

## **Resistance, anomie, opportunism and defeat: precarious academic identities in an age of enterprise**

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As university cultures over the last two decades have shifted, generally, from 'collegium' to that of 'enterprise' (Deem et al. 2007, Enders and de Weert 2009, Musselin 2009) a marked precariousness has become evident within academic positions and roles. More stable perceptions of academic practice, such as the holistic Humboldtian model in which teaching and research are closely integrated, the Napoleonic model which emphasises institutional separation of these two roles, and Newman's elevation of the teacher function, have given way to a newer, hybrid multiplication and complexity of roles as organizational structures and boundaries blur (Musselin 2005, Leisyte and Dee 2012). Senior managers increasingly are empowered radically to re-shape institutions as 'complete and corporate' organizations with strategic capacities (Krücken and Meier 2006). Moreover the powerful discourse of new public management – with its rendering of the student as consumer, of higher education as a private good, and increasing primacy of competition and ranking – has undermined the earlier discourse of collegiality as self-serving, and that of HE as social investment as politically outmoded. Its promotion of 'the student experience' positions student and staff interests against each other. With, seemingly, no effective counter-discourse currently available, academics, hedged in by structural role demands of teaching loads, research income generation and competitive publication, are confronted by a set of difficult career strategies. One possible outcome is that 'Relationships between academics and universities are impersonal monetary connections, social ties within faculties are instrumental and superficial with self-interest and exploitation being a norm' (Leisyte 2013). This paper draws on Leisyte's (2013) recent international survey and fourfold typology of *resistance*, *anomie*, *opportunism* and *defeat* to analyse the current emerging identities and strategic career moves of academics.

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