

Postsecondary Education

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Missing Pieces Ii An Alternative Guide To Canadian Postsecondary Education

Joseph Zajda



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

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. *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. **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 initiatives. Recognizing the studies of who does and does not attend post secondary education is important. 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 Challenging McWorld Tony Clarke, Canadian Centre for Policy Alternatives, Sarah Dopp, 2005 *Navigating Multiculturalism* Dawn Zinga, 2021-04-16

This provocative volume explores multiculturalism from different disciplinary perspectives as well as examining the associated issues from the perspectives of various countries. It considers how multiculturalism has been defined and the various meanings that the term holds while also focusing on the realities faced in different societal contexts. The authors address difficult and at times divisive questions about race, ethnicity and identity. This collection challenges readers to examine their own perceptions of multiculturalism and to consider how the perspectives in this volume can inform their thinking. By examining the issues from different perspectives, the authors have encouraged individuals to consider how to navigate multiculturalism and negotiate change.

Men, Law and Gender Richard Collier, 2010-04-05. This book presents the first published comprehensive overview and critical assessment of the relationship between law and masculinities. It provides a general introduction to the subject whilst engaging with the difficult question of what it means to speak of the masculinity of law in the first place.

The Rich World and the Impoverishment of Education Dave Hill, 2010-07-15. This book advances a powerful critique of neoliberalised education, privatization, marketisation, new public managerialism, increasing control and surveillance of schools and colleges in eight of the rich countries of the world: USA, Canada, England and Wales, Finland, Greece, Taiwan, Israel and Japan.

Structure and Agency in the Neoliberal University Joyce E. Canaan, Wesley Shumar, 2008-05. This volume brings together a set of largely ethnographic articles written from a critical perspective that consider how current transitions in post-secondary education are impacting on higher education (HE) institutions.

International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2005-12-05. 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.

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 **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 *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

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 **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 **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 Missing Pieces III Canadian Centre for Policy Alternatives,2002

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