

(Dis)place - (Mis)place - (Re)place

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Three movements dis-locate the academic experiences of scholars (faculty and students alike) within universities. *Mangerialism* applies its tools of planning, performance measurement and accountability in efforts to wrestle responsibility away from the scholarly community to feed the appetites of manager/leaders. *Virtualization* competes with the vibrancy and humanity of face-to-face teaching and scholarship in the name of expansion and efficiency. *Unbundling* justifies command-and-control management and complicates the experiences of scholars. Commentators warn of ever greater dis-location. Ernst and Young's 2012 *University of the future*, Wildavsky, Kelly and Carey's (2011) *Reinventing Higher Education*, and Collini's (2012) intriguing book *What are Universities for?* foreshadow new functions for universities. Higher education participation rates are growing in the developed world and there is explosive demand for higher education in the new middle classes of emerging economies. Alongside this demand for education, societies are asking universities to conduct ever more urgent research on pressing and prioritised societal issues. Universities will adapt and evolve to satisfy (Simon 1993) these constantly shifting and escalating demands. As these adaptations and evolutions take place, automatically they entail the abundant dis-placement, mis-placement and re-placement that characterises the contemporary university. Pierre Boulez (1990) praises amnesia as a cure for the weariness of endless consultation, and points out that neither the protectiveness of the Vestal Virgins nor the daringness of the Fire-stealer preserved them from punishment when cultural norms were breached. This *HERDSA Showcase* examines change processes from two perspectives that diagnose adverse outcomes, and perhaps offer ways to ease the process.