

# Academics

## James Smith Reid

**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.

**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.

*"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

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

**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.

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.

**Academic's Support Kit** Rebecca Boden, Debbie Epstein, Jane Kenway, 2009-05-11 'Thanks for the brilliance, wisdom and humour of Boden, Epstein and Kenway. I will buy this KIT for all of my students, as they leave graduate school and venture into university life on their own. The Academic's Support Kit provides a virtual support group for young academics groping to find their way in the rapidly changing terrain of higher education. And there are some tips for those of us who have been around too long, as well' - Michelle Fine, The City University of New York 'Comprehensive and comprehensible information, alongside sensible, practical strategies and exercises, that I will be able to employ when developing my own academic career and to facilitate my staff development and peer mentoring work' - Sandra Sinfield, London Metropolitan University 'The Kit is excellent. And it is not just for academic starters either. This is a collection of books which every academic could refer to confident that she or he will benefit from the experiences shared, the perspectives offered and the advice given' - Robert Morrell, University of KwaZulu-Natal 'This is an eminently practical guide to getting ahead as a university academic employee' - Clive Seale, Brunel University 'The ASK Box would be a useful addition to the bookshelves of any research group or teaching team with new and developing researchers. It would be helpful for any department wanting to support its members in the development of their careers. It would also be useful for any senior institutional manager (who may have been an academic themselves) as a reminder of what they as established academics may have forgotten - the complex. Competitive and increasingly tortuous process of becoming an academic.' - Educate The Academic's Support Kit is a unique resource that provides all the information, skills and guidance to support academic professional development. Written by a team of experienced and international authors, the Kit offers a wealth of references, techniques and practical advice in the following 6 books: - Building Your Academic Career This volume encourages you to take a proactive approach to getting what you want out of academic work whilst being a good colleague - Getting Started On Research In contrast to the many books

available on techniques of data collection and analysis, this volume deals with the many other practical considerations around actually doing research - Writing for Publication This book deals with a number of generic issues around academic writing and considers writing refereed journal articles, books and book chapters in detail as well as other, less common, forms of publication for academics - Teaching and Supervision This volume is on presents explanations and possible strategies designed to make your teaching and supervision work less burdensome, more rewarding (for you and your students) and manageable. - Winning and Managing Research Funding The pressure to win funding to do research is felt by nearly all academics worldwide. This book details strategies that you might adopt to get your research projects funded, and manage your research projects once they are funded. - Building Networks Having good networks is key to achieving what you want in academia. This book describes the kinds of networks that you might build across a range of settings, talks about the pros and cons involved and gives practical guidance on networking activities. All 6 titles are also available to buy individually. This Kit will be an indispensable guide, for those starting out on an academic career, and those needing to make the next step up the ladder. It will also be welcomed as the complete resource for managers and staff development teams.

How to Write a Lot Paul J. Silvia, 2018-09-25 All academics need to write, and many struggle to finish their dissertations, articles, books, or grant proposals. Writing is hard work and can be difficult to wedge into a frenetic academic schedule. This revised and updated edition of Paul Silvia's popular guide provides practical, light-hearted advice to help academics overcome common barriers and become productive writers. Silvia's expert tips have been updated to apply to a wide variety of disciplines, and this edition has a new chapter devoted to grant and fellowship writing.

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.

*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.

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