

Identity Work in the Contemporary University

Exploring an Uneasy Profession

Jan Smith, Julie Rattray, Tai Peseta and
Daphne Loads (Eds.)



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Identity Work Contemporary University Profession

**Celia Whitchurch, William Locke, Giulio
Marini**



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Identity Work in the Contemporary University Jan Smith, Julie Rattray, Tai Peseta, Daphne Loads, 2015-12-24

Academic identities research is a growing area of scholarly enquiry especially as academics themselves question the evolving nature of their roles in rapidly changing university environments Performative frameworks in many countries around the world reflect these changes and this volume brings a number of disciplinary perspectives to bear on how we understand the lived experiences of academic life in a global context Contributors explore the power of conceptual tools drawn from Philosophy Psychology Sociology and Politics to challenge increasingly instrumental neoliberal political approaches to higher education supported by empirical evidence Worthwhile teaching learning and research require significant personal investment and the book pays particular attention to the deeply affective dimensions of current academic practices In Part One tools to conceptualise academic identity work drawn from foundational academic disciplines are applied to contemporary higher education practices Part Two foregrounds how working in universities today proceeds with a particular focus on how academics respond to the multiplicity of institutional demands The most pressing perceived demand supported by contributions in Part Three is publication the need to be visible to count is now a global imperative with the affective dimensions not yet well understood at policy level In Part Four those who support colleagues negotiating a reconfigured academic terrain explore productive approaches towards this task to ensure that academic practice remains rooted in the values previously outlined This book will be of interest to those working in universities globally who seek a deeper appreciation of the contextual drivers that shape academic work

Producing Pleasure in the Contemporary

University Stewart Riddle, Marcus K. Harmes, Patrick Alan Danaher, 2017-10-10 Academics working in contemporary universities are experiencing unprecedented and unsustainable pressure in an environment of hyper performativity metrics and accountability From this perspective the university produces multiple tensions and moments of crises where it seems that there is limited space left for the intrinsic enjoyment arising from scholarly practices This book offers a global perspective on how pleasure is central to the endeavours of academics working in the contemporary university with contributors evaluating the opportunities for the strategic refusal of the quantifying stultifying and stupefying delimiters of what is possible for academic production The aim of this book is to open up spaces for conversation reflection and thought in order to think to be and to do differently pleasurably Contributors rupture the bounds of what is permissible and possible within their daily lives habits and practices As such this book addresses increasingly significant questions What are some of the multiple and different ways that we can reclaim pleasure and enhance the durations and intensities of our passions desires and becomings within the contemporary university How might these aspirations be realised What are the spaces for the pleasurable production of research that might be opened up How might we reconfigure the neoliberal university to be a place of more affect where desire laughter and joy join with the work that we seek to undertake and the communities whom

we serve *The Emergence of Postfeminist Identities in Higher Education* Eleftheria Atta, 2021-05-16 By drawing on qualitative research conducted in universities in Cyprus this book presents an account of life in the academy from a feminist perspective In doing so the texts uncover new gendered identities emerging as a result of neoliberal and postfeminist discourses in Higher Education Adopting a psychosocial lens and drawing on theories of affect and performativity this volume explains academics responses to growing levels of stress anxiety precarity and competition in their professional environment Chapters offer rich observation of how academic staff and faculty negotiate aspects of femininity and masculinity within the academy and so highlights the performance of gendered academic subjectivities as a way in which academics deal with increasing pressures and anxiety Ultimately proposing a typography of emergent affective identities including industry academics fossilised family and wannabe academics the volume yields important insights into the current workings of Higher Education and shows the personal and professional impacts of neoliberal dynamics This volume will prove to be a useful resource for researchers and high level scholars in the fields of education sociology of education and gender studies More generally scholars and academics with an interest in the changing face of contemporary Higher Education will find this book informative **Challenging Approaches to Academic Career-Making** Celia Whitchurch, William Locke, Giulio

Marini, 2023-04-06 Against a background of changing patterns of academic labour in the UK and other English speaking countries this book draws on empirical research which identifies a shift towards more open ended approaches to roles and careers in higher education This has resulted in what the authors describe as concertina like careers in which individuals stretch the spaces and timescales available to them Underpinning this process the concept of career scripts shows how the career paths of individuals may be informed by formal career structures Institutional scripts but also by activity associated with professional practice Practice scripts and by personal strengths interests and commitments Internal scripts This has led to new forms of activity within both the formal institutional economy including promotion criteria and prescribed career pathways and the informal institutional economy represented by personal interests and initiatives professional relationships and networks The concertina process enables individuals to address a series of common misalignments and disjunctures within formal institutional economies including those associated with disciplinary and departmental affiliations job profiles progression criteria and work allocation models The book also explores directions that academic careers may take in the future and how institutions might adapt to these changes Language Teacher Educator Identity Gary

Barkhuizen, 2021-03-18 The author examines who language teacher educators are in the field of language teaching and learning This includes a description of the different types of language teacher educators working in a range of professional and institutional contexts an analysis of the reflections of a group of experienced English teacher educators working in Colombia and enrolled in a doctoral program to continue their professional development and an exposition of the work that language teacher educators do particularly in the domains of pedagogy research and service and leadership institutional and

community All of this is done with the aim of understanding the identities that language teacher educators negotiate and are ascribed in their working contexts The author emphasizes the need for research to pay attention to the lives and work of language teacher educators and offers forty research questions as an indication of possible future research directions

Reflective Teaching in Higher Education Paul Ashwin, David Boud, Susanna Calkins, Kelly Coate, Fiona Hallett, Gregory Light, Kathy Lockett, Iain MacLaren, Katarina Mårtensson, Jan McArthur, Velda McCune, Monica McLean, Michelle Tooher, 2020-02-20 Reflective Teaching in Higher Education is the definitive textbook for those wanting to excel at teaching in the sector Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of experts led by Paul Ashwin Reflective Teaching in Higher Education offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships communication and inclusion evidence informed principles to aid understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education In addition to new case studies from a wider variety of countries than ever before this new edition includes discussion of What is meant by agency Gender ethnicity disability and university teaching Digital learning spaces and social media Teaching career development for academics Decolonising the curriculum Assessment and feedback practices Teaching excellence and learning gain 2015 UN General Assembly 2030 Agenda for Sustainable Development reflectiveteaching.co.uk provides a treasure trove of additional support It includes supplementary sector specific material to support for considering questions around society's educational aims and much more besides

Resisting Neoliberalism in Higher Education Volume II Catherine Manathunga, Dorothy Bottrell, 2018-12-18 This book outlines the creative responses academics are using to subvert powerful market forces that restrict university work to a neoliberal economic focus The second volume in a diptych of critical academic work on the changing landscape of neoliberal universities the editors and contributors examine how academics prise open the cracks in neoliberal logic to find space for resistance collegiality democracy and hope Adopting a distinctly postcolonial positioning the volume interrogates the link between neoliberalism and the ongoing privileging of Euro American theorising in universities The contributors move from accounts of unmitigated managerialism and toxic workplaces to the need to decolonise the academy to finally illustrating the various creative and counter hegemonic practices academics use to resist subvert and reinscribe dominant neoliberal discourses This hopeful volume will appeal to students and scholars interested in the role of universities in advancing cultural democracy as well as university staff academics and students

The Toxic University John Smyth, 2017-06-23 This book considers the detrimental changes that have occurred to the institution of the university as a result of the withdrawal of state funding and the imposition of neoliberal market reforms on higher education It argues that universities have lost their way and are

currently drowning in an impenetrable mush of economic babble spurious spin offs of zombie economics management speak and militaristic corporate jargon John Smyth provides a trenchant and excoriating analysis of how universities have enveloped themselves in synthetic and meaningless marketing hype and explains what this has done to academic work and the culture of universities specifically how it has degraded higher education and exacerbated social inequalities among both staff and students Finally the book explores how we might commence a reclamation It should be essential reading for students and researchers in the fields of education and sociology and anyone interested in the current state of university management

Theorising Learning to Teach in Higher Education Brenda Leibowitz, Vivienne Bozalek, Peter Kahn, 2016-11-10

Theorising Learning to Teach in Higher Education provides both lecturers embarking on a career in higher education and established members of staff with the capacity to improve their teaching The process of learning to teach and the associated field of professional academic development for teaching is absolutely central to higher education Offering innovative alternatives to some of the dominant work on teaching theory this volume explores three significant approaches in detail critical and social realist social practice and sociomaterial approaches which are divided into four sections Sociomaterialism Practice theories Critical and social realism Crossover perspectives Readers will benefit from discussions on the role and place of theory in the process of learning to teach whilst international case studies demonstrate the kinds of insights and recommendations that could emanate from the three approaches examined drawing together contributions from Europe Africa and Australasia Both challenging and enlightening this book argues the need for theory in order to advance scholarship in the field and achieve goals related to social justice in higher education systems across the world It draws attention to newly emerging theoretical perspectives and relatively underused perspectives to demonstrate the need for theory in relation to learning to teach This book will appeal to academics interested in how they come to learn to teach to administrators and academic developers responsible for professional development strategies at universities and masters and PhD level students researching professional development in higher education

Career Women in Contemporary Japan Anne Stefanie Aronsson, 2014-10-24

Since Japan's economic recession began in the 1990s the female workforce has experienced revolutionary changes as greater numbers of women have sought to establish careers Employment trends indicate that increasingly white collar professional women are succeeding in breaking through the glass ceiling as digital technologies blur and redefine work in spatial gendered and ideological terms This book examines what motivates Japanese women to pursue professional careers in the contemporary neoliberal economy and how they reconfigure notions of selfhood while doing so It analyses how professional women contest conventional notions of femininity in contemporary Japan and in turn negotiate new gender roles and cultural assumptions about women whilst reorganizing the Japanese workplace and wider socio economic relationships Further the book explores how professional women create new social identities through the mutual conditioning of structure and self and asks how women come to understand their experiences how their actions

change the gendering of the workforce and how their lives shape the economic political social and cultural landscapes of this post industrial nation Based on extensive fieldwork *Career Women in Contemporary Japan* will have broad appeal across a range of disciplines including Japanese culture and society gender and family studies women s studies anthropology ethnology and sociology

Managing Modern Healthcare Mike Bresnen, Damian Hodgson, Simon Bailey, Paula Hyde, John Hassard, 2017-02-10 Until now research has given us only a limited understanding of how managers actually make sense of and apply management knowledge how networks of interaction amongst managers help or hinder processes of knowledge diffusion and the sharing of best practice and how these processes are all influenced both by the organisations in which managers act and by the professional communities of practice they belong to *Managing Modern Healthcare* fills these important gaps in our understanding by drawing upon an in depth study of management networks and practice in three healthcare organisations in the UK It draws from the primary research a number of important and grounded lessons about how management networks develop and influence the spread of management knowledge and practice how management training and development relates to the needs of managers facing challenging conditions and how those conditions are themselves shaping the nature of management in healthcare This book reveals how managers in practice are responding to the many contemporary challenges facing healthcare and the NHS in particular and how they are able or not to effectively exploit sources of knowledge learning and best practice through the networks of practice they engage in to improve healthcare delivery and healthcare organisational performance *Managing Modern Healthcare* makes a number of important theoretical contributions as well as practical recommendations The theoretical and empirical contributions the book makes relate to wider work on networks and networking management knowledge situated learning communities of practice professionalization professional identity and healthcare management more generally The practical contribution comes in the form of recommendations for healthcare management practitioners and policy makers that are intended to impact upon and help enhance healthcare management delivery and performance

Research Handbook on Academic Careers and Managing Academics Sarrico, Cláudia S., Rosa, Maria J., Carvalho, Teresa, 2022-04-12 This timely Research Handbook provides a broad analysis and discussion on how academics are managed It addresses key issues including the changing nature of academic work and academic labour markets issues of power leadership ageing human resource management practices and mobility

Changing Identities in Higher Education Ronald Barnett, Roberto Di Napoli, 2007-09-12 In this timely and innovative book scholars from Europe the UK North America and Australia explore their own sense of identity reflecting both on their research and scholarly interests and their work experiences Taking the form of a debate *Changing Identities in Higher Education* helps to widen the contemporary space for debates on the future of higher education itself The book is split into three parts part one presents a set of essays each on a set of identities within higher education academic student administrative managerial and educational developers part two includes responses to Part one from authors speaking

from their own professional and scholarly identity perspective part three illustrates perspectives on the identities of students provided by students themselves With its original dialogic form and varied content this book is of interest to all those concerned in current debates about the state and nature of higher education today and those interested in questions of identity It makes especially useful reading for students of higher education lecturers in training academics and managers alike

Managing Professional Identities Mike Dent, Stephen Whitehead, 2013-04-15 This book addresses the nature of current shifts in professional and managerial knowledge and practice particularly in relation to power and accountability Connecting with current debates concerned with work and identity the book will present a range of theoretical and empirical accounts of the dilemmas and issues facing specialists in various organizational arenas as they seek to adapt to the challenges of organizational and cultural transformation Contributions offer innovative and sophisticated theoretical engagements which draw upon various perspectives including those of post structuralism feminism post marxism and post modernism

Professions and Proficiency Johannes Glückler, Christopher Winch, Anna Mateja Punstein, 2023-03-16 This open access book takes an original view on the social production of knowledge in and across space It explores how people build and transfer proficiency within and beyond the bounds of social groups Social groups such as professions epistemic communities or academic disciplines collectively organize to help individuals gain understanding of and knowledge about specific subjects of expertise Yet at the same time they frame legitimate ways of thinking and learning and they sanction other ways of knowing that are collectively seen as false inelegant or inappropriate etc Acknowledging the interdependency between proficiency and professions the interdisciplinary contributions to this volume focus on three aspects Part I looks into the social processes of professions and what actually makes qualifications competence and proficiency Part II elaborates on the dynamics that transform intangible knowledge by exploring for instance the legitimacy of scientists within society Part III gives insights into how space influences the development of professional work for instance by reconstructing the historical formation of the psychology profession in Argentina This volume provides a valuable read for scholars students and professionals in the fields of innovation knowledge creation and governance

Strong Foundations Anna Kilderry, Bridie Raban, 2021-01-01 Strong Foundations Evidence informing practice in early childhood education and care celebrates the progress made by the Australian early childhood education and care profession since the implementation of the Early Years Learning Framework Recognising this progress Associate Professor Anna Kilderry and Honorary Professor Bridie Raban lead a team of 34 notable contributors from 13 universities and institutions throughout Australia who focus on the challenges of access equity and quality that remain across the sector With a Foreword by Professor Alison Elliott Strong Foundations brings together knowledge and insights from research in education health social care child safety science mathematics and the arts The critical importance of health wellbeing and safety in the first five years of children s lives is reflected in a particular focus on supporting positive lifestyle choices on social and emotional development and on the role that adults play

in keeping children safe The book addresses policy requirements from the Early Years Learning Framework the National Quality Standard and Quality Improvement Plans highlighting links between research and practice and making connections to the five EYLF Learning Outcomes With an emphasis on professional practice expectations Strong Foundations showcases evidence from Australian and international research and provides case studies of early childhood educators applying evidence informed actions in a wide variety of education and care settings Strong Foundations translates high quality peer reviewed research into everyday practice and supports early childhood educators in improving long term outcomes for children families and communities

Academic and Professional Identities in Higher Education Celia

Whitchurch, George Gordon, 2009-12-04 The latest volume in the Routledge International Studies in Higher Education Series Academic and Professional Identities in Higher Education The Challenges of a Diversifying Workforce reviews the implications of new forms of academic and professional identity which have emerged largely as a result of a broadening disciplinary base and increasing permeability between higher education and external environments The volume addresses the challenges faced by those responsible for the wellbeing of academic faculty and professional staff International perspectives examine current practice against a background of rapidly changing policy contexts focusing on the critical people dimension of enhancing academic and professional activity while also addressing national socio economic and community agendas Consideration is given to mainstream academic faculty and professional staff researchers library and information professionals people with an interest in teaching and learning and those involved in individual projects or institutional development The following provide the key themes of Academic and Professional Identities in Higher Education The Challenges of a Diversifying Workforce The implications of diversifying academic and professional identities for the functioning of higher education institutions and sectors The pace and nature of such change in different institutional systems and environments The challenges to institutional systems and structures from emergent identities and possible tensions and how these might be addressed The implications of blurring academic and professional identities with a shift towards mixed or blended roles for individual careers and institutional development

Exploring Japanese University English Teachers' Professional Identity Diane Nagatomo, 2012 This book examines the professional identities of a highly influential group of English language teachers in Japan Japanese university English teachers It focuses on how relatively new teachers develop their professional identities how gender impacts the professional identities of female professors and how teaching practices and beliefs reflect personal and professional identity

Backstage Practices of Transnational Law Lianne J.M.

Boer, Sofia Stolk, 2019-04-16 This book explores the backstage of transnational legal practice by illuminating the routines and habits that are crucial to the field yet rarely studied Through innovative discussion of practices often considered trivial the book encourages readers to conceptualise the backstage as emblematic of transnational legal practice Expanding the focus of transnational legal scholarship the book explores the seemingly mundane procedures which are often taken for granted

despite being widely recognized as part of what it means to do transnational law Adopting various methodologies and approaches each chapter focuses on one specific practice for example mooting exercises for law students international travel transnational time the social media activities of lawyers and legal scholars and the networking at the ICC s annual Assembly of States Parties In and of themselves these chapters each provide unique insights into what happens before the curtain rises and after it falls on the familiar outputs of transnational law It does more however than provide a range of different practices it takes the next step in theorizing on the importance of the marginal and the everyday for what we know to be the law and what the international legal field looks like Furthermore by interrogating undiscussed academic practices it provides students with a candid view on the perils and promises of transnational legal scholarship inviting them to join the discussion and to practice their discipline in a more reflexive way Written in an accessible format containing a readable collection of personal and recognizable accounts of transnational legal practice the book provides an everyday insight into transnational law It will therefore appeal to international legal scholars alongside any reader with an interest in transnational law

Universities and the Public Sphere Brian Pusser, Ken Kempner, Simon Marginson, Imanol Ordorika, 2012-05-22

Universities have been propelled into the center of the global political economy of knowledge production by a number of factors mass education academic capitalism the globalization of knowledge the democratization of communication in the era of the Internet and the emergence of the knowledge and innovation economy The latest book in the International Studies in Higher Education series *Universities and the Public Sphere* addresses the vital role of research universities as global public spheres sites where public interaction conversation and deliberation take place where the nature of the State and private interests can be openly debated and contested At a time of increased privatization open markets and government involvement in higher education the book also addresses the challenges facing the university in its role as a global public sphere In this volume international contributors challenge prevalent views of the global marketplace to create a deeper understanding of higher education s role in knowledge creation and nation building In nearly every national context the pressures of globalization neo liberal economic restructuring and new managerial imperatives challenge traditional norms of autonomy academic freedom access and affordability The authors in *Universities and the Public Sphere* argue that universities are uniquely suited to have transformative democratic potential as global public spheres

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