

Postsecondary Education

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Missing Pieces Ii An Alternative Guide To Canadian Postsecondary Education

Ross H. Paul



Missing Pieces II An Alternative Guide To Canadian Postsecondary Education:

Missing Pieces V: An alternative Guide to Canadian Post-Secondary Education Denise Doherty-Delorme, 2004

Missing Pieces II Denise Doherty-Delorme, Canadian Centre for Policy Alternatives, Erika Renee Shaker, 2001-01-01

Access to Post-Secondary Education: Does Class Still Matter? Andrea D. Rounce, 2004

Defining Access Access to post secondary education has received more attention in the past few years with the Canadian Government in particular undertaking a number of Recognizing the studies of who does and does not attend post importance of an secondary institutions While these are all important factors in understanding access to post secondary education this review of the literature will focus primarily on the socio economic status or class of individuals and their families in the attempt to provide a broader understanding of how class relates to post secondary participation The body of the review will address three elements of access to post secondary education 1 planning to attend a post secondary institution 2 socio economic status and attending a post secondary institution including accessing professional degree programmes and 3 socio economic status and completing a post secondary education By reviewing the literature on access to post secondary education it is hoped that it will be possible to understand some of the factors influencing decisions to attend attendance and completion of post secondary education According to researchers using the 1999 Survey of Approaches to Educational Planning less than one fifth of families with incomes of less than 30 000 were saving for the post secondary education of their children while about two thirds of those with incomes of more than 80 000 were doing so Corak et al 2003 Junor Usher 2002 3 Parents with higher levels of education are more likely both *Counting Out The Scholars* William Bruneau, Donald C. Savage, Canadian Association of University Teachers, 2002-03-07 Canada s universities have lost their autonomy Under the guise of accountability reformers from government and large corporations have undermined the original purposes of these institutions insisting that they operate according to a business model The chief tool used to effect this change is the performance indicator a method of evaluation and ranking well suited to measuring sales per square foot for example but useless in assessing qualities such as critical thinking creativity and wisdom Evaluating use of performance indicators in Canada the United States United Kingdom and New Zealand the authors challenge readers to look beyond this narrow business based measure of value and to consider more creative and effective methods of evaluation Counting Out the Scholars is a penetrating analysis of current methods of performance evaluation in the university one that offers alternatives to the prevailing orthodoxy *Challenging McWorld* Tony Clarke, Canadian Centre for Policy Alternatives, Sarah Dopp, 2005

Student Affairs Lesley Andres, Finola Finlay, 2005-05 Who has access to higher education today At what financial and personal cost Based on what conditions and criteria How do students describe and interpret their experiences And how can institutions facilitate and constrain successful participation and completion These research studies extend current understandings of what it is to be a student in higher education by embracing the dynamic relationship between students as

agents and institutions as living structures which impact on their lives Focusing on the diverse experiences of today's non traditional and traditional students researchers explore how and why institutional rhetoric of inclusion engagement gender and access may or may not be reflected in the reality of students experiences Student Affairs moves from theory to application by suggesting realistic strategies for addressing the challenges surrounding the interrelation of students and institutions Each essay analyzes issues of access and participation in programs ranging from community college development studies to graduate studies As a whole this collection is a testament to how much institutional change has occurred in the social organization of postsecondary education and how much more change is required to meet the challenge of equitable access and inclusion

The Professoriate Anthony Welch, 2005-05-13 This indispensable guide provides a unique insight into the academic profession at a time of major change It is organized both thematically and geographically with attention given to regions rarely covered such as China and Latin America For the first time here is a book that critically assesses the condition of the professoriate at a time of momentous change when the profession is fracturing along fault lines **35**

Accords Tony Penikett, John Calvert, 2025-06-23 What does a cash strapped government do when the collective agreements for almost a quarter million of its unionized employees expire simultaneously while wishing to maintain a respectful relationship with its labour supporters In 1997 the Premier of British Columbia BC Canada Glen Clark thought of an imaginative solution It was to offer unions an opportunity to participate with the government in developing policies on issues affecting their members and the services they provide This was BC's public sector policy Accord process The goal was to establish a different more collaborative relationship with unions one in which they had a voice in shaping policy solutions This parallel process entirely separate from collective bargaining would also avoid the adversarial relationship that so often characterizes a government's relations with its unions by recognizing the positive role unions and their members could play in contributing to improving BC's public programs and services The authors who worked on the Accord process with Premier Clark provide an insider's story of the intensive three year period during which the parties negotiated 35 policy accords across the entire provincial public sector The Accords covered a wide range of issues including pension trusteeship and portability early retirement provincial school class size benefits trusts government procurement policy hospital laboratory services workforce training pay equity creation of a health and safety agency and numerous smaller policy fixes The accord process demonstrated that it was possible for a government to initiate a new and more collaborative relationship with its unions by inviting them into the policy process The accords definitely improved relations with the government and contributed to collective bargaining settlements within the government's money mandate

Structure and Agency in the Neoliberal University Joyce E. Canaan, Wesley Shumar, 2008-05-01 This volume considers how current transitions in postsecondary education are impacting Higher Education HE institutions and subjects in a number of Northern nations as well as how these transitions are indicative of the wider shift from the welfare to the market state The university is now

considered a key site for training and wealth generation in the so called knowledge economy that operates in a globalising high tech world Further these transitions are underpinned by neo liberal economic ideas that assume that the public sector is a drag on the economy unless it is subject to the rules regulations and assumptions that govern the private sector This excellent volume an important contribution to Education as well as Economics and Politics furthers our understandings of universities as marketable entities as part of the globalized economy *Globalization, Education and Social Justice* Joseph Zajda,2009-12-02 *Globalization Education and Social Justice* which is the tenth volume in the 12 volume book series *Globalisation Comparative Education and Policy Research* presents up to date scholarly research on major discourses concerning global trends in education social justice and policy research It provides an easily accessible practical yet scholarly source of information about the international concern in the field of social justice globalisation and policy research Above all the book offers the latest findings to the critical issues in education and social justice globally It is a sourcebook of ideas for researchers practitioners and policy makers in education globalisation and social justice education reforms around the world It offers a timely overview of current issues in social justice affecting education policy research in the global culture It provides directions in education and policy research relevant to transformational educational reforms in the 21st century The book critically examines the overall interplay between globalisation education reforms and social justice It draws upon recent studies in the areas of globalisation social justice education reforms and the role of the State It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation equity education and social justice It demonstrates the neo liberal ideological imperatives of education and policy reforms and illustrates the way the relationship between the State and education policy affects current models and trends in education reforms for social justice and schooling globally Various book chapters critique the dominant discourses and debates pertaining to the politics of social justice and education globally and the newly constructed and re invented models of neo liberal ideology in education and policy reforms Using a number of diverse paradigms in comparative education research ranging from critical theory to post structuralist discourses the authors by focusing on globalisation social justice and democracy attempt to examine critically both the reasons and outcomes of education reforms and policy change for social justice The volume offers a more informed critique on the Western driven models of education reforms and implications for social justice The book also draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education The general intention is to make *Globalization Education and Social Justice* available to a broad spectrum of users among policy makers academics graduate students education policy researchers administrators and practitioners in the education and related professions

Higher Education: Handbook of Theory and Research J.C. Smart,2012-12-06 **Improving Access to Affordable University Education in Saskatchewan** John B. Conway,2004 **International Handbook on Globalisation, Education and Policy Research** Joseph Zajda,2005-03-17 The aim of this Handbook is to present a global overview of

developments in education and policy change during the last decade It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration development and improvement of education and policy making The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally Different articles seek to conceptualize the on going problems of education policy formulation and implementation and provide a useful synthesis of the education policy research conducted in different countries and practical implications The Handbook by focusing on such issues as the OECD 2001 model of the knowledge society and associated strategic challenge and deliverable goals OECD 2001 139 UNESCO driven lifelong learning paradigm and its relevance to education policy makers globally different models of policy planning and equity questions that are raised by centralization decentralization diversity uniformity and curriculum standardization issues the crises of educational quality the debate of standards and excellence and good and effective teaching will contribute to a better and more holistic understanding of the education policy and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels

Decentralisation and Privatisation in Education Joseph Zajda, 2007-11-29 Decentralisation and Privatisation in Education explores the ambivalent and problematic relationship between the State privatisation and decentralisation in education globally Using a number of diverse paradigms ranging from critical theory to globalisation the authors by focusing on privatisation marketisation and decentralisation will attempt to examine critically both the reasons and outcomes of education reforms policy change and transformation and provide a more informed critique on the Western driven models of accountability quality and school effectiveness We want to demonstrate that claims of advantages in efficiency brought about by privatisation in education are not always supported empirically as proposed by proponents The book examines the overall interplay between privatisation decentralisation and the role of the state The authors draw upon recent studies in the areas of decentralisation privatisation and the role of the state in education By referring to Bourdieu s call for critical policy analysts to engage in a critical sociology of their own contexts of practice and poststructuralist and postmodernist pedagogy this collection of book chapters demonstrate how central discourses surrounding the debate of privatisation decentralisation and the role of the state are formed in the contexts of dominant ideology power and culturally and historically derived perceptions and practices The authors discuss the newly constructed and re invented imperatives of privatisation decentralisation and marketisation and show how they may well be operating as an educational model of a new global master narrative playing a hegemonic role within the framework of economic political and cultural hybrids of globalization **The SAGE Handbook of Qualitative Research** Norman K. Denzin, Yvonna S. Lincoln, 2017-01-05 The substantially updated and revised Fifth Edition of The SAGE Handbook of Qualitative Research by editors Norman K Denzin and Yvonna S Lincoln presents the state of the art theory and practice of qualitative inquiry Representing top scholars from around the world the

editors and contributors continue the tradition of synthesizing existing literature defining the present and shaping the future of qualitative research The Fifth Edition contains 19 new chapters with 16 revised making it virtually a new volume while retaining six classic chapters from previous editions New contributors to this edition include Jamel K Donnor and Gloria Ladson Billings Margaret Kovach Paula Saukko Bryant Keith Alexander Thomas A Schwandt and Emily F Gates Johnny Salda a Uwe Flick Mirka Koro Ljungberg Maggie MacLure and Jasmine Ulmer Maria Elena Torre Brett G Stoudt Einat Manoff and Michelle Fine Jack Bratich Svend Brinkmann Eric Margolis and Renu Zunjarwad Annette N Markham Alecia Y Jackson and Lisa A Mazzei Jonathan Wyatt Ken Gale Susanne Gannon and Bronwyn Davies Janice Morse Peter Dahler Larsen Mark Spooner and David A Westbrook

The Review of Economic Performance and Social Progress Keith G. Banting, Andrew Sharpe, France St-Hilaire, 2001 Analyses the impact of economic performance on patterns of social well being in Canada during the 1990s It has thirteen articles which look at the policy shifts of the 1990s such as the Bank of Canada s inflation targeting strategy the fight against government deficits trade liberalisation and social policy reform and assesses their effects on Canadian society

The Rich World and the Impoverishment of Education Dave Hill, 2010-07-15 Advancing a powerful critique of neoliberalized education in many of the rich countries of the world USA Canada Finland Greece Israel Japan England and Wales and others the chapters in this book written by an international array of acclaimed and emerging radical educators and policy analysts critically examine and evaluate What neoliberal changes have taken place e g privatization vouchers charter schools weakening of democratic control of schools setting up markets in schools and retreating from the comprehensive school principle commercialization of education new public managerialism in education What are the impacts of these changes on access and equal opportunities on democracy and critical thinking and on the rights pay and conditions of teachers and ancillary support staff

The University, State, and Market Robert A. Rhoads, Carlos Alberto Torres, 2006 This is an examination of the complex relationships among universities states and markets in light of the growing influence of globalization

Leadership Under Fire, Second Edition Ross H. Paul, 2015-04-01 While the role of the university president has evolved dramatically in recent years the recruitment pool and selection process have changed little since the 1960s In Leadership Under Fire Ross Paul combines leadership theory interviews with eleven of Canada s most successful presidents and thirty five years of personal experience to shed light on the complexity and importance of leading a university and identifies some of the critical challenges and opportunities facing Canadian universities today Paul illuminates some of the ways in which Canadian universities are unique and uses these differences to make clear the importance of organizational cultural and institutional fit for leaders confronting critical academic issues such as academic leadership and accountability student success and support university funding and fund raising strategic planning government and community relations and internationalism His analysis reaffirms some long standing practices while arguing that changes are badly needed in others While much has been written about university leadership elsewhere

Leadership Under Fire focuses on Canada and some of the men and women who have made a real difference to the quality of its post secondary institutions Paul builds on their stories to offer useful perspectives and advice at a time when the quality of universities was never more critical to the country's economic social and political success *Globalizing Practices and University Responses* Jan Currie, Richard Deangelis, Harry deBoer, Jeroen Huisman, Claude Lacotte, 2003-01-30 Investigates the impact that certain globalizing practices have on European and American universities Due to dwindling resources and the ideology of privatization universities are becoming more corporatized and managerial The authors investigate the consequences of these changes on the lives of academics and analyze how globalizing practices such as managerialism accountability and employment flexibility penetrate different universities Globalization is a contested term It exists in the form of an integrated world economy and global communication networks Along with this material world politicians have created a neoliberal ideology that exhorts nation states to open up their economies to free trade reduce their public sector and allow market forces to reshape their public agencies In effect this means a reduced role for government lower taxes and diminishing funds for public institutions like universities The underlying thesis of this book is that globalization is not an inexorable force All nations need to debate its consequences The authors analyze how globalizing practices are penetrating universities Are they creating a certain uniformity Are academics adapting to or resisting particular globalizing practices The premise at the beginning of the study was that European universities were responding differently to globalizing practices than Anglo American universities This premise was confirmed as some universities saw certain globalizing practices as inevitable and other universities resisted them The authors asked academics and key managers how their funding had changed and which accountability mechanisms their universities adopted They also investigated the use of the Internet in their teaching They found differences between European and American universities in their approach to permanent employment The French and Norwegian universities were maintaining many of their traditional values and only the Dutch university showed some movement towards the globalizing practices which American universities were more readily adopting

Reviewing **Missing Pieces Ii An Alternative Guide To Canadian Postsecondary Education**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Missing Pieces Ii An Alternative Guide To Canadian Postsecondary Education**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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