This chapter discusses the separation and independence of the AHRB from the HEFCE. In 2001, through the aid of Bahram Bekhradnia, the AHRB gained autonomy from the HEFCE. At the beginning of the fiscal year in April 2001, the AHRB became a company limited by guarantee. In September of the same year, the organisation gained legal status as a charity, hence affording it certain tax advantages. The newly independent company and charity took on new trustees, however it retained its broad responsibilities. It also took on the responsibility for producing its own audited Statutory Accounts. At the same time, the organisation's staff formally transferred to the employment of the AHRB and in the following year additional staff were recruited. In the month of October, the organisation signed a ten-year lease contract on its new office in Whitefriars Building in Bristol. In addition, the organisation was also attaining full realization of its programmes and objectives. It formed three award schemes including the Research Leave scheme. It also created the Fellowships in the Creative and Performing Arts. In addition, the organisation also formed new funding schemes and in 2002, upon the approval of the government, the Research Council funded projects throughout the UK. In sum, as Chief Executive David Eastwood puts it, the AHRB was achieving independence and operating in ways which still mirrored those of the research councils.
This chapter discusses the developments in terms of research grants and research funding of the newly established AHRB. By 2002 to 2003, during its fifth year, the AHRB's total budget had increased from £17.9 million to £64.8 million. During this period, non-programmed costs were capped at five per cent. Putting aside its administrative costs, the AHRB in its fifth year had programmatic expenditures of £61.7 million, a 20 per cent increase from the initially predicted expenditure. Of the £61.7 million, £9 million was allocated to the operation of museums and galleries of English institutions and the rest was equally divided between postgraduate awards and research awards throughout the UK. As funding rose, intellectual ambitions also increased. Several ambitious projects were initiated such as the editing of Francis Bacon's works, the creation of public policy concerning the film and television of Britain and Europe, the pursuing of the long-delayed multinational Romanian project, and several other projects. During this period, the AHRB garnered a distinct sense of direction and momentum. Over three years, the applications of research funding increased to 58 per cent. The applications for the postgraduate awards increased to 20 per cent in a year and the four year doctoral submission rate for arts and humanities students increased to 78 per cent.

In general, modern governments invest only a small portion of the national income to the generation of new knowledge. In the United Kingdom, the Department of Science and Industrial Research carried out this task until 1965. Then the Science and Technology Act changed
responsibility for the curiosity-driven research to five Research Councils which are funded through the Department of Education and Science. In 1993, a White Paper, Realizing Our Potential called for the reorganization of the Research Councils. This chapter discusses the struggles of the establishment and recognition of the need for Council for Research in the Humanities. In 1961, the British Academy suggested for the creation of Council for Research in the Humanities, however it was not granted in the legislation made in 1965. Instead, a separate Research Council for social science was established, which opened up the possibility of creating a separate Research Council for Humanities. In 1990s, discussions on the reorganization of UK research funding reopened the question of how the government funds and supports research in humanities. It also opened talks for the establishment of a freestanding Humanities Research Council. Sometime in 1992, after deliberate considerations of the possible contributions of a separate research council on humanities, a recommendation for the establishment of Humanities Research Council was made. However, on the same year, the government decided not to set up an agency that would support humanities, and, in 1993, the government made a firm decision not to include humanities in any form to the circle of Research Councils — a decision which irked humanities scholars and academy members.

AHRB: The Early Years
James Herbert

in Creating the AHRC: An Arts and Humanities Research Council for the United Kingdom in the Twenty-first Century

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Item type: chapter

The call for a separate Research Council for humanities was initially met with unfavourable comment. Although the government eventually announced support for the creation of such a research council, it was only after lengthy deliberations that the Dearing Report recommendations were finally granted, hence creating the Arts and Humanities Research Council (AHRC). This chapter discusses the early years of the AHRC. During these years, the funding of the ARHC was under the prerogative of the Higher Education Funding Council of England (HEFCE). The Funding Council was then initiating new models of funding institutions of higher education and the AHRC was generally given less funding. This neglect of the funding of AHRC discouraged humanities scholars to entail directed research. In 1998, the British Academy through Tony Wrigley asked for additional funds from the
HEFCE. Upon the commencement of its official existence, the AHRC with its first chief executive Paul Langford prepared the new Board, planned the creation of the research awards department, and planned the integration of the postgraduate awards section in the British Academy within the overall structure of the new organisation. This new organisation was driven by the goal to improve the breadth and depth of the knowledge and understanding of human culture in the past and in the present and thereby enhance the quality of life and the creative output of the nation.

In Due Course: The Government Decides
James Herbert

in Creating the AHRC: An Arts and Humanities Research Council for the United Kingdom in the Twenty-first Century

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This chapter discusses how the government agreed to the commitment of establishing an Arts and Humanities Research Council. Following the achievement, aspiration, and resistance in the early years of the AHRB, Margaret Hodge, who was the Minister of Lifelong Learning and Higher Education in the UK Department of Education and Skills, formulated a Review of Arts and Humanities Research Funding. This review was carried out on behalf of the Ministers responsible for the higher education in England, Northern Ireland, Wales and Scotland. The review aimed to recommend how to enhance support for arts and humanities, including how to encourage government support on such relevant issues. Of the 117 responses from the formal consultations, 114 – 97 per cent – agreed to the need for an organisation dedicated to arts and humanities. The review was subjected to the deliberations and considerations of the Steering Group. The report made by the group was eventually given to the Education Ministers. The Report of the Steering Group lauded the AHRB which despite its provisional start and status made contributions to society and the sciences. Whilst the government made slow progress on the approval of the creation of the AHRB, in January 22, 2003 the government approved the establishment of an Arts and Humanities Research Council which according to the government should be a fully functioning and statutory research council by 2005.
At the Point of a Larger Conflict
James Herbert

in Creating the AHRC: An Arts and Humanities Research Council for the United Kingdom in the Twenty-first Century

This chapter discusses the existence of support for the AHRB during its struggle for recognition and acceptance. In January 22, 2003, the White Paper on the Future of Higher Education created uproar. This furore over the White Paper was due to concerns over the government's proposal to allow universities to raise fees and to provide deferred loans by which the students might meet those charges. The uproar was also heightened by the government's declared intention to concentrate on research funding. Amidst the din over the AHRB's establishment and the government's intention of giving research funds to research councils, the AHRB found immense support from various groups. Iain Gray, Scotland's Minister For Enterprise and Lifelong Learning, expressed support for the creation of the AHRB. The same warm response to the White Paper and to the prospect of the creation of the AHRB was also expressed by the RCUK Strategy Group which emphasized the importance of arts and humanities as equal to those of engineering, science, and technology. The same response was also accorded by the House of Commons. In addition to the positive responses to the proposal of creating a humanities research council, UK government and political officials were beginning to include the White Paper recommendations into their debates. By mid-summer, widespread support for the AHRB was garnered and on January 27 2004, a second reading of the Higher Education Bill approved the creation of the Arts and Humanities Research Council.

Unleashing the Power of School Choice Through Accountability
Emily Van Dunk and Anneliese M. Dickman

in School Choice and the Question of Accountability: The Milwaukee Experience

This chapter discusses the need for strict performance accountability to allow choice to succeed in improving education. By analysing Wisconsin's educational funding mechanism, it attempts to understand
the relationship between gaining or losing students because of choice, and the financial impact such change has on school funding. Findings show that the financial formula supporting choice in Wisconsin was designed to insulate schools from the possible negative effects of competition.

A History of Yale's School of Medicine
Gerard N. Burrow
Published in print: 2002 Published Online: October 2013
Item type: book

This book tells the story of the Yale University School of Medicine, tracing its history from its origins in 1810, when it had four professors and 37 students, to its present status as one of the world's outstanding medical schools. It focuses on the important relationship of the medical school to the university, which has long operated under the precept that one should heal the body as well as the soul. The book recounts events surrounding the beginnings of the medical school, the very perilous times it experienced in the middle-and late-19th century, and its revitalization, rapid growth, and evolution throughout the 20th century. It describes the colorful individuals involved with the school and shows how social upheavals, including wars, the Depression, boom periods, social activism, and the like, affected the school. The picture it paints is that of an institution that was at times unmanageable and underfunded, that often had troubled relationships with the New Haven community and its major hospital, but that managed to triumph over these difficulties and flourish. Today Yale University School of Medicine is a center for excellence. The book draws on the themes recurrent in its rich past to offer suggestions about its future.

The transformation of the humanities in Ireland
Michael O'Sullivan
in The humanities and the Irish university: Anomalies and opportunities
Published in print: 2014 Published Online: January 2015
Item type: chapter

This chapter examines important changes that have come to the humanities in Ireland since the nineties. It examines how the IRCHSS and the HEA have radically transformed funding arrangements in the humanities. It also looks at how recent reports by the HEA - the Hunt
Report – and by the British Government – the Browne Report – have served to overlook the importance of the humanities for a general education. It concludes by pointing to important opportunities available to the humanities in the Irish context.

Big Bad Wolf
R.V. Vaidyanatha Ayyar
in The Holy Grail: India's Quest for Universal Elementary Education
Published in print: 2016 Published Online: September 2016
Publisher: Oxford University Press
DOI: 10.1093/acprof:oso/9780199463473.003.0009
Item type: chapter

This chapter narrates how from the mid-1980s the World Bank began to lobby key functionaries of the Union and some state governments to avail Bank funding for primary education. It also elaborates why Indian academia and Anil Bordia were opposed to access Bank funding for elementary education. It explains the reasons why the Indian Government decided to explore Bank funding and to pose a ‘test case’ project in Uttar Pradesh (UP). It describes the beginning of the engagement with the World Bank, the unusual seminar on the UP organized at the National Institute of Educational Planning and Administration (NIEPA), the divergent perceptions of the Union Education Ministry, Finance Ministry and Planning Commission, and the agreements reached between the Union Education Department and the Bank Mission which attended the NIEPA seminar.

Social Unrest
Gerard N. Burrow
in A History of Yale's School of Medicine: Passing Torches to Others
Published in print: 2002 Published Online: October 2013
Publisher: Yale University Press
DOI: 10.12987/yale/9780300092073.003.0010
Item type: chapter

This chapter describes Vernon Lippard's concern about medical education, which he expressed as he prepared to step aside in 1967 after fifteen years as dean of the medical school. The ready availability of research funds and the ensuing dependence on them had diverted faculty attention from teaching. Increasing interest in social-action projects, while important, threatened to divert attention even further from educational goals. What Lippard could not realize at the time was that the medical students themselves would divert their attention from
educational pursuits to become heavily involved in community social-action projects and in the governance of the medical school. The search committee for the new dean wrote letters to various individuals in 1966 asking general questions about the selection of a dean.

Knowledge Mobilisation in the Republic of Korea: Linkages with Economic, Political and Social Development

Lynn Ilon

in The impact of research in education: An international perspective

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DOI: 10.1332/policypress/9781447306207.003.0006
Item type: chapter

This chapter considers the role of knowledge mobilisation in Korea. It starts by describing the process of policy development in Korea, highlighting the contribution of the media and the general public, as well as educational researchers. It then goes on to look at the history of education policy since 1948, dividing it into four distinct phases. Next it follows three education policies from their ideas to inception to impact to show the close association of research and policy in the field of education. Then it looks at the funding of research by the government and concludes with a discussion of how to get research into schools.

Knowledge Mobilisation in Education in Canada and the Role of Universities

Jie Qi and Ben Levin

in The impact of research in education: An international perspective

Published in print: 2013 Published Online: January 2014
DOI: 10.1332/policypress/9781447306207.003.0008
Item type: chapter

This chapter is organised around different dimensions related to research mobilisation in Canada, focusing on the field of education and the role of universities. As background, major features of Canada are described, then the role of government is introduced, including research funding agencies, quality indicators and capacity building. The chapter then looks at the strategies and mechanisms used by universities to share their research and concludes with a discussion about the key debates and considerations around education research mobilisation and identifies unresolved issues to guide future research.
Connection/disconnection: positioning alternative learning spaces
Peter Kraftl

in Geographies of alternative education: Diverse learning spaces for children and young people

Published in print: 2013 Published Online: January 2014

This chapter builds on and extends previous definitions of ‘alternative education’. By drawing directly upon the views of educators and learners involved in alternative learning spaces, a key spatial frame of reference is introduced: connection/disconnection. The chapter considers diverse ways which organisations and individuals position themselves in respect of the mainstream: from how alternative educators ‘distance’ themselves from the mainstream schools, to how they try to relate to local communities and policy-makers. The positioning of ‘alternative’ learning spaces is often multiple and shifting, incorporating many kinds of connection and disconnection. The chapter concludes by arguing that it is sensible to understand these multiple forms of connection and disconnection as the first of several versions of autonomy that, as suggested throughout the book, should be an important way to theorise the geographies of alternative education.

Strategic Management of Expansion of Higher Education in India
Pawan Agarwal and C. Raj Kumar

in The Future of Indian Universities: Comparative and International Perspectives

Published in print: 2018 Published Online: February 2018

This chapter provides a blueprint for strategic management of expansion of higher education in the country. The chapter begins with a brief discussion on conceptual issues like systems-thinking in the context of higher education and the case to promote diversity in provision as the system expands. Then the chapter provides a vision for the role of higher education in the country’s future followed by a brief comment on its origin and evolution. This follows an overview on the growth and funding of higher education. After listing out key problem areas, a set of policies
is suggested. In doing so, lessons are drawn from the experience of other countries.

Test Case Project Becomes Testing
R.V. Vaidyanatha Ayyar

in The Holy Grail: India's Quest for Universal Elementary Education
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DOI: 10.1093/acprof:oso/9780199463473.003.0010
Publisher: Oxford University Press

This chapter explains the reason why Anil Bordia preferred a specific investment project to a sector investment project, and describes the sharp divergence of views between the Union Department of Education and the UP Government over the scope, coverage, and content of the UP Project, and the resultant test of wills and bitter policy conflict. It also attempts to explain the conflict in terms of centre-state relations, Bank finance of ‘state’ projects, negotiation theory and theories of decision making in the government. It also describes how in the face of the stalemate over the ‘test case’ UP Project the author began to think about alternatives, and how the choice fell on the District Primary Education Programme.

Change of Guard
R.V. Vaidyanatha Ayyar

in The Holy Grail: India's Quest for Universal Elementary Education
Published in print: 2016 Published Online: September 2016
DOI: 10.1093/acprof:oso/9780199463473.003.0011
Publisher: Oxford University Press

This chapter describes how in May 1992 the high expectations of launching many externally funded projects failed to materialize when Anil Bordia retired and ceased to steer the educational development of the country. It also describes the comedy of errors that the expectation that UNDP would fund a project in Orissa was; It also outlines the impact of the transition of leadership in the Union Department of Education on the functioning of that department.
This chapter describes the ordeal in securing final approvals of the Government for DPEP because of the disagreement between the Union Department of Education and Finance Ministry over the terms of passing the funds mobilized from agencies to the states. It also describes the successful negotiations with the World Bank and DPEP coming to be internationally acclaimed. It also describes the launch of DPEP and its implementational challenges.