The state of the academic profession

An Australia - United Kingdom comparison

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Introduction

This article attempts to convey something of the current state of the academic profession in the United Kingdom with some comparisons with Australia over the past 20 or 30 years. It has a dual purpose: to outline some key features of the way state and economy, and their interaction, affect predominantly the development of education and hence the situation of academics and changes in the nature of their academic work in the context of the United Kingdom State which is now entering its fourth period of governance by a conservative administration.

To understand the changing pressures on the academic profession would be to start with individual experience and work. How many of us dream of applying performance indicators in the way that a major newspaper might?”

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References


Higher Education in the UK

The academic profession in the UK is a multi-faceted entity, with a wide range of traditions and practices. The term "university" is used to describe a number of different types of institutions, ranging from large comprehensive universities to smaller specialized institutions. The academic profession within universities comprises a diverse group of individuals, including professors, lecturers, researchers, and support staff.

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In the United Kingdom, the academic profession has undergone significant changes in recent years. These changes have been driven by a range of factors, including changes in government policies, increasing competition for funding, and the need to adapt to new technologies and methods of teaching.

The University sector

The University sector in the UK is a major contributor to the country's economy and is recognized as a key driver of innovation and economic growth. Universities in the UK are funded through a combination of central government funding, research grants, and fees paid by students.

The funding of universities

The funding of universities in the UK is a complex and contentious issue. There are a number of different funding streams, including central government funding, research grants, and fees paid by students. The proportion of funding from each of these sources has varied over time, and the government has implemented a range of policies to influence the funding landscape.

The impact of funding

The impact of funding on the academic profession in the UK is significant. The level of funding can affect the ability of universities to attract and retain top-level faculty, as well as their capacity to conduct high-quality research.

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and by 1987 only 55%. From 1985 onwards the basic for funding was set according to the number of student who were provided with teaching and research opportunities. This was a significant change from the way in which the university system had traditionally operated. The trend was towards a more individualized and flexible approach to the provision of educational resources, with a greater emphasis on teaching and research activities.

The 白皮书 entitled 高等教育: 更高的挑战 (1987) discussed these changes in academics in both parts of the binary sector. The White Paper included several proposals to improve the quality of teaching and research, such as the introduction of peer review and the establishment of a new system of funding that took into account the performance of individual institutions.

The White Paper also highlighted the importance of research funding, which had increased significantly in recent years. The government was committed to ensuring that academic research remained a high priority, and it encouraged universities to develop new ways of generating income from their research activities.

The overall trend was towards a more commercial and entrepreneurial approach to higher education, with an increased emphasis on the transfer of knowledge to industry and the creation of spin-off companies. This led to a greater focus on the needs of employers and the development of new courses and programmes that were designed to meet these needs.

However, this focus on commercialization also had its critics, and there were concerns about the impact it was having on the quality of teaching and research. There were calls for a more balanced approach that placed equal emphasis on teaching and research, and that also took into account the needs of students and the wider community.

Furthermore, the government was committed to ensuring that the entire higher education system was efficient and effective in meeting the needs of students and society. This involved the development of new models of delivery, such as distance learning and online courses, and the use of technology to improve the quality of teaching and learning.

In conclusion, the 白皮书 entitled 高等教育: 更高的挑战 (1987) was a significant step forward in the development of higher education in China. It reflected the government's commitment to ensuring that the higher education system was efficient, effective, and responsive to the needs of students and society. The 白皮书 set out a clear agenda for action, and it provided a framework for the development of new policies and initiatives that would help to ensure that higher education remained at the forefront of social and economic development.
designated executives, managers and in large measure have taken on that application and made it part of their identity, in many cases subsuming their previous personal as teacher, scholar or researcher.

The distinction between them is often not a simple one, people do move in and out of those roles and who are managed in turn manage, power slips inexorably sideways so that when a Cabinet Minister is 1


2. Some of the source material is derived from a study I have been doing of academic managers in Australia, the United Kingdom and Canada. A comparative study based on interviews with 100 academic managers and active representatives in 26 universities and polytechnics in Canada, Australia, the United Kingdom between February and September 1993 of changes in university management and the perceived pressures from state and economy. (Book forthcoming 1995). There is more personal experience as an academic working in university, Areas, which has experienced more change and restructuring than most in the United Kingdom. I was President of the local Association of University Teachers Branch and was involved with a major legal case over academic tenure and for a number of period of member of Senate and Council. For an account of the situation from the point of view of two main activists during the 1989-1990 period see H Miller and Z. Wheeler. See also H. Miller, 'Academic and New Labour Process' in C. Smith, D. Kirby and R. Williams (Eds) Wage-Collar Work: the New Professional Labour Process, London: Macmillan, pp. 109-137.


4. The admittance of an excuse for the failure of the French desistsructivist philosopher Derrida at Cambridge in May 1992 could also be seen as a symbol of the degree of academic independence from....

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