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Abstract

This paper focuses on the academic involvement in the design and delivery of new teaching and learning spaces in higher education. The findings are based on research conducted at 12 universities within the United Kingdom. The paper examines the nature of academic involvement in the design and decision-making process of pedagogic space design, revealing some of the complexities and the tensions within this area of academic leadership. The research found that innovation and creativity on particular projects is often restricted by the project management decision-making processes and that broader institutional aims are often underplayed once the design process goes into project mode. The paper concludes by calling for greater academic involvement in the design process in ways that allow for critical reflexivity based on discussions around the concept of ?the idea of the university?. (HRK / Abstract übernommen) Neary, Mike, E-mail: m.neary@lincoln.ac.uk