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Council on Higher Education

International Dictionary of University Histories Mary Elizabeth Devine, Carol Summerfield, 2013-12-02 Modeled on Fitzroy Dearborn's highly successful International Dictionary of Historic Places , the International Dictionary of University Histories provides basic information on 200 institutions--location, description, sources of further information--followed by an extensive 3000 to 5000 word essay on each university's history. Entries on each university conclude with a Further Reading list, and most entries are illustrated. Coverage is world-wide, and entries range from the great medieval institutions (Oxford, Heidelberg, the Sorbonne) to the great historic universities of the United States, to the newer universities of Australia and South Africa, to the lesser-known universities of India, China, and Japan. More than 200 writers, researchers and archival departments of the universities themselves have contributed to the Dictionary . Entries include those universities with the most fascinating histories and those that have played important roles in the development of their own countries and in the furtherance of world scholarship.

Institutional Research in South African Higher Education Jan Botha, Nicole J Muller, 2016-11-01 The book provides a thorough overview of Institutional Research (IR) ? i.e. applied higher education research undertaken within universities ? in South Africa. It is a collection of essays focusing on the character and institutional setting of IR; how IR is embedded into the mechanisms of steering, shaping and reforming higher education; and what the major results were of IR in select thematic areas. The book is a valuable resource for higher education researchers and social researchers in South Africa interested in higher education. It also deserves to be read by practitioners and policymakers in the field of higher education in South Africa. It serves as an interesting case study for higher education researchers all over the world.

Biological Wastewater Treatment Mogens Henze, Mark C. M. van Loosdrecht, G. A. Ekama, Damir Brdjanovic, 2008-09-01 For information on the online course in Biological Wastewater Treatment from UNESCO-IHE, visit: <http://www.iwapublishing.co.uk/books/biological-wastewater-treatment-online-course-principles-modeling-and-design> Over the past twenty years, the knowledge and understanding of wastewater treatment have advanced extensively and moved away from empirically-based approaches to a first principles approach embracing chemistry, microbiology, physical and bioprocess engineering, and mathematics. Many of these advances have matured to the degree that they have been codified into mathematical models for simulation with computers. For a new generation of young scientists and engineers entering

the wastewater treatment profession, the quantity, complexity and diversity of these new developments can be overwhelming, particularly in developing countries where access is not readily available to advanced level tertiary education courses in wastewater treatment. Biological Wastewater Treatment addresses this deficiency. It assembles and integrates the postgraduate course material of a dozen or so professors from research groups around the world that have made significant contributions to the advances in wastewater treatment. The book forms part of an internet-based curriculum in biological wastewater treatment which also includes: Summarized lecture handouts of the topics covered in book Filmed lectures by the author professors Tutorial exercises for students self-learning Upon completion of this curriculum the modern approach of modelling and simulation to wastewater treatment plant design and operation, be it activated sludge, biological nitrogen and phosphorus removal, secondary settling tanks or biofilm systems, can be embraced with deeper insight, advanced knowledge and greater confidence.

Institutional Transformation To Engage A Diverse Student Body Liz Thomas, Malcolm Tight, 2011-06-28 Helps readers engage with a number of core higher education (HE) issues that have dominated UK and International policy. This title helps them in developing the concept of institutional transformation and student engagement to widen participation in HE and improve student retention and success.

The Responsive University and the Crisis in South Africa, 2021-05-31 Around the world, higher education is faced with a fundamental question: what is the basis for our claim of societal legitimacy? In this book, the authors go beyond the classical response regarding teaching, research and community engagement. Instead, the editor puts forward the proposition that the answer lies in responsiveness, the extent to which universities respond, or fail to respond, to societal challenges. Moreover, because of its intractable legacy issues and crisis of inequality, the question regarding the societal legitimacy of universities is particularly clearly manifested in South Africa, one of the most unequal countries in the world. The Responsive University brings together contributions on the issue of responsiveness from a number of international university leaders, half of them specifically addressing the South African situation within the context of the international situation as presented by the other authors. In the global discussion about the role of universities in society, this book provides a conceptual framework for a way forward.

Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications Management Association, Information Resources, 2011-07-31 Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications demonstrates exhaustively the many applications, issues, and techniques applied to the science of recording, categorizing, using and learning from the experiences and expertise acquired by the modern organization. A much needed collection, this multi-volume reference presents the theoretical foundations, research results, practical case studies, and future trends to both inform the decisions facing today's organizations and the establish fruitful organizational practices for

the future. Practitioners, researchers, and academics involved in leading organizations of all types will find useful, grounded resources for navigating the ever-changing organizational landscape.

MOOCs and Open Education Around the World Curtis J. Bonk, Mimi M. Lee, Thomas C. Reeves, Thomas H.

Reynolds, 2015-06-12 As new digital forms of formal and informal learning proliferate, there is an increasing need to better understand how people in different regions of the world are implementing massive open online courses (MOOCs) and other forms of open educational resources (OERs). Educators, researchers, politicians, and numerous other stakeholders want to grasp what the outcomes of these initiatives are and how they can be improved. Ongoing e-learning developments related to both technology and pedagogy have pushed institutions and organizations to grapple with issues of accreditation, credentialing, quality standards, innovative assessment, and learner motivation and attrition, among other areas of concern. In response, *MOOCs and Open Education Around the World* explores and illuminates unique implementations of MOOCs and open education across regions and nations. The book also focuses on the various opportunities as well as the dilemmas presented in this rapidly evolving age of technology-enabled learning. What are the different delivery formats, interaction possibilities, assessment schemes, and business models? What are the key controversies or issues that must be discussed and addressed? This edited collection explains MOOCs and open education trends and issues in a variety of contexts, shares key research findings, and provides practical suggestions and recommendations for the near future.

Challenging the Boycott, Divestment and Sanctions (BDS) Movement Ronnie Fraser, Lola Fraser, 2023-02-13 *Challenging the Boycott, Divestment and Sanctions (BDS) Movement* focuses on the efforts to oppose antisemitism, the academic boycott, and the BDS movement. The State of Israel has faced many threats, most of them military, since it was established in 1948, but the threat posed by the NGO forum at the United Nations World Conference against Racism in Durban, South Africa, in August 2001 was different. The forum unleashed the new antisemitism which targeted the State of Israel, as well as a non-violent, civil society-based campaign based on the South African anti-apartheid campaign of the 1980s - which was to form the basis of the international Boycott, Divestment and Sanctions (BDS) movement directed at the State of Israel. Featuring case studies from the United States, Great Britain, Israel, and South Africa, each chapter of this wide-ranging volume discusses examples of opposition to the divisive BDS campaign and the proposed academic boycott of Israel over the last two decades, including the fight for formal recognition of the new antisemitism by governments and international bodies and the use of a variety of legal measures. The rise of antisemitism within academia and wider society is also examined. This book will be vital reading for students, scholars, and activists with an interest in social movements, Israel, and Middle East politics and history.

Scholarship of education and human rights in diversity Erika M. Serfontein, Charl C. Wolhuter, Shantha

Naidoo, 2023-03-01 The objective of this book is to highlight the need and value of imbuing the dynamic intersections

between education, human rights and diversity with perspectives from the Global South. The chapters approach key intellectual conundrums of the day from a Global South perspective to reflect a credible scholarly footprint in Africa and in the SADC region. This is deemed timely considering that the field is deeply embedded in western, Eurocentric and overall Global North dominance. This book will provide a Southern perspective on education and human rights in diversity by unpacking each of the following key areas in the intersection between education, human rights and diversity from a Southern perspective: comparative international perspectives, citizenship education, human rights literacies, human rights education pedagogy, learner discipline in schools, aggression and bullying in schools, addressing human trafficking by means of human rights education, social justice, and the decolonisation of human rights and human rights education.

Pioneers of the Field Andrew Bank, 2016-08-11 Focusing on the crucial contributions of women researchers, Andrew Bank demonstrates that the modern school of social anthropology in South Africa was uniquely female-dominated. The book traces the personal and intellectual histories of six remarkable women through the use of a rich cocktail of archival sources, including family photographs, private and professional correspondence, field-notes and field diaries, published and other public writings and even love letters. The book also sheds new light on the close connections between their personal lives, their academic work and their anti-segregationist and anti-apartheid politics. It will be welcomed by anthropologists, historians and students in African studies interested in the development of social anthropology in twentieth-century Africa, as well as by students and researchers in the field of gender studies.

Reflections of South African University Leaders: 1981 to 2014 Council on Higher Education, 2016-03-17 Much has been written about the ever-growing demands on university leadership worldwide in the face of increasingly complex changes and challenges from within the academy and beyond. However, as we are reminded by Johan Muller in the Introduction to this book, there are particular features of time and place that also throw up unique problems. It is precisely 'time and place' that make this set of reflections by university leaders quite remarkable and distinguishes it from the many biographies to be found in the literature on higher education leadership. ... In the main, this collection spans two decades, the 1990s and 2000s, of unprecedented levels of change in South African higher education. Leaders in universities, as well as those responsible for higher education policy in the government and associated statutory bodies, had no neat script to work off, nor 'manuals' or prescripts of 'good' leadership or practice. Instead, there was palpable excitement about collectively imagining and nurturing a new post-apartheid higher education system, which would contribute to the social and economic development needs of the country, the deepening of democracy and which would also be globally relevant. Most reflections touch on the coalface of leadership, which is the face-to-face interactional dimension, dealing with staff, with students, with council chairs. What comes through clearly, is the importance of what are sometimes called 'people skills'. In these accounts this is not simply presented as a human relations aptitude, for a number of reasons, first of which is the special nature of

universities and their occupants. More than one points out the special challenge of managing the talented people that are academics, and their inbuilt distaste for bureaucracy, their reluctance to be managed or told what to do. The message here is consistently one of needing to be completely open with academics, the importance of maintaining the distinction between 'collegial' and 'executive' management (avoiding 'managerialism'), and the critical importance of winning and holding their trust. The inspiration for this collection arose in late 2013 in the Council on Higher Education's (CHE) Monitoring and Evaluation Directorate, the directorate responsible for conducting research on the higher education landscape and monitoring the state of the sector. They noted that conditions besetting universities had grown increasingly complex, both globally but more especially locally, and the question arose - how had this altered the challenges to university leadership over the period between the new political dispensation and the second decade of the new millennium? More particularly, how had leaders with a proven track record of visionary and strong leadership during this period faced these challenges? How did they see the main changes that needed dealing with? What challenges did these changes pose and how were they successfully overcome? What did they think, looking back, were the main constituents of successful leadership and management? What wisdom could be distilled for posterity? The Directorate decided to invite a range of vice-chancellors and senior academic leaders who had completed their terms of office to contribute to a project that set out to gather such reflections and compile them into a publication.

Research Handbook on University Rankings Hazelkorn, Ellen, Mihut, Georgiana, 2021-12-10 Gathering unique and thoughtful contributions from leading international scholars, this timely Research Handbook offers diverse perspectives on university rankings twenty years after the first global rankings emerged. It presents an in-depth analysis that reflects the current state of research on rankings, their influence and impact.

Black African Literature in English, 1997-1999 Bernth Lindfors, 2003 This volume lists the work produced on anglophone black African literature between 1997 and 1999. This bibliographic work is a continuation of the highly acclaimed earlier volumes compiled by Bernth Lindfors. Containing about 10,000 entries, some of which are annotated to identify the authors discussed, it covers books, periodical articles, papers in edited collections and selective coverage of other relevant sources.

Africa in a Multilateral World Albert Kasanda, Marek Hrubec, 2021-07-29 The book analyses how Africans and Africa relate to other parts of the multilateral world, and to the world in general, and how these relations stem from local, national and regional interactions in different parts of Africa, as well as Africa as a whole. The first part focuses on the assumptions that are necessary to understand the role of Africa on the global stage, especially from the perspectives of political philosophy and global and international studies. The second part of the book looks at both Afropolitan trends and the limits of Afropolitanism. In the third part the authors focus on specific African global tendencies stemming from the local conditions in several case studies. Traditional and modern politics is connected, problematically, with the current Jihadist organisations in

the local African conditions related to unilateralism and global war on terror, for example. The fourth part deals with the relevance of the language ambivalence in relation to global interactions. It examines various views of African philosophy and lays bare the perception of earlier colonial languages in view of their current strength of global action. This book will be of interest to scholars of African studies, political philosophy, politics and global studies.

Epistemic Justice and the Postcolonial University Amrita Pande,Ruchi Chaturvedi,Shari Daya,Sepideh Azari,Koni Benson,Hal Cooper,Kerusha Govender,Shose Kessi,Nomusa Makhubu,Athambile Masola,Lungisile Ntsebeza,Jameelah Omar,Kealeboga Ramaru,Ari Sitas,Rike Sitas,2023-08-01 This book addresses urgent current debates on decolonisation by offering reimaged teaching and learning interventions for obtaining greater epistemic justice in the contemporary postcolonial university. At a time when debates on decolonisation have gained urgency in academic, civic and public spaces, this interdisciplinary collection by authors based at the University of Cape Town, South Africa, serves as a valuable archive documenting and reflecting on a turbulent period in South African higher education. It is an important resource for academics looking to grasp debates on decoloniality both in South Africa, and in university and teaching spaces further afield. Calling for concerted and collaborative work towards greater epistemic justice across diverse disciplines, the book puts forward a new vision of the postcolonial university as one that enables excellent teaching and learning, undertaken in a spirit of critical consciousness and reciprocity.

Uprooting University Apartheid in South Africa Teresa A. Barnes,2018-12-07 South Africa continues to be an object of fascination for people everywhere interested in social justice issues, postcolonial studies and critical race theory as manifested by the enormous worldwide attention given to the #RhodesMustFall movement. In this book, Teresa Barnes examines universities' complex positioning in the apartheid era and argues that tracing the institutional legacies left by pro-apartheid intellectuals are crucial to understanding the fight to transform South African higher education. A work of interpretive social history, this book investigates three historical dynamics in the relationship between the apartheid system and South African higher education. First, it explores how the legitimacy of apartheid was historically reproduced in public higher education. Second, it looks at ways that academics maneuvered through and influenced national and international discourses of political freedom and legitimacy. Third, it explores how and where stubborn tendrils of apartheid-era knowledge production practices survived into and have been combatted during the democratic era in South African universities.

Humanizing Pedagogy Through HIV and AIDS Prevention American Association of Colleges for Teacher Education,2015-12-03 This book explores the power of educators to serve as HIV and AIDS prevention agents. The definitive text represents the work of a distinguished panel of teacher educators and health scientists who identify core information and skills effective educators of HIV and AIDS prevention should learn as they are prepared to attend to the academic and

human needs of students. It assigns to teachers, in the US and abroad, the novel role of prevention agents, given their extraordinary ability to access and affect young people -- to influence their behavior. Humanizing Pedagogy considers the social, economic, racial, gender and other variables that impact the prevention of HIV and AIDS. The authors collectively assert that the process of preventing HIV and AIDS, when it considers historic and social context, can compel educators to serve not only as practitioners of knowledge, but as community agents of health and well being. Attending to HIV and AIDS issues advances the capacity and ability of educators to see and attend to the complete learner. Humanizing Pedagogy is a single volume resource for educators, in the US and abroad, interested in attending to the whole needs of the learner-and saving lives.

Student Politics in Africa Luescher, Thierry M.,Klemencic, Manja,2016-05-12 The second volume of the African Higher Education Dynamics Series brings together the research of an international network of higher education scholars with interest in higher education and student politics in Africa. Most authors are early career academics who teach and conduct research in universities across the continent, and who came together for a research project and related workshops and a symposium on student representation in African higher education governance. The book includes theoretical chapters on student organising, student activism and representation; chapters on historical and current developments in student politics in Anglophone and Francophone Africa; and in-depth case studies on student representation and activism in a cross-section of universities and countries. The book provides a unique resource for academics, university leaders and student affairs professionals as well as student leaders and policy-makers in Africa and elsewhere.

Jay Pather, Performance, and Spatial Politics in South Africa Ketu H. Katrak,2021-03-02 Jay Pather, Performance and Spatial Politics in South Africa offers the first full-length monograph on the award-winning choreographer, theater director, curator, and creative artist in contemporary global performance. Working within the contexts of African studies, dance, theater, and performance, Ketu H. Katrak explores the extent of Pather's productive career but also places him and his work in the South African and global arts scene, where he is considered a visionary. Pather, a South African of Indian heritage, is known as a master of space, site, and location. Katrak examines how Pather's performance practices place him in the center of global trends that are interdisciplinary, multidisciplinary, collaborative, and multimedia and that cross borders between dance, theater, visual art, and technology. Jay Pather, Performance and Spatial Politics in South Africa offers a vision of an artist who is strategically aware of the spatiality of human life, who understands the human body as the nation's collective history, and who is a symbol of hope and resilience after the trauma of violent segregation.

Babel Unbound Lesley Cowling,Carolyn Hamilton,2020-05-15 In this timely, original and sophisticated collection, writers from the Global South demonstrate that forms of publicness are multiple, mobile and varied The notion that societies mediate issues through certain kinds of engagement is at the heart of imaginings of democracy and often centers on the ideal

of the public sphere. But this imagined foundation of how we live collectively appears to have suffered a dramatic collapse across the world, with many democracies apparently unable to solve problems through talk – or even to agree on who speaks, in what ways and where. In the 10 essays in this timely, original and sophisticated collection, writers from southern Africa combine theoretical analysis with the examination of historical cases and contemporary developments to demonstrate that forms of publicness are multiple, mobile and varied. They propose new concepts and methodologies to analyse how public engagements work in society. Babel Unbound examines charged examples from the Global South, such as the centuries old Timbuktu archive, Nelson Mandela as a powerful absent presence in 1960s public life, and the challenges to the terms of contemporary debate around the student activism of #rhodesmustfall and #feesmustfall. These show how issues of public discussion span both archive and media, verbal debates in formal spaces and visual performances that circulate in unpredictable ways.

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do the first time around and a role
model helps you realise this and these
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role models typically exhibit the

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self awareness positivity humility
empathy professionalism and integrity
let s look at them in more detail 1 self
awareness do you know what role you
re portraying at work you can find out
by increasing your self

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to inspire role models show passion for
their work and have the capacity to
infect others with their passion
speaking of several of his teachers one
student said they re so dedicated to
teaching students and helping students
and empowering students

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model is a person other people look up
to in order to help determine
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someone who others may emulate or
admire because they re efficient or
skilled in some way role models usually
try to learn as much as they can to
better themselves but remain humble
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role models inside or outside of your
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person whose character is worth
emulating or imitating they inspire
others to be their best self role models
often share identity characteristics with
the person who looks up with them for
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