Academics

Louise Morley, Val Walsh

Inspiring Academics Iain Hay,2011-01-16 Inspiring Academics draws on the experience and expertise of award-winning university teachers to help identify the approaches and strategies that lead to exemplary teaching practice. It is structured around five core themes: inspiring teaching, developing quality curricula, assessment for independent learning, student development and scholarship. Whilst celebrating individual teaching success, the book draws out core strategies which can be developed and replicated by others and which are not simply dependent on personal charisma and dynamism. Contributors reflect on approaches and initiatives that did not work for them, thus highlighting the inherent messiness and complexity of teaching and the difficulties of providing a blueprint for success. Contributors Gerlese Åkerlind, Donna Boyd, Ian Cameron, Jane Dahlstrom, Brian Detweiler-Bedell, Jerusha Detweiler-Bedell, Lisa Emerson, Sally Fincher, Rhona Free, Iain Hay, Mick Healey, Welby Ings, David Kahane, Sally Kift, Dennis Krebs, TA Loeffler, Ursula Lucas, Roger Moltzen, Bernard Moss, Kate Regan, Wendy Rogers, Peter Schwartz, Fred Singer, Michael Wesch, Carl Wieman, Susan Wurtele

The Academic Man Logan Wilson,

Academic Charisma and the Origins of the Research University William Clark,2008-11-15 Tracing the transformation of early modern academics into modern researchers from the Renaissance to Romanticism, Academic Charisma and the Origins of the Research University uses the history of the university and reframes the Protestant Ethic to reconsider the conditions of knowledge production in the modern world. William Clark argues that the research university—which originated in German Protestant lands and spread globally in the nineteenth and twentieth centuries—developed in response to market forces and bureaucracy, producing a new kind of academic whose goal was to establish originality and achieve fame through publication. With an astonishing wealth of research, Academic Charisma and the Origins of the Research University investigates the origins and evolving fixtures of academic life: the lecture catalogue, the library catalog, the grading system, the conduct of oral and written exams, the roles of conversation and the writing of research papers in seminars, the writing and oral defense of the doctoral dissertation, the ethos of lecturing with applause and publish or perish, and the role of reviews and rumor. This is a grand, ambitious book that should be required reading for every academic.

Navigating Academic Life Steven M. Cahn,2020-12-14 This engaging collection of recent essays reveals how a professorial career involves not only pursuit of a scholarly discipline but also such unwelcome features as the tribulations of graduate school, the trials of teaching, and the tensions that develop from membership in a department. The author, who enjoyed a distinguished career as a professor of philosophy and senior university administrator, draws on his extensive experience to offer candid advice about handling the frustrations of academic life. Combining philosophical principles, practical concerns, and personal observations, this book serves as a reliable guide for both new and veteran academics as well as for anyone seeking to understand the inner workings of colleges and universities.

The British Academics A. H. Halsey, Martin A. Trow, 1971 In 1963, the Committee on Higher Education, chaired by Lord Robbins published their report on the state of higher education in the U.K. with attendant recommendations--chiefly the expansion of same. Initially, this volume looks at the evolution of the institutional setting of university teaching and research, secondarily examines the elements in the academic role, and finally uses survey data to analyze the collective self-conception of British academics. The focus of this analysis is said academics attitudes and perceptions of the function of the university, and their roles in the university. The authors are sociologists (Halsey is British, Trow is American), and the data presented in this volume provide a basis for future study into the sociology of education.

"So What Are You Going to Do with That?" Susan Basalla, Maggie Debelius, 2008-09-15 Graduate schools churn out tens of thousands of Ph.D.'s and M.A.'s every year. Half of all college courses are taught by adjunct faculty. The chances of an academic landing a tenure-track job seem only to shrink as student loan and credit card debts grow. What's a frustrated would-be scholar to do? Can he really leave academia? Can a non-academic job really be rewarding—and will anyone want to hire a grad-school refugee? With "So What Are You Going to Do with That?" Susan Basalla and Maggie Debelius—Ph.D.'s themselves—answer all those questions with a resounding "Yes!" A witty, accessible guide full of concrete advice for anyone contemplating the jump from scholarship to the outside world, "So What Are You Going to Do with That?" covers topics ranging from career counseling to interview etiquette to translating skills learned in the academy into terms an employer can understand and appreciate. Packed with examples and stories from real people who have successfully made this daunting—but potentially rewarding— transition, and written with a deep understanding of both the joys and difficulties of the academic life, this fully revised and up-to-date edition will be indispensable for any graduate student or professor who has ever glanced at her CV, flipped through the want ads, and wondered, "What if?" "I will absolutely be recommending this book to our graduate students exploring their career options—I'd love to see it on the coffee tables in department lounges!"—Robin B. Wagner, former associate director for graduate career services, University of Chicago

Early Career Academics in New Zealand: Challenges and Prospects in Comparative Perspective Kathryn A. Sutherland, 2017-08-08 What does it mean to be starting an academic career in the twenty first century? What challenges and prospects are new academics facing and how are they dealing with these? This book provides answers to these questions through an investigation of the experiences of early career academics in New Zealand universities. Filling a gap in the international literature on the academic profession by providing a comprehensive overview of the experiences of New Zealand academics, the book includes research findings from a national survey covering all eight New Zealand universities. This research is also compared with various findings from the 2007 Changing Academic Profession survey in 19 other countries. The book encourages readers to think about the early career academic experience in New Zealand in relation to their own experiences of the academic profession internationally. Key areas of focus in the nine chapters include: the teaching, research, and service preferences and activities of early career academics; work-life balance; satisfaction; the experiences of Māori academics; and professional development and support for all early career academics. Underpinning the book is the issue of the socialisation of early career academics into the academic profession in the twenty first century, and how structure and agency interact to affect that socialisation. Suggestions are made, and links to freely available online resources are provided, for improving socialisation at the individual, departmental, institutional, and national levels.

Feminist Academics Louise Morley, Val Walsh, 2002-11 This text brings together leading feminists who explore questions of feminist interventions in organisations of knowledge production, covering both the structure and culture of academic institutions and the social divisions between women. Feminism is located as a force for change, empowering women to gain a political understanding and providing a methodology for new approaches to teaching, learning, research and writing in the academy. Contributions demonstrate how an analysis of the micropolitics of the academy in terms of power, policies, discourses, pedagogy and interpersonal relationships provides a framework for de- privatising women's experience and influencing change. Using theoretical constructs and their own biographies and experience, the contributors present predicaments, inequalities and strategies. Power and influence are considered in conjunction with gender, 'race', social class and sexuality.

Generation X Professors Speak Elwood Watson, 2013-03-22 With Baby Boomers now moving into retirement, members of Generation X have come to the forefront of American society. Consequently, understanding Generation X—and the potential impact of the independent, sometimes rebellious spirit that characterizes it—is critical. In Generation X Professors Speak: Voices from Academia, Elwood Watson has assembled a unique collection of thematically arranged essays by academics that offers insights into the issues, conflicts, and triumphs that epitomize this often overlooked generation. The essays cover topics ranging

from career, class, family life, health, music, and physical disabilities to race, religion, and sexuality. Together, the essays define the characteristics and demonstrate the diversity of Generation X, and will appeal to scholars, students, and others interested in social history, psychology, gender studies, and popular culture.

Cosmopolitan Perspectives on Academic Leadership in Higher Education Feng Su, Margaret Wood, 2017-02-23 This book explores what academic leadership in higher education might mean in the cosmopolitan and increasingly globalised 21st century through individual academics' narrative accounts drawn from a range of international contexts. The book shows that academic leadership is key to an individual's development and that it could mean different things in different settings as academics operate across the levels of professional practice, institutional organisation, sector-wide systems and international networks. This book argues for the importance of cosmopolitan perspectives on academic leadership which are developed from the particularities of local and everyday situated experience. Part I of the book explores key theoretical perspectives; Part II provides first-hand accounts from the contributors of their own development as academic leaders; and Part III discusses some of the implications for those with responsibility for academic development and for all those concerned with developing the qualities necessary for leadership practices.

The Academics of Cicero, tr. by J.S. Reid Marcus Tullius Cicero, 1880

Strangers in Paradise Jake Ryan, Charles Sackrey, 1984 In this second edition, twenty-four college professors, with roots in the working class, discuss the experience of significant upward mobility and the problems of adjustment to life in the academy. This collection of stories provides revelations about the social class system and academic life in the United States.

Disrupting the Culture of Silence Kristine De Welde, Andi Stepnick, 2023-07-03 CHOICE 2015 Outstanding Academic Title What do women academics classify as challenging, inequitable, or "hostile" work environments and experiences? How do these vary by women's race/ethnicity, rank, sexual orientation, or other social locations? How do academic cultures and organizational structures work independently and in tandem to foster or challenge such work climates? What actions can institutions and individuals—independently and collectively—take toward equity in the academy? Despite tremendous progress toward gender equality and equity in institutions of higher education, deep patterns of discrimination against women in the academy persist. From the "chilly climate" to the "old boys' club," women academics must navigate structures and cultures that continue to marginalize, penalize, and undermine their success. This book is a "tool kit" for advancing greater gender equality and equity in higher education. It presents the latest research on issues of concern to them, and to anyone interested in a more equitable academy. It documents the challenging, sometimes hostile experiences of women academics through feminist analysis of qualitative and quantitative data, including narratives from women of different races and ethnicities across disciplines, ranks, and university types. The contributors' research draws upon the experiences of women academics including those with under-examined identities such as lesbian, feminist, married or unmarried, and contingent faculty. And, it offers new perspectives on persistent issues such as family policies, pay and promotion inequalities, and disproportionate service burdens. The editors provide case studies of women who have encountered antagonistic workplaces, and offer action steps, best practices, and more than 100 online resources for individuals navigating similar situations. Beyond women in academe, this book is for their allies and for administrators interested in changing the climates, cultures, and policies that allow gender inequality to exist on their campuses, and to researchers/scholars investigating these phenomena. It aims to disrupt complacency amongst those who claim that things are "better" or "good enough" and to provide readers with strategies and resources to counter barriers created by culture, climate, or institutional structures.

The Academics of Cicero James Smith Reid,2023-09-14 Reprint of the original, first published in 1880.

Where academia and policy meet Gal, John, Weiss-Gal, Idit, 2017-03-29 Based on data from 12 diverse societies, this is the first cross-national comparative study on academic engagement in social policy formulation. The chapters present survey data on the policy involvement of social work academics in different countries and an analysis of this data by country experts. The findings relate to the levels and types of policy engagement of the social work academics, their perceptions regarding this type of activity and the factors associated with this. This unique perspective on the academia-society nexus is essential reading for academics and students interested in the ongoing debate on the role of academia in policy, particularly those policies dealing with issues of social justice and social change.

The Academic Book of the Future Rebecca E. Lyons, Samantha Rayner, 2015-11-13 This book is open access under a CC-BY licence. Part of the AHRC/British Library Academic Book of the Future Project, this book interrogates current and emerging contexts of academic books from the perspectives of thirteen expert voices from the connected communities of publishing, academia, libraries, and bookselling.

Life for the Academic in the Neoliberal University Alpesh Maisuria, Svenja Helmes, 2019-10-08 Life for the Academic in the Neoliberal University investigates the impact of neoliberalism on academics in today's universities. Considering the experiences of early career researchers as well as more experienced academics, it outlines the changing nature of working life in the university precipitated by the reality of de-professionalisation, worsening conditions of employment, and general precarious existence. The book traces the dramatic shift in the role and function of universities and academics over the last forty years. It considers how capitalist neoliberalism drives universities to operate like businesses in a cut-throat financialised education market place. Uniquely the book then provides a possible alternative in the form of the National Education Service (NES) and what this alternative system could look like. Thought-provoking and relevant, this book will be of use to postgraduate students as well as new, emerging, and established academics interested in the current state of higher education, academic life, and possibilities for the future.

Writing in Social Spaces Rowena Murray,2014-08-13 Writing in Social Spaces addresses the problem of making time and space for writing in academic life and work of the professionals and practitioners who do academic writing. Even those who want to write, who know how to write well and who have quality publications, report that they cannot find enough time for writing. Many supervisors are unsure about how to help postgraduates improve their writing for thesis and publication. Whilst the problem does presents through concerns with 'time', it is also partly about writing practices, academic identities and lack of motivation. This book provides a research-based, theorised approach to the skill of writing whilst retaining a link to writing practices and giving immediate yet sustainable solutions to the writing problem. It supplies new theory and practice on: socializing writing-in-progress and writing with others exploring the alternation of conscious and unconscious, internal and external processes in academic writing whilst in a social grouping Applying social processes in the writing process Using case studies and vignettes of writing in social spaces to illustrate the theory in practice, This book is a valuable resource for academics, scholars, professionals and practitioners, as well as researchers at all stages of their career, and in all disciplines.

Working in Class Allison L. Hurst, Sandi Kawecka Nenga, 2016 More students today are financing college through debt, but the burdens of debt are not equally shared. The least privileged students are those most encumbered and the least able to repay. All of this has implications for those who work in academia, especially those who are themselves from less advantaged backgrounds. Warnock argues that it is difficult to reconcile the goals of facilitating upward mobility for students from similar backgrounds while being aware that the goals of many colleges and universities stand in contrast to the recruitment and support of these students. This, combined with the fact that campuses are increasingly reliant on adjunct labor, makes it difficult for the contemporary tenure-track or tenured working-class academic to reconcile his or her position in the academy.

Academic Life and Labour in the New University Ruth Barcan, 2016-03-23 What does it mean to be an academic today? What kinds of experiences do students have, and how are they affected by what they learn? Why do so many students and their teachers feel like frauds? Can we learn to teach and research in ways that foster hope and deflate pretension? Academic Life and Labour in the New University: Hope and Other Choices addresses these big questions, discussing the challenges of teaching and researching in the contemporary university, the purpose of research and its fundamental value, and the role of the academy against the background of major changes to nature of the university itself. Drawing on a range of international media sources, political discourse and many years' professional experience, this volume explores approaches to teaching and research, with special emphasis on the importance of collegiality, intellectual honesty and courage. With attention to the intersection of large-scale institutional changes and intellectual shifts such as the rise of transdisciplinarity and the development of a pluralist curriculum, this book proposes the pursuit of more ethical, compassionate and critical forms of teaching and research. As such, it will be of interest not only to scholars of cultural studies and education, but to all those who care about the fate of the university as an institution, including young scholars seeking to join the academy.

The Enigmatic Realm of Academics: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Academics** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book is core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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Academics Introduction

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