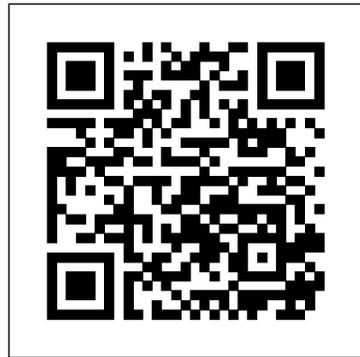

Academic

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A clear, systematic road map to effective campus leadership development Building Academic Leadership Capacity gives institutions the knowledge they need to invest in the next generation of academic leaders. With a clear, generalizable, systematic approach, this book provides insight into the elements of successful academic leadership and the training that makes it effective. Readers will explore original research that facilitates systematic, continuous program development, augmented by the authors' own insight drawn from experience establishing such programs. Numerous examples of current campus programs illustrate the concepts in action, and reflection questions lead readers to assess how they can apply these concepts to their own programs. The academic leader is the least studied and most misunderstood management position in America. Demands for accountability and the complexities of higher education leadership are increasing, and institutions need ways to shape leaders at the department chair, dean, and executive levels of all functions and

responsibilities. This book provides a road map to an effective development program, whether the goal is to revamp an existing program or build one from the ground up. Readers will learn to: Develop campus leadership programs in a more systematic manner Examine approaches that have been proven effective at other institutions Consider how these approaches could be applied to your institution Give leaders the skills they need to overcome any challenge The field of higher education offers limited opportunity to develop leaders, so institutions must invest in and grow campus leaders themselves. All development programs are not created equal, so it's important to have the most effective methods in place from day one. For the institution seeking a better way to invest in the next generation of campus leaders, Building Academic Leadership Capacity is a valuable resource. This book is an invitation to academic administrators, at every level, to engage in reflection on the ethical dimensions of their working lives. Academics are very good at reflecting on the ethical issues in other professions but not so interested in reflecting on those in their own, including those faced by faculty and administrators. Yet it is a topic of great importance. Academic institutions are value-driven; hence virtually every decision made by an academic administrator has an ethical

component with implications for students, faculty, the institution, and the broader community. Despite this, they receive little systematic preparation for this aspect of their professional lives when they take up administrative posts, especially when compared to, say, medical or legal training. Surprisingly little has been written about the ethical challenges that academic administrators are likely to face. Most of the literature relating to academic administration focuses on "leadership" and draws heavily on management and social science theory. The importance of focusing on ethical deliberation and decision-making often goes unrecognized. How is the public mission of universities to change in the face of today's global challenges? How is the 21st Century university to balance its long-standing traditions and its commitment to teaching, research and commercialization with rapidly changing social needs and conditions worldwide? And how does the newly defined public role of the university reflect on changes to non-profit organizations in general? Amalya Oliver-Lumerman and Gili S. Drori offer a new model of academic commitment and leadership in response to questions about the new public role of the university. Academic work, like many other professional occupations, has increasingly become

digitised. This book brings together leading scholars who examine the impacts, possibilities, politics and drawbacks of working in the contemporary university, using digital technologies. Contributors take a critical perspective in identifying the implications of digitisation for the future of higher education, academic publishing protocols and platforms and academic employment conditions, the ways in which academics engage in their everyday work and as public scholars and relationships with students and other academics. The book includes accounts of using digital media and technologies as part of academic practice across teaching, research administration and scholarship endeavours, as well as theoretical perspectives. The contributors span the spectrum of early to established career academics and are based in education, research administration, sociology, digital humanities, media and communication.

A User's Manual

Academic Stress among School Students

Portraits of Fourteen Countries

The Impact of Academic Research on

Industrial Performance

A Comprehensive Desk Reference

Practical Handbook of Multi-Tiered Systems

of Support

Academic E-Books

This book gives a broad overview of the issues faced by early career academics and explores a variety of topics from curriculum planning to employability. Fully updated throughout, key features of this second edition include: - Two new chapters on HE assessment and becoming a supervisor - New case studies in every chapter - What 'the TEF' means for universities This is essential reading for higher education faculty undertaking professional development courses, such as PG Certificate in Academic Practice (PGCAP), the PG Certificate in Teaching and Learning in Higher Education (PGCTLHE/PGHE) and related courses, and also for early career academics wishing to deepen their understanding of contemporary higher education. 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.

Research conducted in academic departments of obstetrics and gynecology could result in substantial improvements in the health of women and the outcomes of pregnancy. Strengthening Research in Academic OB/GYN Departments determines whether such departments are capable of fulfilling this promise. The committee finds that these departments have a poor track record in their ability to compete for research funds and in the extent to which their faculty contribute to research. Adding to the problem are factors that deter OB/GYNs from a research career and a dearth of dynamic research leaders in the profession. The volume explores reasons for this situation and makes recommendations to counteract them. Also included is an agenda of needed research.

Academic Discourse presents a collection of specially commissioned articles on the theme of academic discourse. Divided into sections covering the main approaches, each begins with a state of the art overview of the approach and continues with exemplificatory empirical studies. Genre analysis, corpus linguistics, contrastive rhetoric and ethnography are comprehensively covered through the analysis of various academic genres: research articles, PhD theses, textbooks, argumentative essays, and business cases. Academic Discourse brings together state-of-the-art analysis and theory in a single volume. It also features: - an introduction which provides a survey and rationale for the material - implications for pedagogy at the end of each chapter - topical review articles with example studies - a glossary The breadth of critical writing, and from a wide geographical spread, makes Academic Discourse a fresh and insightful addition to the field of discourse analysis.

Integrating Behavioral and Academic Interventions

Learning from Feminist Anti-Violence Activists

The Activist Academic

The Academic Writer's Toolkit

Fast Facts for Developing a Nursing Academic Portfolio

Strengthening Research in Academic OB/GYN Departments

A Guide to Best Practices

"The wonderfully weird illustrations in Doodling for Academics

brilliantly capture the bizarre highs and arcane lows of academic life. Full of fun activities to pass the time at staff meetings, this book will be a quirky addition to any academic office"--Glen Wright, creator of Academia Obscura.

Berger's slim, user-friendly volume on academic writing is a gift to linguistically-stressed academics. Author of 60 published books, the author speaks to junior scholars and graduate students about the process and products of academic writing. He differentiates between business writing skills for memos, proposals, and reports, and the scholarly writing that occurs in journals and books. He has suggestions for getting the "turgid" out of turgid academic prose and offers suggestions on how to best structure various forms of documents for effective communication. Written in Berger's friendly, personal style, he shows by example that academics can write good, readable prose in a variety of genres.

When a dissertation crosses my desk, I usually want to grab it by its metaphorical lapels and give it a good shake. "You know something!" I would say if it could hear me. "Now tell it to us in language we can understand!" Since its publication in 2005, From Dissertation to Book has helped thousands of young academic authors get their books beyond the thesis committee and into the hands of interested publishers and general readers. Now revised and updated to reflect the evolution of scholarly publishing, this edition includes a new chapter arguing that the future of academic writing is in the hands of young scholars who must create work that meets the broader expectations of readers rather than the narrow requirements of academic committees. At the heart of From Dissertation to Book is the idea that revising the dissertation is fundamentally a process of shifting its focus from the concerns of a narrow audience—a committee or advisors—to those of a broader scholarly audience that wants writing to be both informative and engaging. William Germano offers clear guidance on how to do this, with advice on such topics as rethinking the table of contents, taming runaway footnotes, shaping chapter length, and confronting the limitations of jargon, alongside helpful timetables for light or heavy revision. Germano draws on his years of experience in both academia and publishing to show writers how to turn a dissertation into a book that an audience will actually enjoy, whether reading on a page or a screen. Germano also acknowledges that not all dissertations can or even should

become books and explores other, often overlooked, options, such as turning them into journal articles or chapters in an edited work. With clear directions, engaging examples, and an eye for the idiosyncrasies of academic writing, *From Dissertation to Book* reveals to recent PhDs the secrets of careful and thoughtful revision—a skill that will be truly invaluable as they add “author” to their curriculum vitae.

Donald Trump’s election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forbearers like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice “can no longer consist in eloquence ... but in active participation in practical life, as constructor, organizer, ‘permanent persuader’ and not just a simple orator” (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and “alternative facts,” academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. *The Activist Academic* serves as a guide for merging activism into academia. Following the journey of two academics, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets. Perfect for courses such as: Introduction to Social Theory | Social Foundations | Certificate in Public Scholarship | Practicing Public Scholarship | Reimagining Public Engagement | Decentering the Public Humanities [hrClick HERE](#) to see a video of the book launch, moderated by Monisha Bajaj for *Imagining America*, with contributions from Margo Okazawa-Rey and John Saltmarsh. [hrWatch the #CompactNationPod](#) interview, which runs between minutes 9:35 and 48:45. In this episode, Marisol Morales chats with Colette Cann and Eric DeMeulenaere, as they share the true stories of their lives as activists, scholars, and parents who are trying to push forward social change through academic work. [Compact Nation Podcast](#) · [The Activist Academic](#) [hr](#) What does it mean to be both an

activist and an academic? Watch the FreshEd podcast *Becoming an Activist Academic*, which features authors Colette Cann & Eric DeMeulenaere discussing their own journeys as a guide for merging activism and academia. [hr](#)

[A Guide for Scholarly Authors](#)
[Reimagining Academic Activism](#)
[A Practical Guide for Fundraising Success](#)
[The Essential Academic Dean or Provost](#)
[Building Academic Leadership Capacity](#)
[The Academic Book of the Future](#)
[Doodling for Academics](#)

A leading American legal scholar offers a surprising account of the incompleteness of prevailing theories of freedom of speech. Robert C. Post shows that the familiar understanding of the First Amendment, which stresses the “marketplace of ideas” and which holds that “everyone is entitled to an opinion,” is inadequate to create and preserve the expert knowledge that is necessary for a modern democracy to thrive. For a modern society reliably to answer such questions as whether nicotine causes cancer, the free and open exchange of ideas must be complemented by standards of scientific competence and practice that are both hierarchical and judgmental. Post develops a theory of First Amendment rights that seeks to explain both the need for the free formation of public opinion and the need for the distribution and creation of expertise. Along the way he offers a new and useful account of constitutional doctrines of academic freedom. These doctrines depend both upon free expression and the necessity of the kinds of professional judgment that universities exercise when they grant or deny tenure, or that professional journals exercise when they accept or reject submissions.

Accessible and comprehensive, this book shows how to build a schoolwide multi-tiered system of support (MTSS) from the ground up. The MTSS framework encompasses tiered systems such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS), and is designed to help all K-12 students succeed. Every component of an MTSS is discussed: effective instruction, the role of school teams, implementation in action, assessment, problem solving, and data-based decision making. Practitioner-friendly features include reflections from experienced implementers and an extended case study. Reproducible checklists and forms can be downloaded and printed in a convenient 8 1/2" x 11" size.

The role of academics in universities worldwide has undergone unprecedented change over the past decade. In

this book Fanghanel discusses the effect on academics of modes of governance that have fostered the application of market principles to higher education and promoted flexibility and choice as levers for competition across the sector. She explores what it means to be an academic in the 21st century with reference to six ‘moments of practice’ through which she analyses the main facets of academic work and the responses of academics to this neoliberal drive. *Being an Academic* effectively examines the frameworks that govern academic work and academic lives, and the personal beliefs and ideals that academics bring with them as educators and researchers in higher education. It argues that there is a rich, critical, empowering potential within the academy that can be harnessed to counter the neoliberal stance and shape a meaningful contribution to modes of enquiry that deal with complexity and uncertainty in a global world. Drawing on empirical research collected from a global range of academics, this book examines how academics respond to structural challenges. It offers a re-appraisal of the main dynamics underpinning the professional and intellectual engagement of academics in today’s universities to feed a reflection on possible responses to the complex contemporary world with which the academic endeavour is engaged. The themes explored include academics’ positioning towards: Performativity and managerialism Regulation and professionalisation of practice The relation to learning and students The discipline Research Globalisation Each chapter includes vignettes illustrating the theme addressed, a discussion with reference to the context of policy and practice, published literature and illustrative reference to empirical data collected through interviews amongst academics in the UK, Europe, North America, South Africa and Australia. Providing a fresh look at the role of academics in a changing world, this book is essential reading for all those engaging in higher education research, lecturers new to higher education, and practising academics navigating through their complex role.

Drawing on the findings of sector-specific workshops, e-mail surveys, research literature, expert testimony, and committee and panel members’ expertise, this National Academy of Engineering study assesses the qualitative impact of academic research on five industries: “network systems and communications; medical devices and equipment; aerospace; transportation, distribution, and logistics services; and financial services. The book documents the range and significance of academic research contributions to the five industries: “comparing the importance of different types of contributions, the multi- and interdisciplinary nature of these contributions, and the multiple vectors by which academic

research is linked to each industry. The book calls for action to address six cross-cutting challenges to university-industry interactions: the growing disciplinary and time-horizon-related imbalances in federal R&D funding, barriers to university-industry interaction in service industries, the critical role of academic research in the advancement of information technology, the role of academic research in the regulation of industry, the impact of technology transfer activities on core university research and education missions, and the search for new pathways and mechanisms to enhance the contributions of academic research to industry. The book also includes findings and recommendations specific to each industry.

Critical Perspectives on Digital Technologies in Higher Education

From Dissertation to Book, Second Edition

The Digital Academic

Writing Academic Texts Differently

The Changing Public Mission of Universities

Directory of Electronic Journals, Newsletters, and Academic Discussion Lists

Academic Practice

Skills for Academic and Career Success focuses on the essential skills you need to be successful in your studies and in your future career. This original textbook aims to improve and enhance your study skills; it also introduces some important aspects of business and professional communication. An integrated approach is used to bring together these key fields of academic skills and business communication competency. The emphasis throughout the book is on practical, applied learning. It has been developed to complement Australian tertiary education curricula in the areas of study skills and professional communication and is designed to enhance learning outcomes for students within the Australian and Pan-Asian context.

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 M?ori 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.

E-Books in Academic Libraries: Stepping Up to the Challenge provides readers with a view of the changing and emerging roles of electronic books in higher education. The three main sections contain contributions by experts in the publisher/vendor arena, as well as by librarians who report on both the challenges of offering and managing e-books and on the issues surrounding patron use of e-books. The case study section offers perspectives from seven different sizes and types of libraries whose librarians describe innovative and thought-provoking projects involving e-books. Read about perspectives on e-books from organizations as diverse as a commercial publisher and an association press. Learn about the viewpoint of a jobber. Find out about the e-book challenges facing librarians, such as the quest to control costs in the patron-driven acquisitions (PDA) model, how to solve the dilemma of resource sharing with e-books, and how to manage PDA in the consortial environment. See what patron use of e-books reveals about reading habits and disciplinary differences. Finally, in the case study section, discover how to promote scholarly e-books, how to manage an e-reader checkout program, and how one library replaced most of its print collection with e-books. These and other examples illustrate how innovative librarians use e-books to enhance users' experiences with scholarly works.

Re-imagining Academic Staff Development: Spaces for Disruption, a book with a strong commitment to social transformation, is a welcome addition to the field of academic development studies. South Africa may have unique social

challenges, but in highlighting higher education's central role in responding to them, this book reminds academic developers everywhere of the intrinsic politicalness of our work. In a series of theoretically diverse chapters, all written by members of the Centre for Higher Education Research, Teaching and Learning at Rhodes University, we are provoked to reconsider the meaning of our practice and why we do it. An enlivening read! ? Barbara Grant, The University of Auckland, New Zealand.

Intersectional Feminist Methodologies and the Playful Art of Writing

The Elements of Academic Style

Developing as a Professional in Higher Education

A Comprehensive RTI Model

Being an Academic

Academic Discourse

Academic Life and Labour in the New University

Vols. 1- are proceedings of the 1975- annual conference of the Society for Academic Gaming and Simulation in Education and Training (SAGSET). This book presents the empirical analysis on status of stress among the higher secondary students and factors determining the same and thus offer insight to critically examine the social, familial, and individual factors that pose risks for student development and identify points of intervention. This book will enable school administrators/principals understand student responses towards difficult situations, which can help in making provisions for intervention at necessary point/stage for corrective and remedial measures. It will help educational leaders to provide a school happy learning climate marked by caring and supportive human resources and opportunities for meaningful participation that can promote resilience and counteract the risk factors in a student's life. It will also help to involve family and community members in supporting their personal or academic growth and in fighting unpleasant life experiences, strengthening child-raising skills, mentoring and tutoring students.

Fundraising is an increasingly important responsibility for academic leaders, from department chairs to deans and on up into the executive ranks in higher education. In this concise, practical guide, Penelepe Hunt (professional fundraiser, teacher, management consultant, and executive coach) shows the vital role that academic leaders play in raising funds. She explains how leaders can learn the skills to become effective at networking, entrepreneurial, and productive fundraisers. Hunt also breaks down fundraising in a way that clarifies roles, responsibilities, programs, activities, politics, sources, and process—everything an academic leader needs to know in order to succeed in development activities.

The go-to reference for academic leaders seeking practical answers to everyday challenges The Essential Academic Dean or Provost explains the "how" of academic leadership, providing a practical, comprehensive, reality-based reference for almost any problem, challenge, or opportunity. This

updated second edition includes new chapters on the difference between leadership and management in higher education, leadership in politically charged environments, effective strategies for making decisions, and working with associate deans or provosts, plus new case studies, new research, and ten additional chapters available on the companion website. Each topic deals concisely with the most important information deans and provosts need when faced with a particular situation, providing both a comprehensive guide to academic leadership as well as a ready reference to be consulted as needed. The role of a dean or provost at a modern university is extremely complex, involving budgeting, community relations, personnel decisions, management of a large enterprise, fundraising, and guiding a school, college, or entire institution toward a compelling vision of the future. The details academic leaders have to deal with are numerous and critical, and every little thing matters. This invaluable guide provides the answers you need when you need them, and gives you a framework for successfully navigating your job's many competing demands. Build support for a shared vision of the future. Interact effectively with different internal and external constituencies. Learn decision-making techniques specific to the academic environment. Set, supervise, and implement a budget that allows your programs to flourish. Academic leaders need a handy, focused reference that provides authoritative answers to the many issues and questions that arise every day. With proven solutions to a multitude of challenges, *The Essential Academic Dean or Provost* shows academic leaders what they need to know in order to successfully guide their institutions into the future.

Academic Keywords

International Perspectives

The Book Proposal Book

Hope and Other Choices

A comparative study of the unequal academy

The Experiences of Black and Minority Ethnic Academics

Engaged Scholarship for Resistance, Hope and Social Change

"[A] great guide and resource for a nurse at any level who wishes to construct and present a professional nurse portfolio."--*Journal for Nurses in Professional Development* "With an academic portfolio nursing faculty members can monitor their career development and present their work for others to review and critique. This is an easy-to-read book that will serve as a valuable resource for nursing faculty members in developing their academic portfolios." Marilyn H. Oermann, PhD, RN, FAAN, ANEF Professor and Chair of Adult and Geriatric Health School of Nursing University of North Carolina at Chapel Hill Using the Fast Facts style of concise, easy-to-access information, this book is the only comprehensive guide to creating an outstanding professional academic portfolio for entry into, and promotion and tenure within, an academic nursing setting. It is designed for recent nursing graduates who want to teach, faculty who need to polish their academic portfolio, and individuals already established in academia who seek promotion or tenure. This volume

will help nursing academics: Assess their strengths and weaknesses Write a personal statement Demonstrate their teaching skills Showcase their research/scholarship Organize and present their portfolio Develop an E-portfolio The book provides clear guidelines on what to include in a professional portfolio, and elements to highlight when seeking work in a specific discipline or academic role. It describes pitfalls to be avoided and how to insure effective coverage of teaching, scholarship, and service, as well as addresses the differences between systems and policies of academia, versus those of community college nursing programs and diploma schools of nursing. This guide also helps prepare nurses for the rigors of promotion and tenure by clarifying what to expect and how candidates are evaluated. Numerous examples illustrate actual professional faculty experience and include personal statements written by successful nurse educators. Key Features: Provides a concise, step-by-step guide for aspiring, new, and experienced nurse faculty who need to prepare an outstanding professional portfolio for promotion and tenure Organized for quick access to types of content to be included in portfolio Includes numerous examples from real-life portfolios Features "Fast Facts in a Nutshell" to clearly guide new nurse faculty Provides recommendations for achieving academic advancement Based on SBAR (Situation, Background, Assessment, and Recommendation) method of communication This edited volume combines cutting-edge research on feminist and intersectional writing methodologies with explorations of links between academic and creative writing practices. Contributors discuss what it means for academic writing processes to explore intersectional in-between spaces between monolithic identity markers and power differentials such as gender, race, ethnicity, class, sexuality and nationality. How does such a frame change academic writing? How does it make it pertinent to explore new synergies between academic and creative writing? In answer to these questions, the book offers theories, methodologies, political and ethical considerations, as well as reflections on writing strategies. Suggestions for writing exercises, developed against the background of the contributors' individual and joint teaching practices, will inspire readers to engage in alternative writing practices themselves. A step-by-step guide to crafting a compelling scholarly book proposal—and seeing your book through to successful publication The scholarly book proposal may be academia's most mysterious genre. You have to write one to get published, but most scholars receive no training on how to do so—and you may have never even seen a proposal before you're expected to produce your own. The *Book Proposal Book* cuts through the mystery and guides prospective authors step by step through the process of crafting a compelling

proposal and pitching it to university presses and other academic publishers. Laura Portwood-Stacer, an experienced developmental editor and publishing consultant for academic authors, shows how to select the right presses to target, identify audiences and competing titles, and write a project description that will grab the attention of editors—breaking the entire process into discrete, manageable tasks. The book features over fifty time-tested tips to make your proposal stand out; sample prospectuses, a letter of inquiry, and a response to reader reports from real authors; optional worksheets and checklists; answers to dozens of the most common questions about the scholarly publishing process; and much, much more. Whether you're hoping to publish your first book or you're a seasoned author with an unfinished proposal languishing on your hard drive, *The Book Proposal Book* provides honest, empathetic, and invaluable advice on how to overcome common sticking points and get your book published. It also shows why, far from being merely a hurdle to clear, a well-conceived proposal can help lead to an outstanding book. Recent research suggests that Black and minority ethnic (BME) academics remain underrepresented, particularly at senior levels in higher education, and tend to be concentrated in new, post-1992 universities. This book provides an original comparative study of BME academics in both the UK and the USA, two different yet similar cultural and political climates, considering issues of inequality, difference and identity in the Academy. Presenting a distinctive and engaging voice, the book discusses the complexity of race, gender and identity in the context of higher education, an area that continues to appear to be dominated by white, middle class values and perspectives. Chapters offer an up-to-date commentary on the purpose, failures and potential of research on race, gender and identity, and its place within contemporary education and sociology. The book broadens the understanding of educational research, considering both sociological and cultural discourse, as well as examining racialized and gendered identities from a theoretical and analytical standpoint. The book closes by offering suggestions for viable policy shifts in this area. *The Experiences of Black and Minority Ethnic Academics* will be of key interest to researchers, academics and postgraduate students in the field of education, as well as sociologists wanting to learn more about black and minority academics in higher education.

Building Academic and Behavioral Success in Schools

Academic Writing in a Second or Foreign Language

Early Career Academics in New Zealand: Challenges and Prospects in Comparative Perspective

Issues and Challenges Facing ESL/EFL Academic Writers in Higher Education Contexts

Spaces for Disruption

Writing for the Humanities

Democracy, Expertise, and Academic Freedom

Know what academic freedom is? Or what it's come to mean? What's affirmative about affirmative action these days? Think you're up on the problem of sexual harassment on campus? Or know how much the university depends on part-time faculty? *Academic Keywords* is a witty, informed, and sometimes merciless assessment of today's campus, an increasingly corporatized institution that may have bitten off more than its administration is ready to chew. Cary Nelson and Steve Watt use the format of a dictionary to present stories and reflections on some of the most pressing issues affecting higher education in America. From the haphazard treatment of graduate students to the use and abuse of faculty (as well as abuses committed by faculty), Nelson and Watt present a compelling and, at times, enraging report on the state of the campus.

Featuring interactive exercises and user-friendly tools, this research-based guide helps educators leverage resources and build teams to improve student behavior and academic achievement schoolwide.

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.

Intellectual Assault presents parents, students, and academics themselves, with a vivid snapshot of the intellectual climate of America's university faculties and its academic administration.

Based upon exhaustive research culling information from every single college and university in the United States, this book uses statements that academics made about the 9/11 terrorist attacks to reveal what they think about America. Unfortunately, the results are not pretty. For example, many academics believe the United States got its just deserts on 9/11 and even reveled in the atrocity. Moreover, many of them inflicted those views upon students in the classroom. *Intellectual Assault*, owing to its extensive documentation and by virtue of the evidence it adduces, lays waste to arguments that anti-Americanism is a fringe phenomenon in academia. It notes the revolting remarks of celebrated academic anti-Americanists such as Noam Chomsky, Ward Churchill and Nicholas de Genova, but more important, demonstrates beyond any reasonable doubt that the attitudes which animate that trio also pervade academia in general. For every Churchill and de Genova, there are literally thousands more like them holding forth in classrooms and holding sway over the academic power structure. In addition to exposing academia's contempt for America, *Intellectual Assault* provides concerned citizens with a blueprint for reforming the colleges and universities they are funding with their tax dollars.

Perspectives on Academic Gaming & Simulation

Skills for Academic and Career Success

Development for Academic Leaders

The International Academic Profession

From Ivory Tower to Academic Commitment and Leadership

What You Really Need to Know in a Nutshell

Publishers, Librarians, and Users

It can be a challenge writing in a language that is not your native tongue. Constructing academic essays, dissertations and research articles in this second or foreign language is even more challenging, yet across the globe thousands of academics and students do so, some out of choice, some out of necessity. This book looks at a major issue within the field of English for Academic Purposes (EAP). It focuses on the issues confronting non-native-English-speaking academics, scholars and students, who face increasing pressure to write and publish in English, now widely acknowledged as the academic lingua franca. Questions of identity, access, pedagogy and empowerment naturally arise. This book looks at both student and professional academic writers, using qualitative text analysis, quantitative questionnaire data, corpus investigations and ethnographic approaches to searchingly examine issues central to the EAP field. This analysis of the academic profession in 14 nations was based on

responses received from an international survey of nearly 20,000 college and university faculty members from Australia, Brazil, Chile, England, West Germany, Hong Kong, Israel, Japan, Korea, Mexico, Netherlands, Russia, Sweden, and the United States. Data were analyzed and portraits, including more than 300 tables and charts, were prepared by researchers and scholars in the respective countries. After a foreword by Ernest L. Boyer, chapters include: "The Academic Profession in International Perspective" (Philip G. Altbach and Lionel S. Lewis); "The Australian Academic Profession" (Barry A. Sheehan and Anthony R. Welch); "The Academic Profession in Korea" (Sungho H. Lee); "The Academic Profession in Japan" (Akira Arimoto); "The Future of the Hong Kong Academic Profession" (Gerard A. Postiglione); "The Academic Profession in Brazil" (Simon Schwartzman and Elizabeth Balbachevsky); "The Chilean Academic Profession: Six Policy Issues" (Ernesto Schiefelbein); "The Mexican Academic Profession" (Manuel Gil Anton); "The American Academic Profession" (J. Eugene Haas); "The Academic Profession in England on the Eve of Structural Reform" (Oliver Fulton); "The Academic Profession in Germany" (Jurgen Enders and Ulrich Teichler); "The Dutch Professoriate" (Peter A. Geurts and others); "The Academic Profession in Sweden" (Goran Blomqvist, Hans Jalling, and Karsten Lundqvist); "The Academic Profession in Russia" (Brian L. Levin-Stankevich and Alexander Savelyev); and "The Academic Profession in Israel: Continuity and Transformation" (Michael Chen and others). Appendices include: "The International Survey of the Academic Profession, 1991-1993: Methodological Notes" (Mary Jean Whitelaw); a list of members of the research team; and a copy of the survey instrument. (Contains extensive reference notes.) (CH)

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. Based on deep ethnographic research, this book explores new practices and ideas about activism in the fight against social inequality. The book is both about feminist activists and is an act of feminist activism, with the author's experiences as a volunteer ethnographer in New Zealand sitting at its heart.

A Devil's Dictionary for Higher Education

Re-imagining Academic Staff Development

Intellectual Assault

Life for the Academic in the Neoliberal University

Academic's Guide to Microcomputer Systems

Reports of Changing Academic Profession Project Workshop on

Quality, Relevance, and Governance in the Changing Academia

A Coloring and Activity Book

Eric Hayot teaches graduate students and faculty in literary and cultural studies how to think and write like a professional scholar. From granular concerns, such as sentence structure and grammar, to big-picture issues, such as adhering to genre patterns for successful research and publishing and developing productive and rewarding writing habits, Hayot helps ambitious students, newly minted Ph.D.'s, and established professors shape their work and develop their voices. Hayot does more than explain the techniques of academic writing. He aims to adjust the writer's perspective, encouraging scholars to think of themselves as makers and doers of important work. Scholarly writing can be frustrating and exhausting, yet also satisfying and crucial, and Hayot weaves these experiences, including his own trials and tribulations, into an ethos for scholars to draw on as they write. Combining psychological support with practical suggestions for composing introductions and conclusions, developing a schedule for writing, using notes and citations, and structuring paragraphs and essays, this guide to the elements of academic style does its part to rejuvenate scholarship and writing in the humanities.

The Ethical Challenges of Academic Administration

A First Amendment Jurisprudence for the Modern State