
A critical exploration of collaborative and distributed leadership in higher education: developing an alternative ontology through leadership-as-practice

Type Artikel in academisch tijdschrift

Auteur Howard Youngs

URL <https://doi.org/10.1080/1360080X.2017.1276662>

Deel 39

Editie 2

Pagina's 140-154

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum March 4, 2017

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2017.1276662>

DOI 10.1080/1360080X.2017.1276662

Geraadpleegd 9-9-2020 07:21:54

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting Since the turn of the millennium, interest in collaborative and distributed conceptualisations of leadership has gathered momentum, particularly in education. During the same period, higher education institutions have been embedded in practices shaped by New Public Management. The resultant reconfiguration of structural arrangements within institutions has led to the existence of two staff groups, professional and academic. The former is often aligned to the rise in managerial practices over claimed academic collegial practices, thus creating conditions for a possible dualistic positioning with the two groups. Distributed leadership and collaboration are claimed to be approaches that overcome this dualism, yet they may also be susceptible to maintaining this dual state and subtly reaffirm embedded interests and structures. As an alternative, a leadership-as-practice approach ontologically shifts the way in which sense is made of organisations. The practice-based model for understanding organisations presented in this paper offers a theoretical and applied framework that incorporates and also goes beyond collaborative and distributed leadership due to its association with practice theory.

Korte Titel A critical exploration of collaborative and distributed leadership in higher education

Datum toegevoegd 9-9-2020 07:21:54

Bewerkt 9-9-2020 07:21:54

Labels:

Academic leadership, collaboration, distributed leadership, leadership-as-practice

Microaggressive Hierarchical Intersectionalities: Small Stories of Women of Color in Higher Education

Type Artikel in academisch tijdschrift
Auteur Kathryn Young
Auteur Myron Anderson
URL <https://journals.iupui.edu/index.php/muj/article/view/24210>
Rechten Copyright (c) 2021 Kathryn Young
Deel 32
Editie 1
Pagina's 78-103
Titel uitgave Metropolitan Universities
ISSN 1047-8485
Datum 2021-02-15
Extra Number: 1
DOI 10.18060/24210
Geraadpleegd 1-2-2022 10:31:06
Bibliotheekscatalogus journals.iupui.edu
Taal en
Samenvatting This article uses methods from narrative analysis to consider how the macro-level experiences of racism and sexism appear in micro-level small stories about hierarchical microaggressive intersectionalities (HMI) in higher education. Small stories shared by university faculty and administrators reveal that microaggressions were simultaneously experienced along the lines of race, gender and role in the institution. Themes emerge that link deprofessionalization, invisibility, and fatigue to these small stories. On a nuanced level, the narratives in this paper demonstrate how broader societal notions of women's and women of color's roles in institutions translate into a negative campus climate for those who experience HMI.
Korte Titel Microaggressive Hierarchical Intersectionalities
Datum toegevoegd 1-2-2022 10:31:06
Bewerkt 1-2-2022 10:31:08

Labels:

institutional development

‘Sleeping with the enemy’: how far are you prepared to go to make a difference? A look at the divide between academic and allied staff

Type Artikel in academisch tijdschrift
Auteur Sue Wohlmuther
URL <https://doi.org/10.1080/13600800802155192>

Deel 30
Editie 4
Pagina's 325-337
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum November 1, 2008
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13600800802155192>
DOI 10.1080/13600800802155192
Geraadpleegd 11-11-2020 05:31:41
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting There have been a number of papers written about the academic–allied staff divide within educational institutions in the Western world. This paper considers one particular institution to ascertain whether there is evidence of a divide and, if there is, whether there are other factors that influence the perception of a divide; for example, length of tenure, gender and the home department. This paper looks at what the literature perceives as a divide in terms of the numbers, qualifications, contractual conditions, the perceived importance of roles, whether these roles are changing, and the understanding of each other's roles. Finally, the paper looks at what impact a divide will have upon a strategic plan. The case of Manukau Institute of Technology is then compared with the literature review. This paper is based on a literature review and data gathered from a questionnaire; however, the author also draws on her own experience of being married to ‘one of the enemy’.
Korte Titel ‘Sleeping with the enemy’
Datum toegevoegd 11-11-2020 05:31:41
Bewerkt 11-11-2020 05:31:41

Labels:

academic staff, allied staff, staff divide

Faculty Constitutions in the Ivory Tower: Exploring the Balance of Power between the Professoriate and the Administration

Type Artikel in academisch tijdschrift
Auteur Matthew Woessner
Auteur Jessica Kehler
URL <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/faculty-constitutions-in-the-ivory-tower-exploring-the-balance-of-power-between-the-professoriate-and-the-administration/05C7C4ED4A775378C657347DDF4ABF59>
Deel 51
Editie 2

Pagina's 387-395
Titel uitgave PS: Political Science & Politics
ISSN 1049-0965, 1537-5935
Datum 2018/04
Extra Publisher: Cambridge University Press
DOI 10.1017/S1049096517002530
Geraadpleegd 9-9-2020 07:20:05
Bibliotheekscatalogus Cambridge University Press
Taal en
Samenvatting The presumption that rules and institutional structures profoundly influence an organization's behavior is deeply rooted in the study of governance. Whereas social scientists have explored the link between institutional structure and political power at the national, state, and local level, there is virtually no quantitative research on how competing constitutional frameworks influence power in an academic setting. The researchers theorize that, given academics' relatively limited input into institutional decision making, faculty respondents will perceive they have greater influence when they exercise direct control over faculty representatives. Merging a database of academic constitutions with faculty survey responses from the North American Academic Survey (NAAS), the authors find that, even when controlling for institutional size, budget, and academic mission, some features of academic constitutions are strongly correlated with perceptions of faculty power. In general, more representative constitutions are strongly associated with faculty influence. However, contrary to the underlying theory, faculty employed at schools where an administrator is designated as the chair or president of the academic senate feel they are more influential than those that elect their own leader. The results suggest a new and potentially important line of inquiry for political researchers.
Korte Titel Faculty Constitutions in the Ivory Tower
Datum toegevoegd 9-9-2020 07:20:05
Bewerkt 9-9-2020 07:20:05

University Professional and Managerial Staff: Information Needs and Seeking

Type Artikel in academisch tijdschrift
Auteur Janie L. Hassard Wilkins
Auteur Gloria J. Leckie
URL <https://crl.acrl.org/index.php/crl/article/view/15168>
Deel 58
Editie 6
Pagina's 561-574
Titel uitgave College & Research Libraries
Datum 1997

DOI <https://doi.org/10.5860/crl.58.6.561>
Geraadpleegd 6-9-2021 04:09:54
Bibliotheekscatalogus crl.acrl.org
Taal en-US
Samenvatting This study examines the work-related information needed and sought by professional and managerial staff of a large university. Through personal contacts, the Internet, and departmental sources, professional staff are able to readily satisfy many of their daily and short-term work-related information needs with minimal use of the library. However, because their jobs are multifaceted and complex, these staff members frequently are engaged in longer-term activities (such as project development, report writing) requiring more intensive library use, which often is perceived to be frustrating and time-consuming. The implications of these findings for academic libraries are discussed.
Korte Titel University Professional and Managerial Staff
Datum toegevoegd 6-9-2021 04:09:54
Bewerkt 1-2-2022 10:36:06

Diversifying Academic and Professional Identities in Higher Education: Some management challenges

Type Artikel in academisch tijdschrift
Auteur Celia Whitchurch
Auteur George Gordon
URL <https://doi.org/10.1080/13583881003757029>
Deel 16
Editie 2
Pagina's 129-144
Titel uitgave Tertiary Education and Management
ISSN 1358-3883
Datum June 1, 2010
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13583881003757029>
DOI 10.1080/13583881003757029
Geraadpleegd 22-4-2021 10:41:08
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting This paper draws on an international study of the management challenges arising from diversifying academic and professional identities in higher education. These challenges include, for instance, the introduction of practice-based disciplines with different traditions such as health and social care, the changing aspirations and expectations of younger generations of staff, a diffusion of management responsibilities and structures, and imperatives for a more holistic approach to the “employment package”, including new forms of recognition and reward.

It is suggested that while academic and professional identities have become increasingly dynamic and multi-faceted, change is occurring at different rates in different contexts. A model is offered, therefore, that relates approaches to “people management” to different organisational environments, against the general background of increasing resource constraint arising from the global economic downturn.

Korte Titel Diversifying Academic and Professional Identities in Higher Education
Datum toegevoegd 22-4-2021 10:41:08
Bewerkt 22-4-2021 10:41:08

Labels:

Diversifying Academic and Professional Identities in Higher Education: Some management challenges

Expanding the parameters of academia

Type Artikel in academisch tijdschrift
Auteur Celia Whitchurch
URL <https://link.springer.com/article/10.1007/s10734-011-9483-2>
Deel 64
Editie 1
Pagina's 99-117
Titel uitgave Higher Education
ISSN 0018-1560, 1573-174X
Datum 2012/07/01
Tijdschrift-afkorting High Educ
DOI 10.1007/s10734-011-9483-2
Geraadpleegd 13-4-2018 04:45:07
Bibliotheekscatalogus link.springer.com
Taal en
Samenvatting This paper draws on qualitative data gathered from two studies funded by the UK Leadership Foundation for Higher Education to examine the expansion of academic identities in higher education. It builds on Whitchurch’s earlier work, which focused primarily on professional staff, to suggest that the emergence of broadly based projects such as widening participation, learning support and community partnership is also impacting on academic identities. Thus, academic as well as professional staff are increasingly likely to work in multi-professional teams across a variety of constituencies, as well as with external partners, and the binary distinction between ‘academic’ and ‘non-academic’ roles and activities is no longer clear-cut. Moreover, there is evidence from the studies of an intentionality about deviations from mainstream academic career routes among respondents who could have gone either way. Consideration is therefore given to factors that influence individuals to work in more

project-oriented areas, as well as to variables that affect ways in which these roles and identities develop. Finally, three models of academically oriented project activity are identified, and the implications of an expansion of academic identities are reviewed.

Datum toegevoegd 13-4-2018 04:45:07

Bewerkt 13-4-2018 04:45:07

The rise of the blended professional in higher education: a comparison between the United Kingdom, Australia and the United States

Type Artikel in academisch tijdschrift

Auteur Celia Whitchurch

URL <https://link.springer.com/article/10.1007/s10734-009-9202-4>

Deel 58

Editie 3

Pagina's 407-418

Titel uitgave Higher Education

ISSN 0018-1560, 1573-174X

Datum 2009/09/01

Tijdschrift-afkorting High Educ

DOI 10.1007/s10734-009-9202-4

Geraadpleegd 12-7-2018 06:26:49

Bibliotheekscatalogus link.springer.com

Taal en

Samenvatting This paper builds on earlier work by the author to explore the international dimensions of a study of the changing roles and identities of professional staff in higher education (Whitchurch 2008a, b). It further develops the concept of the blended professional, characterising individuals with identities drawn from both professional and academic domains, and examines the institutional spaces, knowledges, relationships and legitimacies that they construct. Comparisons between the United Kingdom, Australia and the United States are used to provide indicators of possible futures for this group of staff, including their positioning in the university community, the challenges they face, and the potentials that they offer to their institutions.

Korte Titel The rise of the *blended professional* in higher education

Datum toegevoegd 12-7-2018 06:26:49

Bewerkt 12-7-2018 06:27:19

Who do they think they are? The changing identities of professional administrators and managers in UK higher education

Type Artikel in academisch tijdschrift
Auteur Celia Whitchurch
URL <https://doi.org/10.1080/13600800600751002>
Deel 28
Editie 2
Pagina's 159-171
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum July 1, 2006
DOI 10.1080/13600800600751002
Geraadpleegd 13-7-2018 10:35:29
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Contemporary universities, serving mass higher education markets, find themselves delivering complex, broadly based projects such as student support and welfare, human resource development, and business enterprise. Established concepts of academic administration and devolved management have been overlaid by more fluid institutional structures and cultures, with a softening of internal and external boundaries (Whitchurch, 2004, 2005). These developments have caused major shifts in the identities of professional administrators and managers as they adopt more project-oriented roles crossing functional and organisational boundaries. This paper considers the dynamics of these changes, in terms that move beyond conventional assumptions about administration and management. While identities have been defined traditionally via structured domains such as professional knowledges, institutional boundaries, and the policy requirements of the higher education sector, an emergent project domain has fostered the development of an increasingly multi-professional grouping of staff, with implications for career futures.
Korte Titel Who do they think they are?
Datum toegevoegd 13-7-2018 10:35:29
Bewerkt 13-7-2018 10:35:29

Shifting Identities and Blurring Boundaries: the Emergence of Third Space Professionals in UK Higher Education

Type Artikel in academisch tijdschrift
Auteur Celia Whitchurch
URL <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2273.2008.00387.x>
Rechten © 2008 The Author. Journal compilation © 2008 Blackwell Publishing Ltd
Deel 62
Editie 4
Pagina's 377-396
Titel uitgave Higher Education Quarterly

ISSN 1468-2273
Datum 2008
DOI 10.1111/j.1468-2273.2008.00387.x
Geraadpleegd 13-7-2018 10:35:50
Bibliotheekscatalogus Wiley Online Library
Taal en
Samenvatting This paper adds to earlier reviews by the author of the changing roles and identities of contemporary professional staff in UK higher education, and builds on a categorisation of professional staff identities as having bounded, cross-boundary and unbounded characteristics. Drawing on a study of 54 professional managers in the United Kingdom, Australia and the United States, it describes a further category of blended professionals, who have mixed backgrounds and portfolios, comprising elements of both professional and academic activity. The paper goes on to introduce the concept of third space as an emergent territory between academic and professional domains, which is colonised primarily by less bounded forms of professional. The implications of these developments for institutions and for individuals are considered, and some international comparisons drawn. Finally, it is suggested that third space working may be indicative of future trends in professional identities, which may increasingly coalesce with those of academic colleagues who undertake project- and management-oriented roles, so that new forms of third space professional are likely to continue to emerge.
Korte Titel Shifting Identities and Blurring Boundaries
Datum toegevoegd 13-7-2018 10:35:50
Bewerkt 23-7-2018 08:07:08

From a diversifying workforce to the rise of the itinerant academic

Type Artikel in academisch tijdschrift
Auteur Celia Whitchurch
URL <https://doi.org/10.1007/s10734-018-0294-6>
Deel 77
Editie 4
Pagina's 679-694
Titel uitgave Higher Education
ISSN 1573-174X
Datum 2019-04-01
Tijdschrift-afkorting High Educ
DOI 10.1007/s10734-018-0294-6
Geraadpleegd 22-7-2019 02:44:17
Bibliotheekscatalogus Springer Link
Taal en

Samenvatting The literature on the diversification of the higher education workforce has tended to focus on broad brush changes to patterns of employment and working conditions. What has been less remarked is ways in which individuals are negotiating the structures and stretching the parameters within which they work, including experience outside higher education. Thus, academic work is also seen in the context of broader opportunities, for instance extended networks that enable individuals to construct new forms of professional capital. Arising from these conditions, two empirical studies, on which this paper draws, demonstrate the emergence of what might be termed itinerant identities. The triggers for these are seen as arising, on the one hand, from a spirit of exploration, that is an intrinsic interest in entering new areas of activity, and, on the other, from a desire for a greater sense of security by keeping a range of options open. The two motivations are not mutually exclusive and are likely to depend on individual circumstances and career stages. It would also appear that, in space outside higher education, individuals may find some of the freedom and autonomy they may feel that they have lost as a result of increased structural requirements including, for instance, workload models and performance assessment.

Datum toegevoegd 22-7-2019 02:44:18

Bewerkt 22-7-2019 02:44:18

Labels:

Academic careers, Academic identity, Career motivations, Institutional processes and structures

Beyond administration and management: reconstructing the identities of professional staff in UK higher education

Type Artikel in academisch tijdschrift

Auteur Celia Whitchurch

URL <https://doi.org/10.1080/13600800802383042>

Deel 30

Editie 4

Pagina's 375-386

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum November 1, 2008

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13600800802383042>

DOI 10.1080/13600800802383042

Geraadpleegd 10-9-2020 04:26:10

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting This paper describes an empirical study associated with earlier reviews of the changing roles and identities of contemporary professional staff in UK higher education (Whitchurch, 2004; 2006a; 2006b). The study draws on

the narratives of 24 individuals to illustrate that identity movements cannot be captured solely in terms of a shift from ‘administration’ to ‘management’, or of a collective process of professionalisation. Contemporary ideas about the fluidity of identity (Delanty, 2008; Taylor, 2008) are used to theorise the empirical data, and to develop a conceptual framework that describes emerging identities by means of three categories of bounded, cross-boundary, and unbounded professionals. This framework demonstrates that professional staff are not only interpreting their given roles more actively, but that they are also moving laterally across functional and institutional boundaries to create new professional spaces, knowledges, relationships and legitimacies. It is suggested, therefore, that the roles and identities of professional staff are more complex and dynamic than organisation charts or job descriptions might suggest.

Korte Titel Beyond administration and management

Datum toegevoegd 10-9-2020 04:26:10

Bewerkt 10-9-2020 04:26:10

Labels:

administration, management, professional identity, professional roles

Some implications of ‘public/private’ space for professional identities in higher education

Type Artikel in academisch tijdschrift

Auteur Celia Whitchurch

URL <https://doi.org/10.1007/s10734-010-9320-z>

Deel 60

Editie 6

Pagina's 627-640

Titel uitgave Higher Education

ISSN 1573-174X

Datum 2010-12-01

Tijdschrift-afkorting High Educ

DOI 10.1007/s10734-010-9320-z

Geraadpleegd 24-3-2021 04:38:15

Bibliotheekscatalogus Springer Link

Taal en

Samenvatting The interplay of public and private sector dynamics in higher education has impacted not only on the roles and identities of academic staff, but also on those of professional staff, who often have the task of bringing together, and achieving congruence between, activities that are geared towards the public good and also towards more commercially oriented enterprise. In this context, a new cadre of “blended professionals” has

emerged, whose roles include initiatives associated with the social responsibilities of institutions to their communities, as well as more market-oriented, income generating projects (Whitchurch 2008, 2009). This paper reports on case material relating to a sub-set of these staff, working specifically in the area of Community and Business Partnership, and on the impact of their work for traditional management structures and relationships. It will be argued that, although unlikely to be acknowledged in formal accounts of the university such as organisation charts or institutional plans, these staff are responsible for providing and maintaining a framework that holds together more publicly oriented strands of activity, such as widening participation, with more privately oriented strands, such as enterprise. In so doing, they make extensive use of multi-professional team- and networking with a range of colleagues, both inside and outside the university, not only helping to re-balance their institutions, but also to protect them against undue organisational fragmentation and bureaucracy. They therefore contribute to an increasingly 'mixed economy' of broadly based portfolios of activity. The implications of these 'public/private' spaces and activities for professional identities are explored in the context of institutional management.

Datum toegevoegd 24-3-2021 04:38:15

Bewerkt 24-3-2021 04:38:15

Issues in University Governance: More "Professional" and Less Academic

Type Artikel in academisch tijdschrift

Auteur William L. Waugh

URL <https://doi.org/10.1177/0002716202238568>

Deel 585

Editie 1

Pagina's 84-96

Titel uitgave The ANNALS of the American Academy of Political and Social Science

ISSN 0002-7162

Datum January 1, 2003

Tijdschrift-afkorting The ANNALS of the American Academy of Political and Social Science

DOI 10.1177/0002716202238568

Geraadpleegd 9-4-2019 04:47:00

Bibliotheekscatalogus SAGE Journals

Taal en

Samenvatting The pressures for efficiency and the achievement of performance goals are encouraging college and university presidents to focus more on the management of their institutions and less on the more collegial processes of academic decision making. Presidents are being held more accountable to external constituencies, particularly the public officials and business leaders involved in hiring them and the foundations and businesses that supplement their salaries and benefits, and, therefore, feel less accountable to the faculty and other internal constituencies. To increase

efficiency and meet goals, presidents are increasingly hiring professional administrators without academic experience, who feel more accountable to their administrative superiors and less accountable to faculty, students, and others within the institution. The focus on managerial values is also filtering down to academic departments and nonacademic offices. The net effect is that the faculty role in university governance is decreasing and may be extinguished if current trends continue.

Korte Titel Issues in University Governance
Datum toegevoegd 9-4-2019 04:47:01
Bewerkt 9-4-2019 04:47:01

Institutionalizing public engagement through research in UK universities: perceptions, predictions and paradoxes concerning the state of the art

Type Artikel in academisch tijdschrift
Auteur Richard Watermeyer
Auteur Jamie Lewis
URL <https://www.tandfonline.com/doi/abs/10.1080/03075079.2016.1272566>
Rechten © 2017 Society for Research into Higher Education
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum 20 Jan 2017
Locatie in archief world
Extra Publisher: Routledge
Geraadpleegd 22-4-2021 10:38:00
Bibliotheekscatalogus www.tandfonline.com
Taal en
Samenvatting Institutionalizing public engagement through research in UK universities: perceptions, predictions and paradoxes concerning the state of the art. Studies in Higher Education: Vol. 43, No. 9, pp. 1612-1624.
Korte Titel Institutionalizing public engagement through research in UK universities
Datum toegevoegd 22-4-2021 10:38:00
Bewerkt 1-2-2022 11:03:34

Higher education professionals in the age of NPM and digital knowledge: distinction strategies for forming new occupational capital

Type Artikel in academisch tijdschrift
Auteur Varda Wasserman
Auteur Izhak Berkovich
URL <https://www.tandfonline.com/doi/abs/10.1080/03075079.2020.1732909>
Rechten © 2020 Society for Research into Higher Education

Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum 26 Feb 2020
Locatie in archief world
Extra Publisher: Routledge
Geraadpleegd 22-4-2021 09:30:06
Bibliotheekscatalogus www.tandfonline.com
Taal en
Samenvatting Higher education professionals in the age of NPM and digital knowledge: distinction strategies for forming new occupational capital. Studies in Higher Education. Ahead of Print.
Korte Titel Higher education professionals in the age of NPM and digital knowledge
Datum toegevoegd 22-4-2021 09:30:06
Bewerkt 1-2-2022 11:02:58

Female administrative managers in Australian universities: not male and not academic

Type Artikel in academisch tijdschrift
Auteur Michelle Wallace
Auteur Teresa Marchant
URL <https://doi.org/10.1080/1360080X.2011.621184>
Deel 33
Editie 6
Pagina's 567-581
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum december 1, 2011
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2011.621184>
DOI 10.1080/1360080X.2011.621184
Geraadpleegd 31-1-2022 16:52:11
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Women make up 65 per cent of the staff in Australian universities who do not perform academic work. While there is a growing body of research on women in senior management and the experiences of female academics in Australian universities, there is less literature on women working in the administrative stream, especially those in middle management. Using a national sample of 172 university female middle managers, the paper reports on issues for this under-researched cohort. Despite a prevailing Australian paradigm of equal opportunity and anti-discrimination, women commented on many instances of discrimination, masculine culture, inflexibility regarding their carer responsibilities, lack of recognition and opportunity and an academic/administrative divide that was gender

inflected. A number of women also queried whether female managers should adopt masculine management styles. Despite indications from this research and the literature that gender issues are worse in other sectors, the numerous comments in this research paint a picture of continued male hegemony that devalues and marginalises administrative women's contribution in the management of Australian universities.

Korte Titel Female administrative managers in Australian universities

Datum toegevoegd 31-1-2022 16:52:11

Bewerkt 31-1-2022 17:07:23

Labels:

gender

Imagining a future: changing the landscape for third space professionals in Australian higher education institutions

Type Artikel in academisch tijdschrift

Auteur Natalia Veles

Auteur Margaret-Anne Carter

URL <https://doi.org/10.1080/1360080X.2016.1196938>

Deel 38

Editie 5

Pagina's 519-533

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum September 2, 2016

DOI 10.1080/1360080X.2016.1196938

Geraadpleegd 12-7-2018 08:57:48

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting In the last decade there has been a shift in the discourses around professional staff in higher education that has been influenced by neoliberal agenda that focused on driving education reforms. Earlier discussions centring around nomenclature variations have progressed to those about creating and developing borderless professionals operating in the third space – a notional space where professional staff and academic staff with diverse and valuable skills work as equal professional partners on complex and multifaceted projects. This article looks at the evolution of the debates around professional staff. It considers how the notions of professionalism and professionalisation are being reconceptualised in the third space. Discussion progresses towards capability building and developmental opportunities of aspiring third space professional staff in higher education settings. Possible pathways of engaging with and empowering professional staff in designing their future careers and professional identities are considered. Building a community of research

practices under the auspices of the Association for Tertiary Education Management (ATEM) and engaging postgraduate students in the university third space project work are proposed as potential areas for further research in the field of professional staff capability building.

Korte Titel Imagining a future

Datum toegevoegd 12-7-2018 08:57:48

Bewerkt 12-7-2018 08:57:48

Labels:

Capability building, higher education, identities, Neoliberalism, professional staff, third space

Complex collaboration champions: university third space professionals working together across borders

Type Artikel in academisch tijdschrift

Auteur Natalia Veles

Auteur Margaret-Anne Carter

Auteur Helen Boon

URL <https://doi.org/10.1080/13603108.2018.1428694>

Deel 23

Editie 2-3

Pagina's 75-85

Titel uitgave Perspectives: Policy and Practice in Higher Education

ISSN 1360-3108

Datum July 3, 2019

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13603108.2018.1428694>

DOI 10.1080/13603108.2018.1428694

Geraadpleegd 9-9-2020 07:16:02

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting In an age of global interconnectedness of people, cultures, technology and professions, within higher education, collaborations between university staff increase in complexity and traverse time and space. Global and local changes and challenges give rise to new and hybrid university professionals – third space professionals – often operating outside their predefined work portfolios on various collaborative projects. Analysing the literature on complex collaborations, the authors discuss three dimensions of collaborative engagements: first, culture in its local, national and global representations; second, integration between professions/occupations; and third, the level of interaction/engagement. Integrating these dimensions into a conceptual model, it is proposed that the university third space serves both as a portal between dimensions and as a vehicle for advancing cross-border collaborations. Third space professionals are likely candidates to assume the role of collaboration

champions. Further research and development of the proposed model of university complex collaborations will enhance university workforce development, building staff capabilities and thus increasing organisational collaborative capital.

Korte Titel Complex collaboration champions

Datum toegevoegd 9-9-2020 07:16:02

Bewerkt 9-9-2020 07:16:02

Labels:

collaborations, Globalisation, higher education, third space, third space professionals, university complex collaborations

Employability enhancement through formal and informal learning: an empirical study among Dutch non-academic university staff members

Type Artikel in academisch tijdschrift

Auteur Beatrice Van Der Heijden

Auteur Jo Boon

Auteur Marcel Van Der Klink

Auteur Ely Meijs

URL <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2419.2008.00313.x>

Deel 13

Editie 1

Pagina's 19-37

Titel uitgave International Journal of Training and Development

ISSN 1468-2419

Datum 2009

Extra _eprint: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2419.2008.00313.x>

DOI 10.1111/j.1468-2419.2008.00313.x

Geraadpleegd 1-2-2022 10:18:19

Bibliotheekscatalogus Wiley Online Library

Taal en

Samenvatting Although learning is generally perceived as a way to improve employees' current job performance, so far, no research has been conducted to explore the possible relationships between formal and informal learning, on the one hand, and employability, on the other. Though contemporary views stress the importance of the job as a powerful learning site, considerable research evidence underpinning these views is lacking. This paper goes into the impact of formal and informal learning upon employability. The influence of employee characteristics and organizational factors is also taken into account. An e-questionnaire was used to collect data among 215 Dutch non-academic university staff members. Our findings

emphasize the necessity of Human Resource Development strategies that encompass a mix of formal and informal learning opportunities. In particular, participation in networks appears to be an important predictor for employability. With the outcomes of this study, we aim to contribute to the further development of theoretical insights regarding employability enhancement through learning possibilities embedded in the workplace. It seems that strategies that focus exclusively on enhancing informal on-the-job learning should not be encouraged. Our study is limited to one context and further research is required to investigate the generalizability of the findings to other occupations and/or countries.

Korte Titel Employability enhancement through formal and informal learning
Datum toegevoegd 1-2-2022 10:18:19
Bewerkt 1-2-2022 10:18:21

Occupational stress in UK higher education institutions: a comparative study of all staff categories

Type Artikel in academisch tijdschrift

Auteur M. Y. Tytherleigh *

Auteur C. Webb

Auteur C. L. Cooper

Auteur C. Ricketts

URL <https://doi.org/10.1080/0729436052000318569>

Deel 24

Editie 1

Pagina's 41-61

Titel uitgave Higher Education Research & Development

ISSN 0729-4360

Datum February 1, 2005

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/0729436052000318569>

DOI 10.1080/0729436052000318569

Geraadpleegd 21-10-2020 09:16:02

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting The higher education sector in the UK continues to experience significant change. This includes restructuring, use of short-term contracts, external scrutiny and accountability, and major reductions in funding. In line with this, reports of stress at work in higher education institutions have also increased. The study reported here was carried out using a stratified random sample of all categories of staff (academic and non-academic) from 14 UK universities and colleges. Levels of occupational stress were measured using the ASSET model. The results showed that the most significant source of stress for all higher education staff (irrespective of category of employee) was job insecurity. In comparison to the normative data, staff also reported significantly higher levels of stress relating to

work relationships, control, and resources and communication, and significantly lower levels of commitment both from and to their organization. However, they also reported significantly lower levels of stress relating to work–life balance, overload and job overall, and lower levels of physical ill–health. Significant differences were identified between staff working at Old versus New universities and by category of employee. These results support the growing evidence that universities no longer provide the low stress working environments they once did.

Korte Titel Occupational stress in UK higher education institutions
Datum toegevoegd 21-10-2020 09:16:02
Bewerkt 21-10-2020 09:16:02

Administrative capacity assessment in higher education: The case of universities in Vietnam

Type Artikel in academisch tijdschrift
Auteur Carolyn D. T. T. Tran
Auteur George E. Battese
Auteur Renato A. Villano
URL <http://www.sciencedirect.com/science/article/pii/S0738059320303576>
Deel 77
Pagina's 102198
Titel uitgave International Journal of Educational Development
ISSN 0738-0593
Datum September 1, 2020
Tijdschrift-afkorting International Journal of Educational Development
DOI 10.1016/j.ijedudev.2020.102198
Geraadpleegd 9-9-2020 08:08:10
Bibliotheekscatalogus ScienceDirect
Taal en
Samenvatting Administrative staff are a crucial human capital input in tertiary education institutions. Given the substantial investment in recruitment and selection of administrative staff, efficient and effective use of these staff affects the organisational and financial performance of universities. Whereas much concern has been placed on the performance of academic staff, the ability of a university to obtain an optimal level of administrative staff has not been addressed. This paper investigates whether the usage capacity of administrative staff is maximised in Vietnamese universities. Vietnam has implemented several education reform policies with the aim to improve the standing of its universities in the world's education market. The process is not only about obtaining and delivering good education quality, but also efficiently using human resources to reach optimal performance and sustainable development. Employing the stochastic frontier input requirement model with data on 112 Vietnamese universities, we examine the presence of excess administrative capacity in these universities, given

the existing student outputs and other input resources. We find that, on average, the level of excess administrative capacity is 3.4%, implying an economic loss in universities. In addition, under the analysis of determinants of the variances of the inefficiency effects and the error terms in the input-requirement function, our findings reveal that excess administrative capacity varies according to location and ownership. Some policy implications are discussed to address excess capacity of administrative staff in the Vietnamese context and some key lessons learned for the rest of the world.

Korte Titel Administrative capacity assessment in higher education

Datum toegevoegd 9-9-2020 08:08:10

Bewerkt 9-9-2020 08:08:10

Labels:

Administrative capacity, Higher education, Stochastic frontier analysis, Vietnam

Addressing Gender Equity in Nonfaculty Salaries

Type Artikel in academisch tijdschrift

Auteur Robert K. Toutkoushian

URL <https://www.jstor.org/stable/40196876>

Deel 41

Editie 4

Pagina's 417-442

Titel uitgave Research in Higher Education

ISSN 0361-0365

Datum 2000

Extra Publisher: Springer

Geraadpleegd 1-2-2022 10:32:44

Bibliotheekscatalogus JSTOR

Samenvatting While over one hundred studies have been conducted at both the institutional and national levels to determine if male and female faculty receive different levels of pay, there are very few published studies that have addressed similar gender equity concerns for other groups of academic employees. This research illustrates ways in which gender equity studies can be performed on noninstructional employees such as operating staff (OS) and professional/administrative staff (PAS) in higher education. The article addresses the selection of variables for inclusion in the multiple regression model, the alternative approaches for measuring the unexplained wage gap, and the methods that could be utilized for adjusting women's salaries when inequities are found to exist. To illustrate these concepts, data on the operating and professional/administrative staff at one institution are analyzed. It is found that experience and market differences account for about eighty percent of the pay difference between male and female professional/administrative staff and half of the pay

difference for operating staff, and that the cost of adjusting women's salaries varies significantly across methods.

Datum toegevoegd 1-2-2022 10:32:44

Bewerkt 1-2-2022 10:32:44

MANAGEMENT TECHNIQUES AND UNIVERSITY ADMINISTRATORS: A SURVEY OF TRAINING NEEDS IN BRITISH UNIVERSITIES

Type Artikel in academisch tijdschrift

Auteur R.M. THORPE

Auteur B. WHITTINGTON

URL <https://doi.org/10.1108/eb009728>

Deel 13

Editie 2

Pagina's 4-12

Titel uitgave Journal of Educational Administration

ISSN 0957-8234

Datum 1975-01-01

Extra Publisher: MCB UP Ltd

DOI 10.1108/eb009728

Geraadpleegd 1-2-2022 10:16:59

Bibliotheekscatalogus Emerald Insight

Samenvatting In the past few years a new debate has started and blossomed among those concerned with British university administration. It has centred around the lack of specific provision of training for university administrators. This research is a reflection of this debate. In an attempt to provide, firstly, information which would facilitate the construction of a course appropriate for "middle grade" administrators and, secondly, knowledge of a more general kind on the weaknesses of present administrator training, the authors carried out an attitudinal survey by postal questionnaire of 52 university and university college institutions in Britain. Interest focussed upon the training needs perceived by middle range administrators. This information was used to construct a course for these administrators which was offered at the University of Bradford in September 1973. Further, biographical and attitudinal data were used to attempt to explain variations in perceived training need. A consideration of several propositions suggested to explain such apparent variations served to indicate the evident need for more training in these techniques, either through the perceived need of a majority of respondents, or through the respondents' self confessed lack of knowledge about the applicability of these techniques. The authors conclude with a call for more non-survey data based research into training needs and the expansion of specific university administrative training in management techniques.

Korte Titel MANAGEMENT TECHNIQUES AND UNIVERSITY ADMINISTRATORS**Datum toegevoegd** 1-2-2022 10:16:59**Bewerkt** 1-2-2022 10:17:02**Research competency enhancement process based on knowledge management procedures for developing routine to research of support staff at Thaksin University****Type** Artikel in academisch tijdschrift**Auteur** Bundit Thongsong**Auteur** Varaporn Yantim**Auteur** Jai-Aree Apichart**URL** <https://so04.tci-thaijo.org/index.php/kjss/article/view/240489>**Deel** 41**Editie** 2**Pagina's** 441-448**Titel uitgave** Kasetsart Journal of Social Sciences**Datum** 2020**Geraadpleegd** 31-1-2022 16:51:31**Samenvatting** This research aimed to study the research competency of the support staff at Thaksin University (TSU) and to present a research competency enhancement process based on knowledge management procedures for developing routine to research (R2R) for TSU support staff. Research instruments were questionnaires and group discussion, and research samples were 196 TSU support staff selected by stratified random sampling. Mean and standard deviation statistics were used to analyze the quantitative data of this research study, and PNImodified was used for content analysis of the qualitative data. The research findings presented that TSU support staff need a better understanding of the scope of the study, research report writing, research issues, literature review, research design, research framework, and research ethics and morality to enhance their research competency because they lack understanding and ability towards research methodology, including place, budgeting, learning resources, mentoring system and learning support projects. They also lack faith, confidence, and intention in doing research. A possible solution seems to be the application of research knowledge management procedures, including a plan for learning facilities such as place, budgeting, learning resources, mentoring team, learning support projects, research ethics, and faith encouragement. Moreover, a research competency enhancement process based on knowledge management procedures for developing R2R for TSU support staff is a 2P2R process consisting of four steps: plan, process, reflect and regard.**Datum toegevoegd** 31-1-2022 16:51:31**Bewerkt** 31-1-2022 17:01:08

Faculty–librarian administrative structure and collaborative activities supporting teaching and research at Vietnamese universities: A qualitative study

- Type** Artikel in academisch tijdschrift
- Auteur** Thi Lan Nguyen
- Auteur** Kulthida Tuamsuk
- URL** <https://journals.sagepub.com/doi/abs/10.1177/0340035220944945>
- Deel** 47
- Editie** 2
- Pagina's** 236-249
- Titel uitgave** International Federation of Library Associations and Institutions
- Datum** 2021
- Geraadpleegd** 31-1-2022 16:45:28
- Samenvatting** This article reports on the administrative structure and collaborative activities of faculty and librarians within Vietnamese universities to evaluate their impact on teaching and research, as well as their collaborative benefits, advantages and disadvantages. The authors used a qualitative method to determine the current status of collaboration between faculty and librarians, and conducted 29 in-depth interviews with key participants at Vietnamese universities. The findings indicated that such collaboration was often based on the collaborators' personal circumstances and that librarian liaison partnerships primarily related to the faculty's profession, personality and attitudes at different units. Further, universities focused on collaborative activities to support teaching and research – designing syllabi, research support activities and collection development. The results of this study will be useful for stakeholders at universities in reviewing the effectiveness and limitations of collaborative relationships.
- Datum toegevoegd** 31-1-2022 16:45:28
- Bewerkt** 1-2-2022 10:43:11

Efficiency assessment in university libraries

- Type** Artikel in academisch tijdschrift
- Auteur** Rafael Santos Tavares
- Auteur** Geisa Meirelles Drumond
- Auteur** Lidia Angulo Meza
- Auteur** Mirian Picinini Méxas
- Auteur** Rafael Santos Tavares
- Auteur** Geisa Meirelles Drumond
- Auteur** Lidia Angulo Meza
- Auteur** Mirian Picinini Méxas

URL http://www.scielo.br/scielo.php?script=sci_abstract&pid=S0103-37862018000100065&lng=en&nrm=iso&tlng=en

Deel 30

Editie 1

Pagina's 65-79

Titel uitgave Transinformação

ISSN 0103-3786

Datum 04/2018

Extra Publisher: Pontificia Universidade Católica de Campinas

DOI 10.1590/2318-08892018000100006

Geraadpleegd 12-11-2020 04:56:41

Bibliotheekscatalogus SciELO

Samenvatting University libraries provide an important service to society, contributing to spread knowledge and cultivating new talents in the academic environment. The main objective of this article is to perform a review of the literature on efficiency assessments in the context of university libraries. The databases Web of Science and Scopus were adopted as reference to search for papers in the aforementioned context and identify the methodologies used and perspectives set out by different authors. A complementary search was also made on Google Scholar to obtain additional articles. In sum, 34 papers were found to compose the core of analyzed publications. As result, we observed that nearly 90% of the papers use Data Envelopment Analysis to assess the efficiency of university libraries and other methodologies with the same proposal were identified. Moreover, the variables used in these publications were analyzed, contributing to the mapping of main inputs and outputs that directly affect the services of university libraries. Furthermore, other characteristics were also considered, such as: temporal placement of publications and countries with the largest production of papers. Finally, based on the results of this study, further researches are suggested.

Datum toegevoegd 12-11-2020 04:56:41

Bewerkt 1-2-2022 11:02:23

Blurring Boundaries and Changing University Staff: The Case of the University of Hong Kong

Type Artikel in academisch tijdschrift

Auteur Kohei Takagi

URL <https://link.springer.com/article/10.1007/BF03397089>

Deel 10

Editie 4

Pagina's 578-607

Titel uitgave Frontiers of Education in China

ISSN 1673-341X, 1673-3533

Datum 2015/12/01
Tijdschrift-afkorting Front Educ China
DOI 10.1007/BF03397089
Geraadpleegd 12-7-2018 08:58:55
Bibliotheekscatalogus link.springer.com
Taal en
Samenvatting In the changing higher education environment, universities increasingly engage in areas outside the traditional teaching and research missions. The new missions extend over wide yet specialized areas, such as technological advancement, internationalization, entrepreneurship, and enhancement of teaching and learning. To effectively handle these areas, universities require specific talents that may not be found in conventional academic and administrative cadres. The transformation highlights blurred boundaries between academic and non-academic spheres of the university. Situated in the University of Hong Kong (HKU), this paper explores how the university utilizes new professionals and administrative staff in new missions. Qualitative interviews with university staff reveal their profiles and perceptions in evolving organizational structures. By examining understudied subjects in Hong Kong, it discusses implications of changing university staff and how universities may optimize their new talent.
Korte Titel Blurring Boundaries and Changing University Staff
Datum toegevoegd 12-7-2018 08:58:55
Bewerkt 12-7-2018 08:58:55

Faculty Managers: A Constantly Changing Role

Type Boek-sectie
Auteur Judy Szekeres
Auteur Tony Heywood
Redacteur Carina Bossu
Redacteur Natalie Brown
URL https://doi.org/10.1007/978-981-10-6858-4_5
Reeks University Development and Administration
Plaats Singapore
Uitgever Springer Singapore
Pagina's 243-259
ISBN 978-981-10-6858-4
Datum 2018
Extra DOI: 10.1007/978-981-10-6858-4_5
Geraadpleegd 22-7-2019 03:06:28
Bibliotheekscatalogus Springer Link
Taal en

Samenvatting This chapter discusses the role of Faculty Manager that is typically the most senior professional staff role in the largest academic units in universities. It is a continuously developing role and is a crucial lynchpin for the successful management of academic units which are at the heart of delivering the core *raison d'être* of a university. To explore these roles in more detail, Faculty Managers in Australian and New Zealand universities were surveyed in 2004, 2012, and most recently 2016. These three surveys are discussed in this chapter, identifying what it is these people do, who inhabits these roles, how their roles have developed, what challenges they face in the higher education climate of the early twenty-first century, and what skills they need and might need into the future.

Boektitel Professional and Support Staff in Higher Education

Korte Titel Faculty Managers

Datum toegevoegd 22-7-2019 03:06:28

Bewerkt 22-7-2019 03:06:28

Labels:

Administrative salaries, Faculty management, General management, Skills required

The invisible workers

Type Artikel in academisch tijdschrift

Auteur Judy Szekeres

URL <https://doi.org/10.1080/1360080042000182500>

Deel 26

Editie 1

Pagina's 7-22

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum March 1, 2004

DOI 10.1080/1360080042000182500

Geraadpleegd 13-7-2018 10:40:34

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting Where are university administrators placed in texts that are centred around universities? There appears to be either a total confusion in terminology about administration or a complete disregard for administrators' work but in most cases administrative staff in universities are largely invisible. This paper explores a range of texts (academic, government reports and novels) and provides a picture of how the work of administrators and the staff themselves are represented. It examines how they are positioned in the organisation as people, as workers and as power brokers and provides a starting point for further research into how these workers see themselves. "There has been remarkably little systematic study of the roles and values of university administrative staff" (McInnis, 1998, p. 161). Maybe it is time that this was remedied.

Datum toegevoegd 13-7-2018 10:40:34

Bewerkt 8-12-2021 06:34:06

Professional staff carve out a new space

Type Artikel in academisch tijdschrift

Auteur Judy Szekeres

URL <https://doi.org/10.1080/1360080X.2011.621193>

Deel 33

Editie 6

Pagina's 679-691

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum December 1, 2011

DOI 10.1080/1360080X.2011.621193

Geraadpleegd 13-7-2018 10:41:22

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting A 2004 paper, 'The invisible workers' by Szekeres, lamented the 'invisibility' of professional staff in Australian higher education. Even then, professional staff constituted more than half the university workforce, but they were defined by what they were not (non-academic) and they experienced a high level of frustration in their relationships with academic staff and with their institutions. This paper examines whether the situation for professional staff has changed in the intervening period. It would seem that by 2009, professionals had carved out a more critical space in the sector than they had been able to do by 2004. At senior levels, professionals are no longer restricted to specialist roles such as human resources or information technology or building services but have moved into the Pro- and Deputy-Vice-Chancellor space, roles previously reserved for senior academics. However, has there been much change in the junior or middle management roles? This paper considers the literature over the last six years as it relates to professional staff, look at the changing statistics in Australia around employment of professional staff, and consider what changes have taken place for professional staff at all levels.

Datum toegevoegd 13-7-2018 10:41:22

Bewerkt 13-7-2018 10:41:22

Labels:

administration, culture, professional staff, roles

General Staff Experiences in the Corporate University

Type Artikel in academisch tijdschrift
Auteur Judy Szekeres
URL <https://doi.org/10.1080/13600800600750962>
Deel 28
Editie 2
Pagina's 133-145
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum July 1, 2006
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13600800600750962>
DOI 10.1080/13600800600750962
Geraadpleegd 9-9-2020 10:50:16
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting “I am general staff, therefore I am not.” Quip from a general staff colleague The working lives of general staff in universities have been a rather closed book until recently, having been largely ignored in both academic and non-academic literature. When discussed or referred to, general staff have been depicted in problematic ways that, in recent times, can be associated with the prevailing discourse of corporate managerialism. This paper attempts to redress this situation by illustrating some aspects of the lives of general staff in universities. In particular the paper considers how changes in universities, as they have become more corporate, have influenced the work, perceptions and constructions of working life as described by a group of general staff.
Datum toegevoegd 9-9-2020 10:50:16
Bewerkt 9-9-2020 10:50:16

The third-space professional: a reflective case study on maintaining relationships within a complex higher education institution

Type Artikel in academisch tijdschrift
Auteur Juliet Stoltenkamp
Auteur Valentino van de Heyde
Auteur André Siebrits
URL <https://doi.org/10.1080/14623943.2016.1214120>
Deel 18
Editie 1
Pagina's 14-22
Titel uitgave Reflective Practice
ISSN 1462-3943
Datum January 2, 2017

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/14623943.2016.1214120>

DOI 10.1080/14623943.2016.1214120

Geraadpleegd 9-9-2020 10:35:01

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting This paper showcases the work of Third Space professionals in a complex higher education (HE) setting, and specifically its impact on the building of trust relationships and innovative approaches. It makes use of a case-study methodological approach, reflecting on the experiences of various stakeholders within pilot phases. The findings reveal challenges related to maintaining trust relationships, which can be threatened by technicist approaches. The reflective case study explores an innovative live-streaming project and the related pedagogical approaches by Instructional Design experts, as Third Space professionals, who have carved out a critical space within a HE setting. This investigation, and its related lessons, highlights that learning-and-teaching aspects, training and support, reconciliation of trust relationships, can be applied to Third Space professionals in other HE institutions.

Korte Titel The third-space professional

Datum toegevoegd 9-9-2020 10:35:01

Bewerkt 9-9-2020 10:35:01

Labels:

higher education, learning-and-teaching, maintain trust relationships, reconciliation, Third space professional

Improving Library Relations with the Faculty and University Administrators: The Role of the Faculty Outreach Librarian

Type Artikel in academisch tijdschrift

Auteur Scott Stebelman

Auteur Jack Siggins

Auteur David Nutty

Auteur Caroline Long

URL <https://crl.acrl.org/index.php/crl/article/view/15272>

Deel 60

Editie 2

Pagina's 121-130

Titel uitgave College & Research Libraries

Datum 1999

DOI <https://doi.org/10.5860/crl.60.2.121>

Geraadpleegd 31-1-2022 16:50:27

Bibliotheekscatalogus crl.acrl.org

Taal en-US

Samenvatting An academic library's most powerful constituents are faculty and administrators. In an attempt to satisfy the needs of individual departments and faculty members, many libraries employ subject specialists. To the degree that a subject specialist is proactive, or the department is heavily dependent on the library's services, those needs will be met. However, few libraries have developed systematic programs to reach all faculty members or to begin targeting university administrators as a special user group. The rationale for doing so is twofold: to educate them on the growing role of information technology in research and teaching, and to enhance their support for new electronic resources. At George Washington University, the position of faculty outreach librarian was created to fill such a need. This article discusses how that position evolved, the projects initiated, and the outcomes that have led to revised marketing strategies.

Korte Titel Improving Library Relations with the Faculty and University Administrators

Datum toegevoegd 31-1-2022 16:50:27

Bewerkt 1-2-2022 10:38:20

Danish universities under transformation: Developments in staff categories as indicator of organizational change

Type Artikel in academisch tijdschrift

Auteur Andreas Kjær Stage

Auteur Kaare Aagaard

URL <https://doi.org/10.1007/s10734-019-00362-y>

Titel uitgave Higher Education

ISSN 1573-174X

Datum 2019-03-04

Tijdschrift-afkorting High Educ

DOI 10.1007/s10734-019-00362-y

Geraadpleegd 22-7-2019 02:36:06

Bibliotheekscatalogus Springer Link

Taal en

Samenvatting Claims of fundamental changes of the organizational model of universities have been widespread during the latest decades. To empirically assess the character and extent of organizational change is however not straightforward. This article contributes with partial, but also very tangible evidence of long-term organizational changes at Danish universities by analyzing detailed data on staff composition and salary distributions. The article shows that Danish universities indeed have undergone significant transformations, but that the full extent of these changes only becomes visible when a fine-grained analytical approach is employed. On the academic side of the organizations, relatively low-wage

temporary positions have boomed at the expense of more expensive permanent ones. On the administrative side, specialized and highly educated administrative staff has surged substantially, while less expensive positions such as clerks, technicians, and service staff conversely have diminished in relative terms. Hence, while the analysis supports the overall claims in the literature, it also adds important nuances to the dominant narratives of organizational change.

Korte Titel Danish universities under transformation
Datum toegevoegd 22-7-2019 02:36:07
Bewerkt 22-7-2019 02:36:07

Labels:

Non-academic professionals, Organizational change, Salary distribution, Staff composition, Universities as organizations, University administration

Information-seeking patterns of university administrators and nonfaculty professional staff members

Type Artikel in academisch tijdschrift
Auteur Mary M. Sprague
URL <https://www.sciencedirect.com/science/article/pii/0099133394900302>
Deel 19
Editie 6
Pagina's 378-383
Titel uitgave The Journal of Academic Librarianship
ISSN 0099-1333
Datum January 1, 1994
Tijdschrift-afkorting The Journal of Academic Librarianship
DOI 10.1016/0099-1333(94)90030-2
Geraadpleegd 6-9-2021 04:31:28
Bibliotheekscatalogus ScienceDirect
Taal en
Samenvatting This report of a survey of a group of Ohio State University administrators and nonfaculty professionals examines what sorts of information resources respondents tend to use, why they use them, and how they perceive libraries/librarians as information providers. Data was also gathered on why respondents do or do not use the library. The author analyzes results and makes recommendations based on her findings.
Datum toegevoegd 6-9-2021 04:31:28
Bewerkt 6-9-2021 04:31:28

‘So what do you do?’: Third space professionals navigating a Canadian university context

Type Artikel in academisch tijdschrift

Auteur Cameron Smith

Auteur Michael Holden

Auteur Eustacia Yu

Auteur Patrick Hanlon

URL <https://doi.org/10.1080/1360080X.2021.1884513>

Deel 43

Editie 5

Pagina's 505-519

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum September 3, 2021

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2021.1884513>

DOI 10.1080/1360080X.2021.1884513

Geraadpleegd 10-9-2021 10:00:19

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting Third space professional staff have been emerging as leaders and key contributors to higher education institutions around the world. These staff are employed to support initiatives in such areas as teaching and learning, research management, student services, community engagement, and strategic initiatives, some of which were previously the sole domains of academics. Positioned between these academic and professional spheres, four professionals from the University of Calgary engaged in narrative inquiry to reflect on how their context and lived experiences inform their identities navigating the third space. The authors describe how role ambiguity, self-advocacy, positional liminality, and cross-boundary relationships create challenges and opportunities for third space professionals as they navigate the institution and define their place in it. Implications and suggestions for higher education administrative leaders are provided, based on opportunities for third space professional staff to effectively operate within their organisations.

Korte Titel ‘So what do you do?’

Datum toegevoegd 10-9-2021 10:00:19

Bewerkt 10-9-2021 10:00:19

Labels:

canada, higher education, identity, professional staff, Third space

Organisational and occupational boundaries in Australian universities: the hierarchical positioning of female professional staff

- Type** Artikel in academisch tijdschrift
- Auteur** Andrea Simpson
- Auteur** Tanya Fitzgerald
- URL** <https://doi.org/10.1080/03075079.2013.806466>
- Deel** 39
- Editie** 10
- Pagina's** 1929-1941
- Titel uitgave** Studies in Higher Education
- ISSN** 0307-5079
- Datum** November 26, 2014
- Extra** Publisher: Routledge _eprint: <https://doi.org/10.1080/03075079.2013.806466>
- DOI** 10.1080/03075079.2013.806466
- Geraadpleegd** 9-9-2020 10:16:45
- Bibliotheekscatalogus** Taylor and Francis+NEJM
- Samenvatting** The effects of gender on organisational structures for professional university staff have been largely overlooked in the literature. Using data from one Australian university, we examine the location of professional female staff in the organisational hierarchy. Our analysis indicated that significant gendered segregation existed within and across role level, function, and position title. Women comprised the majority of university professional staff yet the minority of senior administrative positions. Those women who were in senior executive positions were clustered in support areas at the fringe of the decision-making powers of the university. At mid-level management, where numbers of males and females were equivalent, evidence indicated that women assumed a level of greater responsibility yet at lower salary levels. These factors all contribute to professional women's invisibility within the new climate of higher education. This invisibility works to limit current and future career possibilities, as this article highlights.
- Korte Titel** Organisational and occupational boundaries in Australian universities
- Datum toegevoegd** 9-9-2020 10:16:45
- Bewerkt** 9-9-2020 10:16:45

Labels:

Australia, gender, higher education, professional staff

Research Managers Uncovered: Changing Roles and 'Shifting Arenas' in the Academy

Type Artikel in academisch tijdschrift

Auteur Louise Shelley
URL <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2273.2009.00429.x>
Rechten © 2009 The Author. Journal compilation © 2009 Blackwell Publishing Ltd
Deel 64
Editie 1
Pagina's 41-64
Titel uitgave Higher Education Quarterly
ISSN 1468-2273
Datum 2010
DOI 10.1111/j.1468-2273.2009.00429.x
Geraadpleegd 17-7-2018 09:22:24
Bibliotheekscatalogus Wiley Online Library
Taal en
Samenvatting This paper draws on findings from a study that explored the changing roles and career experience of research managers and research administrators in English universities. It explores how research support has evolved during a period when the higher education sector was responding to changing science and higher education policy. These changes have impacted on research managers and research administrators roles, altered the occupational group and moved field boundaries. The paper draws on Bourdieu's theory of social practice to understand these changes and identifies a shared space of tension, the 'shifting arena,' where the research manager field crosses into the academic field. It is suggested that an increased understanding of this space will enhance the collaborative working of all those involved in research and help maximise research activity.
Korte Titel Research Managers Uncovered
Datum toegevoegd 17-7-2018 09:22:24
Bewerkt 18-7-2018 10:30:16

The rise of 'professional staff' and demise of the 'non-academic': a study of university staffing nomenclature preferences

Type Artikel in academisch tijdschrift
Auteur Darlene Sebalj
Auteur Allyson Holbrook
Auteur Sid Bourke
URL <https://doi.org/10.1080/1360080X.2012.715994>
Deel 34
Editie 5
Pagina's 463-472
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X

Datum October 1, 2012
DOI 10.1080/1360080X.2012.715994
Geraadpleegd 13-7-2018 10:39:58
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Concerns regarding the nomenclature of university administration in Australia and the UK have featured in the higher education literature for over a decade. In response, a significant nomenclature shift is occurring, with Australian universities replacing the term 'General Staff' to describe all administrative and technical staff, in favour of 'Professional Staff'. Following nomenclature trends in the UK, this change has been in gestation for some time having been championed by individuals, groups, professional associations and more recently a national staff union. This paper presents the findings of a doctoral study regarding the nomenclature preferences of 194 Australian university research support staff. It provides insight into the motivations behind the nomenclature shift, with an emphasis on the dissatisfaction expressed for the term 'Non-Academic Staff'. Drawing on these findings, this paper suggests an aspirational framework for university professional staff in the form of a 'nomenclature ladder' for sector-wide application.
Korte Titel The rise of 'professional staff' and demise of the 'non-academic'
Datum toegevoegd 13-7-2018 10:39:58
Bewerkt 31-1-2022 17:07:13

Lords, squires, and yeomen: Collegiate middle-managers in the U.S.

Type Artikel in academisch tijdschrift
Auteur Robert A. Scott
URL <https://doi.org/10.1007/BF00144144>
Deel 9
Editie 4
Pagina's 385-398
Titel uitgave Higher Education
ISSN 1573-174X
Datum 1980-07-01
Tijdschrift-afkorting High Educ
DOI 10.1007/BF00144144
Geraadpleegd 6-9-2021 03:54:00
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting This essay examines (a) the causes of growth, elaboration and differentiation in middle-level collegiate administration; (b) the roles and status of mid-level administrators; and (c) the functions of national occupational associations in the professional lives of these campus officials. It is based on data gathered in an extensive search and analysis of the literature, a survey research questionnaire, and structured

interviews with more than two hundred administrators, faculty, and search committee chairpersons at twenty colleges and universities of different sizes and types.

Korte Titel Lords, squires, and yeomen
Datum toegevoegd 6-9-2021 03:54:00
Bewerkt 6-9-2021 03:54:00

The New Higher Education Professionals

Type Boek-sectie
Auteur Christian Schneijderberg
Auteur Nadine Merkator
Redacteur Barbara M. Kehm
Redacteur Ulrich Teichler
URL https://doi.org/10.1007/978-94-007-4614-5_5
Reeks The Changing Academy – The Changing Academic Profession in International Comparative Perspective
Plaats Dordrecht
Uitgever Springer Netherlands
Pagina's 53-92
ISBN 978-94-007-4614-5
Datum 2013
Extra DOI: 10.1007/978-94-007-4614-5_5
Geraadpleegd 22-7-2019 06:54:38
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting New higher education professionals (HEPROs) are a heterogeneous group satisfying the growing need of university management for systematic knowledge about the university and releasing academic and administrative staff from a variety of tasks. HEPROs are not primarily active in teaching and research but prepare and support decisions of university management, establish services and actively shape the three missions of research, teaching and transfer of knowledge and technology. Reviewing the literature of the past two decades—mainly from Australia, Germany, Great Britain, Norway and the United States—two trails of research are identified: first, a quantitative research trail grasping the bureaucratisation of universities and growing numbers of personnel and, second, a qualitative research trail, shedding light on the differentiation of university personnel in a shifting working environment. The analysis is concluded by suggesting an Overlap Model, situating HEPROs on a continuum of roles between the two poles of academic and administrative personnel. The Overlap Model provides a simple clear-cut picture of the three spheres and the overlaps of functions and tasks of academic and administrative personnel and HEPROs; it makes the evolution of categories of university personnel explicit and aligns the functions, tasks

and roles in the Academic and Administrative Overlap for further research.

Boektitel The Academic Profession in Europe: New Tasks and New Challenges
Datum toegevoegd 22-7-2019 06:54:38
Bewerkt 22-7-2019 06:54:38

Labels:

Academic Staff, Administrative Activity, Administrative Personnel, Administrative Position, Administrative Staff

Brokering knowledge, monitoring compliance: technology transfer professionals on the boundary between academy and industry

Type Artikel in academisch tijdschrift

Auteur Adi Sapir

URL <https://doi.org/10.1080/1360080X.2020.1804657>

Deel 0

Editie 0

Pagina's 1-16

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum August 7, 2020

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2020.1804657>

DOI 10.1080/1360080X.2020.1804657

Geraadpleegd 24-3-2021 04:59:33

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting This paper contributes to discussions about the processes and implications of technology transfer through analysis of the work of technology transfer professionals. The analysis relies on interviews with technology transfer professionals in Israeli universities, coupled with theory from the domains of knowledge brokering, boundary work, and the institutional work approach in new institutional theory. I argue that these professionals undertake two types of boundary work. The first is brokering work, in which they connect academic researchers with industrial partners and translate knowledge across boundaries. The second is maintenance work, a type of institutional work that involves policing and monitoring, to protect the university's ownership of intellectual property and the normative boundaries of academic science. I reveal the strategies that professionals employ to manage conflicts of interest and of values as part of their ongoing work, and discuss the implications for technology transfer policy and the normative aspect of university-industry relations.

Korte Titel Brokering knowledge, monitoring compliance

Datum toegevoegd 24-3-2021 04:59:33

Bewerkt 24-3-2021 04:59:33

Labels:

academy-industry relations, institutional work, knowledge brokers, patents, Technology transfer

From Tradition To Innovation: Exploring Administration Practices In Four Portuguese University Libraries

Type Artikel in academisch tijdschrift

Auteur Tatiana Sanches

URL <https://doi.org/10.1080/01930826.2015.1047273>

Deel 55

Editie 5

Pagina's 376-393

Titel uitgave Journal of Library Administration

ISSN 0193-0826

Datum July 4, 2015

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/01930826.2015.1047273>

DOI 10.1080/01930826.2015.1047273

Geraadpleegd 6-9-2021 04:36:53

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting Column Editor's Note. As the Column Title indicates, this column brings Global Perspectives to the Journal of Library Administration. Library administrators in different types of libraries share case studies, research, reports, or articles from a wide variety of geographic locations outside of North America. Prospective authors are invited to discuss possible future contributions with the column editor at: Jim.Agee@yahoo.com. The purpose of this comprehensive study is to conduct a cross-sectional observation of four Portuguese university libraries, thus contributing to the knowledge of this reality and achieving an overview of the administrative structure, resources, and user instruction in these university libraries. The overall contribution to the field is mainly a focus on the state of the art of university libraries in Portugal.

Korte Titel From Tradition To Innovation

Datum toegevoegd 6-9-2021 04:36:53

Bewerkt 31-1-2022 17:07:04

Labels:

Portugal

Collegiality in modern universities – the composition of governance ideals and practices

Type Artikel in academisch tijdschrift

Auteur Kerstin Sahlin

Auteur Ulla Eriksson-Zetterquist

URL <https://doi.org/10.3402/nstep.v2.33640>

Deel 2016

Editie 2-3

Pagina's 33640

Titel uitgave Nordic Journal of Studies in Educational Policy

ISSN null

Datum januari 1, 2016

Extra Publisher: Routledge _eprint: <https://doi.org/10.3402/nstep.v2.33640>

DOI 10.3402/nstep.v2.33640

Geraadpleegd 1-2-2022 10:31:51

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting The questions of how universities are governed and how they should be governed have recently gained attention throughout Europe. The history of universities shows a diffused pattern of repeated reform efforts. However, this situation has more or less exploded since the turn of the century, bringing in new modes of organising. In short we can observe a diffusion of more managerial forms of organising, leading to a situation where different governance ideals co-act. In this paper we analyse the interplay of several governance ideals as they play out in practice. We begin and end the essay by noting that collegiality is a modern, efficient and practical form of governance, but it never works entirely on its own; rather it interacts with other modes of governance. After an introduction of diverse modes of governance, analysed as ideal type models, we exemplify how those diverse modes mix in practices of governance and organising. A more theoretical argument that runs through the paper is a critique of the dominance of ideal types of discussions on university governance and in organisation theory more generally, to the extent that those ideal types tend to be reified.

Datum toegevoegd 1-2-2022 10:31:51

Bewerkt 1-2-2022 10:31:53

Labels:

bureaucracy, collegiality, management, reforms, university governance

Professional support staff at higher education institutions in Sweden: roles and success factors for the job

Type Artikel in academisch tijdschrift

Auteur Malin Ryttberg
Auteur Lars Geschwind
URL <https://doi.org/10.1080/13583883.2017.1322631>
Deel 23
Editie 4
Pagina's 334-346
Titel uitgave Tertiary Education and Management
ISSN 1358-3883
Datum October 2, 2017
DOI 10.1080/13583883.2017.1322631
Geraadpleegd 12-7-2018 08:52:16
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting This paper aims to analyse and discuss the professional support staff at higher education institutions in Sweden in terms of how they view their roles and what the success factors for them are. The study is based on semi-structured interviews with support staff from the fields of business liaison, internationalisation and strategic research support. The results show that the participants have shaped their own roles and see themselves as back-office staff. This can make it challenging for them to prove their contribution to the academic activities of education and research. Because they neither identify themselves as administrators nor hold academic positions, their ability to build credibility on a personal basis is a central success factor. Aware of being actors in a culture dominated by academic values and norms, they see a more transparent discussion of their roles as a desirable development in the sector.
Korte Titel Professional support staff at higher education institutions in Sweden
Datum toegevoegd 12-7-2018 08:52:16
Bewerkt 12-7-2018 08:52:16

Labels:

academic culture, administration, professional support staff, third space

Professional support staff in higher education: networks and associations as sense givers

Type Artikel in academisch tijdschrift
Auteur Malin Ryttberg
Auteur Lars Geschwind
URL <https://doi.org/10.1007/s10734-019-00388-2>
Deel 78
Editie 6
Pagina's 1059-1074
Titel uitgave Higher Education

ISSN 1573-174X
Datum 2019-12-01
Tijdschrift-afkorting High Educ
DOI 10.1007/s10734-019-00388-2
Geraadpleegd 9-9-2020 07:09:56
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting The aim of this study is to explore the functions that professional networks could have as sense givers during the process in which professional support staff at higher education institutions make sense of their roles. The empirical data comprise interviews with three categories of support staff at three technical universities in Sweden and a review of home pages and other written sources from ten, both Swedish and international, professional networks. One conclusion is that the networks can serve as sense givers for the professional support staff related either to the professional task or to the relational characteristics. However, these functions are not straightforward. The support staff in focus comprise a new category, with no ready-made scripts for their roles. Given that membership in these networks is voluntary, the networks may face challenges in their functions as sense givers. The networks thus opt for other ways of attracting members. This voluntariness in combination with a plasticity in the roles of the support staff suggests that the functions of professional networks not only will vary, but might also be limited as sense givers in the sense making process of professional support staff at higher education institutions (HEIs).
Korte Titel Professional support staff in higher education
Datum toegevoegd 9-9-2020 07:09:56
Bewerkt 9-9-2020 07:09:56

Legitimacy Dynamics of Professional Support Staff at Higher Education Institutions

Type Artikel in academisch tijdschrift
Auteur Malin Ryttberg
URL <https://doi.org/10.1057/s41307-020-00206-w>
Titel uitgave Higher Education Policy
ISSN 1740-3863
Datum 2020-08-17
Tijdschrift-afkorting High Educ Policy
DOI 10.1057/s41307-020-00206-w
Geraadpleegd 8-4-2021 04:03:02
Bibliotheekscatalogus Springer Link
Taal en

Samenvatting The aim of this study is to identify the expressions of legitimacy work available to professional support staff at contemporary higher education institutions (HEIs) and how these expressions can be understood as strategies in their work. Academics are the given audience for this legitimacy work. Professional support staff are commonly described as having blurred boundaries in relation to academics and as actors in a third space. The empirical data comprise 19 interviews with three categories of professional support staff at three HEIs of a technical orientation in Sweden. A finding, in relation to the educational and work experience of these support staff, is that techniques and procedures are at their fingertips in legitimacy work. This also touches upon the more intangible aspects of the categories and structures of the support staff that resemble those of academics. However, one of the main conclusions of this study concerns the strength of the expressions of professional and personal legitimacy in their legitimacy work. This conclusion coincides with the view that they are strong actors in a third space, who use their freedom to form their own roles and the pick and choose among alternative means in their strategies to gain and maintain legitimacy.

Datum toegevoegd 8-4-2021 04:03:02

Bewerkt 8-4-2021 04:03:02

Shifting Administrative Intensity and Employee Composition: Cutback Management in Education

Type Artikel in academisch tijdschrift

Auteur Amanda Rutherford

Auteur Joris van der Voet

URL <https://doi.org/10.1177/0275074018794701>

Deel 49

Editie 6

Pagina's 704-719

Titel uitgave The American Review of Public Administration

ISSN 0275-0740

Datum August 1, 2019

Extra Publisher: SAGE Publications Inc

Tijdschrift-afkorting The American Review of Public Administration

DOI 10.1177/0275074018794701

Geraadpleegd 9-9-2020 09:12:46

Bibliotheekscatalogus SAGE Journals

Taal en

Samenvatting Many public organizations are increasingly confronted with substantive and unpredictable reductions of financial resources. Despite growing research attention to this issue, empirical investigation of the organizational consequences of decline and turbulence has been limited. This article aims to understand the combined effects of decline and

turbulence on personnel, one of the largest expenditure categories in organizations. Analyses use data from 2- and 4-year public institutions of higher education in the United States from 1988 to 2012. Findings in this context suggest that while decline alone has little to no effect on staffing, turbulence is associated with larger effects that are moderated by decline. Two-year institutions more closely resemble operational, efficiency-oriented responses to turbulence, and 4-year institutions reflect a more strategic reaction.

Korte Titel Shifting Administrative Intensity and Employee Composition

Datum toegevoegd 9-9-2020 09:12:47

Bewerkt 9-9-2020 09:12:47

Job Characteristics, Optimism, Burnout, and ILL Health of Support Staff in a Higher Education Institution in South Africa:

Type Artikel in academisch tijdschrift

Auteur Sebastiaan Rothmann

Auteur Nadia Essenko

URL <https://journals-sagepub-com.tilburguniversity.idm.oclc.org/doi/10.1177/008124630703700110>

Rechten © 2007 South African Psychological Association and the Psychological Institute of the Republic of South Africa

Titel uitgave South African Journal of Psychology

Datum August 2, 2016

Locatie in archief Sage UK: London, England

Extra Publisher: SAGE Publications Sage UK: London, England

DOI 10.1177/008124630703700110

Geraadpleegd 21-10-2020 09:09:08

Bibliotheekscatalogus journals-sagepub-com.tilburguniversity.idm.oclc.org

Taal en

Samenvatting The aim of this study was to assess the relationships between job characteristics, burnout, optimism, and ill health. A cross-sectional survey design was used. ...

Korte Titel Job Characteristics, Optimism, Burnout, and ILL Health of Support Staff in a Higher Education Institution in South Africa

Datum toegevoegd 21-10-2020 09:09:08

Bewerkt 21-10-2020 09:09:08

A national study on midlevel leaders in higher education: The unsung professionals in the academy

Type Artikel in academisch tijdschrift

Auteur Vicki J. Rosser
URL <https://doi.org/10.1023/B:HIGH.0000035543.58672.52>
Deel 48
Editie 3
Pagina's 317-337
Titel uitgave Higher Education
ISSN 1573-174X
Datum 2004-10-01
Tijdschrift-afkorting Higher Education
DOI 10.1023/B:HIGH.0000035543.58672.52
Geraadpleegd 19-3-2021 02:22:58
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting A national study was conducted to examine the quality of midlevel leaders' worklife, satisfaction, morale and their intentions to leave. The study included 4,000 midlevel leaders who were randomly selected from a total national population of 11,300 from both public and private institutions within five Carnegie classifications (e.g., Doctoral/research-extensives and intensives, Baccalaureate generals and Liberal arts) across the United States. Three separate mailings yielded 2,000 responses for a 50 percent return rate and 1966 useable surveys. Midlevel leaders are defined as academic or non-academic support personnel within the structure of higher education organizations (e.g., directors and coordinators of admissions, institutional research, registrars, computing and technology, human resources, alumni affairs, student affairs, placement and counseling services, financial aid, development and planned giving). This national study proposes: (1) to examine those demographic characteristics and worklife issues that may have an impact on the perceptions of midlevel leaders' morale, satisfaction and intent to leave; and (2) to demonstrate the role satisfaction and morale has on midlevel leaders' intentions to stay or leave their current position or career. The findings indicate that individual perceptions of midlevel leaders' professional and institutional worklife are powerful variables that have an impact on their satisfaction, morale, and turnover intentions.
Korte Titel A national study on midlevel leaders in higher education
Datum toegevoegd 19-3-2021 02:22:58
Bewerkt 19-3-2021 02:22:58

Job Profile and Description of the Administrative Staff and Research, Extension and Professional Staff (REPS) in a College in a National University

Type Artikel in academisch tijdschrift
Auteur Tammy L. Dela Rosa
Auteur Jupiter Kelly H. Barroa

Auteur Ma Katrina Diana M. Cruz

Auteur Marjorie M. De Lima

Auteur Tita L. Dimaano

Auteur Jr Fevito A. Obidos

URL <https://actamedicaphilippina.upm.edu.ph/index.php/acta/article/view/583>

Rechten Copyright (c) 2019 Acta Medica Philippina

Deel 51

Editie 2

Titel uitgave Acta Medica Philippina

ISSN 2094-9278

Datum 2017-06-30

Extra Number: 2

DOI 10.47895/amp.v51i2.583

Geraadpleegd 31-1-2022 16:30:21

Bibliotheekscatalogus actamedicaphilippina.upm.edu.ph

Taal en

Samenvatting Objectives. This study aims to determine demographics, job suitability, job satisfaction and perception among the administrative staff and research, extension and professional staff (REPS) of the University of the Philippines Manila College of Medicine. Methods. This is a descriptive study. A questionnaire was developed and administered to 71 administrative employees and Research, Extension and Professional Staff (REPS) to assess job profile, actual duties and responsibilities of the official job position/title during a period of five years from January 1, 2010 to December 31, 2014. Results. There are 71 employees of the University of the Philippines College of Medicine (UPCM), 61 administrative staff and 10 REPS. A majority (62%) have been with the UPCM for more than 15 years. Sixty-two employees had complete information and among these, 45 (72.6%) were hired for jobs related to their educational backgrounds. All employees underwent some form of training as part of staff development (2.56 courses/employee/year) and the staff recognized that these courses enhanced their ability to do their jobs (95.3%). However, the staff also feel that they attend many other courses (66.4% of courses attended) that are not directly related to their jobs, with only 33.6% of these courses having any bearing on the performance of their specific jobs. Survey results showed that job satisfaction and perception of the value of their work is generally high. However, sources of dissatisfaction include being assigned tasks by people other than their immediate supervisor, not enough time to do their jobs and duties assigned that are not within their job description. Conclusion. Most employees of the UPCM have a high level of satisfaction with their jobs. Cited factors for this include job suitability, continued staff development, a sense that what they do is essential to the organization as a whole. Some areas are seen to be sources of dissatisfaction. These include mismatch between training and actual duties, work assigned by people other than their supervisors, too little time allotted for the work assigned, and tasks expected of them that are not within their job descriptions.

Datum toegevoegd 31-1-2022 16:30:21

Bewerkt 31-1-2022 17:06:58

Labels:

job performance, job satisfaction

Evaluating training and development in UK universities: staff perceptions

Type Artikel in academisch tijdschrift

Auteur Fiona Robson

Auteur Sharon Mavin

URL <https://doi.org/10.1108/EJTD-04-2013-0039>

Deel 38

Editie 6

Pagina's 553-569

Titel uitgave European Journal of Training and Development

ISSN 2046-9012

Datum 2014-01-01

Extra Publisher: Emerald Group Publishing Limited

DOI 10.1108/EJTD-04-2013-0039

Geraadpleegd 31-1-2022 16:48:07

Bibliotheekscatalogus Emerald Insight

Samenvatting Purpose This paper aims to analyse individual experiences of learning evaluation in UK Higher Education Institutions (HEIs) and identify areas for improvement as part of an HEFCE LGM funded project. Design/methodology/approach Eight focus groups were included in two universities with staff in similar roles. After transcription, the data were analysed using template analysis to identify and compare key themes from across both universities. Findings The context of UK higher education is clearly important due to the diverse job roles and on-going sectoral changes. Three key themes emerged; first was a lack of clarity from the learners on learning evaluation. The second key theme centres on the format, method and timing of capturing evaluation data and the perception that a “one size fits all” approach is not appropriate. The third finding suggests that line managers do not currently fulfil their critical roles in the process. Research limitations/implications Small number of research participants and a focus on two universities. In addition, participants were relying on their memories of past evaluation experiences. Practical implications Ensuring learners understand reasons for evaluating their learning is important. HEIs should utilise a more diverse range of tools at the design stage to collect evaluation data. All stakeholder roles need to be clarified, and line managers require additional support. Originality/value First, we address a gap in the existing sector-specific literature identified by Burgoyne et al. (2009) who contend that there is a lack of research in this area. Second, we contribute to the development of research in the journal by analysing evaluation from the perspective of the

participants, and third, we offer recommendations for practice.

Korte Titel Evaluating training and development in UK universities
Datum toegevoegd 31-1-2022 16:48:07
Bewerkt 31-1-2022 17:05:14

Going up? Perceived career progress of female general staff across New Zealand universities

Type Artikel in academisch tijdschrift
Auteur Kate Ricketts
Auteur Judith K. Pringle
URL <https://doi.org/10.1080/1360080X.2014.936092>
Deel 36
Editie 5
Pagina's 496-508
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum September 3, 2014
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2014.936092>
DOI 10.1080/1360080X.2014.936092
Geraadpleegd 9-9-2020 10:18:39
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting This exploratory study of female general staff across New Zealand universities examined career motivation, subjective discrimination and home and occupational salience. Career development and aspirations and multiple home and community commitments were examined through a self-administered online questionnaire. Skill recognition, a good relationship with management and confidence in one's abilities contributed towards a positive career attitude. A perception of limited career opportunities at the participants' universities reduced the importance placed on work. Respondents, particularly those with postgraduate qualifications, were found to possess high levels of career motivation and occupational salience. Of research interest was whether the female general staff perceived additional barriers compared with female academic staff or their male general staff colleagues. Participants perceived role-based subjective discrimination when they compared themselves with female academic staff. A number of implications are discussed directed towards increasing positive career experiences.

Korte Titel Going up?
Datum toegevoegd 9-9-2020 10:18:39
Bewerkt 31-1-2022 17:06:51

Labels:

career, gender

Bringing Organisations and Systems Back Together: Extending Clark's Entrepreneurial University

- Type** Artikel in academisch tijdschrift
- Auteur** Gary Rhoades
- Auteur** Bjørn Stensaker
- URL** <https://onlinelibrary.wiley.com/doi/abs/10.1111/hequ.12118>
- Deel** 71
- Editie** 2
- Pagina's** 129-140
- Titel uitgave** Higher Education Quarterly
- ISSN** 1468-2273
- Datum** 2017
- Extra** _eprint: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/hequ.12118>
- DOI** 10.1111/hequ.12118
- Geraadpleegd** 9-9-2020 07:07:52
- Bibliotheekscatalogus** Wiley Online Library
- Taal** en
- Samenvatting** Burton R. Clark's 1998 book, *Creating Entrepreneurial Universities*, has had a major impact on the field of higher education, especially internationally. In this paper, key aspects of Clark's conceptualisation of organisational pathways of transformation are identified, speaking to its theoretical and empirical contributions to higher education studies, policy and practice. In addition, the larger corpus of Clark's work is built on to offer avenues by which considerations of systems analysis and organisational studies can be brought back together to address the strategic challenges and opportunities for individual universities and state as well as national systems of higher education.
- Korte Titel** Bringing Organisations and Systems Back Together
- Datum toegevoegd** 9-9-2020 07:07:52
- Bewerkt** 9-9-2020 07:07:52
-

Professors, Administrators, and Patents: The Negotiation of Technology Transfer

- Type** Artikel in academisch tijdschrift
- Auteur** Gary Rhoades
- Auteur** Sheila Slaughter
- URL** <http://www.jstor.org/stable/2112879>
- Deel** 64

Editie 2
Pagina's 65-77
Titel uitgave Sociology of Education
ISSN 0038-0407
Datum 1991
Extra Publisher: [Sage Publications, Inc., American Sociological Association]
Geraadpleegd 28-10-2020 09:51:36
Bibliotheekscatalogus JSTOR
Samenvatting This case study analyzes the negotiation of university policies regarding technology transfer at one public Research I university. Drawing on and modifying institutional theory and reproduction-resistance theory, it explores the process by which organizational policies concerning faculty property rights are defined. Through participant observation of the university's Technology Transfer Committee and the analysis of documents, the authors identify competing rational myths and differential power and resources that structure this committee's policy deliberations. In the organizational "scripts" generated in the committee's work, the authors find that the central administration takes the lead role in shaping the university's policies on technology transfer, though it confronts challenges from the faculty and must accommodate to certain concerns of the faculty.
Korte Titel Professors, Administrators, and Patents
Datum toegevoegd 28-10-2020 09:51:36
Bewerkt 28-10-2020 09:51:36

Envisioning Invisible Workforces: Enhancing Intellectual Capital

Type Boek-sectie
Auteur Gary Rhoades
Redacteur Celia Whitchurch
Redacteur van de reeks George Gordon
URL <https://www.taylorfrancis.com/chapters/envisioning-invisible-workforces-enhancing-intellectual-capital-gary-rhoades/e/10.4324/9780203865255-11>
Druk 1
Plaats London
Uitgever Routledge
Pagina's 53-72
ISBN 978-0-203-86525-5
Datum 2009/12/4
Extra Publication Title: Academic and Professional Identities in Higher Education DOI: 10.4324/9780203865255-11
Geraadpleegd 19-3-2021 06:59:38
Bibliotheekscatalogus www.taylorfrancis.com

Taal en**Boektitel** Academic and Professional Identities in Higher Education**Datum toegevoegd** 19-3-2021 06:59:38**Bewerkt** 19-3-2021 07:03:01

Librarian co-authors correlated with higher quality reported search strategies in general internal medicine systematic reviews

Type Artikel in academisch tijdschrift**Auteur** Melissa L. Rethlefsen**Auteur** Ann M. Farrell**Auteur** Leah C. Osterhaus Trzasko**Auteur** Tara J. Brigham**URL** [https://www.jclinepi.com/article/S0895-4356\(15\)00057-8/abstract](https://www.jclinepi.com/article/S0895-4356(15)00057-8/abstract)**Deel** 68**Editie** 6**Pagina's** 617-626**Titel uitgave** Journal of Clinical Epidemiology**ISSN** 0895-4356, 1878-5921**Datum** 2015/06/01**Extra** Publisher: Elsevier PMID: 25766056**Tijdschrift-afkorting** Journal of Clinical Epidemiology**DOI** 10.1016/j.jclinepi.2014.11.025**Geraadpleegd** 6-9-2021 05:03:40**Bibliotheekscatalogus** www.jclinepi.com**Taal** English

Samenvatting <h2>Abstract</h2><h3>Objectives</h3><p>To determine whether librarian and information specialist authorship was associated with better reported systematic review (SR) search quality.</p><h3>Study Design and Setting</h3><p>SRs from high-impact general internal medicine journals were reviewed for search quality characteristics and reporting quality by independent reviewers using three instruments, including a checklist of Institute of Medicine Recommended Standards for the Search Process and a scored modification of the Peer Review of Electronic Search Strategies instrument.</p><h3>Results</h3><p>The level of librarian and information specialist participation was significantly associated with search reproducibility from reported search strategies ($X^2 = 23.5$; $P < 0.0001$). Librarian co-authored SRs had significantly higher odds of meeting 8 of 13 analyzed search standards than those with no librarian participation and six more than those with mentioned librarian participation. One-way ANOVA showed that differences in total search quality scores between all three groups were statistically significant ($F_{2,267} = 10.1233$; $P < 0.0001$).</p><h3>Conclusion</h3><p>Problems remain with

SR search quality and reporting. SRs with librarian or information specialist co-authors are correlated with significantly higher quality reported search strategies. To minimize bias in SRs, authors and editors could encourage librarian engagement in SRs including authorship as a potential way to help improve documentation of the search strategy.

Datum toegevoegd 6-9-2021 05:03:40

Bewerkt 6-9-2021 05:03:40

Development intention of support staff in an academic organization in The Netherlands

Type Artikel in academisch tijdschrift

Auteur Albert Renkema

Auteur Harmen Schaap

Auteur Theo van Dellen

URL <https://doi.org/10.1108/13620430910933583>

Deel 14

Editie 1

Pagina's 69-86

Titel uitgave Career Development International

ISSN 1362-0436

Datum 2009-01-01

Extra Publisher: Emerald Group Publishing Limited

DOI 10.1108/13620430910933583

Geraadpleegd 11-11-2020 05:22:05

Bibliotheekscatalogus Emerald Insight

Samenvatting Purpose – The purpose of this paper is to investigate which psychological determinants relate to the intention to participate in development activities. Psychological determinants such as attitude toward development activities, self-efficacy, job satisfaction, organizational commitment and management support are related to the intention of support staff workers of a University Medical Centre in The Netherlands to participate in job-related and/or career-related development activities. Design/methodology/approach – A questionnaire study was conducted in a sample of support staff employees. By means of Structural Equation Modeling (SEM), the study analyses the relationship between the two intentional orientations and a number of determinants. Findings – Analyses revealed that job satisfaction relates positively with the intention for job-related development activities and negatively with career-related activities. Surprisingly, there was no direct relation between management support and either of the two orientations of development intention. Furthermore, the study revealed that the respondents prefer development in their current job over career development to obtain other functions in the current or future organization. Research limitations/implications – Although it is a small-scale study focused on one labour organization, the

paper presents two independent developmental orientations and reveals their distinct relationships with job satisfaction and organizational commitment. Practical implications – The paper argues that a better fit between HRD strategies and manager–employee dialogue may encourage the influence of managers on development intention. Originality/value – The paper discusses two independent developmental orientations and their distinct relationships with psychological determinants.

Datum toegevoegd 11-11-2020 05:22:06

Bewerkt 11-11-2020 05:22:06

Labels:

Attitudes, Employee development, Job satisfaction, Organizational planning, Self esteem

The role of grassroots administrators in building international partnerships: A multi-level governance perspective

Type Artikel in academisch tijdschrift

Auteur Mei Qu

URL <https://www.berghahnjournals.com/view/journals/latiss/14/3/latiss140302.xml>

Deel 14

Editie 3

Pagina's 1-21

Titel uitgave Learning and Teaching

ISSN 1755-2273, 1755-2281

Datum 2021/12/01

Extra Publisher: Berghahn Journals Section: Learning and Teaching

DOI 10.3167/latiss.2021.140302

Geraadpleegd 18-1-2022 18:32:50

Bibliotheekscatalogus www.berghahnjournals.com

Taal en

Samenvatting Abstract This article explores how grassroots administrators interact with various other actors in the process of forming international partnerships. A top-down and a bottom-up case of building international partnerships for masters and PhD programmes were selected from my fieldwork in a Danish university. The cases were elaborated and analysed using Tatiana Fumasoli's organisational approach to multi-level governance in higher education. This article concludes that with their personal networks and knowledge about the normative frameworks of certain powerful actors, grassroots administrators could help academic staff who might not know the regulations involved in the internationalisation process, to balance their own interests with their intention of complying with the normative frameworks, and thus enhance their capacities of forming and participating in a successful international partnership.

Korte Titel The role of grassroots administrators in building international partnerships
Datum toegevoegd 18-1-2022 18:32:50
Bewerkt 18-1-2022 18:32:50

Factors that influence information sharing, collaboration, and coordination across administrative agencies at a Chinese university

Type Artikel in academisch tijdschrift
Auteur Chuanshen Qin
Auteur Bo Fan
URL <https://doi.org/10.1007/s10257-015-0298-z>
Deel 14
Editie 3
Pagina's 637-664
Titel uitgave Information Systems and e-Business Management
ISSN 1617-9854
Datum 2016-08-01
Tijdschrift-afkorting Inf Syst E-Bus Manage
DOI 10.1007/s10257-015-0298-z
Geraadpleegd 6-9-2021 04:29:12
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting Information and communications technology (ICT) improves the effectiveness and efficiency of government affairs. However, studies on the application of ICT in the educational administrative field are scarce. Through a mixed method approach, the current study focused on the application of ICT in educational administration to enhance collaborative work across different administrative agencies in an university. A Chinese university was taken as an example. A questionnaire survey was conducted among 194 staff members of the student affairs office and the academic affairs office. The results of the structural equation modeling were explained by analyzing interviews with nine leaders from the aforementioned departments. We found that institution authority and information security exert a significantly positive effect on the degree of information sharing and the effect of agency collaboration, whereas cost has a significantly negative effect. Inter-organizational trust and organizational compatibility have a significant positive influence on the effect of agency collaboration. However, these factors do not have a significant influence on the degree of information sharing because of difficulties in differentiating them in the information sharing stage. The “operational abilities” factor does not have a significant influence on the degree of information sharing and agency collaboration, which can be attributed to the background of this study. Information sharing has a negative influence on agency collaboration, which contradicts our hypotheses. The nature and characteristics of information and departments

may be acceptable explanations to this phenomenon, which we obtained from the qualitative analysis.

Datum toegevoegd 6-9-2021 04:29:12

Bewerkt 6-9-2021 04:29:12

Comparing Union and Nonunion Staff Perceptions of the Higher Education Work Environment

Type Artikel in academisch tijdschrift

Auteur Jim Vander Putten

Auteur Michael K. McLendon

Auteur Marvin W. Peterson

URL <https://www.jstor.org/stable/40196237>

Deel 38

Editie 1

Pagina's 131-149

Titel uitgave Research in Higher Education

ISSN 0361-0365

Datum 1997

Extra Publisher: Springer

Geraadpleegd 1-2-2022 10:19:09

Bibliotheekscatalogus JSTOR

Samenvatting Evidence of substantial growth in unionization among university noninstructional staff over the past 20 years (Hurd and Woodhead, 1987) and the emergence of a quality movement in higher education linking employee attitudes toward the work environment with increased productivity point to the need for additional research into union and nonunion staff perceptions of the work environment. This paper describes a conceptually oriented, exploratory study of the university work environment as perceived and defined by union and nonunion noninstructional staff.

Datum toegevoegd 1-2-2022 10:19:09

Bewerkt 1-2-2022 10:19:11

Research Data Management and Libraries: Relationships, Activities, Drivers and Influences

Type Artikel in academisch tijdschrift

Auteur Stephen Pinfield

Auteur Andrew M. Cox

Auteur Jen Smith

URL <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0114734>

Deel	9
Editie	12
Pagina's	e114734
Titel uitgave	PLOS ONE
ISSN	1932-6203
Datum	8-dec-2014
Extra	Publisher: Public Library of Science
Tijdschrift-afkorting	PLOS ONE
DOI	10.1371/journal.pone.0114734
Geraadpleegd	6-9-2021 04:22:30
Bibliotheekscatalogus	PLoS Journals
Taal	en
Samenvatting	<p>The management of research data is now a major challenge for research organisations. Vast quantities of born-digital data are being produced in a wide variety of forms at a rapid rate in universities. This paper analyses the contribution of academic libraries to research data management (RDM) in the wider institutional context. In particular it: examines the roles and relationships involved in RDM, identifies the main components of an RDM programme, evaluates the major drivers for RDM activities, and analyses the key factors influencing the shape of RDM developments. The study is written from the perspective of library professionals, analysing data from 26 semi-structured interviews of library staff from different UK institutions. This is an early qualitative contribution to the topic complementing existing quantitative and case study approaches. Results show that although libraries are playing a significant role in RDM, there is uncertainty and variation in the relationship with other stakeholders such as IT services and research support offices. Current emphases in RDM programmes are on developments of policies and guidelines, with some early work on technology infrastructures and support services. Drivers for developments include storage, security, quality, compliance, preservation, and sharing with libraries associated most closely with the last three. The paper also highlights a 'jurisdictional' driver in which libraries are claiming a role in this space. A wide range of factors, including governance, resourcing and skills, are identified as influencing ongoing developments. From the analysis, a model is constructed designed to capture the main aspects of an institutional RDM programme. This model helps to clarify the different issues involved in RDM, identifying layers of activity, multiple stakeholders and drivers, and a large number of factors influencing the implementation of any initiative. Institutions may usefully benchmark their activities against the data and model in order to inform ongoing RDM activity.</p>
Korte Titel	Research Data Management and Libraries
Datum toegevoegd	6-9-2021 04:22:30
Bewerkt	6-9-2021 04:22:30

Labels:

Catalogs, Data management, Librarians, Libraries, Life cycles, Research design, Research quality assessment, Science policy

Friend or Foe? New Managerialism and Technical, Administrative and Clerical Support Staff in Australian Universities

- Type** Artikel in academisch tijdschrift
- Auteur** David Pick
- Auteur** Stephen Teo
- Auteur** Melissa Yeung
- Deel** 66
- Editie** 1
- Pagina's** 3-23
- Titel uitgave** Higher Education Quarterly
- ISSN** 0951-5224
- Datum** 2012/01/00
- Extra** Publisher: Wiley-Blackwell
- DOI** 10.1111/j.1468-2273.2011.00500.x
- Geraadpleegd** 24-3-2021 05:07:58
- Bibliotheekscatalogus** ERIC
- Taal** en
- Samenvatting** The aim of this paper is to assess and conceptualise the effects of new managerialism-related organisational reforms in three Australian public universities on technical, administrative and clerical support staff job stressors and job satisfaction. Using a mixed method approach consisting of a quantitative core component and qualitative supplementary component it was found that six different types of stressors were evident: time, information; supervisory; work environment; staffing and pay; and career. Path analysis showed that these stressors were closely connected to reduced job satisfaction, which could be ameliorated by employee participation, improved communication and work-related social support. However, the qualitative analysis suggested that the prevailing climate of managerialism was not conducive to such improvements. It is concluded that while appropriate human-resource management strategies have the potential to prevent the worst consequences of change, there is some doubt about the ability of university managers, captured by new managerialism, to create and implement such an approach. (Contains 1 figure and 3 tables.)
- Korte Titel** Friend or Foe?
- Datum toegevoegd** 24-3-2021 05:07:58
- Bewerkt** 31-1-2022 17:06:41
-

The impact of university library resources on university research achievement outputs

Type Artikel in academisch tijdschrift

Auteur Younghee Noh

URL <https://doi.org/10.1108/00012531211215150>

Deel 64

Editie 2

Pagina's 109-133

Titel uitgave Aslib Proceedings

ISSN 0001-253X

Datum 2012-01-01

Extra Publisher: Emerald Group Publishing Limited

DOI 10.1108/00012531211215150

Geraadpleegd 12-11-2020 04:58:14

Bibliotheekscatalogus Emerald Insight

Samenvatting Purpose – The purpose of this paper is to investigate the correlation between university libraries and academic research achievement and analyze if university library resources correlate with academic research achievement. Design/methodology/approach – The paper seeks to verify the correlation between university libraries and academic research achievement and to examine which university library resources relate to research achievement. A variety of research questions were posed concerning the relationship between a university's library resources and academic research achievement. Structural equation models (SEMs) were developed to answer the research questions. Most research questions posed were affirmatively answered using the SEM process. Findings – This study confirmed that labor and budget, investment in e-resources and an investment in university libraries enhances academic research achievement. Research limitations/implications – An SEM for verifying the correlation between university libraries and academic research achievement was developed in the study. Originality/value – This study is the first including an investment factor in e-resources for verifying the correlation between university libraries and academic research achievement.

Datum toegevoegd 12-11-2020 04:58:14

Bewerkt 12-11-2020 04:58:14

Labels:

E-resources, Research achievement, Research output, Resources, University libraries

Expanding Academic Librarians' Roles in the Research Life Cycle

Type Artikel in academisch tijdschrift

Auteur Danuta A. Nitecki
Auteur Mary Ellen K. Davis
URL <https://www.degruyter.com/document/doi/10.1515/libri-2018-0066/html>
Deel 69
Editie 2
Pagina's 117-125
Titel uitgave Libri
ISSN 1865-8423
Datum 2019-06-01
Extra Publisher: De Gruyter Saur
DOI 10.1515/libri-2018-0066
Geraadpleegd 1-2-2022 10:06:41
Bibliotheekscatalogus www.degruyter.com
Taal en
Samenvatting Research depends on prior results. The cycle of transforming research output to disseminated knowledge is changing to engage more researchers to openly discover and thereby shape future contributions to scholarship. No established framework helps librarians understand the opportunities that transition offers librarians. However, through four propositions, this paper addresses some of the changes facing academic librarians as they expand their roles: 1) Research cycles embrace interactive sharing and reuse of data; 2) Managing open research data expands librarians' roles; 3) Intellectual entrepreneurship roles provide a model to empower others; 4) Librarians demonstrate their entrepreneurial leadership by creating partnerships outside the library. Now academic librarians have opportunities to strengthen their role in how higher education shapes research by shifting greater focus toward research data management [RDM]. Two seasoned administrators and librarians illustrate pathways to prepare academic librarians for these new roles. They offer two practitioners' impressions of the demands and opportunities for librarians to extend their expertise to support RDM, and illustrate how academic librarians have begun doing so through professional association work (through the Association of College and Research Libraries (ACRL)) and at one academic library (at Drexel University). They urge academic librarians to step out of their comfort zones of organizing, preserving and servicing discovery of information resources and embrace emerging roles for which their values and expertise have prepared them. If librarians ignore these opportunities, they risk being bypassed in efforts to ensure that managing research data and scholarship are central to research protocols.
Datum toegevoegd 1-2-2022 10:06:41
Bewerkt 1-2-2022 10:06:44

Labels:

emerging librarian roles, higher education, intellectual entrepreneurship, leadership, research data management

Streamlining Administration at the University of Minnesota Medical School

- Type** Artikel in academisch tijdschrift
- Auteur** Peter Mitsch
- Auteur** Allison Campbell Jensen
- URL** https://journals.lww.com/academicmedicine/Fulltext/2007/03000/Streamlining_Administration_at_the_University_of.8.aspx
- Deel** 82
- Editie** 3
- Pagina's** 252–257
- Titel uitgave** Academic Medicine
- ISSN** 1040-2446
- Datum** March 2007
- DOI** 10.1097/ACM.0b013e3180307113
- Geraadpleegd** 31-1-2022 16:56:03
- Bibliotheekscatalogus** journals.lww.com
- Taal** en-US
- Samenvatting** The authors describe the events and restructuring efforts of the 1990s that led the University of Minnesota Medical School leadership to advocate a new administrative model for its clinical departments. This new streamlined model established six administrative centers, each serving a cluster of two to four clinical departments. Each administrative center was charged with managing functions of finance, human resources, information technology, clinical service unit operations, research support, and education support for its departments. These centers, first proposed in 1993 when an outside firm analyzed the medical school's administration, were initially seen by most medical school department heads as too radical. Yet, after a campaign of one-on-one persuasion by medical school dean's office leadership, combined with a successful example of clustering that occurred spontaneously among three medical school departments, the administrative centers were launched in late 1998 to serve clustered clinical departments. The administrative centers were intended to improve departmental responsiveness to the dean of the medical school; improve internal medical school controls; improve on administrative services traditionally provided by outside units, such as grants management and information systems; and reduce administrative costs. Since their establishment, these administrative centers have evolved into a flexible, efficient system of administration. In a 2005 evaluation, ECG Management Consultants found the administrative center model appropriate and effective in managing the school's clinical departments. In addition, the consultants estimated that if the medical school still had stand-alone departmental administrative units, annual administrative costs would be \$3 million higher.
- Datum toegevoegd** 31-1-2022 16:56:03
- Bewerkt** 31-1-2022 16:56:03

Applying game theory to the balance between academic and administrative power in universities

Type Artikel in academisch tijdschrift
Auteur Qian Meng
Auteur Xu Liu
Auteur Xiaodong Xu
URL <https://www.sbp-journal.com/index.php/sbp/article/view/3913>
Deel 42
Editie 6
Pagina's 913
Titel uitgave Social Behavior and Personality
ISSN 1179-6391
Datum 02/05/2014
DOI 10.2224/sbp.2014.42.6.913
Geraadpleegd 31-1-2022 16:44:31
Bibliotheekscatalogus www.sbp-journal.com
Samenvatting Applying game theory to the balance between academic and administrative power in universities
Datum toegevoegd 31-1-2022 16:44:31
Bewerkt 31-1-2022 16:44:31

Academics and Professional Administrators in Australian Universities: dissolving boundaries and new tensions

Type Artikel in academisch tijdschrift
Auteur Craig Mcinnis
URL <https://www.tandfonline.com/doi/abs/10.1080/1360080980200204>
Deel 20
Editie 2
Pagina's 161-173
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum November 1, 1998
DOI 10.1080/1360080980200204
Geraadpleegd 13-7-2018 11:07:13
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting This paper reports the results of a national survey of administrators' work roles satisfaction and values in relation to those of academics surveyed on similar issues in an earlier study. The paper identifies some crucial areas of difference in the values attached to work and the perceptions of work practices. Issues and tensions at the everyday work interface between

academics and administrators are identified as central to the likelihood, or otherwise, of universities managing major changes. 1An earlier version of this paper was presented at the Annual Conference of the Association for the Study of Higher Education, Albuquerque, November 1997. The author is grateful to Fiona Lacy for help preparing this paper.

Korte Titel Academics and Professional Administrators in Australian Universities
Datum toegevoegd 13-7-2018 11:07:13
Bewerkt 13-7-2018 11:07:13

STAFF DEVELOPMENT FOR UNIVERSITY AND COLLEGE ADMINISTRATORS IN AUSTRALIA

Type Artikel in academisch tijdschrift
Auteur ROBERT McCAIG
URL <https://doi.org/10.1108/eb009729>
Deel 13
Editie 2
Pagina's 13-22
Titel uitgave Journal of Educational Administration
ISSN 0957-8234
Datum 1975-01-01
Extra Publisher: MCB UP Ltd
DOI 10.1108/eb009729
Geraadpleegd 31-1-2022 16:44:08
Bibliotheekscatalogus Emerald Insight
Samenvatting The universities have traditionally seen as one of their major functions the preparation of persons for the higher professions. Though the definition of high profession has been expanded in recent decades to include a wide spectrum of occupations ranging all the way from forestry to accountancy and including various kinds of administration, whether it be business or hospital or school, the universities have been very slow in recognising university administration as an area requiring their attention. Universities provide preparation for many professions including those relating to administration, but they have been slow to develop courses to meet the requirements of their own complex administrative systems. The reason for this lies in an outmoded perspective of the modern university. In Australia, programmes of training are now being introduced. Some of these are examined and described.
Datum toegevoegd 31-1-2022 16:44:09
Bewerkt 31-1-2022 16:44:09

Going beyond the official domain in the search for the culture of employee learning: The case of junior support staff at a South African university

- Type** Artikel in academisch tijdschrift
- Auteur** George Mavunga
- URL** <https://www.ajol.info/index.php/cristal/article/view/191945>
- Rechten** Copyright (c)
- Deel** 7
- Editie** 2
- Pagina's** 16-33
- Titel uitgave** Critical Studies in Teaching and Learning
- ISSN** 2310-7103
- Datum** 2019-12-20
- Extra** Number: 2
- Geraadpleegd** 31-1-2022 16:42:06
- Bibliotheekscatalogus** www.ajol.info
- Taal** en
- Samenvatting** Based on HCT (human capital theory), employee learning and the culture associated with it in South Africa and globally have generally been researched from the perspective of the normative government or employer-initiated policies and programmes. Using Bernstein's (2000) theory of the pedagogic device, this paper suggests the existence of different domains of learning with respect to junior support staff at a South African university. The paper also borrows from critical realism to advocate an approach which asks questions pertaining to the influence of structure and agency on the form of the culture of employee learning in different domains with respect to the junior support staff members. The answers to these questions, the paper suggests, would help with a holistic characterisation of the culture of employee learning associated with this category of employees at the South African university.
- Korte Titel** Going beyond the official domain in the search for the culture of employee learning
- Datum toegevoegd** 31-1-2022 16:42:06
- Bewerkt** 31-1-2022 16:42:10

The Morphing of Academic Practice: Unbundling and the Rise of the Para-academic

- Type** Artikel in academisch tijdschrift
- Auteur** Bruce Macfarlane
- URL** <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2273.2010.00467.x>
- Rechten** © 2010 The Author. Higher Education Quarterly © 2010 Blackwell Publishing Ltd
- Deel** 65

Editie 1
Pagina's 59-73
Titel uitgave Higher Education Quarterly
ISSN 1468-2273
Datum 2011
Extra _eprint: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2273.2010.00467.x>
DOI 10.1111/j.1468-2273.2010.00467.x
Geraadpleegd 9-9-2020 07:02:28
Bibliotheekscatalogus Wiley Online Library
Taal en
Samenvatting Teaching, research and service are the three conventional elements of academic practice, recognised on an international basis. However, evidence suggests that academic practice is rapidly disaggregating, or 'unbundling', as a result of a variety of forces including the massification of national systems, the application of technology in teaching and increasing specialisation of academic roles to support a more centralised and performative culture. This article will present an analysis of these changes linked to the emergence of the 'para-academic': staff who specialise in one element of academic practice. This includes the 'up-skilling' of professional support staff and the 'deskilling' of academic staff. The implications of this change for the quality of the student experience and the sustainability of academic citizenship are considered.
Korte Titel The Morphing of Academic Practice
Datum toegevoegd 9-9-2020 07:02:28
Bewerkt 9-9-2020 07:02:28

Dualisms in Higher Education: a Critique of Their Influence and Effect

Type Artikel in academisch tijdschrift
Auteur Bruce Macfarlane
URL <https://onlinelibrary.wiley.com/doi/abs/10.1111/hequ.12046>
Deel 69
Editie 1
Pagina's 101-118
Titel uitgave Higher Education Quarterly
ISSN 1468-2273
Datum 2015
Extra _eprint: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/hequ.12046>
DOI 10.1111/hequ.12046
Geraadpleegd 1-2-2022 09:59:47
Bibliotheekscatalogus Wiley Online Library
Taal en

Samenvatting Dualisms pervade the language of higher education research providing an over-simplified roadmap to the field. However, the lazy logic of their popular appeal supports the perpetuation of erroneous and often outdated assumptions about the nature of modern higher education. This paper explores nine commonly occurring dualisms: collegiality/managerialism, student-centred/teacher-centred, deep learning/surface learning, academics/non-academics; research/teaching, old universities/new universities, liberal/vocational, public universities/private universities and higher education/further education. Illustrated by reference to a range of international contexts, it is argued that over-reliance on dualisms among higher education scholars has adverse effects including narrowing the possibilities of research design and inhibiting intellectual advancement within the field.

Korte Titel Dualisms in Higher Education

Datum toegevoegd 1-2-2022 09:59:47

Bewerkt 1-2-2022 09:59:50

Views on multilingualism and internationalisation in higher education: administrative staff in the spotlight

Type Artikel in academisch tijdschrift

Auteur Enric Llurda

Auteur Josep M. Cots

Auteur Lurdes Armengol

URL <https://doi.org/10.1080/01434632.2013.874435>

Deel 35

Editie 4

Pagina's 376-391

Titel uitgave Journal of Multilingual and Multicultural Development

ISSN 0143-4632

Datum June 7, 2014

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/01434632.2013.874435>

DOI 10.1080/01434632.2013.874435

Geraadpleegd 28-10-2020 08:35:49

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting The key role of administrative staff in the implementation of specific institutional policies at university has often been ignored when analysing policies or attitudes related to higher education. Consequently, little is known about the administrative staff's attitudes and involvement relating to the processes of internationalisation and multilingualism in higher education. In order to confront this problem, this paper is intended to shed some light on the following questions: (1) What features do administrative staff associate with the concepts of 'international university' and 'multilingual university'? (2) What degree of interconnection do they

establish between internationalisation and multilingualism at university? and (3) How do their views compare with those of academic staff and students? The study combines quantitative data, obtained through a Likert-scale based questionnaire, and qualitative data, derived from open questions included in the same questionnaire as well as two focus group sessions with members of the administrative staff. The analysis of the data shows that for administrative staff an international university is characterised by incoming mobility, the presence of English as a third academic language and academic excellence. A multilingual university has more advantages than disadvantages for them, and most of these are connected with the internationalisation of the institution.

Korte Titel Views on multilingualism and internationalisation in higher education
Datum toegevoegd 28-10-2020 08:35:49
Bewerkt 28-10-2020 08:35:49

Labels:

administrative staff, higher education, internationalisation, multilingualism

Constructions of professional identity in a dynamic higher education sector

Type Artikel in academisch tijdschrift
Auteur Kenton Lewis
URL <https://doi.org/10.1080/13603108.2014.914107>
Deel 18
Editie 2
Pagina's 43-50
Titel uitgave Perspectives: Policy and Practice in Higher Education
ISSN 1360-3108
Datum April 3, 2014
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13603108.2014.914107>
DOI 10.1080/13603108.2014.914107
Geraadpleegd 9-9-2020 07:01:33
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting The expansion and specialisation of 'non-academic' higher education roles, in response to increased regulation, monitoring and measurement of the sector, can be attributed to a rise in neoliberal managerialism and globalisation. Such changes have challenged the professional status of the academy, potentially 'de-professionalising' academic staff. This paper explores the extent to which a concurrent professionalisation of administrative and managerial staff has occurred, and examines the case for higher education administration as a profession. Building on a conceptual framework linking the literatures of 'professionalism' and 'identity', and referencing qualitative analysis undertaken as part of a doctoral thesis, the findings reveal that higher education

administrators/managers possess the necessary tools to construct an identity as a professional, but that they lack the collective self-confidence to claim university administration as a profession. The paper recommends that through the facilitated acquisition of 'academic empathy', increased sectoral and societal visibility, promotion of higher education administration as a career path, and the development of a strong and consistent public voice, it is possible to instil the collective self-confidence necessary to proudly assert that university administration is a profession.

Datum toegevoegd 9-9-2020 07:01:33

Bewerkt 9-9-2020 07:01:33

Labels:

academic empathy, administration, higher education, professional identity

Research Data Management: Defining Roles, Prioritizing Services, and Enumerating Challenges

Type Artikel in academisch tijdschrift

Auteur Bethany Latham

URL <http://www.sciencedirect.com/science/article/pii/S0099133317301453>

Deel 43

Editie 3

Pagina's 263-265

Titel uitgave The Journal of Academic Librarianship

ISSN 0099-1333

Datum May 1, 2017

Tijdschrift-afkorting The Journal of Academic Librarianship

DOI 10.1016/j.acalib.2017.04.004

Geraadpleegd 13-7-2018 11:16:59

Bibliotheekscatalogus ScienceDirect

Korte Titel Research Data Management

Datum toegevoegd 13-7-2018 11:16:59

Bewerkt 13-7-2018 11:16:59

The Managerial Turn in Higher Education? On the Interplay of Organizational and Occupational Change in German Academia

Type Artikel in academisch tijdschrift

Auteur Georg Krücken

Auteur Albrecht Blümel

Auteur Katharina Kloke
URL <https://link.springer.com/article/10.1007/s11024-013-9240-z>
Deel 51
Editie 4
Pagina's 417-442
Titel uitgave Minerva
ISSN 0026-4695, 1573-1871
Datum 2013/12/01
Tijdschrift-afkorting Minerva
DOI 10.1007/s11024-013-9240-z
Geraadpleegd 17-7-2018 09:21:53
Bibliotheekscatalogus link.springer.com
Taal en
Samenvatting The managerial turn in academia is currently broadly discussed. Based on empirical data gathered from a sample that includes all German universities, we can give a broad and fine-grained account of this turn. What we can clearly see is that whole new categories of administrative management positions have been created over the last years. Furthermore, within the non-academic staff we can see a profound restructuring. Lower-level positions like those for clerical work decreased, while higher-level positions in the administration increased. However, and in contrast to studies of countries, we do not observe a general shift from academic to non-academic positions. In addition to the statistical analysis of survey data and personnel data, we conducted seventy in-depth interviews with heads of administrative management units, in particular those being created over the last two decades, for example, on quality control, technology transfer, and career service. Although we clearly see important changes indicating a managerial turn in higher education, core characteristics of a professional organization whose basic processes are ultimately controlled by academics and not by administrators or managers have been retained. These findings call for further cross-national research.
Korte Titel The Managerial Turn in Higher Education?
Datum toegevoegd 17-7-2018 09:21:53
Bewerkt 17-7-2018 09:21:53

Accepted and Emerging Roles of Academic Libraries in Supporting Research 2.0

Type Artikel in academisch tijdschrift
Auteur T. Koltay
Titel uitgave The Journal of Academic Librarianship
Datum 2019
DOI 10.1016/J.ACALIB.2019.01.001
Bibliotheekscatalogus Semantic Scholar

Samenvatting Semantic Scholar extracted view of "Accepted and Emerging Roles of Academic Libraries in Supporting Research 2.0" by T. Koltay

Datum toegevoegd 1-2-2022 09:57:54

Bewerkt 1-2-2022 09:57:57

Relocating professionalism in an English university

Type Artikel in academisch tijdschrift

Auteur Ailsa Kolsaker

URL <https://doi.org/10.1080/1360080X.2013.861053>

Deel 36

Editie 2

Pagina's 129-142

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum March 4, 2014

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2013.861053>

DOI 10.1080/1360080X.2013.861053

Geraadpleegd 9-9-2020 10:47:53

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting Higher education is becoming increasingly market-oriented. In a bid to enhance performance, reputation and competitive positioning, universities are increasingly embracing managerialist axioms and discourses. In the process, a new class of professional administrator has been created. Increasingly specialist in nature, the professionalised administrator is 'carving out space' in university hierarchies, often in places formerly reserved for academics. This paper queries whether the emergence of this new professional class is symptomatic of a more fundamental relocation of professionalism from academics to administrators. A study of staff in a mid-sized university in South-East England reveals higher levels of autonomy and satisfaction amongst administrators than academics, but little sense of professional affiliation. In contrast, academics have a strong sense of professional identity, but a growing sense of deprofessionalisation. Relationships between the two groups remain collegiate, but the findings support the proposition that there is an ongoing relocation of professionalism in universities.

Datum toegevoegd 9-9-2020 10:47:53

Bewerkt 9-9-2020 10:47:53

Labels:

administrator, English, professional identity, professionalism, university

Quality of Administration in Higher Education

Type Rapport
Auteur Jussi Kivistö
Auteur Kivistö Pekkola
Plaats Stockholm
Datum 2017
(Onderzoeks)instituut Sveriges universitets- & högskoleförbund
Datum toegevoegd 22-7-2019 07:14:52
Bewerkt 22-7-2019 07:17:34

Academics and New Higher Education Professionals: Tensions, Reciprocal Influences and Forms of Professionalization

Type Boek-sectie
Auteur Barbara M. Kehm
Redacteur Tatiana Fumasoli
Redacteur Gaële Goastellec
Redacteur Barbara M. Kehm
URL https://doi.org/10.1007/978-3-319-10720-2_9
Reeks The Changing Academy – The Changing Academic Profession in International Comparative Perspective
Plaats Cham
Uitgever Springer International Publishing
Pagina's 177-200
ISBN 978-3-319-10720-2
Datum 2015
Extra DOI: 10.1007/978-3-319-10720-2_9
Geraadpleegd 9-9-2020 06:31:58
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting It becomes evident that the academic profession is confronted not only with societal changes but also with changed institutional settings both impacting on their values, attitudes, and professional practices. However, academic norms will in turn mediate and influence these changes and new institutional settings. This contribution analyses in a cross-national comparative approach involving eight European countries the tensions, reciprocal influences, and forms of professionalization resulting from the interaction between institutional management, new higher education professionals and members of the academic profession. Around 60 interviews were carried out in each of the eight countries involved with representatives of all three groups coming from various universities and universities of applied sciences, the academics also from different

disciplines.

Boektitel Academic Work and Careers in Europe: Trends, Challenges, Perspectives
Korte Titel Academics and New Higher Education Professionals
Datum toegevoegd 9-9-2020 06:31:58
Bewerkt 9-9-2020 06:31:58

Labels:

Administration, Division of labour, Hybridisation of job roles, Managerial governance, New higher education professionals, Professionalization

The Influence of New Higher Education Professionals on Academic Work

Type Boek-sectie
Auteur Barbara M. Kehm
Redacteur Ulrich Teichler
Redacteur William K. Cummings
URL https://doi.org/10.1007/978-3-319-16080-1_6
Reeks The Changing Academy – The Changing Academic Profession in International Comparative Perspective
Plaats Cham
Uitgever Springer International Publishing
Pagina's 101-111
ISBN 978-3-319-16080-1
Datum 2015
Extra DOI: 10.1007/978-3-319-16080-1_6
Geraadpleegd 9-9-2020 06:51:27
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting In Germany, as in many other European countries, governments have been withdrawing from close state control of their higher education institutions, thus, granting them more institutional autonomy with the expectation that this will enable them to react faster and more flexibly to external demands and challenges. The growing organisational autonomy with its increasing capacity for strategic decision-making also entails the expectation that institutional leadership should become more professional. These changes have been accompanied by another phenomenon: The growth in numbers of new groups of mostly highly qualified professionals to support organisational change and decision-making in universities. These persons are not primarily active in research and teaching themselves but are entrusted to prepare and support decisions of the management, establish new services or professionalise traditional ones, and actively shape the core activities of the organisation. We have called this group the new “higher education professionals” (HEPROs). This contribution first says something about the state of research, then presents findings from surveys

and interviews with HEPROs in Germany as well as selected other European countries.

Boektitel Forming, Recruiting and Managing the Academic Profession
Datum toegevoegd 9-9-2020 06:51:27
Bewerkt 9-9-2020 06:51:27

Labels:

Academic Staff, High Education, High Education Institution, High Education System, Professional Role

Those who walk the talk: the role of administrative professionals in transforming universities into strategic actors

Type Artikel in academisch tijdschrift
Auteur Sara Karlsson
Auteur Malin Ryttberg
URL <https://doi.org/10.3402/nstep.v2.31537>
Deel 2016
Editie 2-3
Pagina's 31537
Titel uitgave Nordic Journal of Studies in Educational Policy
ISSN null
Datum January 1, 2016
Extra Publisher: Routledge _eprint: <https://doi.org/10.3402/nstep.v2.31537>
DOI 10.3402/nstep.v2.31537
Geraadpleegd 9-9-2020 06:29:27
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting The group of administrators working in the Swedish higher education sector is undergoing considerable change. National statistics show that the average educational level is increasing and that more staff are being recruited from the private sector. This article discusses the implications of such changes on life and work in academia. In particular, it points to a link between new administrative roles and new demands placed on universities to become more coherent, goal-oriented organisations – so-called strategic actors. The article builds on national statistics and an in-depth interview study of administrative professionals from the areas of internationalisation, business liaison and research funding support, at three technical universities in Sweden. The study indicates that administrative professionals can have considerable impact on the management of a university. Lacking formal decision-making power, their influence tends to be indirect. Nevertheless, they can fulfil important roles as guardians of a holistic perspective, reminding internal stakeholders of the organisational aims of the university. Their role requires a set of competences and experiences that includes academic background as well

as an attitude of self-reflection, sensitivity and judgement. In conclusion, it is argued that administrative professionals can play a crucial part in transforming universities into strategic actors. Their function merits more attention as it touches upon important issues of power and strategic direction in contemporary higher education.

Korte Titel Those who walk the talk

Datum toegevoegd 9-9-2020 06:29:27

Bewerkt 31-1-2022 17:06:31

From professional bureaucracy to competitive bureaucracy – redefining universities’ organization principles, performance measurement criteria, and reason for being

Type Artikel in academisch tijdschrift

Auteur Tomi J. Kallio

Auteur Kirsi-Mari Kallio

Auteur Annika Blomberg

URL <https://doi.org/10.1108/QRAM-10-2019-0111>

Deel 17

Editie 1

Pagina's 82-108

Titel uitgave Qualitative Research in Accounting & Management

ISSN 1176-6093

Datum 2020-01-01

Extra Publisher: Emerald Publishing Limited

DOI 10.1108/QRAM-10-2019-0111

Geraadpleegd 7-5-2021 09:16:00

Bibliotheekscatalogus Emerald Insight

Samenvatting Purpose This purpose of this study is to understand how the spread of audit culture and the related public sector reforms have affected Finnish universities’ organization principles, performance measurement (PM) criteria and ultimately their reason for being. Design/methodology /approach Applying extensive qualitative data by combining interview data with document materials, this study takes a longitudinal perspective toward the changing Finnish higher education field. Findings The analysis suggests the reforms have altered universities’ administrative structures, planning and control systems, coordination mechanisms and the role of staff units, as well as the allocation of power and thus challenged their reason for being. Power has become concentrated into the hands of formal managers, while operational core professionals have been distanced from decision making. Efficiency in terms of financial and performance indicators has become a coordinating principle of university organizations, and PM practices are used to steer the work of professionals. Because of the reforms, universities have moved away from the ideal type of professional bureaucracy and begun resembling the new,

emerging ideal type of competitive bureaucracy. Originality/value This study builds on rich, real-life, longitudinal empirical material and details a chronological description of the changes in Finland's university sector. Moreover, it illustrates how the spread of audit culture and the related legislative changes have transformed the ideal type of university organization and challenged universities' reason for being. These changes entail significant consequences regarding universities as organizations and their role in society.

Datum toegevoegd 7-5-2021 09:16:00

Bewerkt 7-5-2021 09:16:00

Labels:

Archetype, Audit culture, Higher education reforms, Hybridization, Ideal type, Organizational design, Performance measurement, Universities

Interacting Spheres Revisited

Type Boek-sectie

Auteur Ton Kallenberg

Redacteur Rosalind M. O. Pritchard

Redacteur Attila Pausits

Redacteur James Williams

URL https://doi.org/10.1007/978-94-6300-660-6_10

Plaats Rotterdam

Uitgever SensePublishers

Pagina's 177-197

ISBN 978-94-6300-660-6

Datum 2016

Extra DOI: 10.1007/978-94-6300-660-6_10

Geraadpleegd 19-3-2021 02:18:46

Bibliotheekscatalogus Springer Link

Taal en

Samenvatting Some time ago, Weick (1976) described the organisational characteristics of educational institutions as 'loosely coupled systems'. He described this system on the basis of different tasks and the (hierarchical) positions of academics and administrators, in which many actors did as they wished and were not overly concerned with each other. This may still be an ongoing situation. Although there is interaction between academics and administrators, each group is strongly committed to its own identity.

Boektitel Positioning Higher Education Institutions: From Here to There

Datum toegevoegd 19-3-2021 02:18:46

Bewerkt 19-3-2021 02:18:46

Labels:

Academic Staff, Administrative Staff, Educational Engineering, High Education, Strategic Issue

Differences in influence: different types of university employees compared

- Type** Artikel in academisch tijdschrift
- Auteur** Ton Kallenberg
- URL** <https://doi.org/10.1007/s11233-020-09058-w>
- Deel** 26
- Editie** 4
- Pagina's** 363-380
- Titel uitgave** Tertiary Education and Management
- ISSN** 1573-1936
- Datum** 2020-12-01
- Tijdschrift-afkorting** Tert Educ Manag
- DOI** 10.1007/s11233-020-09058-w
- Geraadpleegd** 22-4-2021 07:49:30
- Bibliotheekscatalogus** Springer Link
- Taal** en
- Samenvatting** Changes, improvements and innovations in university organisations regularly end up in sluggish processes and get stuck ‘somewhere’ in the organisation. It is argued that cooperation and mutual influencing of work processes between academic and professional employees of different departments can have a positive effect on these innovations. Because little is known about this mutual influence of work processes, research has been conducted on the extent of the experienced and desired influence on different types of university employees’ own work processes and the work processes of other departments. This article reports the results of a survey among different types of employees from universities from three different countries (the Netherlands, Flanders, Denmark), in which four groups of employees have been distinguished (academic staff, professional staff, academic middle managers and educational administrators). The results of the survey (N = 1397) show that the university may be seen as a patchwork in which departments and teams work independently of each other. A comparison between the groups shows that the academic middle managers and educational administrators do experience significant more influence on various processes. It is argued that these groups can play an important role during changes, improvements and innovation processes.
- Korte Titel** Differences in influence
- Datum toegevoegd** 22-4-2021 07:49:30
- Bewerkt** 22-4-2021 07:49:35
-

Administrative staff members’ job competency and their job satisfaction in a Korean research university

Type Artikel in academisch tijdschrift
Auteur Jisun Jung
Auteur Jung Cheol Shin
URL <https://doi.org/10.1080/03075079.2013.865161>
Deel 40
Editie 5
Pagina's 881-901
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum May 28, 2015
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075079.2013.865161>
DOI 10.1080/03075079.2013.865161
Geraadpleegd 28-10-2020 08:08:23
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting The purpose of this study is to explore the impact of administrative staff's job competency on their job satisfaction in a Korean research university. We conceptualized job satisfaction into three subcomponents: satisfaction in the job field, in the workplace, and with the actual task. In the regression analysis, we included demographics, inner motivation, work environments, and nature of work (e.g. clarity of task) factors as the predictors of job satisfaction. We included job competency as a main research variable in the model. This study found that the administrative staff's interpersonal skills affect their overall job satisfaction, and that each dimension of job competency (organizational understanding, problem solving, interpersonal skills, ICT skills, and global competency) has a different impact on the different dimensions of job satisfaction (job field, workplace, and job task).
Datum toegevoegd 28-10-2020 08:08:23
Bewerkt 28-10-2020 08:08:23

Labels:

job competency, job satisfaction, Korean university, university administrative staffs, university management

Research data services from the perspective of academic librarians

Type Artikel in academisch tijdschrift
Auteur Soohyung Joo
Auteur Gisela M. Schmidt
URL <https://doi.org/10.1108/DLP-10-2020-0106>
Deel 37
Editie 3

Pagina's 242-256
Titel uitgave Digital Library Perspectives
ISSN 2059-5816
Datum 2021-01-01
Extra Publisher: Emerald Publishing Limited
DOI 10.1108/DLP-10-2020-0106
Geraadpleegd 6-9-2021 04:26:11
Bibliotheekscatalogus Emerald Insight
Samenvatting Purpose This study aims to investigate the perceptions of academic librarians regarding research data services (RDS) in academic library environments. This study also examines a range of challenges in RDS from the perspectives of academic librarians. Design/methodology /approach A nationwide online survey was administered to academic librarians engaged in data services at research universities around the USA. The collected survey responses were analyzed quantitatively using descriptive statistics, hierarchical clustering and multidimensional scaling. Findings Academic librarians perceived that consultation services would be more valuable to users than technical services in offering RDS. Accordingly, skills associated with consultation services such as instructional skills and data management planning were perceived by participants to be more important. The results revealed that academic libraries would need to seek collaboration opportunities with other units on campus to develop and offer RDS, especially technical services. Originality/value This study contributes to the existing body of research on the topic of data services in research universities. The study investigated various types of specific professional competencies and used clustering analysis to identify closely associated groups of service types. In addition, this study comprehensively examined both relevant resources for and barriers to RDS.
Datum toegevoegd 6-9-2021 04:26:11
Bewerkt 6-9-2021 04:26:11

Labels:

Academic libraries, Data librarianship, Data repositories, Research data management, Research data services, Research libraries

Measuring the Quality of Faculty and Administrative Worklife: Implications for College and University Campuses

Type Artikel in academisch tijdschrift
Auteur Linda K. Johnsrud
URL <https://doi.org/10.1023/A:1014845218989>
Deel 43
Editie 3

Pagina's 379-395
Titel uitgave Research in Higher Education
ISSN 1573-188X
Datum 2002-06-01
Tijdschrift-afkorting Research in Higher Education
DOI 10.1023/A:1014845218989
Geraadpleegd 29-3-2021 07:30:50
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting There seems to be a presumption that the quality of worklife on college and university campuses has declined for faculty and administrative staff. What is not known is how generally true this is perceived to be, to what extent the quality of worklife varies by campus, and for what reasons it varies. Most importantly, it is not clear what impact the quality of worklife of faculty and staff members has on their performance or retention. The following article reviews the recent empirical literature devoted to this topic and offers a framework that conceptualizes these studies in three groups: those that describe and explore differences in the quality of worklife, those that determine the impact of worklife on attitudes, and those that attempt to explain behavioral outcomes. The implications of this work for practice and policy on college and university campuses is discussed. The author argues that campus leaders who want to improve the performance and retention of faculty and administrative staff must identify and address the particular issues that matter to those employed on their campuses.
Korte Titel Measuring the Quality of Faculty and Administrative Worklife
Datum toegevoegd 29-3-2021 07:30:50
Bewerkt 29-3-2021 07:30:50

The academic librarian as co-investigator on an interprofessional primary research team: a case study

Type Artikel in academisch tijdschrift
Auteur Robert Janke
Auteur Kathy L. Rush
Deel 31
Editie 2
Pagina's 116-122
Titel uitgave Health Information and Libraries Journal
ISSN 1471-1842
Datum 2014-06
Extra PMID: 24964264
Tijdschrift-afkorting Health Info Libr J
DOI 10.1111/hir.12063

Bibliotheekscatalogus PubMed**Taal** eng

Samenvatting **OBJECTIVE:** The objective of this study was to explore the role librarians play on research teams. The experiences of a librarian and a faculty member are situated within the wider literature addressing collaborations between health science librarians and research faculty. **METHODS:** A case study approach is used to outline the involvement of a librarian on a team created to investigate the best practices for integrating nurses into the workplace during their first year of practice. **RESULTS:** Librarians contribute to research teams including expertise in the entire process of knowledge development and dissemination including the ability to navigate issues related to copyright and open access policies of funding agencies. **DISCUSSION:** The librarian reviews the various tasks performed as part of the research team ranging from the grant application, to working on the initial literature review as well as the subsequent manuscripts that emerged from the primary research. The motivations for joining the research team, including authorship and relationship building, are also discussed. Recommendations are also made in terms of how librarians could increase their participation on research teams. **CONCLUSION:** The study shows that librarians can play a key role on interprofessional primary research teams.

Korte Titel The academic librarian as co-investigator on an interprofessional primary research team**Datum toegevoegd** 1-2-2022 09:52:11**Bewerkt** 1-2-2022 09:52:15**Labels:**

case studies, Cooperative Behavior, Education, Nursing, Continuing, Faculty, Nursing, Humans, inter-professional working, librarians, Librarians, Libraries, Medical, library services, Patient Care Team, Professional Role, Research Personnel, research skills, Teaching

Multilevel analysis of research management professionals and external funding at universities: Empirical evidence from Japan

Type Artikel in academisch tijdschrift**Auteur** Shin Ito**Auteur** Toshiya Watanabe**URL** <https://doi.org/10.1093/scipol/scaa074>**Editie** scaa074**Titel uitgave** Science and Public Policy**ISSN** 0302-3427**Datum** January 18, 2021**Tijdschrift-afkorting** Science and Public Policy**DOI** 10.1093/scipol/scaa074

Geraadpleegd 24-3-2021 05:23:21**Bibliotheekscatalogus** Silverchair

Samenvatting This study examines the relationships between a collaborative climate for research management professionals and external funding at universities. University research management is becoming increasingly important in efforts to develop innovation. By combining data from an original questionnaire survey and a public dataset, this study employed multilevel structural equation modelling. The sample comprised 292 research management professionals at 76 Japanese universities and research institutions. The results indicate that the whole hypothetical model of the two-level structure fitted the data well. At the organisational level, the knowledge-sharing environment had a significant positive relation with external research funding. Supportive supervision was also positively and significantly related to the knowledge-sharing environment at the individual and organisational levels. The findings show that a more collaborative climate for research management professionals can lead to more external funding of the entire university; they provide a new contribution to the theory and practice of university research management.

Korte Titel Multilevel analysis of research management professionals and external funding at universities

Datum toegevoegd 24-3-2021 05:23:21**Bewerkt** 24-3-2021 05:23:21

Preparing new professionals for administrative leadership in higher education: identifying specific skills for training

Type Artikel in academisch tijdschrift**Auteur** Peggy C. Holzweiss**Auteur** D. Walker**Auteur** Meredith L. Conrey**Titel uitgave** Perspectives: Policy and Practice in Higher Education**Datum** 2018**DOI** 10.1080/13603108.2018.1543217**Bibliotheekscatalogus** Semantic Scholar

Samenvatting ABSTRACT Working as an administrator in higher education often requires a graduate degree in order to qualify for entry-level positions. Yet, graduate programmes in higher education are often criticised for not adequately training students for their first administrative responsibilities. In this qualitative study, researchers asked a wide range of higher education administrators to identify specific skills and tasks they observed as challenging to new professionals that needed to be addressed as part of their training. Findings suggest that new professionals may need guidance on navigating and understanding institutional culture; performing required tasks and processes; adjusting their own behaviour, expectations and performance based on feedback and experiences; managing and supervising personnel; and making sound decisions without direct

guidance. Implications for preparation programmes and administrative practice are shared.

Korte Titel Preparing new professionals for administrative leadership in higher education

Datum toegevoegd 1-2-2022 07:56:59

Bewerkt 1-2-2022 07:56:59

A two-way street; enhancing professional services staff engagement through effective career planning, development, and appraisal

Type Artikel in academisch tijdschrift

Auteur Alex Holmes

URL <https://doi.org/10.1080/13603108.2019.1702597>

Deel 24

Editie 1

Pagina's 35-38

Titel uitgave Perspectives: Policy and Practice in Higher Education

ISSN 1360-3108

Datum januari 2, 2020

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13603108.2019.1702597>

DOI 10.1080/13603108.2019.1702597

Geraadpleegd 1-2-2022 07:56:27

Bibliotheekscatalogus Taylor and Francis+NEJM

Datum toegevoegd 1-2-2022 07:56:27

Bewerkt 1-2-2022 07:56:33

Labels:

career planning, engagement, motivation, PDR, Personal development, professional development, Professional Services Staff, staff satisfaction

Occupational Knowledge and Practice amongst UK University Research Administrators

Type Artikel in academisch tijdschrift

Auteur John Hockey

Auteur Jacquelyn Allen-Collinson

URL <http://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-2273.2008.00409.x>

Deel 63

Editie 2

Pagina's 141-159
Titel uitgave Higher Education Quarterly
ISSN 1468-2273
Datum 2009
Extra _eprint: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2273.2008.00409.x>
DOI 10.1111/j.1468-2273.2008.00409.x
Geraadpleegd 6-9-2021 04:03:06
Bibliotheekscatalogus Wiley Online Library
Taal en
Samenvatting With the exception of lecturing staff, research on occupational groups and cultures within the UK higher education system is relatively sparse. This paper focuses upon one specialist group, to-date under-researched but which plays a central role in contemporary higher education administration: graduate research administrators. This occupational group is of particular interest as its members administer and manage an increasing complex and key area of university life, which in many cases appears to span the putative occupational divide between 'academic' and 'administrative' work. Based upon qualitative interviews with 27 research administrators, and using some of Bourdieu's conceptual devices, the paper analyses particular kinds of informal occupational knowledge and practice, necessary in order effectively to 'do' the complex task of research administration in the pressurized environment of contemporary British higher education.
Datum toegevoegd 6-9-2021 04:03:06
Bewerkt 6-9-2021 04:03:06

Research data management and openness: The role of data sharing in developing institutional policies and practices

Type Artikel in academisch tijdschrift
Auteur Rosie Higman
Auteur Stephen Pinfield
Redacteur Dr Andrew Cox
URL <https://doi.org/10.1108/PROG-01-2015-0005>
Deel 49
Editie 4
Pagina's 364-381
Titel uitgave Program: electronic library and information systems
ISSN 0033-0337
Datum 2015-01-01
Extra Publisher: Emerald Group Publishing Limited
DOI 10.1108/PROG-01-2015-0005
Geraadpleegd 6-9-2021 04:50:42

Bibliotheekscatalogus Emerald Insight

Samenvatting Purpose The purpose of this paper is to investigate the relationship between research data management (RDM) and data sharing in the formulation of RDM policies and development of practices in Higher Education Institutions (HEIs). Design/methodology/approach Two strands of work were undertaken sequentially: first, content analysis of 37 RDM policies from UK HEIs; and second, two detailed case studies of institutions with different approaches to RDM based on semi-structured interviews with staff involved in the development of RDM policy and services. The data are interpreted using insights from Actor Network Theory. Findings RDM policy formation and service development has created a complex set of networks within and beyond institutions involving different professional groups with widely varying priorities shaping activities. Data sharing is considered an important activity in the policies and services of HEIs studied, but its prominence can in most cases be attributed to the positions adopted by large research funders. Research limitations/implications The case studies, as research based on qualitative data, cannot be assumed to be universally applicable but do illustrate a variety of issues and challenges experienced more generally, particularly in the UK. Practical implications The research may help to inform development of policy and practice in RDM in HEIs and funder organisations. Originality/value This paper makes an early contribution to the RDM literature on the specific topic of the relationship between RDM policy and services, and openness – a topic which to date has received limited attention.

Korte Titel Research data management and openness

Datum toegevoegd 6-9-2021 04:50:42

Bewerkt 6-9-2021 04:50:42

Labels:

Actor network theory, Data sharing, Open data, Openness, Research data management, Research data services

Faculty as Gatekeepers: Non-academic Staff Participation in University Governance

Type Artikel in academisch tijdschrift

Auteur Alan B. Henkin

Auteur Dorothy Persson

URL <https://doi.org/10.1108/09578239210014487>

Deel 30

Editie 2

Titel uitgave Journal of Educational Administration

ISSN 0957-8234

Datum 1992-01-01

Extra Publisher: MCB UP Ltd
DOI 10.1108/09578239210014487
Geraadpleegd 6-9-2021 04:47:40
Bibliotheekscatalogus Emerald Insight
Samenvatting Faculty expectations for non-academic staff participation in systems of shared authority (governance) define the parameters of legitimate interests. Delineates and analyses role sender (faculty) views of non-academic staff participation in organizational governance. Studies four issue areas (academic affairs, financial and personnel affairs, institutional affairs, and student affairs). There was considerable support for non-academic staff participation in governance. Results suggest limited roles in governance for non-academic employees in complex organizations where faculty are primary role senders, and no support for the significant redistribution of legitimate faculty rights and authorities.
Korte Titel Faculty as Gatekeepers
Datum toegevoegd 6-9-2021 04:47:40
Bewerkt 31-1-2022 17:06:24

Australian university technology transfer managers: Backgrounds, work roles, specialist skills and perceptions

Type Artikel in academisch tijdschrift
Auteur Grant Harman
Auteur Christopher Stone
URL <https://doi.org/10.1080/13600800600979959>
Deel 28
Editie 3
Pagina's 213-230
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum November 1, 2006
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13600800600979959>
DOI 10.1080/13600800600979959
Geraadpleegd 24-3-2021 04:57:58
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Technology transfer managers are a new group of specialist professionals engaged in facilitating transfer of university research discoveries and inventions to business firms and other research users. With relatively high academic qualifications and enjoying higher salaries than many other comparable university staff, technology transfer managers tend to have been recruited from outside the higher education sector, having had significant commercial and public-sector experience. On average, they spend longer hours in work activities per week than research office

managers, being heavily involved in identification and marketing of intellectual property (IP), patenting and licensing IP to existing and start-up companies. Overall, they are highly critical of the management of their own universities, both generally and with regard to research commercialization, and give relatively low effectiveness ratings to the efforts of both Commonwealth and State governments to support research commercialization and innovation.

Korte Titel Australian university technology transfer managers
Datum toegevoegd 24-3-2021 04:57:58
Bewerkt 24-3-2021 04:57:58

Stories of moving on HASS PhD graduates' motivations and career trajectories inside and beyond academia

Type Artikel in academisch tijdschrift
Auteur Cally Guerin
URL <https://doi.org/10.1177/1474022219834448>
Deel 19
Editie 3
Pagina's 304-324
Titel uitgave Arts and Humanities in Higher Education
ISSN 1474-0222
Datum July 1, 2020
Extra Publisher: SAGE Publications
Tijdschrift-afkorting Arts and Humanities in Higher Education
DOI 10.1177/1474022219834448
Geraadpleegd 9-9-2020 09:03:47
Bibliotheekscatalogus SAGE Journals
Taal en
Samenvatting It is widely accepted that the academic job market is very limited and unlikely to expand any time soon, yet enrolments in PhDs continue to rise. If the PhD is no longer preparation for academia, where do these graduates go on completing their degrees? This study of Australian PhD graduates in Humanities, Arts and Social Sciences (HASS) explores motivations to undertake a research degree, their experiences of academia, and their current employment. These personalised narratives reveal the impact and value of doctoral education on the employment trajectories of HASS PhD graduates in non-academic careers. These stories uncover both the 'cruel optimism' and positive employment outcomes experienced by HASS doctorate holders. It is argued that commencing PhD candidates should be encouraged from the outset to seriously consider their doctorate as preparation for careers beyond academia; rather than being 'failed academics,' these graduates succeed as high-level knowledge workers.

Datum toegevoegd 9-9-2020 09:03:48
Bewerkt 9-9-2020 09:03:48

How do Chinese faculty members and administrative staff participate in governance arrangements?

Type Artikel in academisch tijdschrift
Auteur Jianmin Gu
Auteur Shujin Feng
Auteur Futao Huang
URL <https://doi.org/10.1080/03075079.2020.1823644>
Deel 45
Editie 10
Pagina's 2082-2091
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum oktober 2, 2020
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075079.2020.1823644>
DOI 10.1080/03075079.2020.1823644
Geraadpleegd 1-2-2022 07:53:53
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting The purpose of this study is to explore Chinese faculty' participation in university governance arrangements based on solid empirical data. This study found that the Chinese faculty's participation in university governance was primarily concerned with faculty's participation in academic committees and professors' meetings at both departmental and college levels as well as faculty representatives' participation in the meeting at both the faculty and the faculty union. Furthermore, the impact of Chinese university's characteristics, the responsibilities of faculty members, and academic ranks on their participation in university governance are apparent and significant.
Datum toegevoegd 1-2-2022 07:53:53
Bewerkt 1-2-2022 07:53:53

Labels:

Chinese faculty, institutional autonomy, university governance

The Role of the Librarian in Faculty Research

Type Artikel in academisch tijdschrift
Auteur Robert Grover
Auteur Martha L. Hale
URL <https://crl.acrl.org/index.php/crl/article/view/14356>
Deel 49

Editie 1
Pagina's 9-15
Titel uitgave College & Research Libraries
Datum 1988
DOI https://doi.org/10.5860/crl_49_01_9
Geraadpleegd 1-2-2022 07:52:52
Bibliotheekscatalogus crl.acrl.org
Taal en-US
Samenvatting Librarians traditionally have provided passive or reactive levels of service in academic libraries. This paper proposes that librarians assume a proactive role in the research process and that this can be accomplished through understanding research in the information transfer process and the role of the researcher. The librarian can and should be a key player in the research process. The role of the researcher and a proposed role for the academic librarian are outlined.
Datum toegevoegd 1-2-2022 07:52:52
Bewerkt 1-2-2022 10:47:08

Culture clash or ties that bind? What Australian academics think of professional staff

Type Artikel in academisch tijdschrift
Auteur Stephen Gray
URL <https://doi.org/10.1080/1360080X.2015.1079397>
Deel 37
Editie 5
Pagina's 545-557
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum September 3, 2015
DOI [10.1080/1360080X.2015.1079397](https://doi.org/10.1080/1360080X.2015.1079397)
Geraadpleegd 13-4-2018 04:53:58
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting This paper uses a framework analysis to explore the opinions a cohort of Australian academic staff hold towards professional staff. Five indicative themes were identified from the extant literature on university professional staff: the professional other; managerialism; an expensive bureaucracy; complementary agendas; and the third space and beyond. These five themes formed the basis of an online survey and semi-structured interviews that gathered data on academics' opinions towards professional staff at both the local, departmental level and of those in central, divisional units. The interview and survey results revealed that the academics involved in this project held departmental professional staff in high esteem but that there was ambivalence directed to those in central

units. The second part of this paper uses Sharrock's Four Agendas model to consider ways in which institutional leaders can capitalise on the existing strengths in the academic-professional working relationship towards fulfilling their strategic goals in a rapidly changing environment.

Korte Titel Culture clash or ties that bind?

Datum toegevoegd 13-4-2018 04:53:58

Bewerkt 10-8-2018 08:30:34

Labels:

administration, complementary agendas, distributed leadership, staffing strategy, university management, workforce planning

Investing in early career general staff

Type Artikel in academisch tijdschrift

Auteur Carroll Graham

URL <https://doi.org/10.1080/13600800902825868>

Deel 31

Editie 2

Pagina's 175-183

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum april 27, 2009

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13600800902825868>

DOI 10.1080/13600800902825868

Geraadpleegd 1-2-2022 07:51:50

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting With the greying of the Australian population, it has been widely recognised that active career development for early career academics is essential to the future capacities of universities (Hugo, Daysh, Morris & Rudd, 2004). However, the same has not been acknowledged for general staff, despite general staff comprising more than 50% of staff in Australian universities. This paper considers the development needs of early career general staff, within the landscape of changes in higher education, changing professional development and the aspirations and expectations of Generation Y. One holistic approach to supporting early career general staff – the portfolio – is discussed. It is argued that Australian universities need to invest in the professional development of general staff, in particular for early career general staff, to ensure continued success in the twenty-first century.

Datum toegevoegd 1-2-2022 07:51:50

Bewerkt 1-2-2022 07:51:52

Labels:

early career, general staff, higher education, professional development

Towards professionalisation? Restructuring of administrative work force in universities

Type Artikel in academisch tijdschrift
Auteur Åse Gornitzka
Auteur Ingvild Marheim Larsen
URL <https://doi.org/10.1023/B:HIGH.0000020870.06667.f1>
Deel 47
Editie 4
Pagina's 455-471
Titel uitgave Higher Education
ISSN 1573-174X
Datum 2004-06-01
Tijdschrift-afkorting Higher Education
DOI 10.1023/B:HIGH.0000020870.06667.f1
Geraadpleegd 9-9-2020 06:27:38
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting This article examines the restructuring of administrative staff in universities through empirically documenting such processes and providing a theoretically founded interpretation and analysis of change. The empirical material is drawn from a context of Norwegian universities the last two decades. Two major changes can be observed in this period. First, a period of steep growth in university administration in early 1990s followed by a period of moderate growth and in some cases even decline. The second dominant development pattern in the 1980s and 1990s is the change within administrative staff, which could be interpreted as a professionalisation of administrative staff. The article concludes by presenting possible explanations to the structuring of the administrative work force in universities on the basis of different theoretical approaches to organisational change.
Korte Titel Towards professionalisation?
Datum toegevoegd 9-9-2020 06:27:38
Bewerkt 9-9-2020 06:27:38

Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress

Type Artikel in academisch tijdschrift

Auteur N. A. Gillespie

Auteur M. Walsh

Auteur A. H. Winefield

Auteur J. Dua

Auteur C. Stough

URL <https://www.tandfonline.com/doi/abs/10.1080/02678370117944>

Deel 15

Editie 1

Pagina's 53-72

Titel uitgave Work & Stress

ISSN 0267-8373

Datum January 1, 2001

Extra Publisher: Routledge _eprint: <https://www.tandfonline.com/doi/pdf/10.1080/02678370117944>

DOI 10.1080/02678370117944

Geraadpleegd 19-3-2021 03:24:14

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting In recent years, the Australian university sector has undergone large-scale organizational change, including restructuring, downsizing and government funding cuts. At the same time, research from across the globe reports an alarming increase in the occupational stress experienced by university staff. We report on the first phase of a longitudinal investigation of occupational stress. A total of 22 focus groups were conducted with a representative sample of 178 academic and general staff from 15 Australian universities. The groups focused on understanding staff's experience of occupational stress, and perceptions of the sources, consequences and moderators of stress. Both general and academic staff reported a dramatic increase in stress during the previous 5 years. As a group, academic staff reported higher levels of stress than general staff. Five major sources of stress were identified including: insufficient funding and resources; work overload; poor management practice; job insecurity; and insufficient recognition and reward. The majority of groups reported that job-related stress was having a deleterious impact on their professional work and personal welfare. Aspects of the work environment (support from co-workers and management, recognition and achievement, high morale, flexible working conditions), and personal coping strategies (stress management techniques, work/ non-work balance, tight role boundaries and lowering standards), were reported to help staff cope with stress. The findings provide a timely insight into the experience of stress within universities.

Korte Titel Occupational stress in universities

Datum toegevoegd 19-3-2021 03:24:14

Bewerkt 19-3-2021 03:24:14

Labels:

Academic Staff, Lists Stress, Stress, University Staff

The value of co-operation: an examination of the work relationships of university professional services staff and consequences for service quality

Type Artikel in academisch tijdschrift
Auteur Thea Gibbs
Auteur Husni Kharouf
URL <https://doi.org/10.1080/03075079.2020.1725878>
Deel 0
Editie 0
Pagina's 1-15
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum February 5, 2020
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075079.2020.1725878>
DOI 10.1080/03075079.2020.1725878
Geraadpleegd 9-9-2020 08:37:12
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting In environments characterised by complex structures and processes, universities rely on co-operation and goodwill between staff to function effectively, underpinned by good service quality. However, there is a lack of research on relationship quality in internal service settings and on the role support staff play in the development and enhancement of these relationships. This research aims to address this gap by examining the dynamics of university support staff relationships and their contribution to institutional performance, by analysing the link between relationship quality and service quality. Findings from a qualitative study with 50 staff in three UK universities reveal the ways in which interpersonal relationships can enhance or constrain internal service quality, with consequences at individual and organisational levels. The degree of co-operation encountered within a relationship influences how value co-creation, trust and reciprocity are experienced, with effects on job performance, motivation and commitment of staff.
Korte Titel The value of co-operation
Datum toegevoegd 9-9-2020 08:37:12
Bewerkt 31-1-2022 17:06:20

Can a professional learning community deliver career development learning?

Type Artikel in academisch tijdschrift
Auteur Michelle Gander
Auteur Margot McInnes
URL <https://doi.org/10.1108/JWL-01-2021-0009>

Deel 33
Editie 7
Pagina's 523-533
Titel uitgave Journal of Workplace Learning
ISSN 1366-5626
Datum 2021-01-01
Extra Publisher: Emerald Publishing Limited
DOI 10.1108/JWL-01-2021-0009
Geraadpleegd 1-2-2022 07:50:12
Bibliotheekscatalogus Emerald Insight
Samenvatting Purpose The professional development needs of university professional staff are an under-researched area. More data were needed to understand their needs to ensure that employers invest their resources appropriately. A conceptual framework is developed for the workplace learning of career development activities using concepts of professional learning communities, adult learning and non-formal learning. The purpose of this study was to evaluate the success of a professional development network in meeting the needs of university professional staff after a re-structure. Design/methodology/approach A case study of the development of a staff career network at an Australian university after a restructure is presented. An online survey was sent to 75 staff who had attended at least one professional development event. Quantitative and qualitative data were analysed using descriptive statistics and thematic analysis. Findings This study has shown that a university professional staff career network has been a positive influence for its participants after an organisational restructure. The value of this network was to increase confidence and provide opportunities for self-improvement, career planning and networking. Originality/value A conceptual model integrating the concepts of professional learning communities, adult learning and non-formal learning has resulted in a model of social non-formalised workplace learning that may be of use in other contexts to improve staff motivation, outside of more formal learning opportunities.
Datum toegevoegd 1-2-2022 07:50:12
Bewerkt 1-2-2022 07:50:12

Labels:

Adult learning, Continuing professional development, Professional learning communities, University professional staff, Workplace learning

The careers of university professional staff: a systematic literature review

Type Artikel in academisch tijdschrift
Auteur Michelle Gander
Auteur Antonia Girardi
Auteur Megan Paull

URL <https://doi.org/10.1108/CDI-07-2018-0191>
Deel 24
Editie 7
Pagina's 597-618
Titel uitgave Career Development International
ISSN 1362-0436
Datum 2019-01-01
Extra Publisher: Emerald Publishing Limited
DOI 10.1108/CDI-07-2018-0191
Geraadpleegd 28-10-2020 10:34:17
Bibliotheekscatalogus Emerald Insight
Samenvatting Purpose Human capital is a key component of the success of organisations, and career development of staff is a vital component to both increasing and retaining human capital. Universities are no different, their people are key to their mission. There has been limited rigorous study of the careers of professional staff in the academy. The paper aims to discuss these issues. Design/methodology/approach A systematic literature review methodology resulted in a review of 23 articles dedicated to research on careers of professional staff in higher education (HE). Thematic analysis identified a series of enablers and barriers that influence career development and progression. Findings Career enablers and barriers have been found to exist at both the institutional and individual levels. Within the HE context, professional staff have a hybrid career mindset, desiring traditional and more contemporary career factors, leading to a reciprocal relationship between the organisation and the individual. Research limitations/implications There is a need for future research to investigate the hybrid career mindset, and the reciprocal relationship, both to add depth to understanding of careers for professional staff in universities, and to examine this in other settings. Practical implications Universities may need to consider ways to integrate institutional support for high performance work systems (HPWS) with opportunities for professional staff, while individuals may need to consider adopting career self-management behaviours (CSMB) to fit their hybrid mindset. Originality/value This review has highlighted organisations and individuals will benefit if the relationship between HPWS and CSMB is better understood for the hybrid career mindset.
Korte Titel The careers of university professional staff
Datum toegevoegd 28-10-2020 10:34:17
Bewerkt 31-1-2022 17:06:16

Labels:

Review paper

Careers of Professional Staff in Higher Education: Theory and Practical Implications

Type Boek-sectie
Auteur Michelle Gander
Redacteur Carina Bossu
Redacteur Natalie Brown
URL https://doi.org/10.1007/978-981-10-6858-4_2
Reeks University Development and Administration
Plaats Singapore
Uitgever Springer Singapore
Pagina's 357-372
ISBN 978-981-10-6858-4
Datum 2018
Extra DOI: 10.1007/978-981-10-6858-4_2
Geraadpleegd 22-7-2019 03:06:27
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting This chapter provides an overview of the importance of applying career theory to professional staff working in universities to create a greater understanding of the types of career enacted and the implications for individuals in managing their careers and for organizations supporting employees' careers. This chapter outlines the results of a study into the career attitudes of professional staff in higher education in Australia and the UK and uses the theory of traditional and contemporary careers to explain the outcomes. An online survey was provided to members of the professional bodies in each country. The findings suggest that professional staff create a hybrid career orientation incorporating aspects of traditional organizational and contemporary careers. Traditional career factors such as the requirement for job security, loyalty, a career, and promotion opportunities are integrated with more contemporary attitudes including self-directed career management attitudes, psychological mobility, and the need for job satisfaction, meaningful work, and skill utilization. Implications for higher education institutions include the need to recognize this hybrid career orientation and provide a high-performing work system to create a culture where individuals can enact career-enabling strategies to ensure job satisfaction. Institutions could, for example, provide additional vocational guidance to help professional staff proactively manage their careers. For individuals, five career-enabling strategies are highlighted: high performance, continuing professional development, job rotation, networking, and mentoring.
Boektitel Professional and Support Staff in Higher Education
Korte Titel Careers of Professional Staff in Higher Education
Datum toegevoegd 22-7-2019 03:06:28
Bewerkt 31-1-2022 17:05:53

A descriptive study of professional staff, and their careers, in Australian and UK universities

Type Artikel in academisch tijdschrift
Auteur Michelle Gander
URL <https://doi.org/10.1080/13603108.2017.1307876>
Deel 22
Editie 1
Pagina's 19-25
Titel uitgave Perspectives: Policy and Practice in Higher Education
ISSN 1360-3108
Datum January 2, 2018
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13603108.2017.1307876>
DOI 10.1080/13603108.2017.1307876
Geraadpleegd 9-9-2020 06:26:40
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Professional staff total approximately 23% of staff in universities in the UK, which in 2014/15 was the equivalent of 95,870 individuals (hesa.ac.uk). With their increasing span of responsibility, it is surprising that there has been little research into the careers of these staff. This study, part of a larger careers study, highlights some key attitudes to, and needs from, their careers. Via a multi-method instrument, of which only descriptive statistics are presented here, it is shown that professional staff are motivated by an integrated set of needs attributed to traditional, boundaryless and protean career theory. It is also shown that professional staff overall are satisfied in their roles, but there is a mismatch between the desire for a career and promotion opportunities, and those forthcoming from their organisations.
Datum toegevoegd 9-9-2020 06:26:40
Bewerkt 31-1-2022 17:06:01

Labels:

careers

Professional staff in universities: Career needs, values, attitudes and behaviours:

Type Artikel in academisch tijdschrift
Auteur Michelle Gander
URL <https://journals-sagepub-com.tilburguniversity.idm.oclc.org/doi/10.1177/1038416218775746>
Rechten © Australian Council for Educational Research 2018
Titel uitgave Australian Journal of Career Development
Datum September 24, 2018
Locatie in archief Sage UK: London, England

Extra Publisher: SAGE PublicationsSage UK: London, England
DOI 10.1177/1038416218775746
Geraadpleegd 28-10-2020 10:51:00
Bibliotheekscatalogus journals-sagepub-com.tilburguniversity.idm.oclc.org
Taal en
Samenvatting This article outlines a concurrent complementarity, mixed methods research design to explore the careers of university professional staff through the application of a contemporary career profile fr...
Korte Titel Professional staff in universities
Datum toegevoegd 28-10-2020 10:51:00
Bewerkt 28-10-2020 10:51:00

Let the right one in: A Bourdieusian analysis of gender inequality in universities' senior management

Type Artikel in academisch tijdschrift
Auteur Michelle Gander
URL <https://onlinelibrary.wiley.com/doi/abs/10.1111/gwao.12327>
Rechten © 2018 John Wiley & Sons Ltd
Deel 26
Editie 2
Pagina's 107-123
Titel uitgave Gender, Work & Organization
ISSN 1468-0432
Datum 2019
Extra _eprint: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/gwao.12327>
DOI <https://doi.org/10.1111/gwao.12327>
Geraadpleegd 19-3-2021 02:15:08
Bibliotheekscatalogus Wiley Online Library
Taal en
Samenvatting This article examines the lack of gender diversity in senior management positions in professional staff in universities. These results are analysed via a Bourdieusian analysis of economic, social, cultural and symbolic capital. Through a purposeful sample of senior professional staff working in universities in three countries: Australia, Canada and the UK, six career-enhancing strategies needed for career success were determined. The article critiques the resource-based view of career capital and argues that capitals accumulation for career success can be understood by considering the concepts of symbolic violence and habitus as a way of understanding intra-cohort differences. It proposes that by considering both the subjective and objective cultural constructs via habitus, and by acknowledging the importance of symbolic capital and symbolic violence towards women, this may be one way of increasing female representation in senior management.

Korte Titel Let the right one in
Datum toegevoegd 19-3-2021 02:15:08
Bewerkt 19-3-2021 02:15:08

Labels:

Bourdieu, career capital, gender, habitus, higher education, symbolic capital

Strengthening the strategic capacity of public universities: The role of internal governance models

Type Artikel in academisch tijdschrift
Auteur Nicoline Frølich
Auteur Tom Christensen
Auteur Bjørn Stensaker
URL <https://doi.org/10.1177/0952076718762041>
Deel 34
Editie 4
Pagina's 475-493
Titel uitgave Public Policy and Administration
ISSN 0952-0767
Datum October 1, 2019
Extra Publisher: SAGE Publications Ltd
Tijdschrift-afkorting Public Policy and Administration
DOI 10.1177/0952076718762041
Geraadpleegd 7-5-2021 08:42:40
Bibliotheekscatalogus SAGE Journals
Taal en
Samenvatting Governments in Europe have emphasized the development of more autonomous public universities over the last couple of decades. Often, the aim of these reform policies has been to stimulate to a more competitive and agile higher education sector, where increased formal autonomy is perceived as a key condition to strengthen the strategic capacity of universities. These reforms have resulted in considerable shifts in the internal governance models of some universities, while others have kept their traditional governance models. In this article, instrumental and cultural perspectives derived from organizational theory are used as lenses to compare how universities with different internal governance models organize and structure their strategic development processes. Our findings suggest that internal governance models have little impact on the design and organization of strategic processes. In conclusion, it is argued that changes in internal governance arrangements alone are not enough to drive transformation in higher education institutions, and the issue of formal institutional autonomy is intimately linked to how various policy instruments at the system level are designed and coordinated.

Korte Titel Strengthening the strategic capacity of public universities
Datum toegevoegd 7-5-2021 08:42:40
Bewerkt 7-5-2021 08:42:40

Labels:

Higher education, implementation, public administration, public sector reform, strategy

Faculty-Administrator Relationships as Integral to High-Performing Governance Systems: New Frameworks for Study

Type Artikel in academisch tijdschrift
Auteur Marietta Del Favero
URL <https://journals-sagepub-com.tilburguniversity.idm.oclc.org/doi/10.1177/0002764202250119>
Titel uitgave American Behavioral Scientist
Datum July 27, 2016
Locatie in archief world
Extra Publisher: SAGE Publications
DOI 10.1177/0002764202250119
Geraadpleegd 28-10-2020 10:07:50
Bibliotheekscatalogus journals-sagepub-com.tilburguniversity.idm.oclc.org
Taal en
Samenvatting This article examines the relationship between faculty and administrators in colleges and universities as partners in a shared governance enterprise. It address...
Korte Titel Faculty-Administrator Relationships as Integral to High-Performing Governance Systems
Datum toegevoegd 28-10-2020 10:07:50
Bewerkt 28-10-2020 10:07:50

The development of human capital of professional staff in a context of severe institutional pressure

Type Artikel in academisch tijdschrift
Auteur Warda Azaghough-El Fardi
URL <https://doi.org/10.1080/1360080X.2020.1836570>
Deel 0
Editie 0
Pagina's 1-15
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X

Datum October 18, 2020
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2020.1836570>
DOI 10.1080/1360080X.2020.1836570
Geraadpleegd 28-10-2020 08:47:59
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Professional staff occupy an essential role in universities, and yet they have received little attention in the existing French literature, despite the considerable changes afoot in academic institutions. Based on qualitative research consisting primarily of 43 semi-structured interviews, this article looks at representations of development practices affecting this category of university personnel. Applying a neo-institutional theoretical framework, the research explores the ways in which institutional pressures are shaping the professionalisation of professional staff as they seek to cement their legitimacy within universities.
Datum toegevoegd 28-10-2020 08:47:59
Bewerkt 28-10-2020 08:47:59

Labels:

Human capital, legitimacy, neo-institutional theory, practices, professional staff, professionalisation, university

Audit-market intermediaries: doing institutional work in British research-intensive universities

Type Artikel in academisch tijdschrift
Auteur Jürgen Enders
Auteur Rajani Naidoo
URL <https://doi.org/10.1080/03075079.2018.1436536>
Deel 44
Editie 7
Pagina's 1290-1301
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum juli 3, 2019
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075079.2018.1436536>
DOI 10.1080/03075079.2018.1436536
Geraadpleegd 4-1-2022 10:30:35
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Our paper examines the rise of a new category of professional support staff whom we refer to as ‘audit-market intermediaries’ in the context of a rapidly changing regulatory and funding environment in British higher

education. We explore the roles they play in articulating environmental changes in research-intensive universities related to the auditing of teaching via demands for quality assurance and the marketisation of higher education via the rise of the student as a fee-paying consumer. The qualitative data reveals the internal and external sources of legitimacy and power of the audit-market intermediaries as well their contestation. We show how these actors serve as mediators of audit and market forces undertaking institutional work by translating, amplifying or buffering-related pressures within the university; and point at the relevance of the specific organisational context for understanding differing patterns of their institutional work.

Korte Titel Audit-market intermediaries

Datum toegevoegd 4-1-2022 10:30:35

Bewerkt 4-1-2022 10:30:35

Labels:

Audit-market intermediaries, institutional theory, institutional work, legitimacy and power, situated professionals

The Role of Shared Governance in Institutional Hard Decisions: Enabler or Antagonist?

Type Artikel in academisch tijdschrift

Auteur Peter D Eckel

URL http://muse.jhu.edu/content/crossref/journals/review_of_higher_education/v024/24.1eckel.html

Deel 24

Editie 1

Pagina's 15-39

Titel uitgave The Review of Higher Education

ISSN 1090-7009

Datum 2000

Tijdschrift-afkorting The Review of Higher Education

DOI 10.1353/rhe.2000.0022

Geraadpleegd 28-10-2020 09:56:54

Bibliotheekscatalogus DOI.org (Crossref)

Taal en

Samenvatting This study explores the ability of shared governance systems to make institutional hard decisions, focusing particularly on discontinuance of academic programs. A case study method examined shared governance processes at four research institutions to identify themes and patterns across the institutional decision-making process. Between 11 and 16 individuals at each institution were interviewed using structured, open-ended questions; additionally, meeting minutes, institutional reports, other

relevant documents, and newspaper accounts were reviewed. Data was analyzed within and across the four cases. The study found that: (1) in all cases, central administrators initiated and led the process; (2) while faculty at all four institutions were involved in the process, both through and outside formal governance structures, at each institution one group actively participated in determining which programs to close while the other tried to dissuade decision makers from closing specific units; and (3) in three of the four institutions, trustees played only a peripheral role approving the decision of the institution. The findings point to legitimacy of the process as the centerpiece of shared governance; despite variations in the degree in which the process was shared, no faculty at any institution complained about lack of involvement nor did administrators complain that faculty were too involved.

Korte Titel The Role of Shared Governance in Institutional Hard Decisions
Datum toegevoegd 28-10-2020 09:56:54
Bewerkt 1-2-2022 10:57:48

Toward a New Enterprise: Capitalizing on the Faculty–Librarian Partnership

Type Artikel in academisch tijdschrift
Auteur Ada M. Ducas
Auteur Nicole Michaud-Oystryk
URL <https://crl.acrl.org/index.php/crl/article/view/15575>
Deel 64
Editie 1
Pagina's 55-74
Titel uitgave College & Research Libraries
Datum 2003
DOI <https://doi.org/10.5860/crl.64.1.55>
Geraadpleegd 6-9-2021 05:00:30
Bibliotheekscatalogus crl.acrl.org
Taal en-US
Samenvatting In spring 2000, the authors undertook a study to explore the interaction between academic librarians and faculty at the University of Manitoba, the impact of librarians' contributions, and the future roles of librarians. The following five areas were investigated: teaching/instruction, information services, information technology, research, and collections. The results clearly show that when faculty interact with librarians, librarians have a very positive and considerable impact on both faculty and students. In addition, the faculty responses indicate that they are receptive to collaborating with librarians at a higher level of interaction than currently experienced.

Korte Titel Toward a New Enterprise
Datum toegevoegd 6-9-2021 05:00:30
Bewerkt 1-2-2022 10:52:48

Reinventing Ourselves: New and Emerging Roles of Academic Librarians in Canadian Research-Intensive Universities

Type Artikel in academisch tijdschrift
Auteur Ada Ducas
Auteur Nicole Michaud-Oystryk
Auteur Marie Speare
URL <https://crl.acrl.org/index.php/crl/article/view/17113>
Deel 81
Editie 1
Pagina's 43-63
Titel uitgave College & Research Libraries
Datum 2020-01-08
DOI <https://doi.org/10.5860/crl.81.1.43>
Geraadpleegd 6-9-2021 04:56:18
Bibliotheekscatalogus crl.acrl.org
Taal en-US
Samenvatting The academic library profession is being redefined by the shifting research and scholarly landscape, the transformation in higher education, and advances in technology. A survey of librarians working in Canada's research-intensive universities was conducted to explore new and emerging roles. This study focuses on librarians' activities in: Research Support, Teaching and Learning, Digital Scholarship, User Experience, and Scholarly Communication. It addresses the scope and nature of the new roles, the skills required to provide new services, and the confidence librarians have in their abilities to perform the new roles. It also reports on librarians' job satisfaction and their perceived impact on the academic enterprise.
Korte Titel Reinventing Ourselves
Datum toegevoegd 6-9-2021 04:56:18
Bewerkt 1-2-2022 10:51:40

'Them and Us' - General and Non-General Staff in Higher Education

Type Artikel in academisch tijdschrift
Auteur Ian R. Dobson
URL <https://doi.org/10.1080/713678142>
Deel 22
Editie 2
Pagina's 203-210
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum November 1, 2000

DOI 10.1080/713678142**Geraadpleegd** 13-7-2018 11:06:29**Bibliotheekscatalogus** Taylor and Francis+NEJM

Samenvatting This paper examines aspects of the 'binary divide' in Australian higher education staffing, looking at the role of general staff in tertiary education administration and management in the 1990s, and the antipathy many members of academic community appear to have toward general staff. There are brief comparisons with the situation in three other countries, the United Kingdom, the Netherlands and Finland which provide a point of comparison with the Australian situation. This report was prepared as an outcome both of research into the Australian situation and an overseas visit funded by an ATEM International Travel Grant in 1998.

Datum toegevoegd 13-7-2018 11:06:29**Bewerkt** 13-7-2018 11:06:29

Invisible Intermediaries: A Systematic Review into The Role of Research Management in University and Institutional Research Processes

Type Artikel in magazine**Auteur** Gemma E. Derrick**Auteur** Alicen Nickson**URL** <https://www.srainternational.org/publications/journal/volume-xlv-number-2/invisible-intermediaries-systematic-review-role-research>**Deel** XLV**Editie** 2**Pagina's** 11-45**Titel uitgave** Journal of Research Administration**Datum** 2014-12-17T12:20:17-05:00**Geraadpleegd** 4-9-2018 03:33:28**Taal** en

Samenvatting Introduction In many countries the introduction of competitive rankings and assessment frameworks have necessitated that universities continually monitor and strategically promote their strengths. This management objective also requires that universities be able to promote and encourage research behaviour that increases the probability of research success using research administrators and/or managers as facilitators.

Korte Titel Invisible Intermediaries**Datum toegevoegd** 4-9-2018 03:33:28**Bewerkt** 29-3-2021 07:30:51

The impact of managerialism on the strategy work of university middle managers

Type Artikel in academisch tijdschrift
Auteur Annemarie Davis
Auteur Mari Jansen van Rensburg
Auteur Peet Venter
URL <https://doi.org/10.1080/03075079.2014.981518>
Deel 41
Editie 8
Pagina's 1480-1494
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum augustus 2, 2016
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075079.2014.981518>
DOI 10.1080/03075079.2014.981518
Geraadpleegd 31-1-2022 17:27:19
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting In an attempt to understand the effects of managerialism on university managers in a developing country, we set out to gather rich data on the strategy work of middle managers through a single case study at a South African university. Managerialism has the potential to solve inefficiencies in university systems and processes, as it could help to simplify the complex university management environment. Yet, our findings show that middle managers at the chosen institution are constrained by the effects of managerialism. Managerialism has resulted in a tyranny of bureaucracy which translates into disempowered middle managers, a culture of conformance over collegiality, control at the cost of innovation and experimentation and an over-articulation of strategy which devalues the strategy. To cope with the identified negative effects of managerialism, middle managers create their own systems outside the bureaucracy and provide more support to peers and subordinates.
Datum toegevoegd 31-1-2022 17:27:19
Bewerkt 31-1-2022 17:27:22

Labels:

academic managers, managerialism, middle managers, strategy work, university management

Philanthropy, the new professionals and higher education: the advent of Directors of Development and Alumni Relations

Type Artikel in academisch tijdschrift
Auteur Siobhan Daly
URL <https://doi.org/10.1080/1360080X.2012.727701>
Deel 35

Editie 1

Pagina's 21-33

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum February 1, 2013

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2012.727701>

DOI 10.1080/1360080X.2012.727701

Geraadpleegd 9-9-2020 10:49:09

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting In recent years, in response to pressures to diversify their income, many British universities have established development and alumni relations offices. The creation of development offices illustrates how the internal environment of universities has been affected by the need for universities to meet challenges in the wider higher education context. In this regard, conceptions of professional identity help us to understand how changes to the internal organisation of universities have affected the higher education workforce and the dynamics of relationships between universities and external stakeholders. This paper examines how the professional identities being cultivated by directors of development inform and shape philanthropic fundraising in British universities. In this way, it seeks to enhance our understanding of higher education philanthropic fundraising. The analysis also shows how studies of particular roles provide for more nuanced understandings of professional staff in higher education. Two themes of relevance to the broader study of professionals are discussed: relationships between academics and professional staff and the roles of professional managers, particularly relating to the nature of their power and influence.

Korte Titel Philanthropy, the new professionals and higher education

Datum toegevoegd 9-9-2020 10:49:09

Bewerkt 9-9-2020 10:49:09

Labels:

alumni, development, new professionals, philanthropy, third space

Role Stressors, Engagement and Work Behaviours: A Study of Higher Education Professional Staff

Type Artikel in academisch tijdschrift

Auteur Tara M. Curran

Auteur David J. Prottas

Deel 39

Editie 6

Pagina's 642-657

Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum 2017/00/00
Extra Publisher: Routledge
DOI 10.1080/1360080X.2017.1377964
Geraadpleegd 31-1-2022 17:26:22
Bibliotheekscatalogus ERIC
Taal en
Samenvatting The study used data provided by 349 professional staff employees from 17 different US higher education institutions to assess aspects of their working conditions that could influence their own work engagement and the work-related behaviours of their colleagues. Relationships among three role stressors (role ambiguity, role conflict and role overload), work engagement, organisational citizenship behaviours, and in-role behaviours were examined using correlation, regression and relative weight analyses. The higher participants' perceptions of role ambiguity, conflict and overload, the lower were the levels of their own work engagement and organizational citizenship and in-role behaviours of their colleagues. Work engagement partially mediated the relationships between role ambiguity, conflict and overload and both organizational citizenship and in-role behaviours. The analysis indicated that role ambiguity had the strongest relationship with work engagement, organisational citizenship and in-role behaviours, followed by role conflict and then by role overload. Practical implications are discussed and managerial interventions suggested.
Korte Titel Role Stressors, Engagement and Work Behaviours
Datum toegevoegd 31-1-2022 17:26:22
Bewerkt 31-1-2022 17:26:22

Labels:

Ambiguity (Context), Behavior, Correlation, Hierarchical Linear Modeling, Higher Education, Online Surveys, Professional Personnel, Regression (Statistics), Role Conflict, Statistical Analysis, Stress Variables, Work Attitudes, Work Environment

How academic librarians, IT staff, and research administrators perceive and relate to research

Type Artikel in academisch tijdschrift
Auteur Andrew M. Cox
Auteur Eddy Verbaan
URL <http://www.sciencedirect.com/science/article/pii/S0740818816303218>
Deel 38
Editie 4

Pagina's 319-326
Titel uitgave Library & Information Science Research
ISSN 0740-8188
Datum October 1, 2016
Tijdschrift-afkorting Library & Information Science Research
DOI 10.1016/j.lisr.2016.11.004
Geraadpleegd 13-7-2018 11:14:13
Bibliotheekscatalogus ScienceDirect
Samenvatting Academic libraries are changing how they support research. For example, their involvement in research data management (RDM) implies a much deeper relationship with researchers throughout the research lifecycle. Perhaps we are witnessing a shift from support to partnership. This study examines how librarians, IT staff, and research administrators see research and their own relation to it. Within an interpretative methodology, 20 semi-structured interviews with librarians, IT staff, and research administrators were analyzed thematically. Librarians often talked about research via the discourse of research-led teaching. They also conceived of it via notions of collection and to a lesser extent through reference work or copyright expertise. They saw some of their own continuing professional development or service development work as akin to the work of university researchers, but at the other end of a spectrum. Some saw a categorical difference and considered that research was only conducted by people who had a job title of researcher. IT managers tended to see research via infrastructure or specialist expertise. However, at least one IT staff member saw himself as both partly a researcher and a bridge between research and support. Research administrators tended to see research through the roles of administrative support and policy influence. In summary, seven broad narratives about research were identified: influencing researchers to align with policy; being a researcher; being a bridge with research; offering expertise; providing infrastructure; supporting a research/teaching nexus; and relieving researchers of administrative burdens. As institutions develop research partnerships, e.g., around RDM, training and curricula will need to expand existing conceptions and build deeper empathetic relationships with research.
Datum toegevoegd 13-7-2018 11:14:13
Bewerkt 13-7-2018 11:14:13

Research data management and libraries: Current activities and future priorities

Type Artikel in academisch tijdschrift
Auteur Andrew M. Cox
Auteur Stephen Pinfield
URL <https://doi.org/10.1177/0961000613492542>
Deel 46
Editie 4

Pagina's 299-316
Titel uitgave Journal of Librarianship and Information Science
ISSN 0961-0006
Datum december 1, 2014
Extra Publisher: SAGE Publications Ltd
Tijdschrift-afkorting Journal of Librarianship and Information Science
DOI 10.1177/0961000613492542
Geraadpleegd 31-1-2022 17:25:16
Bibliotheekscatalogus SAGE Journals
Taal en
Samenvatting This paper reports research carried out at the end of 2012 to survey UK universities to understand in detail the ways in which libraries are currently involved in research data management and the extent to which the development of research data management services is a strategic priority for them. The research shows that libraries were offering limited research data management services, with highest levels of activity in large research-intensive institutions. There were major challenges associated with skills gaps, resourcing and cultural change. However, libraries are currently involved in developing new institutional research data management policies and services, and see this as an important part of their future role. Priorities such as provision of research data management advisory and training services are emerging. A systematic comparison between these results and other recent studies is made in order to create a full picture of activities and trends. An innovation hype-cycle framework is deployed to understand possible futures and Abbott's theory of professions is used to gain an insight into how libraries are competing to extend their jurisdiction whilst at the same time working collaboratively with other stakeholders.
Korte Titel Research data management and libraries
Datum toegevoegd 31-1-2022 17:25:16
Bewerkt 31-1-2022 17:25:18

Labels:

Abbott's system of professions, academic libraries, data curation, hype cycle, library roles, research data management, research support, United Kingdom

Developments in research data management in academic libraries: Towards an understanding of research data service maturity

Type Artikel in academisch tijdschrift
Auteur Andrew M. Cox
Auteur Mary Anne Kennan
Auteur Liz Lyon
Auteur Stephen Pinfield

URL <https://asistdl.onlinelibrary.wiley.com/doi/abs/10.1002/asi.23781>
Deel 68
Editie 9
Pagina's 2182-2200
Titel uitgave Journal of the Association for Information Science and Technology
ISSN 2330-1643
Datum 2017
Extra _eprint: <https://asistdl.onlinelibrary.wiley.com/doi/pdf/10.1002/asi.23781>
DOI 10.1002/asi.23781
Geraadpleegd 6-9-2021 04:40:30
Bibliotheekscatalogus Wiley Online Library
Taal en
Samenvatting This article reports an international study of research data management (RDM) activities, services, and capabilities in higher education libraries. It presents the results of a survey covering higher education libraries in Australia, Canada, Germany, Ireland, the Netherlands, New Zealand, and the UK. The results indicate that libraries have provided leadership in RDM, particularly in advocacy and policy development. Service development is still limited, focused especially on advisory and consultancy services (such as data management planning support and data-related training), rather than technical services (such as provision of a data catalog, and curation of active data). Data curation skills development is underway in libraries, but skills and capabilities are not consistently in place and remain a concern. Other major challenges include resourcing, working with other support services, and achieving “buy in” from researchers and senior managers. Results are compared with previous studies in order to assess trends and relative maturity levels. The range of RDM activities explored in this study are positioned on a “landscape maturity model,” which reflects current and planned research data services and practice in academic libraries, representing a “snapshot” of current developments and a baseline for future research.
Korte Titel Developments in research data management in academic libraries
Datum toegevoegd 6-9-2021 04:40:30
Bewerkt 6-9-2021 04:40:30

How do professional service staff perceive and engage with professional development programmes within higher education institutions?

Type Artikel in academisch tijdschrift
Auteur Ruth Coomber
URL <https://doi.org/10.1080/13603108.2018.1543216>
Deel 23
Editie 2-3
Pagina's 61-69

Titel uitgave Perspectives: Policy and Practice in Higher Education
ISSN 1360-3108
Datum juli 3, 2019
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/13603108.2018.1543216>
DOI 10.1080/13603108.2018.1543216
Geraadpleegd 31-1-2022 17:23:06
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Professional development is vital for professional service staff but there is little research evidence on how this group engages with development programmes. A cross-sectional study of professional service staff was carried out in two universities who are engaged in the Association of University Administrators Mark of Excellence. The study examined the perceived barriers and motivations for staff to engage in development and the degree of support from line managers for staff development. A web-based questionnaire was sent to 90 staff in Uni A and 459 staff in Uni B. Descriptive statistics were used to examine the similarities and differences between the universities. Key findings indicated the barriers that prevented staff from engaging in professional development included the lack of a supportive line manager, time, opportunities and workload. Staff felt motivated to engage in professional development when opportunities were linked to future roles and career progression within a defined career pathway.
Datum toegevoegd 31-1-2022 17:23:06
Bewerkt 31-1-2022 17:23:06

Labels:

Association of University Administrators (AUA), career development, higher education,
 Professional development, professional development programmes, professional service staff

A measurement of the resource utilization efficiency of university libraries

Type Artikel in academisch tijdschrift
Auteur Tser-yieth Chen
URL <https://www.sciencedirect.com/science/article/pii/S0925527397001023>
Deel 53
Editie 1
Pagina's 71-80
Titel uitgave International Journal of Production Economics
ISSN 0925-5273
Datum november 6, 1997
Tijdschrift-afkorting International Journal of Production Economics
DOI 10.1016/S0925-5273(97)00102-3
Geraadpleegd 31-1-2022 17:22:41

Bibliotheekscatalogus ScienceDirect

Taal en

Samenvatting This paper employs data envelopment analysis (DEA) to measure the relative resource utilization efficiency of 23 university libraries in Taipei City and County. The most notable feature of this paper is that it uses a single input/output measure to characterize efficiency/performance. We calculate the overall efficiency score, as well as the technical and scale efficiency scores of each university library. The estimated results show that 11 university libraries are relatively efficient. The results also show that nine out of these 11 have a relatively good academic research function. Only two of them are attributed with lower research capabilities. We also rated the top three libraries which enjoy the highest levels of efficiency in the sample. This shows that the resource utilization of these university libraries is functioning well. Finally, we find that the inefficient libraries manage their acquisition expenditures and book circulation poorly.

Datum toegevoegd 31-1-2022 17:22:41

Bewerkt 31-1-2022 17:22:41

Labels:

Data envelopment analysis, Performance measurement, Relative efficiency, University library

Evaluating cost efficiency in central administrative services in UK universities

Type Artikel in academisch tijdschrift

Auteur B. Casu

Auteur E. Thanassoulis

URL <https://www.sciencedirect.com/science/article/pii/S0305048304001161>

Deel 34

Editie 5

Pagina's 417-426

Titel uitgave Omega

ISSN 0305-0483

Datum October 1, 2006

Tijdschrift-afkorting Omega

DOI 10.1016/j.omega.2004.07.020

Geraadpleegd 22-4-2021 07:37:35

Bibliotheekscatalogus ScienceDirect

Taal en

Samenvatting This paper describes an attempt to evaluate cost efficiency in UK university central administration. The funding councils of higher education institutions have progressively evolved elaborate systems for measuring university performance in teaching quality and research.

Indeed, funding of universities is linked to their performance in research. The allocation of resources between academic and administrative activities, on the other hand, has so far not been subject to scrutiny. Yet, expenditure on administration is typically some 30% of that allocated to academic activities. This paper sets up a data envelopment analysis (DEA) framework to identify practices leading to cost-efficient central administrative services in UK universities. The problems in defining the unit of assessment and the relationship between the inputs and the outputs are clearly demonstrated.

Datum toegevoegd 22-4-2021 07:37:35

Bewerkt 31-1-2022 17:05:44

Labels:

Performance measurement

A quantitative study on organisational commitment and communication satisfaction of professional staff at a master's institution in the United States

Type Artikel in academisch tijdschrift

Auteur Nathaniel J. Bray

Auteur Laine Williams

URL <https://doi.org/10.1080/1360080X.2017.1354757>

Deel 39

Editie 5

Pagina's 487-502

Titel uitgave Journal of Higher Education Policy and Management

ISSN 1360-080X

Datum september 3, 2017

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2017.1354757>

DOI 10.1080/1360080X.2017.1354757

Geraadpleegd 31-1-2022 17:22:23

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting This study examined communication satisfaction and organisational commitment for professional staff at an American Master's institution using two quantitative surveys: Downs and Hazen's Communication Satisfaction Questionnaire and Meyer and Allen's TCM Employee Commitment Survey. One hundred and sixty-eight full-time and part-time staff participated in this single-institution survey. Descriptive statistics, correlations and linear regression analysis were used. This study resulted in three overarching conclusions. First, a relationship exists between organisational commitment and communication satisfaction in an American higher education context. Second, communication climate can predict normative organisational commitment. Third, participants in this

study had a high level of affective commitment.

Datum toegevoegd 31-1-2022 17:22:23

Bewerkt 31-1-2022 17:22:23

Labels:

administration, commitment, communication, Professional staff, satisfaction

Research Support Priorities of and Relationships among Librarians and Research Administrators: A Content Analysis of the Professional Literature

Type Artikel in academisch tijdschrift

Auteur Cara Bradley

URL <https://journals.library.ualberta.ca/eblip/index.php/EBLIP/article/view/29478>

Rechten Copyright (c) 2018 Cara Bradley

Deel 13

Editie 4

Pagina's 15-30

Titel uitgave Evidence Based Library and Information Practice

ISSN 1715-720X

Datum 2018-11-01

Extra Number: 4

DOI 10.18438/eblip29478

Geraadpleegd 31-1-2022 17:21:35

Bibliotheekscatalogus journals.library.ualberta.ca

Taal en

Samenvatting Abstract Objective - This research studied the recent literature of two professions, library and information studies (LIS) and research administration (RA), to map the priorities and concerns of each with regard to research support. Specifically, the research sought to answer these research questions: (1) What are the similarities and differences emerging from the LIS and RA literatures on research support? (2) How do librarians and research administrators understand and engage with each other's activities through their professional literatures? (3) Do Whitchurch's (2008a, 2008b, 2015) concepts of bounded-cross-boundary-unbounded professionals and theory of the "third space" provide a useful framework for understanding research support? Methods - The research method was a content analysis of journal articles on research-related topics published in select journals in the LIS (n = 195) and RA (n = 95) fields from 2012-2017. The titles and abstracts of articles to be included were reviewed to guide the creation of thematic coding categories. The coded articles were then analyzed to characterize and compare the topics and concerns addressed by the literature of each profession. Results - Only two (2.2%) RA articles referred to librarians and libraries in their

exploration of research support topics, while six (3.1%) LIS articles referred to the research office or research administrators in a meaningful way. Of these six, two focused on undergraduate research programs, two on research data management, and two on scholarly communications. Thematic coding revealed five broad topics that appeared repeatedly in both bodies of literature: research funding, research impact, research methodologies, research infrastructure, and use of research. However, within these broad categories, the focus varied widely between the professions. There were also several topics that received considerable attention in the literature of one field without a major presence in that of the other, including research collaboration in the RA literature, and institutional repositories, research data management, citation analysis or bibliometrics, scholarly communication, and open access in the LIS literature. Conclusion - This content analysis of the LIS and RA literature provided insight into the priorities and concerns of each profession with respect to research support. It found that, even in instances where the professions engaged on the same broad topics, they largely focused on different aspects of issues. The literature of each profession demonstrated little awareness of the activities and concerns of the other. In Whitchurch's (2008a) taxonomy, librarians and research administrators are largely working as "bounded" professionals, with occasional forays into "cross-boundary" activities (p. 377). There is not yet evidence of "unbounded" professionalism or a move to a "third space" of research support activity involving these professions (Whitchurch, 2015, p. 85). Librarians and research administrators will benefit from a better understanding of the current research support landscape and new modes of working, like the third space, that could prove transformative.

Korte Titel Research Support Priorities of and Relationships among Librarians and Research Administrators

Datum toegevoegd 31-1-2022 17:21:35

Bewerkt 31-1-2022 17:21:37

Professional and Support Staff in Higher Education: An Introduction

Type Boek-sectie

Auteur Carina Bossu

Auteur Natalie Brown

Auteur Vanessa Warren

Redacteur Carina Bossu

Redacteur Natalie Brown

URL https://doi.org/10.1007/978-981-10-6858-4_29

Reeks University Development and Administration

Plaats Singapore

Uitgever Springer Singapore

Pagina's 1-8

ISBN 978-981-10-6858-4

Datum 2018
Extra DOI: 10.1007/978-981-10-6858-4_29
Geraadpleegd 22-7-2019 03:06:27
Bibliotheekscatalogus Springer Link
Taal en
Samenvatting This chapter offers readers a rationale and an introduction to Professional and Support Staff in Higher Education. It provides the definition of professional and support staff in higher education used as the basis for discussion in the book, presents the book's purpose and aims, and explores the potential audience and stakeholders that will be addressed by the chapters that follow. Lastly, we present an overview of the structure of the book and the key themes explored.
Boektitel Professional and Support Staff in Higher Education
Korte Titel Professional and Support Staff in Higher Education
Datum toegevoegd 22-7-2019 03:06:28
Bewerkt 22-7-2019 03:06:28

Labels:

Higher education, Introduction, Professional staff, Professional staff in higher education, Support staff

Librarians as Research Partners: Their Contribution to the Scholarly Endeavour Beyond Library and Information Science

Type Artikel in academisch tijdschrift
Auteur Ángel Borrego
Auteur Jordi Ardanuy
Auteur Cristóbal Urbano
URL <https://www.sciencedirect.com/science/article/pii/S009913331830106X>
Deel 44
Editie 5
Pagina's 663-670
Titel uitgave The Journal of Academic Librarianship
ISSN 0099-1333
Datum September 1, 2018
Tijdschrift-afkorting The Journal of Academic Librarianship
DOI 10.1016/j.acalib.2018.07.012
Geraadpleegd 6-9-2021 05:06:07
Bibliotheekscatalogus ScienceDirect
Taal en

Samenvatting Academic libraries are increasingly called upon to demonstrate their value to their home institutions. Research collaboration with faculty resulting in the co-authorship of scholarly output is one possible way to demonstrate the alignment of the library with the institutional mission. Involvement in research also improves librarians' skills in offering research support services. This study explores the contribution of librarians to scholarly journals in fields other than Library and Information Science (LIS) as well as their collaboration practices with researchers in those fields. Results show an increasing number of papers published by library-affiliated authors in non-LIS journals between 2006 and 2015. The papers fall broadly into four areas: articles on topics related to LIS published in non-LIS journals; higher education and information literacy; systematic reviews and meta-analysis; and research collaboration in the faculty's areas of expertise. The study is limited by the difficulty in properly retrieving the scholarly output of librarians from bibliographic databases and the difficulty in ascertaining their contributions to published articles.

Korte Titel Librarians as Research Partners

Datum toegevoegd 6-9-2021 05:06:07

Bewerkt 6-9-2021 05:06:07

(De)constructing organizational boundaries of university administrations: changing profiles of administrative leadership at German universities

Type Artikel in academisch tijdschrift

Auteur Albrecht Blümel

URL <https://doi.org/10.1080/21568235.2015.1130103>

Deel 6

Editie 2

Pagina's 89-110

Titel uitgave European Journal of Higher Education

ISSN 2156-8235

Datum april 2, 2016

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/21568235.2015.1130103>

DOI 10.1080/21568235.2015.1130103

Geraadpleegd 31-1-2022 16:26:51

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting By analysing institutional changes of administrative leadership at German universities, this paper studies the construction of organizational boundaries as an important aspect of organizational transformation of universities as complete organizations. Building on an analysis of the formal status of administrative leadership at universities derived from higher education laws in Germany and occupational profiles of heads of university administrations based on a content-analysis of curriculum vitae (N = 298), this paper seeks to contribute to a neglected domain in

higher education research. It is argued that alterations to the formal status of administrative leaders from an ambivalent position between the ministry and the university to an integrated member of the university leadership can be seen as the embodiment of the construction of organizational boundaries vis-à-vis the state, whilst at the same time dissolving internal boundaries with regard to the former separation between academic and administrative affairs. By the same token, the formerly closed occupational group of heads of university administrations as law-educated members of the civil service has been opened to form a more heterogeneous composition of administrative leadership.

Korte Titel (De)constructing organizational boundaries of university administrations

Datum toegevoegd 31-1-2022 16:26:51

Bewerkt 31-1-2022 17:05:40

Knowledge Sharing Barriers in Russian Universities' Administrative Subdivisions by Academic Conferences and publishing International

Type Webpagina

Auteur Evgeny Blagov

Auteur Anastasiia Pleshkova

Auteur Alena Begler

URL <https://issuu.com/academic-conferences.org/docs/ejkm-volume18-issue2-article893>

Geraadpleegd 31-1-2022 16:25:40

Taal en

Samenvatting The paper investigates the influence of a set of twelve various nature knowledge sharing barriers (shortly, KSBs) on the knowledge sharing speed an...

Datum toegevoegd 31-1-2022 16:25:40

Bewerkt 31-1-2022 16:54:57

Occupying a 'third space': research trained professional staff in Australian universities

Type Artikel in academisch tijdschrift

Auteur Judith E. Berman

Auteur Tim Pitman

URL <https://link.springer.com/article/10.1007/s10734-009-9292-z>

Deel 60

Editie 2

Pagina's 157-169

Titel uitgave Higher Education

ISSN 0018-1560, 1573-174X
Datum 2010/08/01
Tijdschrift-afkorting High Educ
DOI 10.1007/s10734-009-9292-z
Geraadpleegd 13-7-2018 10:50:30
Bibliotheekscatalogus link.springer.com
Taal en
Samenvatting Despite the expansion and professionalisation of university administration over the past 20 years there has been no scholarly study on the extent to which universities, which promote the value of generic skills from research degrees to prospective research students and their employers, capitalize on the research and transferable skills of PhD graduates later employed in the university sector as professional staff. Findings from this study of research-trained professional staff at one research-intensive Australian university suggests that these professionals are using their research and generic skills in management roles, to the benefit of the university. In the context of the knowledge based economy, this study suggests that universities could benefit from actively targeting the products of their own system for professional roles.
Korte Titel Occupying a 'third space'
Datum toegevoegd 13-7-2018 10:50:30
Bewerkt 13-7-2018 10:50:30

Exploring narratives of non-faculty professionals in neoliberal higher education: a cultural appropriation perspective on librarians

Type Artikel in academisch tijdschrift
Auteur Izhak Berkovich
Auteur Varda Wasserman
URL <https://doi.org/10.1080/03075079.2017.1413081>
Deel 44
Editie 6
Pagina's 1039-1051
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum June 3, 2019
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075079.2017.1413081>
DOI 10.1080/03075079.2017.1413081
Geraadpleegd 22-4-2021 07:34:32
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting The purpose of this study is to explore how the rise of the new public management (NPM) culture in higher education affected librarians. Librarians are a central part of the traditional intellectual model of

academia, whose professional ethos is challenged and threatened by the new market-oriented culture. Using a qualitative methodology based on semi-structured interviews with managers and professional staff of academic libraries at a public university, the present study provides insights into the perceptions of non-faculty professionals on the infiltration of NPM into higher education. Our findings reflect a cultural appropriation of integration taking place under the dominant NPM, resulting in a hybrid traditional-NPM culture. Theoretical and practical implications of the effect of NPM on professional staff of academia are offered.

Korte Titel Exploring narratives of non-faculty professionals in neoliberal higher education

Datum toegevoegd 22-4-2021 07:34:33

Bewerkt 22-4-2021 07:34:42

Labels:

Cultural appropriation, higher education, neoliberalism, new public management, non-faculty, profession

Giving the invisible hand a helping hand: How ‘Grants Offices’ work to nourish neoliberal researchers

Type Artikel in academisch tijdschrift

Auteur Kristina S. Beime

Auteur Hans Englund

Auteur Jonas Gerdin

URL <https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3697>

Deel 47

Editie 1

Pagina's 1-22

Titel uitgave British Educational Research Journal

ISSN 1469-3518

Datum 2021

Extra _eprint: <https://bera-journals.onlinelibrary.wiley.com/doi/pdf/10.1002/berj.3697>

DOI 10.1002/berj.3697

Geraadpleegd 6-9-2021 04:52:55

Bibliotheekscatalogus Wiley Online Library

Taal en

Samenvatting Neoliberalism has become a highly dominating and taken-for-granted way of organising the university sector around the world. In the critical educational literature, this market-based rationality has been scrutinised in detail over the past decades. However, rather scant attention has been

directed to how university managers and administrators, apart from setting up quasi-markets, may intervene more directly to give the invisible hand of the market a helping hand. Aiming to address this lacuna, the purpose of the current article is to develop an empirically grounded taxonomy of different types of such interventions, and to theorise them in terms of the different facets of the neoliberal milieu that they reproduce and the various forms of subjectivising work among academics that they seek to engender. We do so by means of a qualitative study of so-called 'Grants Offices' at three Swedish universities. The findings arguably add to and problematise our understanding of how neoliberal markets work in academia in three different ways. First, while extant research has noted that university managers and administrators may intervene beyond the setting up of neoliberal markets per se, our study is to our knowledge the first one that identifies and systematises a broad array of such interventions. Second, it problematises the view of neoliberal markets as a form of monolithic entity that produces a uniform competitive pressure on academics. Third, and related, it furthers our understanding of the type of subjectivity that competitive milieus are assumed to bring about.

Korte Titel Giving the invisible hand a helping hand

Datum toegevoegd 6-9-2021 04:52:55

Bewerkt 6-9-2021 04:52:55

Labels:

interventions, markets, neoliberalism, researcher subjectivities

Transforming Roles: Canadian Academic Librarians Embedded in Faculty Research Projects

Type Artikel in academisch tijdschrift

Auteur Shailoo Bedi

Auteur Christine Walde

URL <https://crl.acrl.org/index.php/crl/article/view/16590>

Deel 78

Editie 3

Pagina's 314-327

Titel uitgave College & Research Libraries

Datum 2017-04-26

DOI <https://doi.org/10.5860/crl.78.3.314>

Geraadpleegd 6-9-2021 04:57:46

Bibliotheekscatalogus crl.acrl.org

Taal en-US

Samenvatting Academic librarians have always played an important role in providing research services and research-skills development to faculty in higher education. But that role is evolving to include the academic librarian as a

unique and necessary research partner, practitioner, and participant in collaborative, grant-funded research projects. This article describes how a selected sample of Canadian academic librarians became embedded in faculty research projects and describes their experiences of participating in research teams. Conducted as a series of semistructured interviews, this qualitative study illustrates the emerging opportunities and challenges of the librarian-researcher role and how it is transforming the Canadian university library.

Korte Titel Transforming Roles

Datum toegevoegd 6-9-2021 04:57:46

Bewerkt 1-2-2022 10:54:12

Professional Staff, Professional Recognition: Bringing Learner Support Staff into the Fellowship of University Educators

Type Boek-sectie

Auteur Elizabeth A. Beckmann

Redacteur Carina Bossu

Redacteur Natalie Brown

URL https://doi.org/10.1007/978-981-10-6858-4_16

Reeks University Development and Administration

Plaats Singapore

Uitgever Springer Singapore

Pagina's 277-292

ISBN 978-981-10-6858-4

Datum 2018

Extra DOI: 10.1007/978-981-10-6858-4_16

Geraadpleegd 22-7-2019 03:06:27

Bibliotheekscatalogus Springer Link

Taal en

Samenvatting This chapter considers how professional recognition opportunities that do not differentiate between academics and professional staff have the capacity to engage and support the “blended professionals” who contribute to teaching and learning in higher education. Using participant observation and survey data from an Australian case study, this chapter reports the outcomes for professional staff who applied alongside academics for professional recognition of their university teaching and learner support experience through a fellowship scheme endorsed by the Higher Education Academy (HEA). This kind of inclusive approach to professional recognition is shown to be an important developmental pathway for professional staff, able to strengthen links between academic and professional staff in their shared activities around enhancing teaching quality and student learning outcomes in university education.

Boektitel Professional and Support Staff in Higher Education

Korte Titel Professional Staff, Professional Recognition

Datum toegevoegd 22-7-2019 03:06:28

Bewerkt 22-7-2019 03:06:28

Labels:

Fellowships, Higher Education Academy, Professional recognition, Professional staff, Teaching quality, University teaching

The Front Line: Satisfaction of Classified Employees

Type Artikel in academisch tijdschrift

Auteur Karen W. Bauer

URL <http://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=9182104&site=ehost-live>

Deel 2000

Editie 105

Pagina's 87

Titel uitgave New Directions for Institutional Research

ISSN 02710579

Datum Spring 2000

Extra Publisher: John Wiley & Sons, Inc.

Tijdschrift-afkorting New Directions for Institutional Research

DOI 10.1002/ir.10508

Geraadpleegd 21-10-2020 08:47:30

Bibliotheekscatalogus EBSCOhost

Samenvatting Argues that the satisfaction of classified staff contributes to productivity and overall institutional effectiveness. Relationship between financial retrenchment and employee satisfaction; Employee perceptions of working conditions and the work environment; Differences in job satisfaction by personal demographics.

Korte Titel The Front Line

Datum toegevoegd 21-10-2020 08:47:30

Bewerkt 21-10-2020 08:47:30

Labels:

JOB satisfaction, UNIVERSITY & college employees, WORK environment

Administrators in higher education: organizational expansion in a transforming institution

Type Artikel in academisch tijdschrift

Auteur Roxana-Diana Baltaru
Auteur Yasemin Nuhoglu Soysal
URL <https://link.springer.com/article/10.1007/s10734-017-0204-3>
Deel 76
Editie 2
Pagina's 213-229
Titel uitgave Higher Education
ISSN 0018-1560, 1573-174X
Datum 2018/08/01
Tijdschrift-afkorting High Educ
DOI 10.1007/s10734-017-0204-3
Geraadpleegd 9-8-2018 04:01:03
Bibliotheekscatalogus link.springer.com
Taal en
Samenvatting Recent European research has revealed growth in the number of administrators and professionals across different sections of universities—a long established trend in US universities. We build on this research by investigating the factors associated with variation in the proportion of administrators across 761 Higher Education Institutions (HEIs) in 11 European countries. We argue that the enactment of expanded and diversified missions of HE is one of the main factors nurturing universities' professional and administrative bodies. Our findings support such an assertion; regardless of geographical and institutional differences, HEIs with high levels of "entrepreneurialism" (e.g. in service provision and external engagement) are characterized by a larger proportion of administrative staff. However, we find no empirical support for arguments citing structural pressures and demands on HEIs due to higher student enrolments, budget cuts or deregulation as engines driving such change. Instead, our results point towards, as argued by neo-institutionalists, the diffusion of formal organization as a model of institutional identity and purpose, which is especially prevalent at high levels of external connectedness.
Korte Titel Administrators in higher education
Datum toegevoegd 9-8-2018 04:01:03
Bewerkt 9-8-2018 04:01:03

Do non-academic professionals enhance universities' performance? Reputation vs. organisation

Type Artikel in academisch tijdschrift
Auteur Roxana-Diana Baltaru
URL <https://doi.org/10.1080/03075079.2017.1421156>
Deel 44
Editie 7

Pagina's 1183-1196
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum July 3, 2019
DOI 10.1080/03075079.2017.1421156
Geraadpleegd 22-7-2019 06:59:40
Bibliotheekscatalogus Taylor and Francis+NEJM
Samenvatting Universities are increasingly engaging with non-academic professionals in facilitating performance outcomes, reaffirming themselves as purposive organisations, i.e. institutions with the ability to organise strategically in the pursuit of goals and standards. However, there is little empirical evidence for the impact of professional staff on university performance. Drawing on a sample of 100 British universities, the author assesses whether the changes in the ratio of professional staff to students (from 2003 to 2011) influence subsequent university performance. The author finds that universities that are moderately increasing their share of professional staff display higher levels of degree completion, but no significant differences can be observed in terms of research quality, good honours degrees and graduate employability. University performance is largely determined by reputation, prestigious universities performing higher in all dimensions. The findings contribute to the emerging empirical research assessing the impact of professional staff in higher education.
Korte Titel Do non-academic professionals enhance universities' performance?
Datum toegevoegd 22-7-2019 06:59:40
Bewerkt 31-1-2022 17:05:33

Labels:

UK

Part-time work and advancement: a study of female professional staff in Australian universities

Type Artikel in academisch tijdschrift
Auteur Janis Bailey
Auteur Carolyn Troup
Auteur Glenda Strachan
URL <https://doi.org/10.1080/1360080X.2017.1298200>
Deel 39
Editie 3
Pagina's 282-295
Titel uitgave Journal of Higher Education Policy and Management
ISSN 1360-080X
Datum May 4, 2017

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360080X.2017.1298200>

DOI 10.1080/1360080X.2017.1298200

Geraadpleegd 28-10-2020 07:39:40

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting One focus of gender equity policies in universities has been the creation of ‘retention’ part-time work for professional staff, which allows employees to move between full-time and part-time hours at their request. This paper examines whether such ‘good’ part-time jobs can contribute to or at least not impede women’s career advancement. The paper examines the correlation between job classification and part-time work, and whether a period of part-time work acts as a significant ‘brake’ on a woman’s career trajectory. This study uses data from the 2011 Work and Careers in Australian Universities survey. Part-time work is used extensively by lower-classified women, but rarely by those in higher classifications. Part-time work stalls career advancement compared to working full-time, but this brake is reduced if a woman transitions back to full-time work.

Korte Titel Part-time work and advancement

Datum toegevoegd 28-10-2020 07:39:40

Bewerkt 28-10-2020 07:39:40

Labels:

Career progression, gender equity, part-time work, professional staff

Dealing with Data: Science Librarians’ Participation in Data Management at Association of Research Libraries Institutions

Type Artikel in academisch tijdschrift

Auteur Karen Antell

Auteur Jody Bales Foote

Auteur Jaymie Turner

Auteur Brian Shults

URL <https://crl.acrl.org/index.php/crl/article/view/16374>

Titel uitgave College & Research Libraries

Datum 2017-04-25

DOI <https://doi.org/10.5860/crl.75.4.557>

Geraadpleegd 6-9-2021 04:05:47

Bibliotheekscatalogus crl.acrl.org

Taal en-US

Samenvatting As long as empirical research has existed, researchers have been doing “data management” in one form or another. However, funding agency mandates for doing formal data management are relatively recent, and academic libraries’ involvement has been concentrated mainly in the last few years. The National Science Foundation implemented a new mandate

in January 2011, requiring researchers to include a data management plan with their proposals for funding. This has prompted many academic libraries to work more actively than before in data management, and science librarians in particular are uniquely poised to step into new roles to meet researchers' data management needs. This study, a survey of science librarians at institutions affiliated with the Association of Research Libraries, investigates science librarians' awareness of and involvement in institutional repositories, data repositories, and data management support services at their institutions. The study also explores the roles and responsibilities, both new and traditional, that science librarians have assumed related to data management, and the skills that science librarians believe are necessary to meet the demands of data management work. The results reveal themes of both uncertainty and optimism—uncertainty about the roles of librarians, libraries, and other campus entities; uncertainty about the skills that will be required; but also optimism about applying “traditional” librarian skills to this emerging field of academic librarianship.

Korte Titel Dealing with Data

Datum toegevoegd 6-9-2021 04:05:47

Bewerkt 1-2-2022 10:55:43

University Administrative Staff

Type Artikel in academisch tijdschrift

Auteur W.S. Angus

URL <https://onlinelibrary.wiley.com/doi/10.1111/j.1467-9299.1973.tb00125.x>

Deel 51

Editie 1

Pagina's 17-39

Titel uitgave Public Administration

Datum 1973

Geraadpleegd 31-1-2022 16:23:35

Datum toegevoegd 31-1-2022 16:23:35

Bewerkt 31-1-2022 17:03:18

Have you been appraised? A survey of the university administrative staff

Type Artikel in academisch tijdschrift

Auteur Farhad Analoui

Auteur Pauline Fell

URL <https://doi.org/10.1108/09513540210441236>

Deel 16

Editie 6

Pagina's 279-287
Titel uitgave International Journal of Educational Management
ISSN 0951-354X
Datum 2002-01-01
Extra Publisher: MCB UP Ltd
DOI 10.1108/09513540210441236
Geraadpleegd 31-1-2022 16:22:09
Bibliotheekscatalogus Emerald Insight
Samenvatting Little has been reported in the literature on the perception and understanding of administrative staff regarding the processes involved in performance appraisal within the higher educational establishments. At the University of Bradford appraisal for this cadre of employees has hitherto taken a voluntary form. In response to this vacuum, an empirical survey has been carried out in four departments in order to explore the perception, views and preferences of the administrative staff of the entire process and its related issues. The results indicated that lack of provision for formal appraisal has often resulted in inconsistencies, little or no provision for establishing formal dialogue between management and the staff concerning their performance expectations, misplacement of personal goals, and realistic opportunities for personal and career development. Therefore concludes that there is an urgent need for the university to disseminate its policies widely and maintain uniformity of practice throughout its departments. Moreover, attention ought to be paid to the effective training and the role and responsibilities of line managers.
Korte Titel Have you been appraised?
Datum toegevoegd 31-1-2022 16:22:09
Bewerkt 31-1-2022 17:05:25

Negative 'marking'? University research administrators and the contestation of moral exclusion

Type Artikel in academisch tijdschrift
Auteur Jacquelyn Allen-Collinson
URL <https://doi.org/10.1080/03075070902755641>
Deel 34
Editie 8
Pagina's 941-954
Titel uitgave Studies in Higher Education
ISSN 0307-5079
Datum December 1, 2009
Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075070902755641>
DOI 10.1080/03075070902755641
Geraadpleegd 9-9-2020 06:07:15

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting With the exception of academics, occupational groups within universities remain relatively under-researched. Based upon qualitative interviews with 27 research administrators in 19 UK universities, this article reports on a small-scale qualitative project to investigate the workday worlds of these 'boundary-crossing' and 'occupationally hybrid' staff. The article focuses specifically upon the organisational constraints imposed upon research administrators in terms of what has been termed 'moral exclusion' in the form of: negative labelling, rendering invisible, and stigmatising and blaming. The ways in which research administrators used their social agency determinedly to contest such exclusion and negative labelling are also portrayed. The article concludes with a discussion of the occupational social space offered by this particular role, which many interviewees recounted as being highly positive.

Korte Titel Negative 'marking'?

Datum toegevoegd 9-9-2020 06:07:15

Bewerkt 9-9-2020 06:07:15

Just 'non-academics'? , Just 'non-academics'? : Research administrators and contested occupational identity , Research administrators and contested occupational identity

Type Artikel in academisch tijdschrift

Auteur Jacquelyn Allen Allen-Collinson

URL <https://doi.org/10.1177/0950017006064114>

Deel 20

Editie 2

Pagina's 267-288

Titel uitgave Work, Employment and Society

ISSN 0950-0170

Datum June 1, 2006

Tijdschrift-afkorting Work, Employment and Society

DOI 10.1177/0950017006064114

Geraadpleegd 13-7-2018 10:44:02

Bibliotheekscatalogus SAGE Journals

Taal en

Samenvatting Surprisingly perhaps, knowledge about occupational groups within academia is relatively scant, with an almost exclusive concentration upon teaching staff. The research upon which this article is based aims to fill this gap by focusing upon one specific group, which, to date, has been under-researched: research administrators. Utilizing primarily symbolic interactionist analyses, and based upon qualitative interviews, the project sought to investigate the occupational life-worlds of research administrators. The wide range of roles and divergent responsibilities

covered by the title of ‘research administrator’ emerged as salient features, together with the boundary-crossing, ambiguous nature of much research administrative work. The article examines in particular the ‘identity work’ (Prus, 1996) undertaken by research administrators as they seek to resist categorization as ‘mere nonacademics’, and to counteract social invisibility. Administrative–academic relations were also found to constitute a core element within administrators’ occupational life-worlds, and the article considers how the putative administrative/academic boundary is often problematized by research administrators. Surprisingly perhaps, knowledge about occupational groups within academia is relatively scant, with an almost exclusive concentration upon teaching staff. The research upon which this article is based aims to fill this gap by focusing upon one specific group, which, to date, has been under-researched: research administrators. Utilizing primarily symbolic interactionist analyses, and based upon qualitative interviews, the project sought to investigate the occupational life-worlds of research administrators. The wide range of roles and divergent responsibilities covered by the title of ‘research administrator’ emerged as salient features, together with the boundary-crossing, ambiguous nature of much research administrative work. The article examines in particular the ‘identity work’ (Prus, 1996) undertaken by research administrators as they seek to resist categorization as ‘mere nonacademics’, and to counteract social invisibility. Administrative–academic relations were also found to constitute a core element within administrators’ occupational life-worlds, and the article considers how the putative administrative/academic boundary is often problematized by research administrators.

Korte Titel Just ‘non-academics’?

Datum toegevoegd 13-7-2018 10:44:02

Bewerkt 22-4-2021 07:28:58

‘Get yourself some nice, neat, matching box files!’ Research administrators and occupational identity work

Type Artikel in academisch tijdschrift

Auteur Jacquelyn Allen Allen-Collinson

URL <https://doi.org/10.1080/03075070701346832>

Deel 32

Editie 3

Pagina's 295-309

Titel uitgave Studies in Higher Education

ISSN 0307-5079

Datum June 1, 2007

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/03075070701346832>

DOI 10.1080/03075070701346832

Geraadpleegd 12-11-2020 03:31:06

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting To date, qualitative research into occupational groups and cultures within academia has been relatively scarce, with an almost exclusive concentration upon teaching staff within universities and colleges. This article seeks to address this lacuna and applies the interactionist concept of 'identity work' in order to examine one specific group to date under-researched: graduate research administrators. This occupational group is of sociological interest as many of its members appear to span the putative divide between 'academic' and 'administrative' occupational worlds within higher education. An exploratory, qualitative research project was undertaken, based upon interviews with 27 research administrators. The study analyses how research administrators utilise various forms of identity work to sustain credible occupational identities, often in the face of considerable challenge from their academic colleagues.

Datum toegevoegd 12-11-2020 03:31:06

Bewerkt 22-4-2021 07:29:17

Organizational Justice and its Relationship with Organizational Citizenship Behavior of Non-Academic Staff Members at Government Universities in North of Jordan

Type Artikel in academisch tijdschrift

Auteur Wajdee Mohammadkair Ebrheem Ajlouni

Auteur Gurvinder Kaur

Auteur Shehadehmofleh Al-Gharaibeh

URL <https://www.abacademies.org/abstract/organizational-justice-and-its-relationship-with-organizational-citizenship-behavior-of-nonacademic-staff-members-at-gov-7665.html>

Deel 17

Editie 6

Titel uitgave Academy of Strategic Management Journal

ISSN Print ISSN: 1544-1458; Online ISSN: 1939-6104

Datum 2018-11-21

Extra Publisher: Allied Business Academies

Geraadpleegd 31-1-2022 16:19:43

Bibliotheekscatalogus www.abacademies.org

Taal en

Samenvatting The purpose of this study was to investigate the relationship between organizational justice and organizational citizenship behaviors of non-academic staff members' at government Universities in North Jordan. A descriptive cross-sectional and correlational research design was used. Three hundred employees were participated in this study that took place during July (2018). This study showed that high level of perceptions of Organizational justice and organizational citizenship behavior among non-academic staff members at government Universities. Statistically

significant positive relationships between the organizational justice and organizational citizenship behavior were reported. There were some limitations in this study the sample drawing from public universities only in north Jordan. Thus, these results may not be representative of whole universities. Potential studies included all universities in Jordan were recommended.

Datum toegevoegd 31-1-2022 16:19:43

Bewerkt 31-1-2022 16:19:59

Part-time academics' perception of their role and academic development: a case study from Indonesia

Type Artikel in academisch tijdschrift

Auteur Tatum Adiningrum

Auteur Sean Sturm

Auteur Barbara Kensington-Miller

URL <https://doi.org/10.1080/1360144X.2019.1593176>

Deel 24

Editie 2

Pagina's 109-121

Titel uitgave International Journal for Academic Development

ISSN 1360-144X

Datum april 3, 2019

Extra Publisher: Routledge _eprint: <https://doi.org/10.1080/1360144X.2019.1593176>

DOI 10.1080/1360144X.2019.1593176

Geraadpleegd 31-1-2022 17:17:34

Bibliotheekscatalogus Taylor and Francis+NEJM

Samenvatting Employing part-time and casual academics is now a widely accepted practice in higher education globally. We explored the issue of the identity of part-time academics in Indonesian higher education through interviews with 14 part-time and 11 full-time academics. Both groups identified more strongly with their teaching roles than with other roles. However, they differed in their perceptions of opportunities to enact their chosen academic roles and of the kind of academic development they needed. The current standardised model of academic development needs to be rethought to offer more flexibility and to invite departments' participation in the development of their academics.

Korte Titel Part-time academics' perception of their role and academic development

Datum toegevoegd 31-1-2022 17:17:34

Bewerkt 31-1-2022 17:17:36

Labels:

academic development, Academic identity, identity theory, Indonesia, part-time academics

The work of university research administrators: Praxis and professionalization

Type Artikel in academisch tijdschrift

Auteur Sandra Acker

Auteur Michelle McGinn

Auteur Caitlin Campisi

Deel 1

Editie 1

Pagina's 61-85

Titel uitgave Journal of Praxis in Higher Education

Datum 2019

Samenvatting As part of a project on the social production of social science research, 19 research administrators (RAs) in five Canadian universities were interviewed about work, careers, and professionalization. While rarely featured in the higher education literature, RAs have become an important source of assistance to academics, who are increasingly expected to obtain and manage external research funding. RAs perform multiple roles, notably assisting with the complexities of grant-hunting as well as managing ethical clearance, knowledge mobilization, and related activities. Aspects normally associated with professionalization include organizations that control entry, higher degrees in the field, and clear career paths, all of which are somewhat compromised in the case of RAs. Nevertheless, most of the participants regard research administration as a profession, and we argue that it is more important to focus on the sensemaking and identity formation of these mostly female staff than to apply abstract criteria. Although their efforts do little to challenge a culture of performativity in the academy, and indeed may be regarded as supporting it, the RAs have defined for themselves a praxis dedicated to easing the burdens of the academics, helping one another, and contributing to the greater good of the university and the research enterprise.

Datum toegevoegd 25-11-2020 01:53:53

Bewerkt 25-11-2020 01:57:09