprime colleges which teach a significant percentage of college students are only the tip of the iceberg All colleges even the most elite have moved in this direction to some extent If you are a parent sending your child to college The Five Year Party will give you critical information you need about what is really happening at your child s college and what you can do to ensure help your child gets a real education *Experiential Learning and Community: Examining the University's Teaching Mission* Michael Buzzelli, **Citizenship, Democracy and Higher Education in Europe, Canada and the USA** J. Laker,C. Naval,K. Mrnjaus,2014-06-23 Citizenship democracy and human rights have always been central to higher education and increasing

globalization has amplified their urgency and complexity This volume explores conceptual theoretical and policy implications for post secondary education engaging with these topics comparing the USA Canada Eastern Europe and Western Europe

The Transnational Politics of Higher Education Meng-Hsuan Chou,Isaac Kamola,Tamson Pietsch,2016-02-26 This edited volume introduces readers to the relationship between higher education and transnational politics It shows how higher education is a significant arena for regional and international transformation as well as domestic political struggle replete with unequal power relations This volume shows The causes and impacts of recent transformations in higher education within a transnational context Emerging similarities in objectives institutional set ups and approaches taking place within higher education institutions across different world regions The asymmetrical relations between various kinds of institutional commercial and state actors across borders The extent to which historical and colonial legacies are important in the transformation of higher education The potential effects these developments have on the current structure of international political order Drawing on case studies from across the Middle East Asia Africa Latin America and Europe the contributors develop diverse perspectives explaining the impact of transnational politics on higher education and higher education on transitional politics across time and locality This book is among the first multi disciplinary effort to wrestle with the question of how we can understand the political role of higher education and the political force universities exert in the realm of international relations   **Making Policy in Turbulent Times** Paul Axelrod,Roopa Desai Trilokekar,Theresa Shanahan,Richard Wellen,2013-09-01 How is policy made in higher education particularly in the wake of recent economic turbulence Has policy development converged internationally and if so what impact has this had on academic life and institutions What role does policy oriented research play in shaping the direction of higher education Are universities grappling in common ways with issues of access and equity Making Policy in Turbulent Times provides a historically informed and nuanced response to these and other questions Distinguished scholars and administrators from across the globe identify economic challenges and pressures facing universities compare policy developments in numerous jurisdictions and demonstrate the ways in which networks and lobbyists achieve results Cogently argued Making Policy in Turbulent Times contributes significantly to new research and will be of great interest to scholars and practitioners alike   *The Myth of the Age of Entitlement* James Cairns,2017-07-28 In The Myth of the Age of Entitlement Cairns peels back the layers of the entitlement myth exposing its faults and arguing that the majority of millennials are actually disentitled facing bleak economic prospects and potential ecological disaster   The Undiscovered Country Ian Angus,2013 In this sequence of essays Ian Angus engages with themes of identity power and the nation as they emerge in contemporary English Canadian philosophical thought seeking to prepare the groundwork for a critical theory of neoliberal globalization The essays are organized into three parts The opening part offers a nuanced critique of the Hegelian confidence and progressivism that has come to dominate Canadian intellectual life Through an analysis of the work of several prominent Canadian thinkers among

them Charles Taylor and C B Macpherson Angus suggests that Hegelian frames of reference are inadequate failing as they do to accommodate the fact of English Canada s continuing indebtedness to empire The second part focuses on national identity and political culture including the role of Canadian studies as a discipline adapting its critical method to Canadian political culture The first two parts culminate in the positive articulation in Part 3 of author s own conception one that is at once more utopian and more tragic than that of the first two parts Here Angus develops the concept of locative thought the thinking of a people who have undergone dispossession of a people seeking its place and therefore of a people that has not yet found its place *Changing Governance and Management in Higher Education* William Locke,William K. Cummings,Donald Fisher,2011-06-01 External drivers are pressing for a more privatized approach to higher education and research a greater reliance on technology and the more efficient use of resources This book analyzes recent changes in institutional governance and management in higher education and their impact on the academy and academic work It draws on findings from an international study based on a survey of academics in eighteen countries It opens with a chapter outlining the key issues drivers and challenges that inform contemporary discourse around academic work and the profession in general It then focuses on national case studies comparing changes in the top tier with the lower tiers of national systems public and private institutions and other differentiating factors appropriate in each country which include mature and emerging higher education systems It concludes by proposing a series of generalizations about the contemporary status of governance and management of institutions of higher education

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Table of Contents Ivory Tower Blues A University System In Crisis Paperback

1. Understanding the eBook Ivory Tower Blues A University System In Crisis Paperback
   - The Rise of Digital Reading Ivory Tower Blues A University System In Crisis Paperback
   - Advantages of eBooks Over Traditional Books
2. Identifying Ivory Tower Blues A University System In Crisis Paperback
   - Exploring Different Genres
   - Considering Fiction vs. Non-Fiction
   - Determining Your Reading Goals
3. Choosing the Right eBook Platform
   - Popular eBook Platforms
   - Features to Look for in an Ivory Tower Blues A University System In Crisis Paperback
   - User-Friendly Interface
4. Exploring eBook Recommendations from Ivory Tower Blues A University System In Crisis Paperback
   - Personalized Recommendations
   - Ivory Tower Blues A University System In Crisis Paperback User Reviews and Ratings
   - Ivory Tower Blues A University System In Crisis Paperback and Bestseller Lists
5. Accessing Ivory Tower Blues A University System In Crisis Paperback Free and Paid eBooks
   - Ivory Tower Blues A University System In Crisis Paperback Public Domain eBooks
   - Ivory Tower Blues A University System In Crisis Paperback eBook Subscription Services

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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