Gendered Academic Subjectivities in Cyprus: A Psychosocial Approach to the Affective Performances of Academic Staff and Their Investments in Neoliberal and Postfeminist Discourses

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DECLARATION

I, Eleftheria Atta hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

Word length (exclusive of 2,000 word statement-preface-, the list of references, appendices, but including footnotes): 45.000 words.

Dedicated to my father who passed away when I was just thirteen years of age.

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My sincere thanks also go to the academics who participated in this study for having spent hours uncovering issues of anxiety, pressure and stress they experience in their academic lives.

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ABSTRACT

In the fusion of neoliberalism and postfeminism and the anxiety-provoking environment of Higher Education (HE), this thesis explores the masculinities and femininities as they are negotiated by men and women academics in HE in Cyprus. The study uncovers gendered issues that emerge as academics construct new gendered academic subjectivities based on neoliberal and postfeminist discourses.

Through a psychosocial lens and a combination of gender theories of the defended psychosocial subject (Hollway and Jefferson, 2013), theory of performativity (Butler, 1999) and theory of affect (Wetherell, 2012), the study explores how academics negotiate neoliberal and postfeminist discourses relating to issues of stress, anxiety and competition and how they respond to these events in the social (academic) sphere as these are shown through their affective performances.

A qualitative study has been carried out and fourteen interviews have been conducted with seven men and seven women academics at four institutions (two private and two public) in Cyprus. The findings highlight the implications of New Managerialism, financial stringencies and the diversifying HE context for the construction of gendered academic subjectivities, discussing the emergence of new subjectivities such as self-maximising academics, money generators, entrepreneur and industry academics, individualistic and competitive, fossilized and wanna-be academics, family and career carer academics, hybrid academics etc. These subjectivities emerge as a way for defended academics to deal with the anxiety, pressure and competition caused by the introduction of neoliberal tactics.

The study contributes to the area of gender, HE and academic subjectivities as it offers an understanding of gendered academic subjectivities of both men and women exploring how gender, masculinities and femininities may be shifting. Additionally, the study

contributes theoretically, as it adopts a psychosocial approach moving beyond an essentialising and binary approach to gender but rather exploring gender focusing on affect and performativity and how academics invest in neoliberal and postfeminist discourses through their performances to construct masculinities and femininities. The findings also yield some interesting implications for future research as well as for policy government makers.

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PREFACE: The Professional Doctorate Journey

I have been waiting for this opportunity to reflect back on my progressive development in the EdD programme for such a long time. Drawing on those six years of a continuous part-time study allows me to have bittersweet feelings. I think of the various achievements regarding my personal life – giving birth to a little boy at the beginning of this journey and carrying one more towards the end of it. I think of all the sacrifices I made to keep myself concentrated on such a commitment. I can recall on the many times I asked for baby-sitting from my husband and mother to be able to spend endless hours on writing. The guilt for not spending as much time with family and friends over these years is eventually balanced with feelings of fulfillment as I now attempt to evaluate these six years and reflect on my learning experience as well as my professional development.

My aspiration in pursuing a doctoral degree dates back to my years in college as I always aimed at advancing in the field of education. This aspiration was made much stronger ever since I was offered an academic position at a HE institution in Cyprus. Since then, I have realized that my permanence in HE as an academic required the pursuit of a doctoral degree. At the beginning of my doctoral studies, my research revolved around the issues of gender and HE and specifically the academic careers of women and their professional progression. Having taken the first course entitled 'Foundations of Professionalism' enabled me to familiarize myself with concepts around professionalism and began to draw some connections between my research orientation and myself as a professional. The paper I wrote for this course entitled 'Women in Academia: Exploring Challenges and Tensions in Professional Progression' focused on issues related to the professional progression of female academics worldwide and the difficulties encountered by them due to the various factors affecting their professional advancement. I primarily questioned the case of female academics in Cyprus making it

clear that this area could be of great interest to be explored further during my doctoral studies.

When I took 'Methods of Enquiry 1', the second module of the programme's taught part, I was exposed to the different methodological paradigms associated with a range of research designs. I still remember how challenged I felt during that week in London attempting to conceptualise the difference between the ontological and epistemological positions. In turn, I formulated a researchable problem related to an aspect of my professional practice as, being a female academic, I was overly concerned with the professional progression of academics in Cyprus. I ended up developing a research proposal which described the research design for a prospective study accompanied by the methodological and ethical decisions. The title of the proposal was 'The Professional Progression of Academics in Cyprus: Male and Female Academics' Perspectives' the focus of which was to explore the experiences of male and female academics in relation to their academic careers and the factors that may reinforce or impede their academic lives (i.e. institutional/family factors). I consider this course as one of the milestones while being on the programme as I made my epistemological position more robust considering myself a constructivist researcher arguing that academic identities are viewed as socially constructed. This research proposal was the continuation of the paper I wrote for the purposes of the previous taught module which concentrated around issues of the professional status of Cypriot female academics. The feedback I received on this piece of work proved to be significant for the later stages of my doctoral studies. More precisely, I was advised to engage with a deeper and more conceptual understanding of gender.

The 'Specialist Course in International Education' gave me the opportunity to understand the international dimension of Education as I became familiar with concepts such as internationalization, Europeanisation and globalization. At the time I was writing the paper

entitled 'The Growth of Regional Education Hubs: The Cases of Asian and European HE Contexts' for this module, I felt that I slightly escaped from the area of academic careers and progression. However, it proved to be a significant building block towards my professional development and knowledge. Specifically, I am an academic working in HE in Cyprus conducting research for and about academics in Cyprus. Therefore, I had the opportunity through this course, to conduct further reading and understand how the context of HE worldwide has been shifting being viewed as a social investment and universities becoming responsible for being socially engaged and for contributing to society and economy. Additionally, I conducted some reading to understand the case of HE in Cyprus and the several reforms within its educational policy in order to harmonise with the European standards. As it was proved at later stages during my doctoral journey, I progressively developed this knowledge to understand the changing fabric of HE as a result of the introduction of neoliberal ideals which then became a focal aspect concerning my thesis work.

As I moved to the final module called 'Methods of Enquiry 2' I was given the opportunity to carry out a small scale study of the research proposal I developed in the 'Methods of Enquiry 1' module. In this module, I practiced research skills relevant to data collection, data analysis, project management skills and research report writing and presentation skills. I very briefly drew on a poststructuralist perspective while I was writing this paper and adopted the theoretical framework of Feminist Critical Discourse Analysis in order to interpret my data. While writing the paper for the purposes of this module, I engaged in some reading around theories of gender starting to understand the concepts of 'doing gender' and 'gender performativity' as these have been theorized by Judith Butler, familiarizing myself with a poststructural perspective to gender theories. As mentioned above, the pilot study I carried out for the 'Methods of Enquiry 2' module was just a starting point on which I built for the Institution-Focused Study (IFS). Drawing on the feedback I received on

the MoE 2 paper, which suggested that the pilot study could be developed in range and depth, I decided to embark on the IFS project extending the pilot study of MoE 2 to a larger institutional based study. More precisely, I chose my employing institution which is a private HE institution in Cyprus as the institution where the study would be carried out. I conducted a qualitative study which explored how male and female academics construct their identities through gendered discourses in a continuous changing HE context. The study adopted a Feminist Critical Discourse Analysis (as in the previous piece of work I have written which I explained above) in order to examine how academics are positioned in and are produced in gender discourses and perform their gendered identities. The work I carried out for the purposes of the IFS enabled me to build on concepts and skills that I developed during the taught courses. Additionally, I saw myself progressing as I enriched my knowledge in the area of gender and HE. Specifically, I conducted reading to broaden my perspectives about the changing profile of HE worldwide. Furthermore, I became more aware of theories around gender, responding to the feedback I received in previous papers which related to engaging with a deeper and more careful conceptual understanding of gender. I came to realize a postmodern approach to gender implying that gender identity is not fixed and pre-determined but rather fluid and socially constructed which in turn, allowed me to start thinking of Judith Butler's theory of performativity implying that individuals' gendered identities are performed by them producing a variety of masculinities and femininities.

The work I undertook for the IFS project informed my thesis providing the foundations for it. However, as I was progressively working on my thesis, I realized that my thinking and understanding further developed. I built on the knowledge I gained from the IFS project on the changing context of HE worldwide and I broadened my understanding about how neoliberal tactics have influenced HE institutions. It was striking though that previous research has not looked at the implications of neoliberalism on academic identity construction and specifically the emergence of

masculinities and femininities. Having conducted reading about neoliberalism and postfeminism, I started questioning myself about the possible implications for the development of academic subjectivities. Realizing the anxiety-provoking environment of HE due to its changing profile, I wanted to study how academics negotiate neoliberal discourses in relation to issues of stress, anxiety and competition. Such a research scope presupposed the choice of a theoretical framework that would underpin the study. Therefore, I engaged in deep reading about the psychosocial approach which would be a useful lens through which to explore the aforementioned issues. I consider this a crucial development regarding my theoretical understanding. Further to this, my theoretical knowledge advanced by gaining an understanding of Hollway and Jefferson's theory of the defended psychosocial subject, Wetherell's theory of affect and affective practices as well as Butler's theory of performativity as all these theories proved to be very critical in an attempt to understand academics' investments and positionings in their social - academic world.

Overall, the EdD programme allowed me to develop professionally in many ways. Firstly, I feel confident with the expertise I gained in my area of research to which I will further contribute after the completion of my doctoral studies. The fact that I am an academic employed at a HE institution in Cyprus means that I will continue conducting research as it is one of my main responsibilities and a condition of the contract I signed for this job. Besides that, research has become a passion and a way of life for me.

Both the taught and the research parts of the programme offered me the opportunity to gain an understanding of research methods and techniques and also to practice them. Especially, during the writing up stage of the thesis I developed my writing skills in order to effectively express my line of argument. Apart from the research skills, I also acknowledge the fact that I developed as a person. Working towards

obtaining this doctoral degree, I acquired self-reliance, initiative, commitment and motivation as I had to work independently to produce work schedules and meet deadlines that I set, always with the guidance of my supervisors.

Having conducted psychosocial research but also professional doctoral research, reflexivity was inevitable since I emphasised affect as a relational force and as a response to a situation in the social sphere and particularly in academics' social and academic lives. Thus, I was faced with the challenge of also conducting reflexive research since my own subjectivity was interlinked with the research procedure. Drawing upon my own experiences, I must admit that I am in the insider-outsider position because my profession and research expertise are blended. I have been working as an academic in HE for the past thirteen years and I have been researching the area of academic subjectivities in a neoliberal HE context for the past six years. I consider myself an insider because I have knowledge of the context I am researching due to my academic position. Therefore, the territory of neoliberal HE which is my field of study is my immediate environment on an everyday basis. Thus, there is an immersion of myself in the field of researching. Having an insider status as an academic myself and having interviewed academics put me in a position to be able to understand their positionings as I have a personal experience and I am aware of what these positionings entail in the workplace. In other words, I share similar experiences and reflections with my interviewees because I am subject to the same situations in my work environment. At times, I found myself becoming an instrument as I tried to maintain rapport and elicit participants' experiences. I felt that I was involved in the research process as I attempted to hear participants' stories and understand their affects (anxiety, pressure, competition and stress) relevant to this thesis. I was also part of the research process since I could identify with their experiences as an academic myself. While hearing their stories, I experienced tension between my roles as a researcher and as an academic. I tried to be part of the research process

in order to interpret their experiences and generate knowledge but at the same time I attempted to distance myself in order to maintain objectivity. For that reason, I adopted a formal approach using an interview script. This helped in creating a distance between me and the respondents.

Although I am an insider, I am also an outsider for two main reasons: firstly, I am not considered as a full academic yet since I haven't obtained my doctoral degree. Secondly, I am an outsider to this research because I have not interviewed academics who work at the same institution where I am employed. In fact, I interviewed academics who belong to other HE institutions in Cyprus besides my own workplace. Therefore, although I am an insider because I work in HE, I am also an outsider because my participants are not literally my immediate colleagues.

As I am about to complete my doctoral studies, I envision my further research actions. I do acknowledge that I will continue to professionally develop after obtaining my doctoral degree. In February 2013, I participated in a poster conference organized by the doctoral school. Also, in April 2013, I presented my IFS work at the 9th International Gender and Education Association Conference. The informal discussions with other doctoral students and colleagues were very enlightening in both conferences. Future activities will include participating in conferences, creating networking with other researchers and publishing. Unfortunately, this thesis shows that postfeminism is a myth in HE in Cyprus as signs of woman empowerment and freedom are suppressed. Previous research suggests that raising social awareness on gender issues through curriculum at schools/universities and creating forms of feminist education (David, 2015a) is crucial. This will be an outmost goal in the future concerning the context of Cyprus. Therefore, feminist education as pedagogical practices in schools and universities will be on my research agenda building a network with academics to work on introducing feminism in schools. This will be a start to offer an understanding of gender norms as a way to challenge such practices.

List of Abbreviations

CRPF   Cyprus Research Promotion Foundation

DAAE   Department of Higher and Tertiary Education

DI.P.A.E   The Cyprus Agency of Quality Assurance and Accreditation
                in Higher Education

EdD   Doctor in Education

HE   Higher Education

IFS   Institution Focused Study

NM   New Managerialism

PBRF   Performance Based Research Fund

CHAPTER 1: INTRODUCTION

1.1. The Context of the Study

The sector of Higher Education (HE) worldwide has been impacted by neoliberalism, an economic philosophy which promotes flexibility and choice in order to support individual consumers (Fanghanel, 2012). Such an impact had numerous consequences for HE institutions since there was a tendency to re-structure the sector based on the ideals of neoliberalism. This means that the mode of governance at universities depends on the market rather than public funding which implies a financial state disengagement. This shift from depending on the state to depending on the market resulted from the market mechanisms that have been introduced in HE making institutions to compete for funds and strive for high student numbers in order to survive. The shifting economic patterns worldwide caused the emergence of the 'knowledge economy' concept (Barnett, 2000). Consequently, HE has transformed into a social investment by stakeholders looking at HE through the lens of a social capital formation rather than being publicly funded and a part of government's public services and towards the creation of knowledge-based societies and economies (Kwiek, 2007, Henkel, 2010). Due to the emergence of neoliberalism, HE has entered an era of modernization in order to be able to contribute to economic competitiveness (Dale, 2007). As it will be discussed in greater detail in the next chapter, all attempts to modernize HE transformed HE institutions into economic organizations aiming at expanding globally and maintaining cash flow into their institutions through, for instance, maintaining high numbers of students. The introduction of New Managerialism (NM) (Deem and Brehony, 2005) and consumerist framework (Naidoo and Jamieson, 2007) impacted the internal monitoring of HE institutions whereas the emphasis now is on operational efficiency and strategic effectiveness (Reed, 2002). With NM there is monitoring and assessment of employee performance through quality assurance to reduce the power of professional elites and with consumerist framework the mission of HE is to contribute to global

competitiveness by producing economically productive knowledge. This means that universities need to become more effectively and strategically operational which would be achieved by weakening the structures within universities that tend to regulate (i.e. professional elites) the institutions. This of course could be achieved by internal monitoring. The introduction of NM meant surveillance and control over the traditional monitoring that existed in HE until now and demolition of bureaucratic hierarchies in HE which was the start for the development of new universities thus, the emergence of entrepreneurial and post-modern universities (Reed, 2002). Neoliberalism has been explained as an ideology generated from the state or dominant class that has both political and economic ideals (Read, 2009a). It also has a social dimension especially looking at its impact on humans and more precisely on subjectivity. Therefore, it is crucial to examine the impact of neoliberal ideals on the ways that individuals make themselves and create their subjectivities. Previous research has looked at the implications of neoliberalism on HE institutions and on individuals and academic identity construction. However, in the changing HE environment which has challenged academic identities, further research is needed to explore the ways that gender might be shifting, highlighting the construction of femininities and masculinities. This indeed forms a significant research gap that is addressed in this thesis and will be discussed below. Among the limited research on academic subjectivities are results which show that the autonomy and respect of academics (Enders and Musselin, 2008) and freedom of thought (Dollery et al., 2006) have been minimised due to the emergence of both consumerist framework and a providers-purchasers environment.

The introduction of neoliberal ideas and new entrants into HE such as individuals from practical settings like health (Smith and Boyd, 2012) in HE worldwide caused diversification of faculty staff and the emergence of blended roles. The diversification of faculty staff means the maximization of the academic profession and a combination of the boundaries between academic and professional staff. Apart from the new entrants, the roles of

academic and non-academic staff seem to be blended (Kogan and Teichler, 2007, Enders et al., 2009) which means that non-academic staff is appointed to roles that include academic elements and vice-versa, creating a third space environment (Whitchurch, 2009). This involves introducing a new territory between the academic and professional domains creating a new form of blended professionals (Whitchurch, 2008) and a blend between academic and professional staff leading to the emergence of new identities (Whitchurch and Gordon, 2010). The conceptual framework of third space between the academic and professional domains offers a way to understand roles and identities in a diversifying HE context. In such a third space environment, staff from both domains is involved in projects relevant to public service and market agendas. Public service may include activities such as widening participation and community regeneration whereas market agendas may include business partnerships and knowledge transfer. The neoliberal approach that has been applied to HE fostered flexibility and choice for individuals. The state disengagement for funding has encouraged institutions to become self-monitoring and through the market mechanisms introduced to compete for funds, maintain student numbers and create links with the industry. In this changing environment, academics construct several identities such as the entrepreneur academic (Gordon, 2010) who now search for external partnerships (Henkel, 2010). Such identities add management roles to academics who so far have been undertaking teaching and research tasks. Therefore, academics move out and negotiate agreements with companies to create partnerships as part of the market agendas and activities mentioned earlier. However, there is a need to further explore the reasons behind the emergence of these roles which can be attributed to extreme pressure. This thesis explores the ways that academics respond to pressure and competition looking at their affective performances and the (new) gendered academic subjectivities that are constructed. Some research also explored the psychological effects of neoliberal discourses (Churchman and King, 2009) mentioning about dissatisfaction and stress,

loss of ownership and isolation. All these can be explained due to the fact that academics do not hold a monopolistic position in the institution to influence organizational goals.

Moving from the broader context of neoliberalism in HE worldwide and narrowing it down to the context of this study, it seems that Cyprus is yet another HE context that has been influenced by the reshaping of economies as well as globalization. More precisely, HE in Cyprus has refined its goals in order to meet the challenges of the European competitive market of HE. Results from this study, based on the experiences of men and women academics, confirm the conditions that underlie the neoliberal context of HE in Cyprus. Like the financial stringencies that affected HE on an international level (Ball, 2012a) the same holds true for HE in Cyprus where academics experience extreme pressure to maintain cash flow into the university and secure funds for research since funding for research has been minimised. The financial circumstances have also affected promotion prospects as academics report that those have recently frozen. The consumerist framework (Naidoo and Jamieson, 2007) mentioned above has also affected the context of Cyprus since academics, especially in the private sector, become knowledge providers who aim at fulfilling the demands of their student-customers who are presumably paying. Additionally, the transformation of HE into a diversifying workforce is also apparent in HE in Cyprus. This entails the entrance of health practitioners aspiring an academic career, as well as the emergence of blended roles for academics which means the merge of management and academic roles. As a result of the diversified workforce and blended roles, Cypriot academics report multiplication of tasks and in turn, heavy workload. Through a more detailed discussion in the analysis chapters, it will be evident that HE in Cyprus has been affected by several neoliberal tactics as these have been manifested through the experiences of Cypriot academics.

1.2. Research Scope and Research Questions

This thesis explores the dimensions of academic masculinities and femininities as these are negotiated by men and women academics in HE in Cyprus which has been heavily impacted by neoliberal ideals. I adopt a psychosocial approach and a combination of gender theories such as Hollway and Jefferson's theory of the defended psychosocial subject, Butler's theory of performativity and Wetherell's theory of affect. As neoliberal and postfeminist ideals encourage individuals to become autonomous, self-regulating, freely choosing and especially opening roads for women to succeed, I explore gender issues regarding the ways academics negotiate neoliberal and postfeminist discourses creating new gendered academic subjectivities, especially the case of men which has not been studied in any detail. Since the study takes place in a precarious neoliberal context, I precisely explore how academics negotiate neoliberal discourses in relation to issues of stress, anxiety and competition and how they respond to events in the social (academic) sphere that are under increasing pressure and competition and which are shown through the affective performances of the defended academics. In order to achieve the purpose of this study, the following research questions have been set:

1. In the context of a more market-oriented HE environment, more managerial approaches and a diversifying workforce in Cyprus, how does staff perform gendered academic subjectivities?

2. What are the affective performances of gendered academics? How do they negotiate aspects of femininity and masculinity?

3. Are new masculinities and femininities evolving through the positions taken up by academics?

1.3.   Rationale of the Study

The aforementioned research questions have been formed after a careful and critical review of the existing literature in the area of gender, HE and academic subjectivities. Specifically, this thesis aims to fill two major research gaps. The first gap relates to the issue of gender in relation to HE and academic subjectivities. Previous research has looked at the implications of neoliberalism on mainly HE institutions and on academic identity construction but without exploring the ways that gender and masculinity and femininity may be shifting. In fact, there is a lack of understanding gendered academic subjectivities of both men and women (as most emphasis has been on women academics). Precisely, this research explores how Cypriot academics negotiate and adapt to the neoliberal discourses through their affective-discursive performances as these are defined through both postfeminist and neoliberal conditions of work, family and life. The second research gap is mainly a theoretical one since this study explores gender and academic subjectivities through a psychosocial theoretical and methodological lens. This is a significant gap to be filled since psychosocial research allowed me to go beyond merely discursive explanations of gender focusing on affect and performativity. Therefore, more research is required that goes beyond an essentialising and binary approach which limits the understanding of gender as male and female. Consequently, a psychosocial approach would offer a further understanding of how masculinity and femininity are negotiated by men and women in complex ways and how their subjectivities are constructed through their performances and investments. Below, I discuss my arguments in detail to support the two research gaps that underpin the study.

Relevant literature in the area of HE and neoliberalism revealed an emphasis on the implications of neoliberalism on HE institutions, the transformation and the re-structuring of HE in the academic literature, and some studies on the implications on and for individuals. Much of what has been written about academic and professional identities in HE related to

the issue of exclusion. In other words, there has been a tendency to view each other as more powerful and themselves as marginalized. This fact along with the diversification of roles has caused the separation between the two domains. Additionally, very little former research has looked at the implications of neoliberal discourses for academics and the formation of their identities. Therefore, my thesis sought to explore the implications for individuals and not just institutions. Moreover previous research on academic careers and the experiences of academics and their academic lives mostly emphasises sexism focusing on the masculinist hierarchy with effects for women. Therefore, there is a need for understanding gendered academic subjectivities as a set of discourses that shape gender for both men and women. I also seek to apply a postfeminist lens, to think about new gender formations in relation to neoliberal discourses of self-perfection and performance. Postfeminism promotes the idea that women have achieved total equality and that feminism is no more needed. It challenges traditional feminism and implies a transformation within feminism (Mc Robbie, 2004). Postfeminism offers the possibility of new ways for understanding gender and more precisely new ways of performing femininities and masculinities. For example, I was interested in how academics adapt to new discourses of performativity in HE (Ball, 2012c), how might the discourses themselves be gendered and how adaptation might work in gendered ways. This study is significant because it looks at both men and women academics across different ages, rankings, disciplines, level of experience in academia, married with children or not and on different employment status.

Given the limited research on gendered academic subjectivities especially in the fusion of neoliberalism and postfeminism and the anxiety provoking environment caused by neoliberal discourses, there is a need to explore how academics position themselves in neoliberal discourses constructing and reconstructing their neoliberal and postfeminist gendered identities. In order to address issues of pressure and anxiety in

the transformed HE environment, this study adopts a psychosocial perspective. Theoretically, this is a unique contribution because a psychosocial lens has not been adopted to date towards studying academic subjectivities, as noted literature has fairly extensively explored female academic experiences, neglecting the male perspective which is an aspect that urgently needs to be explored. In fact, previous research has looked at the case of doctoral student experiences and how affect influenced their identity construction (Mc Alpine and Lucas, 2011) but not the case of academics. As mentioned by Miriam David, the psychosocial dimensions of academic life are critical to understand and how it feels being subject to neoliberal discourses along with the academic issues involved (David, 2011c).

Although some attempts have previously been made to explore academic identities, however, authors have not gone far enough to explain how academics adjust or even adapt to the neoliberal context, nor the gendered implications. For instance, previous research discusses that academics are transformed into entrepreneurs (Henkel, 2010). However, the author does not go far enough to explain that they also transform into self-regulated entrepreneurs who take initiatives to expand their institutions' activities, a role that is imposed on them due to the neoliberal context. Nor are the gendered aspects of taking up or rejecting this discourse considered.

Besides the international and theoretical dimensions of the study, the specific context of the study, which is the case of Cyprus, further adds to the study's significance. Specifically, the case of HE in Cyprus shows a HE context influenced by the new era of knowledge-based and market driven economies with no previous research on gendered academic subjectivities and the way they are shaped in such an environment.

1.4.   Brief Overview of the Thesis Structure

In chapter 1 I set the scene by discussing the significance, the scope and research questions of the study. Chapter 2 reviews literature that maps the conditions that underlie the neoliberal HE context emphasizing the growing literature on the restructuring of HE institutions and also the limited research about neoliberalism and academic subjectivities. Chapter 3 discusses the theoretical framework that informs this study and explains how the theories adopted help me to unsettle gender issues and explain academics' construction of their subjectivities through their affective performances. In chapter 4 I outline the research design and methodology adopted in this study.

In chapter 5 (the first analysis chapter), I explore the gendered implications of NM (i.e. auditing practices) and the consumerist framework creating a variety of masculinities and femininities. In chapter 6 (the second analysis chapter) I focus on the gendered implications of the diversification of HE. Chapter 7 mainly discusses the findings and the contributions, the limitations of the study and the implications for future research and policy government makers.

I will now turn to the next chapter where I discuss relevant literature that provides a detailed description of the already existing knowledge in the area of neoliberalism, HE and academic subjectivities.

CHAPTER 2: LITERATURE REVIEW

Introduction

In this chapter I lay the foundations of neoliberalism and postfeminism in order to help readers understand how subjectivities can be constructed in terms of neoliberal and postfeminist ideas. In order to conceptualise how academic subjectivities are constructed it is essential to map the conditions that underlie the neoliberal context in which HE exists and in turn, explore the implications that these neoliberal concepts have on gendered academic identities creating in this way new academic discourses. I dedicate part of this chapter to these concepts because they set the scene for this study. I also dedicate a section where I discuss research conducted in relation to neoliberalism and academia. The organization of the chapter is based on the funnel approach as I begin with the more general issues setting the context of the study which is the principles of neoliberalism. Then I proceed to subsequent sections where I review relevant literature on the neoliberal conditions in HE institutions and academics.

2.1. The Birth of Neoliberalism

Neoliberalism was born in an era when the state was extremely involved in people's lives. It was not the result of a single event but rather emerged after the election of Margaret Thatcher in 1979 a political period that signaled a new global, political and economic environment that of neoliberalism (Evans and Riley, 2014) and was further enhanced by the economic recession and the inability of the government to intervene in economic life. The goal of neoliberalism was to minimise the interaction of the government and replace it with the rationality of the market. Therefore, new ideas should be introduced such as producing competition between public and private institutions as well as transforming people into individuals who are responsible for the economy. This need led into the construction of the neoliberal subjects who draw on several neoliberal discourses creating new spaces for subjectivity

construction (Evans and Riley, 2014). Modernisation practices introduced in the UK in the 90s by eliciting a 'New Labour' party (Evans and Riley, 2014) aimed at developing social mobility and empowerment by helping citizens become subjects able to manage their lives by adopting a new rapidly changing society. Therefore, neoliberal discourses of flexibility and autonomy have been introduced (Kelly, 2006, Harris, 2004, Fairclough, 2000).

Neoliberalism is understood as an ideology generated from the state or from the dominant class, and is not only a political realm but an ideal that refers to the entire human existence (Read, 2009b). Apart from its political and economic nuance, neoliberalism ought to be understood through the social aspect. In other words, neoliberalism provides a new understanding of human nature and social existence. Apart from examining neoliberalism and its policies, one shall also consider neoliberalism and its relation to subjectivity. Neoliberalism, according to Foucault, focuses on competition and implies the creation of a competitive creature constituting the foundation of how human beings make themselves and create their subjectivities. Extending the point about subjectivities, neoliberalism has created the idea of 'Homo-Economicus' (Read, 2009, pp. 28) who is fundamentally a different subject and is an entrepreneur and simultaneously an entrepreneur of himself. To that end, the individual has become a 'human capital' (Read, 2009, pp.28) a term that encompasses any activities such as to achieve satisfaction, earn income and migrate to other countries. For Foucault, neoliberalism is a new form of governmentality which implies that people are governed but they also govern. He describes neoliberalism as being generated by the' buying and selling commodities of the market' (pp. 26) that is also extended on other social spaces (in our case academia) (Read, 2009b).

2.2.   Neoliberalism and HE Institutions

This section will discuss the impact of neoliberalism on HE institutions worldwide. The main conclusion drawn is that the context of HE worldwide nowadays has been shaped by neoliberalism. Neoliberalism has been described as an economic philosophy which promotes flexibility and choice in order to support individual consumers (Fanghanel, 2012). In this section, I shall explain how HE has been neoliberalised as various threats are apparently affecting different aspects of academia.

Relevant literature on HE and academic life suggests that both are becoming increasingly complex. The changing patterns of the economy worldwide caused the development of high value-added economy (Barnett, 2000) as well as the emergence of the 'knowledge economy' term. HE has been viewed as a social investment, significant for the development of knowledge-based' societies and economies (Kwiek, 2007, Henkel, 2010). Therefore, the universities have become responsible for being socially engaged and for contributing to society and economy, activities referred to as the 'third mission' of the universities (Nedeva, 2007). Among the changes were that Universities' funding was cut leading to non-state sources of funding by new stakeholders (Neave, 2009, Dale, 2007, Locke, 2014). In order for HE to be aligned with the new challenges of globalization and the knowledge economy, many efforts have taken place to modernize the HE sector to be able to contribute to economic competitiveness (Dale, 2007). In the process of becoming modernized, HE was encountered with further challenges such as the internationalization of education and the cooperation of universities and industry. As a result of internationalization, universities turned into economic organizations, globally expanding by opening offshore campuses, getting involved in entrepreneurial activities and reducing fees for international students (Kwiek, 2007). Consequently, transnational HE emerged enhancing the development of regional education hubs.

Many of the reforms in HE are the result of wider public sector reforms such as NM (Deem and Brehony, 2005) and network governance (Benington, 2011).'New Managerialism' (NM) (Deem and Brehony, 2005, pp 220) resulted in management becoming the priority compared to any other activities in an institution, caused monitoring of employee performance and introduced the practice of quality assurance service. According to Reed (2002) NM 'would provide that imperative drive towards operational efficiency and strategic effectiveness' (pp. 166). NM aimed at weakening the regulatory structures of professional elites and their monopolistic work practices as their performance would now be monitored and assessed. Another initiative provided by NM was to destroy bureaucratic hierarchies in HE and create an environment of 'providers' and 'purchasers'. Such surveillance and control over HE institutions would set the scene for entrepreneurial and postmodern universities (Reed, 2002). On the other hand, with network governance (Ferlie et al., 2008) or networked community governance (Benington, 2011) networks develop between HE institutions and social actors which play a role in the governance of HE through a networking approach rather than an individualized approach promoted through NM. Global competitiveness has led governments to produce local and employable workers in order to fit into the neoliberal economic environment (Clegg et al., 2003). Therefore, the ideologies in HE have shifted both towards students as well as academic staff in order for HE institutions to conform to the standards provided by their governments. Besides just the re-structuring of HE due to neoliberal discourses, there is a need to explore how academics respond to these challenges through the ways they perform their subjectivities facing issues of pressure and anxiety. In other words, there is a need for greater understanding of gendered academic subjectivities and the discourses that shape gender in line with neoliberal and postfeminist ideals. The next section will look at the implications of neoliberalism for individuals.

2.3. Neoliberalism and Academics

This section firstly reviews studies that explored academic lives and professional advancement. Secondly, it looks at studies on academic identity construction some of which slightly, but not fully, attribute identity formation to neoliberalism. It is indeed crucial to consider research that has been conducted in the area of academic careers before looking at studies that explored academic careers in a neoliberal context and its implications on academic subjectivities. Lastly, it is concluded that further research is needed to explore the gendered implications of neoliberal discourses for the formation of academic subjectivities through the prisms of neoliberalism and postfeminism[1]

2.3.1. Research on Academic Careers

Research up to date on the academic careers of faculty staff in HE sheds light on mainly the experiences of female academics in HE and more precisely the external and internal barriers that block their professional advancement. However, very minimal is the focus on the academic careers of males. Internal obstacles include less recognition, isolation and exclusion as well as lack of access to role models, communication networks and mentors (Henry, 1990, Bagilhole, 1993). The HE contexts of Australia, the US and Great Britain that are discussed in the literature are highly gendered as male academics tend to earn a higher income, are more productive in research and have developed international activity (Poole and Bornholt, 1998). Additionally, it is suggested that women academics' career advancement is hindered by work relationships, university environment and invisible rules (Collings et al., 2011) as well as lack of institutional support and opportunities for formal and professional development (Anderson, 2007). Even recent literature refers to the gendered nature of British and German HE contexts as female academics have less access to networking and role models (Pritchard, 2010a). Additionally, women are considered as losers since they lack

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[1] Further discussion about the fusion of neoliberalism and postfeminism will be provided in a subsequent section.

access to leadership opportunities (Morley and David, 2009). Besides access to networking, role models and leadership opportunities, a quantitative and comparative study across twelve countries has reported that academics, although satisfied with their academic jobs, reported lack of collegiality, teaching and research support (Bentley et al., 2013). Although much has been researched about the promotion prospects of women academics as well as their working status (discussed below) further research needs to explore other femininities which emerge due to the limited promotion prospects and the hierarchies that are caused in HE, issues that this thesis attempts to explore.

The working status of women has also been discussed considering it as a factor to impede their advancement. Being appointed to fixed-term contracts (Knights and Richards, 2003) or part-time and teaching positions, have contributed to a masculinist gendered regime and hierarchy in HE worldwide (Poole et al., 1997). This phenomenon has been termed as the casualisation of the academic profession which was accelerated due to globalization causing a two-tiered academic workforce (Kimber, 2003) with women being more likely to identify as causal academics receiving minimum wage (Courtois and O' Keefe, 2015). Casualisation has also been defined as indirect response changes based on cost-cutting principles (Courtney, 2013). The ambiguous messages that universities send out as to how academics can achieve recognition and success also influence academic careers. In other words, academics are perplexed about the criteria of becoming promoted. Although research activity was believed to be a driving force for promotion, some academics have reported that their promotion took place after running specific programmes, therefore having being promoted due to their management input in the university (Clegg, 2008b). Female academic careers have been also impacted by the concept of relocation. Mc Alpine (2012) defines relocation as '…shifts, moves, changes in relation to space, place, situation, state, time and affect' (pp. 176). Particularly, female academics referred to academic relocations in relation to new

networking starting to work on a new project sometimes outside or on the periphery of their expertise (Mc Alpine, 2012). They experienced relocation as they had struggles to adjust to the new discourses and ideas that they were not familiar with. Although relocation is an interesting concept to be studied in relation to academic careers, I argue that, once more, there is an emphasis on the female perspective excluding possible experiences of male academics with academic relocation.

Although there has been extensive research on academic careers over the past twenty years, I argue that there are still conflicting messages as to pressure and workload of academics. Although female academics in the UK have termed intensive workload as imposed work (Salisbury, 2012, Barrett and Barrett, 2011) in order to become acknowledgeable academic professionals, academics in Canada support that there is equality of workload between junior and senior academics (Jones et al., 2012). In an attempt to highlight the heavy workload of academics, the discourse of hyperprofessionality becomes central to discussion emphasizing the tendency of academics to never shut down as workers but indeed work from home through the use of digital technology (Gornall and Salisbury, 2012). In discussing the concept of hyperprofessionality, Gornall and Salisbury (2012) refer to the notion of the roaming workplace that is enhanced by digital inter-connectivity that academics inhabit in order to be hyper professionals.

Conflicting are also the arguments about the capacity of female academics to advance professionally. For instance, studies have shown that women are unable to advance in academe (West and Lyon, 1995, Johnsrud, 1995) or that lower share of women than men move up to higher stages in the career ladder (Teichler et al., 2013) whereas, other studies completely contradict this argument. More specifically, they support that there have been examples of female academics who have advanced in a male dominated environment (David and WoodWard, 1998) and have been even appointed to senior management positions

such as Vice Chancellors in HE institutions in the UK (Breakwell and Tytherleigh, 2008). Additionally, feminist academic women have pursued their projects in a context of contemporary changes and challenges, positioned as agents within institutional structures rather than passive participants (Acker and Wagner, 2017). However, even after global transformations, HE remains highly gendered (David, 2009) as the patriarchal neoliberal academy produces misogyny and women are invisible and constrained in terms of advancing, due to male domination (David, 2016, David, 2015b). Additionally, women are essentialised in such a masculinist HE culture which is deeply rooted (Acker, 2012). As emphasis has been on women academics and professional advancement, further research needs to explore how both women and men take up professionalism in gendered ways. Age has been mentioned as a determining factor towards a productive activity of academics. That is, the younger academics are, the fewer opportunities there are to get involved in special projects that would also enhance their advancement (Pritchard, 2010b). Apart from age, race has been mentioned as an obstacle in teaching, research and administration activities as well as struggles in interacting with colleagues attributing such experiences to their national origin, race and of course gender (Skachkova, 2007).

Combining work and family is viewed as an additional challenge for female academics. It is mentioned that parenting may negatively affect women academics due to work and family conflict (Ward and Wendel, 2004, Huilman, 2009). Children are seen as harmful to academic careers (Mink et al., 2000) as children but also maternity can slow down the career progression of Canadian and British women academics (Armenti, 2004, Raddon, 2002). However, further research is needed to explore how academics are positioned -through their affective performances- in the discourse of responsibility (Evans and Riley, 2014) towards their academic careers and family especially the case of men for whom there has been little insight.

Whilst we have understandings of the challenges facing women, for instance issues of discrimination pointing to an overall masculinist gendered regime and hierarchy in HE, the exploration of academic masculinities in these contexts has not been studied in any detail. Therefore, this thesis considers the relational play of gender and how men and women negotiate neoliberal and postfeminist discourses which is an important contribution to the field of academic subjectivities.

2.3.2. Neoliberalism – Neoliberal Discourses and Academic Subjectivities

This section explores the implications of neoliberal discourses on the construction of academic subjectivities showing how academics internalize neoliberal discourses.

No matter what roles academics acquire (solely teaching and research or these, accompanied by managerial roles) they construct their academic identities within the profession making themselves professionals in academia. There is the notion that academic career development depends on the academic identity that academics construct. Academic identities are constructed based on both the discipline and the institution (Henkel, 2000, Neumann, 2001). Such an argument implies that identity is a fluid entity that exists based on how individuals understand themselves and on how the institution in which they belong to influences their understanding of themselves. Although research has shown that the construction of academic identities is impacted by the discipline, another author contradicts this notion by arguing that academics do not necessarily identify with their disciplines (Clegg, 2008a).

Research conducted with regard to academic identities of academic staff reveals that academics construct multiple identities of themselves. That is, they describe themselves as intellectuals, others as solely teachers, whereas several as academic managers (Clegg, 2008b). Additionally, traditional academic identities relevant to collegiality and autonomy are

indeed under threat (Clegg, 2008b). As suggested by Glegg (2008b), male academics do not openly discuss about their identities with other colleagues as they consider identity issues relevant to the private sphere. In the following subsection, there will be discussion about the construction of multiple identities of academics as a result of internalizing neoliberal discourses.

2.3.3. Auditing Practices and Academic Subjectivities

New ideologies that became apparent in HE such as quality and audit impacted the work of academics. Additionally, managerial practices (Deem and Brehony, 2005) and consumerism (Naidoo and Jamieson, 2005) that developed in a neoliberal market, negatively affected the autonomy and respect that academics used to possess. As mentioned before, the profile of HE has dramatically changed with consumerism affecting HE. That is, a consumerist framework (Naidoo and Jamieson, 2007) has been applied to HE maintaining quality although it has shifted from an elite to a mass HE system. As a result, the mission of HE was basically to contribute to Britain's competitiveness in the global marketplace by producing and distributing economically productive knowledge. This shifting context of HE had a direct effect on academic staff who resisted these pressures as they aimed at safeguarding their professional interests which seemed to be different from the national economic interests and the interests of stakeholders. Academic resistance has also been evident with relation to quality assurance for teaching and research assessment (Lucas, 2014). Without any signs of resistance, academics would have to sacrifice their power to determine several aspects in the academy (i.e. developing the curriculum, choosing pedagogic strategies).

Unfortunately, consumerism is understood to have deeply impacted the notion of educational provision for the majority of students as they perceive their higher education in the form of consumption package that is delivered to them. Additionally, consumerism has turned HE from being

a public good benefiting the society at large to a private good benefiting individual students (Scott, 2009). Therefore, as the mentality of students changed, their appreciation towards their academics has reduced, and unfortunately their demands increased (Locke, 2014). This new identity that students constructed becoming the controllers of their own education explains the fact that the autonomy and respect of academics have been minimised. It seems that what is happening, due to consumerism, is a chain effect. That is, consumerism affects the functioning of HE institutions which (HE institutions) affect and change the mentality of students and the mentality of students in turn affects academic identities. The professionalism of academics, or academic professionals is now suffering as one of the tenets of academic professionalism, which is to provide scientific knowledge, is negatively affected by the changing profile of HE. That is, the pure role that academics used to have as being producers and providers of scientific knowledge, is replaced by an enormous auditing procedure which in turn, destroyed the previously autonomous professional agendas (Enders and Musselin, 2008). Additionally, it has been argued that the professional values of collegiality, freedom of thought and the pursuit of truth are now replaced by accountability and efficiency (Dollery et al., 2006). Even though research shows the impact of consumerism on academics' professionalism, still there is a need to look at how academics negotiate consumerism and what gendered subjectivities evolve through their affective performances, an issue that is addressed in this thesis.

2.3.4. *Diversification of Faculty – Blending of Roles*

Another consequence of the new HE environment and its impact on academics themselves is the diversification of faculty staff and the emergence of blended roles. The changing fabric of HE can also be attributed to the diversification of faculty staff due to new entrants into the university such as individuals from practical settings such as health. Besides the academic identities of traditional academics, it is also crucial to consider a special group of staff that enters the university from practice

settings such as nursing and midwifery (Smith and Boyd, 2012). These individuals aim at becoming academics although their profile is quite different than that of traditional academics. They have an extensive background in clinical practice since they have developed a considerable clinical professional expertise. As Smith and Boyd (2012) state 'the term lecturer is taken up to mean anyone holding a full time or part time academic contract, acknowledging a wide variation in terminology across the sector' (pp. 64). I believe that this attempt by Smith and Boyd (2012) to define this group of academics as such implies their differentiation from traditional academics. Their main responsibility is primarily teaching and few would consider research as part of their academic routine. The study explores their transition from professional practice to the context of HE highlighting the difficulty to shift from their identity as practitioners to lecturers in academia. More precisely this group of lecturers experiences a slow process of identity construction of, for instance, the researcher identity. Although this study sheds light on some interesting results, I think that the methodological tools used to collect data are inadequate. Instead of an online survey and a large sample, future studies should incorporate a qualitative approach aiming at exploring the narratives of such a group through in-depth interviews. To me, the issue of identity construction can be more fully addressed through a qualitative research collecting more in-depth accounts of such lecturers.

Due to the changing environment, it seems that HE became a diversifying workforce due to multiple reasons. Firstly, the roles of academic and non-academic staff seem to be blended together with an overlap in their activities (Kogan and Teichler, 2007, Enders et al., 2009). This means that non-academic staff is appointed to academic responsibilities and vice-versa. Consequently, a third space environment has evolved introducing a new territory between the academic and professional domains (Whitchurch, 2009) creating a new form of blended professionals (Whitchurch, 2008). In turn, professional staff is engaged in several activities that are academic-oriented such as teaching and

research. Therefore, there is a blend between academic and professional staff leading to blended roles and to the emergence of new identities (Whitchurch and Gordon, 2010). Such a diversifying workforce also enhanced the development of academic and administrative collaboration thus, administrators and academics to work together, a situation that causes both opportunities as well as challenges (Deem, 2010). Although research so far has shown that extra pressure is imposed on academics due to blended roles, there is still a need to explore how academics are positioned in the discourse of intensive workload in gendered ways through their affective performances, an issue explored in this thesis.

Besides the blending of professional and academic roles, new roles have also evolved for academic staff such as entrepreneurial roles (Gordon, 2010) adding management roles to the once traditional teaching and research responsibilities of academics. Gordon (2010) makes an important contribution to discuss academics as entrepreneurs, which is the result of neoliberal discourses, however, given the magnitude of neoliberal discourses, more research is needed in order to explain what other (and new) academic identities are constructed due to these neoliberal and postfeminist discourses. As companies enter the university (Henkel, 2010) academics need to move out by creating external partnerships and companies. In this fast changing HE environment, identities are constructed and reconstructed due to both the changing fabric of HE and the new entrances into the university. Therefore, the authority of academic knowledge is not taken for granted anymore. Although Henkel (2010) interestingly mentions about academics' transformation into entrepreneurs searching for external partnerships, there is not any reference to the fact that academics' identities are also transformed into self-regulated entrepreneurial academics who take initiatives to expand their institutions' activities implying professional accountability, a role imposed on them due to the neoliberal context. That is why further research is needed in order to entirely focus on the implications of neoliberal and postfeminist

discourses on academic subjectivities. Adapting to the new HE context and constructing the identity of entrepreneurs seems to be an aspiration for academics who wish to meet the demands of the funders in order to advance in their careers. In order to be effective entrepreneurs, academics need to sell their ideas through securing funding for research as a way to cope with the business-like environment of HE (Smith, 2012). Therefore, the discourse of the 'entrepreneur-researcher' develops. Another identity constructed by these academics was that of 'policy relevant researchers' with the aim of producing research that would be beneficial to policy makers.

Due to the blending of roles and the new ideology of NM the academic profession has been divided. Individuals who used to be solely academics, are now appointed to academic-managerial roles, therefore, the new concept of manager-academic arises. That resulted in a divide between the manager-academics and the academics who do not possess managerial roles. That is, academics who acquire management roles may be heads of departments, faculty deans, or even members of senior management teams are said to serve their own interests as well as create their own social group by maintaining relations of power and dominance (Deem and Brehony, 2005). Acquiring managerial roles lies under the umbrella of multiplication of tasks (Musselin, 2007) and division of work which academics suffer from. Besides teaching and research responsibilities, academics are also responsible for fundraising and research management activities, which used to be optional in the past (Enders et al., 2009) however, such activities, which are beyond teaching and learning, absorb substantial proportion of academics' working time (Teichler et al., 2013). This fact seems to have impacted female academics' identities as the academic discourse of authenticity seems to suffer as well due to the low research productivity of young female academics (Archer, 2008b). Archer (2008b) interestingly refers to the notion of 'unbecoming academics' (pp. 391) to describe the shift from the traditional research orientation of an academic to dealing with tasks other

than research. Although the study reveals interesting results, it focuses on young female academics and any claims are made for that particular group. I insist that further research needs to be carried out in order to explore academics' construction of identities looking at a variety of academics both male and female across a range of disciplines, ages and rankings.

2.3.5. Prioritisation of Tasks and Academic Subjectivities

The blending of roles and the multiplication of tasks has caused the emergence of various academic identities. For example, academic identities are described as boundaried or boundaryless (Dowd and Kaplan, 2005). Boundaryless academics who conform to the traditional responsibilities and thus accept that research is a principal academic role, are workaholics and they overall experience a boundaryless career. On the other hand, the academics who always complain about the workload as well as the overworked procedure of tenure are identified as having boundaried careers. Interaction becomes a determinant in classifying academics in these two identities. For instance, if academics interact with people mostly within their institution, these academics are called local and therefore, have a boundaried career in contrast to academics who are more cosmopolitan therefore build relationships with colleagues outside their institution. Probationers (boundaried academics) view themselves as traditional teachers and researchers in academe, and seem to be loyal to the institutions where they work. Mavericks (boundaryless academics) are those who mainly view themselves as entrepreneurs who believe that their professional identity results from their expertise and experience. They are quite self-oriented individuals, focusing on professional activities they are interested in rather than activities that others find appropriate.

Consumerism has had an effect on academics' professionalism. In turn, consumerism impacted the professional status of academics which was previously based on high quality research and publication. However, the

orientation towards a massive HE completely changed the priorities of academics those being high quality research and publication to mainly high quality teaching. This is quite obvious to occur since HE institutions, in a 'knowledge economy' era, have engaged in a battle to contribute both socially and economically. As a result, the academic virtues (prestige, research and publication) have been replaced by a 'managerial and market ethic' (Naidoo and Jamieson, 2007) which emphasises the absorption of income from students who are now viewed as customers. Academics' professionalism has also been impacted by the internal auditing introduced in the institutions as part of the consumerist framework. As mentioned in a previous section internal auditing has been one of the new monitoring procedures in order to ensure the quality of academics' work. As a consequence, the energy and time of academics is invested in bureaucratic activities rather than focusing on the pure tasks of an academic and that is the reason behind the shift in setting priorities as well. As previously argued, academic freedom has weakened as well as the power of academics to influence decisions made in university collegial bodies although it should be considered as the basis for academics seeking an exceptional degree of control over their work (Teichler and Cummings, 2015). Such a fact provides signs of deprofessionalisation (loss of autonomy) and proletarianisation (loss of status privileges), signs that justify the impact of a neoliberal environment on academic professionalism.

The professional input of academics has also been affected due to the fact that students have become customers wishing to satisfy their demands. Since the focus is on increasing student numbers as well as avoiding complaints by students, academics are in the loop of providing standard feedback to students based on official criteria they are provided rather than offering feedback which is based on academics' personal opinion (Naidoo and Jamieson, 2007). Consequently, academics' professional judgment has disappeared in light of all the shifts and introduction of new tactics in HE. Discretion and judgment are supposed

to be two important ingredients of professionalism (Freidson, 2001). However, if the capacity of academics to be free-willed individuals and provide their judgment has disappeared, I wonder whether they automatically lost their academic professionalism. It seems that the new corporate style university influenced the professional virtues of academics.

2.3.6. Psychological Effects of Neoliberal Discourses on Academic Subjectivities

The changing academic context caused HE institutions to become restrictive and controlled places which in turn psychologically impacted the academic identities of faculty staff. For instance, British academics have reported dissatisfaction and stress with regard to the profession leading it to a less attractive one as the autonomy and creativity of academics have been reduced (Churchman and King, 2009). Dissatisfaction has also been experienced by casual academics due to insecurity and quality of working life (Kimber, 2003). Additionally, British academics have claimed loss of ownership (McINNIS, 2010). Interestingly, in a study conducted in Australia, academics perceived their identities as isolated individuals as a defense mechanism against the fast shifts taking place in HE (Churchman and King, 2009). In other words, they attempted to keep themselves invisible from those in authority as a way to resist to the unwanted changes. Academics are not monopolistically the only influence of organizational goals and cultures. As a result, they have lost their self-esteem and identity (Henkel, 2007). Even the Canadian HE context that has been an exception to the international trends, has also been lightly regulated, producing policy and structures that cause uneasiness to academics due to the pressures towards performativity (Acker and Webber, 2016). The question that still remains unanswered is whether academics, in other changing HE environments, can maintain their autonomy and freedom especially due to the fact that neoliberal and postfeminist ideals encourage individuals to make choices, be autonomous etc. Therefore, this thesis explores how

these discourses can be navigated differently by gendered subjects explaining how gender maybe shifting. Besides their reduced power, academics have been financially influenced. New Public Management (NPM) governance has also caused financial stringencies which in turn affected the funding provided to academics for research purposes as it became more competitive. An additional financial impact on academics concerns changes to reward packages and salary sacrifice schemes (Locke, 2014). Therefore, it seems that there is more control over academic work. It seems that research on academics and the psychological effects on neoliberalism on them and their work have not been fully explored. Studies have shown the effect of neoliberal tactics on teachers (not academics) indicating that the satisfaction levels of their work have minimized since the sense of their moral responsibility for their students is altered (Ball, 2012a).

Although studies have shown that neoliberal tactics have negatively influenced the positioning of academics in HE institutions there are other studies that provide a contradictory picture supporting that there are also positive messages sent about academic subjectivities in a neoliberal era. For instance, Clegg (2008b) supports that through her study with academics at an urban university with a polytechnic past, there is no evidence that faculty staff experiences nostalgia or systematic personal dissatisfaction while discussing about their academic identities, but rather deep sense of engagement in the academy.

More optimistic messages about academic identities in a neoliberal era are revealed through a study conducted with younger female academics who seem to adapt to the new academic environment and accept the neoliberal HE context much easier than older academics (Archer, 2008a). As Archer (2008a) mentions '…it was surprising to find that all the younger academics had, to some extent, taken up the language of Neoliberalism and audit within their constructions of selfhood and academic identity' (pp.272). Although age seems to play a role as to the

extent to which academics' identities are impacted by neoliberalism, still this study emphasises the female perspective, as the majority of the participants were younger female academics. Therefore, more light needs to be shed on the ways males as well construct their selfhood in a neoliberal era. Positive messages are sent through another study in the British context (Kolsaker, 2008) indicating that academics accept managerialism as a way to enhance performance and professionalism. Kolsaker (2008) argues that although most of the literature on academics' adjustment in a managerial environment is pessimistic, academics craft and re-craft their identities as conditions change. Furthermore, optimistic messages are sent from the Australian context, stating that although the changing HE environment has been painful and damaging on the academic profession, many academics took advantage of the situation by getting involved in research links with industry or in other entrepreneurial activities transforming into better qualified and more research productive academics (Harman, 2003). Similarly, in New Zealand universities, PBRF criteria, although causing stress and inducing surveillance, have given academics the ability to make time for their research and go against the academic culture that consumes time (Cupples and Pawson, 2012).

2.4. Neoliberalism – Postfeminism and Subjectivity

Although there is a growing literature about the transformation of HE due to neoliberalism, further research is needed to understand gendered academic subjectivities in the neoliberal context. In this section I will discuss how neoliberalism, as discussed above, is closely related to postfeminism as defined by Angela McRobbie and Rosalind Gill. I explain how neolineralism and postfeminism work together to produce new gendered subjects characterized by individualism, neoliberal responsibility and an autonomous and self-regulating subject who articulates themselves differently however, in relation to gender identity and masculinity and femininity as explicated in the literature on postfeminism.

Postfeminism and neoliberalism seem to operate on the same level since their ideas are blended. In other words, the gendered dimensions of neoliberalism are connected with postfeminist notions of empowerment and in turn, neoliberalism has provided the conditions of women and girls to succeed. In other words, the autonomous and self-regulating neoliberal subject is very similar to the freely choosing and self-inventing postfeminist subject (Mackiewicz, 2012) with especially women being caught up in transforming themselves as a sign of self-regulation. Postfeminism is characterized by a set of discourses that 'actively draw on and invoke feminism… in order to suggest that equality is achieved, in order to install a whole repertoire of meanings which emphasises that it is no longer needed, a spent force' (McRobbie, 2004a) (pp4). Postfeminism promotes the idea that women have achieved total equality and therefore, feminism is no more needed. Further, Ringrose (2013) defines postfeminism as 'a sensibility or set of dominant discourses that infuse and shape the zeitgeist of contemporary culture' (pp.5). In attempting to understand the blending of neoliberal ideologies and postfeminism, I borrow the term 'post-feminist sentiment' (Evans and Riley, 2014 pp.37; McRobbie, 2009). The term implies a form of sense-making that incorporates neoliberal constructs of subjectivity and the centrality of consumerism in individual biographies to articulate a particular form of contemporary femininity (Evans and Riley, 2014). For example, a type of femininity associated with postfeminist ideas in the discourse of feminist success and achievement of girls over the failing boys (Ringrose, 2013). Furthermore, girls' achievements signal a postfeminist discourse of female success highlighting the neoliberal discourse of reinvention and self make-over towards an upward mobility discourse and bourgeois feminine ideals (Walkerdine and Ringrose, 2006). In this context of neoliberalism and postfeminism, there is a shift from essentialist sex-role models to femininities and masculinities as gendered discourses. Thus, femininities and masculinities are done, become and are practiced in different ways by individuals. As I will explore in my data analysis, neoliberalism and postfeminism are infused and interconnected, creating

in this way new subjectivities. The link between neoliberalism and (post)-feminism occurs while considering two neoliberal discourses of choice and autonomy and the notion that feminist goals have been met and that women are free to compete and succeed in society (McRobbie, 2009). Feminism has always needed the notions of choice and autonomy in order to work towards overcoming the oppression of women. If the aim of feminism is to improve the lives of women, we must understand that people have the potential to choose and resist, but what are the conditions of choice-making? These are questions that my thesis sets out to explore.

In an era of postfeminist influence, new forms of femininity are developed which seem to draw upon feminism but at the same time refute it (McRobbie, 2009). Among the focal concepts of postfeminism are concepts that define successful notions of woman hood and femininity such as individual empowerment and freedom to achieve. These are qualities associated with neoliberal concepts on individualism and market competition. This thesis explores how neoliberal and postfeminist ideas are infused as they work together to shape the neoliberal and postfeminist gendered subjects that are manifested through the ways men and women negotiate masculinities and femininities. There has also been limited research about how men negotiate postfeminist ideas in a neoliberal HE context which is an aspect explored in this thesis.

Neoliberalism is an adaptive ideology (Evans and Riley, 2014) and is shaped differently in different countries and contexts. Besides just a political and economic rationality, neoliberalism has also dominated notions of subjectivity constituting with its form of governance that explains the self as rational, self-managing, autonomous and enterprising (Gill and Scharff, 2011). This is the very reason why neoliberalism must be conceived as a new understanding of human nature and social existence rather than just focusing on its macro forms of political governance. The notion of neoliberal governance and its impact on the

sector of education causing the emergence of a global and international context of education policy has been widely emphasized by Stephen Ball. In such a context, education plays the role of the producer of labour and values entrepreneurship as a response to the neoliberal discourses. Policy-making has been as such in order to agree with the international economic competitiveness. In the neoliberal context, education has become a side of a business-like environment characterized by competition and entrepreneurship. The sector of education needed to be remade in order to respond to globalization and the international economic reforms. In an era of educational reforms, several concepts develop such as knowledge economy, the notion that knowledge and education are treated as a business product (Stephen, 2013). The implications for education are that individuals shall be educated in order to become highly skilled and flexible human capital. This means to have the ability to produce and use their knowledge for the nation's competitive advantage, as education policies are formed in accordance with the international economic competition. Education policy now promotes educated individuals as flexible and lifelong learners in relation to the knowledge economy and globalization discourses. A further educational reform is the introduction of policy technologies which involve forms of organization and procedures. Policy technologies involve relationships, procedures for motivation and responsibilities. Such policy technologies develop a new set of incentives, positions and identities. That is the very reason why this study is marked as significant because it sheds light to the ways academics negotiate masculinities and femininities in a neoliberal context, as it is important to consider the relational play of gender and how men and women negotiate neoliberal and postfeminist discourses. The ways in which academics perform femininities and masculinities becomes crucial in the neoliberal context where performativity or a system of 'terror' (Ball, 2013, pp. 57) is apparent. The performances of individuals become a way of evaluating productivity counting for the quality of one's work. With such an enormous effort to maintain performativity, individuals are constantly activated in

organizations to produce more. Consequently, judgments, measure and comparisons emerge as a way to monitor and assess the performativity of individuals.

As mentioned in an earlier section, one of the tenets of neoliberalism is that the state intervention is minimised enabling market forces to drive the economy (Evans and Riley, 2014). This economic freedom has also been passed onto the citizens making them feel autonomous and responsible for themselves. The philosophy of neoliberalism is that a rational market regulates the economy through competition among institutions. Such a philosophy is then transited on individuals who become competitive individuals who ought to also be responsible for the economy in general and their own welfare in particular (Rose, 1999). Such form of competition becomes the basis of social relations. While experiencing neoliberalism, individuals feel free but in reality the case is that individuals unconsciously take up neoliberal concepts and they falsely feel authentic and self-driven, but in fact this is a top-down governance due to neoliberalism. This happens as such because neoliberalism is a form of governmentality, whereas to function, its subjects need to feel free to act and choose. Freedom constitutes an integral element of neoliberal strategy.

Through an economic perspective, neoliberalism presupposes that any activity aims at 'maximum output' for 'minimum expenditure' (Read 2009, pp 30) which is perceived as investment. This mentality becomes a way of life for neoliberal subjects who, due to that, have become entrepreneurs and risk-takers. As a result of neoliberalism, a variety of subject positions are created and individuals draw on several discourses to create themselves and therefore, their identities. As mentioned earlier, neoliberalism is based on the ideal that the self is rational, self-managing, autonomous and enterprising (Gill and Scharff, 2011). Self-regulation though is an illusion for individuals who 'think' that they have the freedom to act. In this case, the government seems to give the freedom to

individuals to rule, but in reality 'they govern without governing' (Read, 2009b).

In reality, individuals take up these positions through the process of internalization. Neoliberal subjectivity is understood as the capacity of individuals to make 'free' choices and their selves are constructed based on the choices individuals make introducing the concept of the individualized crowd (Evans and Riley, 2014) where individuals can create authentic identities, in a way that would also be productive to the market and economy as well. The fact that free choice is an apparent neoliberal concept underlies the existence of individual responsibility. Consequently, those who make bad choices are automatically positioned in the category of failure (Evans and Riley, 2014). Although a neoliberal culture provides individuals the opportunity to think of themselves as autonomous, free, self-regulated and independent, choiceful and risk-managing this situation yields tremendous pressure on individuals who are held responsible for their fate, success or failure. The neoliberal capacity of being choiceful is what, at the very end, means to construct an identity. Therefore, 'becoming' independent, risk-managing, entrepreneur, autonomous and choiceful all give way to the individual to meet the neoliberal ideals. As neoliberal and postfeminist concepts create the framework, this study explores how gender, neoliberalism and postfeminism shape academic subjectivities especially given the challenges that career women face in parallel with issues of empowerment, self-regulation, autonomy etc.

2.5. The Case of HE in Cyprus

Having presented the broader picture of neoliberalism, and neoliberalism in relation to HE, it now becomes crucial to narrow it down to the case of the study which is to look at neoliberal discourses and academics in accordance with the HE context in Cyprus. Below, I discuss the development of the HE system and several national policies arguing that

the HE context has been influenced by the reshaping of economies as well as globalization.

The history of Cyprus dates back to the 9th millennium B.C. Due to its geographic position, Cyprus has been conquered by powers at different periods until 1960 when it achieved its independence. Then, in 1974, Turkey invaded Cyprus and has taken over almost 37 percent of the island (Mallinson, 2011). As far as higher education is concerned, universities have been established in the northern part of Cyprus. Currently, there are negotiations between the leaders of the Greek-Cypriot and Turkish-Cypriot communities toward the reunification of the island and a bizonal, bi-communal federation so that both communities would enjoy equality. So far, the Republic of Cyprus does not officially recognize the operation of the (fifteen) universities operating in the area of the Republic of Cyprus which remain under Turkish military occupation since 1974 (Cyprus Ministry of Foreign Affairs: The Cyprus Question). They are considered to be unlawfully operating educational institutions since they do not comply with the Laws and Regulations of the Republic of Cyprus on Higher Education. However, the Ministry of Education and Culture of the Republic of Cyprus is willing to accept applications from Turkish-Cypriot institutions which would wish accreditation based on its quality assurance and accreditation regulations. Additionally, these universities operate under the law of the so called "Turkish Republic of Northern Cyprus", an illegal entity, which, according to the United Nations Security Council (The Security Council Resolutions 541/553), is not recognized by the international community. Hence, the HE system of the Republic of Cyprus is completely independent from the Turkish-Cypriot HE system. The present study entirely concerns the Greek-Cypriot HE context and was conducted at universities recognized by the Republic of Cyprus.

HE in Cyprus is provided through a wide range of means and methods in public or in private institutions, through full-time, part-time, distance and

other forms of attendance. The department of Higher and Tertiary Education (DAAE) is the competent authority responsible for the economic budget, legal matters and international cooperation concerning the public universities and the registration, educational evaluation and accreditation concerning the private universities (Cyprus Ministry of Education and Culture: Cyprus Higher Education). Due to several structural factors, there is an absence of unionization for HE, although unionization for primary and secondary education exists (Ioannou and Sonac, 2014). Based on the most recent statistics provided by DAAE (Statistics of Education, 2016), the number of Cypriot students as well as of students from abroad enrolled in HE in Cyprus has increased rapidly over the last two decades[2] (See appendices H –K for information about the number of students in HE, across age, level of study, gender, field of study and nationality).

Universities have adopted a dynamic and proactive strategy for research as they aspire to become centres of excellence in research reaching out to stakeholders in order to develop ideas for academic and applied research. Furthermore, a wide collaboration network has been established between research centres and universities in Cyprus and abroad. Research programmes are funded either from the budget of the universities or by other organisations such as the Cyprus Research Promotion Foundation (CRPF) or by research funding programmes of the EU.

HE has been influenced by the reshaping of economies as well as globalization. Additionally, Cyprus' accession to the EU has caused new challenges. Consequently, several national policy changes have taken place regarding the alignment of Cypriot educational policy and vision with that of the EU, resulting in substantial increase of expenditure on research and the establishment of Cyprus as a regional educational and

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[2] There are no statistics relevant to academic staff in Cyprus.

research centre. Policy changes include the expansion of HE, especially at University-level which stems from the EU intention to promote 'Lifelong Learning' and has extended the role of HE creating new needs. The first attempt was the establishment and operation of the University of Cyprus in 1992 as a way to upgrade HE and the involvement of the University in the social and economic life of Cyprus. The efforts continued and were intensified in the following years with the establishment of two more public universities: Cyprus University of Technology and The Open University of Cyprus. Additionally, five private universities have been established, totaling eight universities in Cyprus which is a small number compared to other countries. Apart from the expansion of HE, policy changes encouraged the active involvement in the Bologna Process Framework as well as its implementation in order for HE to harmonize with European standards. The Bologna Process Framework provides uniformity in terms of the goals to be achieved and was created in order to redefine the concept of the university in an era of dramatic and rapid changes in European market-driven and knowledge-based societies and economies. It is encountered as the common framework that can influence the reform of national HE systems in European countries (Kwiek, 2004, pp. 759-776). Undoubtedly, Europe is entering a new era of knowledge-based and market-driven economies and has to encounter its main competitors. The goal set for 2010 was for Europe to become 'the most competitive and dynamic knowledge-based economy in the world' (Kwiek, 2004, pp. 763).

Increasing the number of people attending HE, promoting the knowledge triangle (education, research and innovation), attracting and accessing international students but also enhancing the governance and funding of the HE institutions were also among the several policy changes. Apart from these, there was also emphasis on enhancing quality assurance in HE and as a consequence, The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E) has been established in November 2015. The agency is responsible for the quality assurance and

accreditation of HE in Cyprus enhancing the internal and external quality assurance procedures in institutions following the European Standards and Guidelines.

Given the picture above, Cyprus HE has refined its goals and challenges in order to adapt to the European competitive market of HE. Among its goals is to enhance quality assurance in HE through keeping up with the Bologna process, increase the number of students attending HE in Cyprus, promote Cyprus HE in order to attract international students and improve the governance and funding of HE Institutions. Considering the refined goals of Cyprus HE, there is no doubt that HE has been influenced by the new era of knowledge-based and market-driven economies and neoliberal discourses that have been discussed earlier in this chapter. However, the area of academics and the implications of neoliberal ideologies on the ways they form their identities and subjectivities has been entirely ignored.

Conclusion

There is growing literature on the restructuring of HE due to neoliberal discourses as well as the implications of neoliberalism for individuals. However, in a market-oriented HE environment that has challenged academic identities, there is a need for greater understanding of the ways that academics respond to the new challenges as they perform their gendered subjectivities. As the emphasis has been on the challenges of women academics in relation to discrimination and exclusion, this thesis explores how gender, neoliberalism and postfeminist shape new gendered academic subjectivities especially the case of academic masculinities that has not been studied in any detail.

On a theoretical level, there is a need to explore academic subjectivities through a psychosocial lens which is an important lens to adopt studying the implications of neoliberal and postfeminist discourses for academic subjectivities. The next chapter will discuss theoretical perspectives and

the psychosocial approach that provide the theoretical framework of this study.

CHAPTER 3: THEORETICAL PERSPECTIVES

Introduction

This chapter is organised based on three main sections. In the first one, there is an emphasis on poststructuralism and Butler's theory of performativity which offer significant developments to gender essentialisms in earlier perspectives. The second section concerns the theoretical framework that informs this thesis which includes subsections about the psychosocial approach, an understanding of Hollway and Jefferson's defended psychosocial subject and a psychosocial understanding of affect and discourse that relate to gender discourses and constitute the framework in this study. I adopt Butler's theory of performativity, Wetherell's theory of affect and affective practices as well as Hollway and Jefferson's theory of the defended subject to unsettle gender issues around the ways that academics negotiate neoliberal discourses. In the matrix of neoliberalism and postfeminism and their fusion, neoliberalism and postfeminism work together to produce new gendered subjects. As neoliberal discourses create an anxiety provoking environment, I explore how academics position themselves in these discourses constructing and reconstructing their postfeminist gendered identities (femininities and masculinities) in order to navigate these anxieties as defended academic subjects. Building upon a psychosocial approach, I strive to explore how academics respond to events in the social sphere. Affect becomes a focal point in the study as it is a central form of emotional labour in a precarious neoliberal HE context. Emotional labour has gendered implications as I will explore. Affect allows me to understand people's investments as well as activities of positioning. I look at the ways academics pattern their embodied conduct in instances of their lives and how this is evident through their affective performances. Taking a critical approach to the types of discourses offered to men and women around success I use the psychosocial approach to show how

academics are invested in neoliberal discourses and how they navigate new postfeminist discursive positions in complex ways.

3.1. Theoretical Perspectives: Poststructuralism

This thesis draws on poststructuralism and Butler's theory of performativity adopting an understanding to gender as a fluid (rather than fixed) concept that changes over time and place (Alsop et al., 2002). Butler contradicts notions of an essentialising and binary approach in understanding gender. Thus, there exist multiple discourses and in turn the capacity of subjects to form various gendered identities. The theory of performativity allows researchers to think of the multiple and unpredictable ways in which subjects create themselves in discourses as a social practice (Hey, 2006). Butler's theorization of performativity supports that the gendered body is constructed through various acts that determine its reality (Butler, 1999). That is, individuals do/perform gender and in turn, gendered identity depends on a series of acts. Consequently, the identity of an individual is the effect of his/her performances (Salih and Butler, 2004). This thesis explores how men and women academics perform their gendered subjectivities, in an anxiety-provoking neoliberal environment, performing as, for instance, 'free and autonomous', 'money generators' etc. Since there are multiple gendered discourses there are also multiple types of masculinities and femininities. As mentioned, Paechter (2006) uses the concepts of masculinities and femininities to refer to the way people understand and construct themselves as well as how they do man/woman. In the analysis, I discuss that men academics may construct feminine masculinities, for instance the case of the private sector where men academics are forced to perform a feminized and devalued discourse of heavy teaching rather than research.

3.2. Theoretical Framework

3.2.1. A Psychosocial Approach

Due to fast shifts and changes imposed on us as a result of globalization, notions about subjectivity and identity need also to be considered in a

more fluid way that accounts for the affective dimension. Subjects are compelled in neoliberal discourses and transform into modern neoliberal subjects to be capable of surviving within the new economic, political and social fabric. Through a poststructural and a psychosocial approach I explored the investments and positionings of academics in a highly anxiety-provoking environment which helped me to interpret the play of affect and energy in the research encounter (Wetherell, 2012).

In this era, there is a great emphasis on the newly developed neoliberal subject which emerges as a result of the neoliberal discourses imposed on them such as individuality where individuals become responsible for their own survival through their own agency and desires. The newly developed subject as a result of neoliberalism is both individualized and vulnerable (Davies et al., 2009). It is interesting to consider that these new government situations have developed as a result of the emergence of neoliberal modes of governance that have affected the university which needed to be reconfigured in order to produce individualized subjects that transform into entrepreneurial choosers of their own lives (through agency and choice) who, at the same time, are tightly governed (Davies and Bansel, 2007). The emergence of neoliberal performativity, which measures outcomes, is a key aspect in a neoliberal era. It facilitates the redesign of institutions making organizations and individuals to think about themselves in relation to their performance. Performativity and performance management systems have an impact on the subjectivities of individuals who work in a neoliberal context (Ball, 2012a). Ball (2012a) suggests that we make ourselves more effective, to experience feelings of guilt when we feel inadequate. Therefore, performative systems lead us towards becoming better than what we were previously, or better than others (competitiveness) or even becoming excellent. Such an impact that performativity has on subjectivities transforms them into 'a self-maximising productive unit operating in a market of performances (Ball, 2012, pp. 31). However, in essence, the neoliberal individual is malleable

rather than committed, flexible rather than principled and in turn, the individual is totally depthless.

Davies and Bansel (2007) also claim that individual subjects have welcomed individualism (and therefore, their freedom) and in turn, institutions increased competition and risk to individuals causing a heavy cost to many individuals. The agency and choice that individuals have (as a result of neoliberalism and new forms of governmentality) caused them to become autonomous and rational agents that are considered as able to make rational choices as they are national actors (Bansel, 2007) Additionally, they feel extremely responsible (i.e. academics securing funding) as extensively discussed in the previous chapter. My interpretation is that the freedom and agency that academic individuals have is an illusion as these resulted from neoliberal politics. The government welcomes individuals' attempts to act freely in order to fulfill their own economic goals. This is indeed an individual and a national survival act to fulfill their own interests becoming empowered entrepreneurial subjects. Therefore, neoliberal subjects have been persuaded to take responsibility in some matters that was previously the responsibility of the government. Given these circumstances in a neoliberal HE context, it is extremely crucial to study how academics construct their subjectivities in such a challenging environment, exploring psychical processes in order to deal with their anxieties.

Adopting a psychosocial approach can be brought into dialogue with these ideas about neoliberalism and the adapting subject and 'choice' to introduce ideas about the psyche and the affective states that must be managed in relation to gender. For instance Walkerdine et al., 2001 and Walkderine and Ringrose, 2006 look at the way that femininity is being reshaped so girls have to embody traditionally feminine qualities of beauty as well as masculine qualities of earning income. I argue that there are gender issues regarding the ways academics negotiate neoliberal and postfeminist discourses creating their gendered identities.

In my analysis I discuss the relational play of gender and show how some discourses are masculinised (i.e. money generator, entrepreneur) whereas others are feminized (i.e. mentor academic, family and career carer).

Adopting an affective approach is useful as there is a need to explore gender relationally especially in an anxiety-provoking HE environment where anxiety, stress and competition determine academic positionings. Therefore, psychosocial research aims at conceptualizing human subjects' identities as the products of their psychic and their social world (Hollway and Jefferson, 2013). Discourses are the organised way in which meanings are developed around a proposition. For instance, in the case of this study, some of the dominant discourses that have been previously discussed are the neoliberal discourses of autonomy and self-regulation or the postfeminist discourses of women as enabled to have free-choice and self-reinvention. In the analysis, there will be reference to the ways men and women academics negotiate these discourses in different ways constructing their gendered subjectivities. Consequently, psychosocial methodologies explore how individuals' subjectivities develop as to how they are positioned within discursive representations (discourses) and in turn, developing a discursive subject. Furthermore, I became attracted to the potentiality of psychosocial methodologies to examine how anxiety and defenses play a role in interpreting a person's accounts. As I argue that subjectivity is constituted relationally, the study focused on the following relations which resulted in the construction of several subjectivities: the overarching relational play of gender and how men and women negotiate neoliberal and postfeminist discourses, academics vs. their institutions (self-maximising, money generator, entrepreneur, industry, hybrid, free, autonomous, professional, major player, self-restrained academics). Additionally, academics vs. their colleagues (individualistic and competitive academics), academics vs. their family (family, career carer and mentor academics) and lastly, academics vs. their employment status (fossilized and wannabe

academics). These aforementioned subjectivities will be discussed in detail in the analysis chapters. However, the study did not consider gendered academic subjectivities in relation to discipline, ranking, sector and level of experience.

As neoliberal discourses create an anxiety-provoking environment, defense mechanisms (Clarke and Hoggett, 2009) help an individual to deal with threatening situations and in turn, create a 'defended subject' (Bibby, 2011). Being anxious means being positioned in the discourse of anxiety. According to Hollway and Jefferson, 'The defended subject is a fundamental proposition in psychoanalytic theory that anxiety is inherent in the human condition, specifically, that threats to the self create anxiety' (pp. 299) (Hollway and Jefferson, 2008). The subject therefore, defenses against such anxiety that takes place at an unconscious level. The idea of a defended subject explains how subjects are positioned in discourses in ways that show protection against anxieties (Hollway and Jefferson, 2000). Through a psychosocial approach, defenses and anxiety are not just features of the individual. They are responses to events and people in the social sphere. Hollway and Jefferson describe the defended as 'The concept of an anxious, defended subject, is simultaneously psychic and social. It is psychic because it is a product of a unique biography of anxiety-provoking life events and the manner in which they have been unconsciously defended against' (pp.21). According to Hollway and Jefferson (2013) investments refer to someone's anxieties which underpin the ways in which individuals take up certain positions. The most appropriate way to understand how people use particular discourses is to examine their personal investments. Frosh (2003) as well as Lapping (2011) outline how Melanie Klein theorises defenses by arguing that defenses are formed as a way to defend anxiety and that defenses found the self (Frosh, 2003, Lapping, 2011).

In the matrix of neoliberalism and postfeminism and the fusion of both neoliberal and postfeminist subjectivities, the thesis explores the

implications that neoliberalism has on the level of the individuals. Specifically, the thesis looks at the formation of academics' gendered identities examining how academics are appropriated by the neoliberal economy and how the discourses and practices of neoliberalism are manifested by them as subjects through the ways they negotiate aspects of masculinity and femininity. Particularly, how academics work around neoliberal discourses or develop new identity spaces, looking at academics as social and relational subjects that may be empowered or constrained by a particular context. In an era of illusionary freedom caused by neoliberal politics and given all other circumstances in a neoliberal HE context and its impact on subjectivities, it is of a necessity to understand affects like anxiety and defenses. The reason behind my direction towards psychosocial methodologies was merely relevant to the fact that I wanted to find different spaces of affective meaning as gathered through my subjects' narratives. I aim at exploring the 'irrational' 'anxious' and 'defended' (Walkerdine, 2001) aspects of my participants. Such an aim would be achieved by trying to understand how academics position themselves in the neoliberal discourses constructing postfeminist subjectivities. Additionally, to examine the affective-discursive meaning making of academics and the ways academics perform affect.

3.2.2. The Meanings of Affects in Psychoanalysis vs. Psychosocial Approach

Although psychoanalysis is considered as the basis for the development of the psychosocial approach, however, there are certainly major differences in the way each school of thought defines the term affect. Through a psychoanalytic lens, affect is a feature of an individual and therefore a psychological characteristic (Hollway and Jefferson, 2013) and the emphasis is mainly on psyche (Wetherell, 2012). Additionally, affect is understood as a subjective state and as an experience mediated through language (Lapping, 2011). However, according to Hollway and Jefferson (2013) through a psychosocial approach, affect is a response to events or people in the social sphere relevant to either in the present or in

the past. That is, affect is not just internal to the subject (like emotion) but it is indeed psychic and social which means that it develops as a result of both the unconscious of each individual as this is impacted by social events or people. More precisely, they are psychic because they exist due to the biography of every individual but they are social because they are determined by social discourses that are developed through the social world. They are intersubjective and intra-subjective processes because they affect and are affected by events and people in the social world. Furthermore, Walkerdine and Jeminez (2012) explain affect, through a psychosocial approach, as the sense of a force or energy that is present in a relational matrix. So, there exists the relational perspective which is the British object relations, which focuses on the relationships between internal and external objects (Walkerdine and Jimenez, 2012). Therefore the concepts of projection, introjections and identification imply a two way relationship with an internal and an external object.

The shift of the psychological connotation of emotion to the psychosocial connotation of relational affect marks a 'new turn to affect' (Wetherell, 2012) interested in how people are moved and attracted with an emphasis on repetitions, pains, pleasures, feelings and memories. Massumi argues that emotion is a subjective content and is personal (Massumi, 2002). Similarly, Wetherell explains emotion as subjective experience which is understood by individuals, whereas affect is a relational force or an active relation and is a response to a situation in the social sphere.   The turn to affect signifies an ontological and epistemological shift. For Wetherell (2012) affect is explained through the concept 'affective practice' (pp. 4) which mainly focuses on the emotional as it happens in social life examining what participants do and how social and embodied forms of emotion construct the identity of the individual as well as shape social structures. The affective turn has been developed as a strand from the theory of affect. The affective turn is a form of knowledge that supports a better understanding of the combined social and the psychic in constituting social relations (Hey and Leathwood,

2009). Adopting a psychosocial approach with the theory of affect in the centre, I explore how academics' gendered subjectivities are formed through their performative acts.

A key issue in relation to the climate of neoliberalism is to understand affects or energetic forces bound up in institutional processes like assessing academic performance and the emotions experienced such as anxiety caused due to neoliberal performativity as I explore academics being positioned as self-maximising, money generators etc. I explore how the subjects adopt defenses as a way to manage their anxieties and how this happens through discourses. That is, to understand subjectivities one needs to explore how people negotiate discursive positionings such as being successful and productive academics, knowledge providers, responsible academics (towards family, institution, colleagues) etc. which I discuss in the analysis. In the next section I will discuss the psychosocial understanding of affect and discourse drawing upon Wetherell's contribution to psychosocially explain affect through discursive affective practices.

3.2.3. A Psychosocial Understanding of Affect and Discourse

This section draws on Wetherell's contribution to psychosocially explain affect through discursive affective practices which forms the basis in this thesis to explore the acts of embodied positioning and affective practice as the affective practice unfolds. In this thesis I focus on the affective-discursive meaning-making of academics and the ways academics perform discourses and the play of affect.

Wetherell makes an attempt to show how to go beyond that by looking at a more social constructionist approach where affect is interpreted in relation to the situation and others involved. Therefore, there is a battle against any understanding of affect in terms of universal and fixed patters. For Wetherell, there is an affective practice unfolding, rather than just an emotion, which makes it a relational activity. Moving beyond

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conventional psychobiological approaches to affect, Wetherell's approach to affect diverges from Massumi and Deleuze & Guattari as she supports that affect is relational and located in the flow of social life. She suggests a new view to the affective-discursive as a way to explore participants' investments and attachments that are socially oriented. Affect, through a psychosocial lens, is explained as embodied meaning-making. Although the flow of affect is located in the body, it is also located in the flow of social life and it is part of social interaction (Wetherell, 2012). Consequently, affect is a relational and social event and affective meaning-making is understood through social activities. In this thesis I explore affect relationally in the flow of academics' social and academic life between them and their institutions, colleagues, family etc.

Affective practice is the backbone of Wetherell's approach and the unit of analysis for affect. It focuses on the emotional as it occurs in social life and follows what participants do. It may have different durations and has different cycles that can last from a day to months or years. Also affective practice can be dynamic and move to different directions. In affective practice parts of the body are patterned together with feelings, thoughts, narratives and social relations. Affective practice results from the coming together of body routines, meaning-making and other social figurations. Since social action is embodied, affect is always moving and turned on. Affective activity is a continuous and flowing activity that may rise to a crescendo and then diminish. A central aspect of affective practices is accounts of narratives of affect that may be past-present or future. That is, individuals may perform affect through their narratives which employ discourses. In order for affective practice to take place, social actors need to also be engaged which are embodied beings who negotiate their words with others through meaning-making. There is no definite way of dividing affective capture from discursive capture. Overall it is to explore the flow in between the states and interpretations (Wetherell, 2008). In other words, with affective-discursive practice emphasis is given on the conduct of activities attempting to make a psychological and emotional sense and

therefore make sense of the psychosocial subject. With affective practice, the unit of analysis is relationality and a multi-modal situated effect (Wetherell, 2014) taking place in social and institutional life making connections of affective performance with social relationships. This is, in turn, the principal ambition of psychosocial research which is to explore the formation of the personal and the social together (Wetherell, 2015, Wetherell, 2013), departing from psychoanalysis as merely interior and suggesting a psychosocial approach. In this thesis I adopt Wetherell's theory of affect to explore the affective practices of academics in order to understand their investments and positionings in neoliberal and postfeminist discourses. Precisely, I explore the gendered subjectivities of academics through their affective performances that are relationally located in the flow of their social and academic life through their social relationships such as with their institutions, colleagues, family etc.

It is important to also grasp an understanding of affect in relation to the discursive. Discourse is defined as the practical (formal or informal) realm of language in action as this is incorporated in the activities of social life (Wetherell, 2012). The affective-discursive relationship comes together when the affect is narrated, communicated, intensified or minimised. This relationship leads to affective meaning-making and it is an inter-subjective activity. Affective-discursive patterns become the basis from which people select to build their subjective feelings.

Individual subjectivity is a significant site for affective meaning-making because affective flows become organized in the minds of individuals. Both affective practice and subjectivity emerge in social relations. For Wetherell, subjectivity refers to the ways in which a self (an individual) experiences or adopts a social identity. The distinction between subjectivity and identity is that the latter is constructed in the public domain and refers to groups, the external and social categories. On the contrary, subjectivity captures the experience of the individual and

encompasses the complex person and the experiences in life (Wetherell, 2008).

Conclusion

This chapter initially explored the theoretical perspective of postructuralism and Butler's theory of performativity. It explained the usefulness of a psychosocial approach exploring the idea of Hollway and Jefferson's defended psychosocial subject and Wetherell's psychosocial understanding of affect and discourse. In the analysis chapters I will be mapping out how academic subjectivities are constructed through affective-discursive practices and the gendered implications for academics who, due to pressure and anxiety, perform as self-maximising, entrepreneur, mentor academics etc. I heavily draw together conceptual tools including Butler's concept of performativity, Wetherell's theory of affect and affective-discursive practices as well as Hollway and Jefferson's theory of the defended subject. These theories will enable me to explore how defended academics perform gender and how they are discursively and defensively appropriated in a neoliberal anxiety-provoking HE environment.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter explores how the study was carried out. I start with the ontological and epistemological foundation of the study. Then I proceed with the research design of the study where I discuss the research approach being qualitative research, the sample selection as well as data collection and strategies. In addition, I discuss the data analysis strategies I adopted to analyse the data and I finish with several ethical issues and how I addressed them throughout the study.

4.1. Ontological and Epistemological Foundation of the Study

My ontological position supports that knowledge is socially constructed as there is not a single objective reality. As supported by interpretive research, the most common type of qualitative research, reality is socially constructed (Merriam and Tisdell, 2016) therefore, there is no single observable reality but rather, there can be various realities and multiple truths or interpretations of a single event. Thus, reality is not objective, but a social construct as there can be different interpretations by the social actors. Thus, the social world is the product of social processes as the knowledge of the world is constructed through social interactions (Burr, 2003). Researchers who conduct interpretive research aim at constructing knowledge. Consequently, gender is socially constructed (through social practices) rather than being determined by inevitable biological differences. This is a perspective that combats essentialism around the theorization of gender which supports that men and women are biologically determined, therefore, there is a binary division of men and women (Francis, 2006b). Such an ontological position is supported through the theories that underpin the study. Precisely, I drew on theories of performativity, affect and discourses exploring how men and women perform their gendered subjectivities constructing masculinities and femininities which are not reducible to sexed bodies (Butler, 1999). Thus, I look at the discursive-affective practices as a relational activity between

individuals' investments and the social sphere (Wetherell, 2012) which challenges conventional psychobiological accounts and explain emotions through an essentialist perspective. Therefore, I am open to the possible subjectivities individuals may construct as gender is socially and culturally constructed (Francis, 2006) rather than determined by the biological of the sex.

My epistemological position is based on a phenomenological understanding of the world which is defined as the way individuals make sense of the world around them (Bryman and Bell, 2011). Therefore, social reality is determined by the meaning that individuals give to it as their actions are meaningful.   Social scientists who carry out phenomenological research aim at gaining access to individuals' perspectives and interpret them. Both my ontological and epistemological positions are supported through the poststructuralist approach that I adopted in the study. Accordingly, gender is fluid and individuals constitute their gendered identities through negotiating the meaning they make about who they are which is supported through Butler's theory of performativity (Butler, 1999). I adopted a poststructural and phenomenological understanding therefore meaning is variable rather than absolute. In fact a poststructural approach departs from the notion that there is an absolute truth but instead, to argue that different truths can be made possible (St. Pierre and Pillow, 2000). Poststructural feminist research looks at a period that troubles arguments about knowledge, truth, reality, the subject etc. (St. Pierre and Pillow, 2000). Consequently, poststructuralism works the ruins of humanist ontology. More precisely, humanism supported that knowledge is objective, an approach that created several binaries such as male-female. Poststructuralism then comes to work with the ruins created by humanism by offering new ways that depart form an absolute truth, a rational and stable subject and objective knowledge (St. Pierre and Pillow, 2000). Feminists who adopt poststructuralism trouble foundational ontologies and epistemologies. For instance, they battle humanism, a philosophy

which supports that the existence of 'a stable coherent self' (St. Pierre and Pillow, pp. 5) implies an objective, reliable and universal approach to knowledge. Poststructuralism functions as a movement to offer a corrective to humanist ontology. Specifically, poststructuralism opposes to the way humanism and rationalism understand the subject as rational and stable through exploring different discourses in which different truths can be possible. On the other hand, poststructuralists view the subject as being constituted through discourse and social practices. This approach allows us to map patterns in discourse and how these shape gender subjectivity. Discourses are not rigid, however, but qualitative research in the poststructural and psychosocial tradition question when and how can discourses shift and through which processes (Ringrose, 2013). I adopted a poststructuralist feminist approach to explore people's interpretations through their experiences which also shape the qualitative approach and interviewing method used. Precisely, I was interested in exploring masculinities and femininities rather than males and females.

4.2. Research Design

4.2.1. The Research Approach

The research approach adopted in this study confirms its epistemological foundation. As mentioned in the previous section I support that social reality and knowledge are socially constructed through the perceptions and experiences of individuals. Therefore, I carried out qualitative research because it would allow me to explore how academics make sense of their academic lives as my aim was to look at how Cypriot academics adjust and adapt to the new HE environment by constructing and reconstructing their identities in a diversifying context. In order to examine the affective states of my participants and the psychical dynamics of negotiating neoliberal discourses in relation to issues of stress, anxiety and competition caused by the neoliberal context, I had to adopt an approach which would allow my participants to open up and reveal their experiences through the qualitative method of interviewing. As a researcher, I was interested in the direct experiences of academics

as these have been lived and undergone (Merriam, 1992) as they revealed their stories. As I mentioned in the previous chapter, I undertook feminist research. According to Maynard (1994) qualitative methods focus on the subjective experiences and meanings of an approach that has been pioneered by feminist researchers who attend to and value life experience as a core dimension of ethical research (Maynard, 1994). In the same line, Oakley (2000) argues about the appropriateness of qualitative methods in feminist research when she states 'It soon became obvious that being a good feminist meant using qualitative methods…quantitative methods are often used in such a way that women's experiences and voices were absent' (Oakley, 2000). She further continues by arguing that feminist critique has questioned the quantitative paradigm as she states that '…it is unable to capture subjective meaning… is not used to overcome social problems' (pp. 33).

Besides the social constructivist and phenomenological perspectives, I also explored academic issues through a poststructural feminist perspective as I mentioned earlier which also justifies my choice of the qualitative research approach I adopted. It follows that I have a strong justification of the research approach and the data collection method used for the study which all lie under the umbrella of qualitative research, which explores the in-depth meanings represented through different forms of data rather than measuring or quantifying trends or incidences. It seeks out information gathered from individuals in their words rather than in the frame of the researcher as strongly as evident in a survey, for instance. Furthermore, having designed a qualitative research and having collected the data through interviews allowed me to work with data in depth and breadth. This study is concerned with how academics construct their gendered identities through neoliberal discourses such as flexibility and autonomy (Kelly, 2006, Harris, 2004, Fairclough, 2000), entrepreneurship and individualism (Davies and Bansel, 2007), neoliberal performativity (Ball, 2012a) extreme responsibility (Bansel, 2007) etc.

Therefore, their spoken language is an additional argument to support the choice of research approach and method.

I chose a psychosocial qualitative approach since my research is interested in the affective states of academics such as anxieties and defenses in a neoliberal HE context. As outlined in previous chapters, the psychosocial approach I drew on in this thesis explains affect as a response to events or people in the social sphere (Hollway and Jefferson, 2013) as well as through affective practice (Wetherell, 2012) which implies that affect is relational and happens as a response to social life examining what participants do and how social and embodied forms of emotions construct the identity of an individual. The psychosocial approach and the use of in-depth interviews allowed participants to construct their own experiences with anxiety, stress and competition in academia and I was able to explore how they are positioned in neoliberal and postfeminist discourses constructing their gendered identities. Consequently, in order to grasp the experiences of academics, a qualitative research with a psychosocial aim of analysis is the most appropriate to give them the opportunity to engage and open up.

Research that makes use of psychosocial methodology aims to be reflexive since the research's own subjectivity is interlinked in the research procedure. According to Hollway and Jefferson (2013) using reflexivity can help avoid bad interpretations or misreading. Reflexivity can be further explained as reflecting upon, examining critically and exploring analytically the nature of the research process (Walkerdine, 2001). Therefore, researcher reflexivity is pivotal since the researcher becomes an instrument (enhancing rapport and eliciting accounts from interviewees) for understanding participants' affects (emotions such as anxiety, pressure, competition, stress). Through reflexivity, the researcher has the power to interpret participants' experiences and in turn, to produce knowledge. Therefore, the researcher becomes involved in the research process by listening to, interpreting and reconstructing

participants' stories. Incorporating reflexivity in the theoretical and methodological framing of a study allows it to move away from a positivistic research and indeed emphasise the social processes involved during the research process which, as mentioned before, becomes the basis of psychosocial research. Both reflexivity and subjectivity become dominant issues especially in feminist research (Maynard, 1994), as the researcher becomes a subject to her own research and her personal history becomes part of the process through which conclusions are reached. In other words, designing and carrying out qualitative research creates the risk that the personal and situational influences of the researcher (Breuer et al., 2002) may impact the research. Yet feminist research challenges this view suggesting self-awareness is critical in forming analysis (St. Pierre and Pillow, 2000). One challenge is around the dynamics of the interview pair or the unconscious intersubjectivity (Hollway and Jefferson, 2013) whereas strong feelings are passed between the interviewer and the interviewee. I found myself experiencing anxiety like my subjects as I could identify with them (being an academic too) while sharing their experiences with issues of competition, and stress. Specifically, one of my interviewees started crying during the interview as she was referring to her anxiety due to job uncertainty (as it will be discussed in the data analysis, she is positioned as a wanna-be academic, therefore not a full academic yet but aspiring an academic career) and to issues of isolation and exclusion felt due to the departmental environment and culture. I strongly felt her anger and disappointment as I am not a full academic yet (not having obtained my doctoral degree yet) and I too experience issues of exclusion and isolation due to employment status.

Using my own subjectivity and the emotions and dynamics shared between me and them helped me to understand the information communicated and generate knowledge as my emotional responses (surprise, shock) provided points of entry into the data analysis. This of course created new sets of challenges around objectivity and reliability.

However, objectivity and reliability are not relevant to qualitative research since attention is drawn on interpretation and researcher's subjectivity and intersubjectivity towards generating knowledge. Dealing with this challenge in the data analysis process, I considered the method of triangulation which entails the use of different methods in the study of social phenomena so that findings may be checked (Bryman, 2012). The fact that I used several theories (theory triangulation) to interpret the data was a way to deal with this challenge and be able to reach deep interpretations. Sharing similar experiences with them as an academic too allowed me to maintain adequate rapport with many of the academics I interviewed. This raises issues about the insider researcher as I am an academic conducting research about and for academics while I am also a professional doctoral student. Among issues of insider researcher, are challenges in dealing with data related to colleagues, embarrassment of being assessed by them, suspicion of the research and its intentions and whether colleagues will be identified, handling interpersonal relationships with colleagues to avoid future dealings with them (Drake and Heath, 2008). Reflexivity and rapport made me a more informed listener (Hollway and Jefferson, 2013) especially with my female participants who also struggle to raise young children which adds to the complexity of having an academic career (Please see Preface for more details on my experiences with reflexivity).

Understanding subjectivity presupposes dealing with the emotions, not necessarily of the rational self through an essentialist psychosocial perspective, but rather unfolding subject positionings as these are revealed through fantasies, desires, anxieties and defenses which are also constructed in relation to others. Moving away from the traditional psychoanalyitic approach, postmodern approaches (i.e. psychosocial) look at subjectivity through the intersubjectivity lens therefore interpret subject positionings in relation to others referring to the concept "third space" (Walkerdine et al., 2002) where the social and the psychic are researched together. In the research process, the subjectivity of the

researcher and the researched are blended and therefore, the researcher's subjectivity intersects with that of the participants. In order to move beyond just the conventional narratives and thus, traditional interpretation, the researcher should engage with the unconscious processes in order to come up with an understanding of subjectivities and affects of both the researcher and the researched. Qualitative research and subjectivity have been overly criticized due to the absence of reliability and validity and the subjective nature of qualitative research (Hughes et al., 2010). However, I do think that subjectivity plays a significant role in qualitative fieldwork in order for the researcher to have a self-understanding and be able to interpret the qualitative data.

In order to delve into the meanings and affects in the research encounter, the researcher needs to be able to 'hear' what an interviewee is saying, and he/she needs to acknowledge their own emotions during the research process (Walkerdine, 2001) because what we hear is filtered through what we think. In addition to that, researchers need to engage with the responses of the interviewee by questioning themselves which parts of an interviewee's accounts represent of them.

4.2.2. The Sample Selection

For the purposes of this study, I interviewed both men and women academics who are employed at four main public and private universities which are located in the two largest cities of the country. I conducted fourteen interviews with academics (seven women and seven men academics) at the University of Cyprus (a public institution), the University of Nicosia (a private institution) both in Nicosia, the Cyprus University of Technology (a public institution) and Frederick University (a private institution) both in Limassol. Although there are three more universities in Cyprus, the reason I chose the aforementioned is because they are considered to be among the largest universities in Cyprus in both the public and the private sectors. In a very recent study these four universities were ranked as the top four in Cyprus which signifies the

quality of education they provide (International et al., 2015). I decided to interview many academics because I only conducted one round of interviews and my aim was to explore in depth the relevant issues as the nature of the research is qualitative. My choice of participants was informed by a desire to talk to diverse individuals, not by a concern with representativeness. Such a make-up would make the study more comprehensive. My aim was not generalize the results even at the micro level of each department or institution involved, but rather to theorise the different ways in which academics construct and reconstruct their neoliberal subjectivities.

Participants were diverse in terms of their academic expertise due to the fact that I wanted to collect a variety of perceptions about their academic careers from different disciplines and departments (See appendix G). Research supports that academic identities are constructed based on both the discipline and the institution (Henkel, 2000, Neumann, 2001) therefore, this is the reason behind choosing academics across a variety of disciplines. Consequently, I wanted to hear the stories of academics from different departments since the field plays a role in the way individuals construct and reconstruct their subjectivities. I interviewed participants who teach at various departments such as Psychology, Business Administration, Nursing, Electrical Engineering, Computer Science, Turkish and Middle Eastern Studies as well as Education. I was particularly interested in interviewing academics in the nursing department as they are new entrants into the university and constitute a special group of academics who enter the university from practice settings (Smith, C. & Boyd, 2012) and they willingly distinguish themselves from traditional academics whose responsibilities would include teaching and research.

Besides discipline, I also approached academics who are also involved in crucial administrative duties (besides just research and/or teaching duties) and are engaged in different professional activities (i.e. vice dean,

vice rector, leading a research center/ a language center etc.). I was privileged to have had the chance to interview for instance, the vice dean of the department of Education at one of the universities, the associate dean of the department of Education at another university, and the vice rector of academic affairs at a private university. I also felt honored that I had the opportunity to talk with individuals who, research-wise, are distinguished and respected in their fields many of them having brought into their universities tremendous amounts of money through research funded projects. Regarding level of experience in academia, I talked to both junior (with a couple of years in the profession) as well as senior academics (with over 20 years in the profession). In terms of their employment status, most of the academics are on permanent contracts whereas a few are on temporary contracts. In terms of their marital status, all of the participants are married. Additionally, some of them have children at very young ages, some have kids who are teenagers and some do not have any children.

4.2.3. Data Collection Method and Strategies

The aim in this study was to work with data in depth and breadth, therefore semi-structured interviews was considered as the most appropriate method. It is suggested that interviews provide researchers the opportunity to investigate complex issues in depth since they are personally engaged in the data collection process where they can clarify, probe and prompt (Dowling and Brown, 2010). Adopting the method of semi-structured interviews enabled me to explore the attitudes and beliefs (Cohen and Manion, 1994) of men and women academics drawing conclusions about how they adjust and adapt to the neoliberal context constructing their neoliberal subjectivities through clarifying and discussing (Reinharz, 1992) with them. Through our discussions, academics were able to talk about their own life stories and disclose their personal rich accounts and I was able to explore the in-depth meanings of their experiences especially given the psychosocial approach adopted in this study exploring how academics are positioned in neoliberal

discourses. I had no interest in quantifying or measuring therefore, any methods relevant to quantitative approaches were not considered among the possible research methods. The method of an interview has been a widely used method in feminist research as according to Reinharz (1992) feminists who use interviews get a sense of 'rounded individuals rather than as numbers in boxes' (pp. 24).

Through a detailed list of questions, I asked about issues relevant to academics' anxieties, stress, pressure and competition (See appendix D). I prepared mostly open ended questions since I wanted interviewees to interpret them in their own ways in what they felt most important and appropriate. This scenario would enable me to hear their narratives and grasp an understanding of their academic lives. An example of an open question is 'How do you perceive the academic profession in relation to its core values?'. However, based on interviewees' responses, there were many cases where I added various follow-up questions. Most of the participants' interviews lasted from an hour to an hour and thirty minutes. Once I had my final list of the fourteen participants, all were electronically invited (See appendix A) to participate in the research study and were sent the form of consent (See appendix B). Participants were free to choose the language (English or Greek) for the administration of interviews and the venue. They were also given the choice of a Skype interview (less time consuming and convenient for both parties given the busy schedules of academics) and were informed about the recording of interviews for accuracy of data gathering. Participants were asked to electronically return a proforma – form of consent indicating their willingness to participate in the study (See appendix C). All participants found the Skype option more convenient besides one male academic at the University of Cyprus whom I interviewed at his office. I do acknowledge several disadvantages of Skype as these have been reported in relevant literature. For instance, participants need to be technically competent to use the technology of Skype in order for the researcher to be able to use it (Guldberg and Mackness, 2009).

Additionally, there can be time lags in the conversation which can destroy the flow of an interview as well as there can be disconnection problems (Saumure and Given). During the data collection phase, I made myself available at all times based on academics' requests. For example, I interviewed a male academic at 10:00 pm because it was the only available time for him during his busy everyday routine. Most of the participants were confident with the English language except of a couple of academics who preferred to be interviewed in Greek.

The informed consent form that was electronically sent to participants informed them about the topic areas (See appendix B). It has been argued that the first minutes of the interview are decisive (Kvale, 2009) and helping participants to become more confident with their awareness of the interview topics is really crucial. Since academics were required to talk about sensitive issues (such as their anxiety apparent in their academic lives) I adopted the use of probes (Robson, 2002) such as a period of silence or short questions as a strategy to help them expand on an issue. The use of probes as a strategy proved really crucial as it allowed participants to open up and talk about their issues relevant to their academic lives.

I provided a briefing by describing the situation and the purpose of the interview along with the necessity of digitally recording each interview for accuracy of the collected data. None of the participants had any objection for recording their interview. After assuring about confidentiality and anonymity (Merriam, 1992) issues, we proceeded with the actual interview. At the end I provided a debriefing and participants had the opportunity to refer to any additional and relevant issues they did not have the chance to discuss during the entire interview.

The interview questions were divided into different sections (See appendix D). The first section included some introductory questions to help participants adjust to the interview process and talk about easier

issues before proceeding to more detailed ones. The rest of the sections included questions related to the positioning of academics in a diversified HE environment, the changing roles of academics as well as how men and women academics perform their gendered subjectivities as a way to deal with the anxiety-provoking neoliberal environment crafting and re-crafting their identities. That is the reason behind adopting Butler's gender theory of performativity, as mentioned in a previous chapter, in order to understand academics' affective performances.

The interviewing phase started at the end of October 2013 and it was completed at the end of February 2014. During the summer months, a pre-collection phase occurred when I started approaching academics (I was already acquainted with) to seek for their agreement to participate through sending them the consent forms (See appendices A, B, C). Additionally, I asked them to recommend and bring me in touch with other colleagues. After each interview I devoted some time to write notes immediately about my feelings and experiences with every interview.

4.2.4. Data Analysis Strategies

Upon completing each interview, I proceeded with its transcription. Even though I first thought it was time-consuming, I then realized its usefulness since it was the first encounter I had with the data starting to generate ideas. Using NVivo 10 allowed me to transcribe, code and structure the data in order to proceed with further analysis. Below, I explain the three levels of analysis I carried out while working with my interview data. In the first level of analysis, the descriptive one, I organized my data into themes which derived from both the literature I reviewed as well as from the narratives of the participants. In other words, in this level, data are organized topically using an inductive approach where the researcher looks at chunks of data trying to organise them into categories (Merriam and Tisdell, 2016) The second level of analysis, the interpretive one, which took place in parallel with the first one involved the presentation of the categories in a narrative form, therefore writing memos and

summaries of the specific categories which derived in the previous level (Merriam and Tisdell, 2016). Then, I explain how I moved from the first and second levels to the third level of analysis, the conceptual and theoretical one, where I delved into the data for a more detailed and conceptual analysis and theoretical interpretations using the psychosocial approach. Therefore, in this level I used theoretical concepts to describe the data. It is the phase where the researcher moves from the mere description of data to a more conceptual overview of the data (Miles et al., 2014).

In analysing my data, I adopted the psychosocial research approach that heavily draws on the theory of the defended subject (Hollway and Jefferson, 2013) where the subject positions oneself by defending against feelings of anxiety. Using this theory to analyse the data allowed me to go beyond mere description of the interviewees and enabled me to engage in a theoretical interpretation. Both neoliberal and postfeminist ideas about subjectivity of the new gendered subject as well as the theory of the defended subject provided me with a theoretical framework to interpret my data and shed light to the ways in which academics adjust and adopt to the new HE environment by constructing and reconstructing their identities and by dealing with the anxieties caused by the neoliberal context.

In order to simplify the first phase of working with the transcribed data, I prepared a list of pre-determined codes which I anticipated possible in order to start categorizing the data. At the same time, further codes emerged as I engaged in more detailed reading and thinking of the transcripts and the interviewees' excerpts. As more codes emerged, I had the opportunity to be open to the richness of the data as the experiences of academics varied. My coding system was divided into mainly two sections. The first section was entitled 'neoliberal conditions in HE in Cyprus' and the second section was entitled 'neoliberal academic subjectivities'. These were the two main spheres I planned to work with

my data analysis which was basically to set the scene about the conditions of the transforming HE in Cyprus and in turn its implications for academics who construct their neoliberal subjectivities accordingly. Each of these two sections included, relevant to the section, codes which then assisted me with proceeding with themes which derived from the data. For example, the section about neoliberal conditions in HE in Cyprus included codes such as 'blended roles', 'diversification of faculty staff', 'financial stringencies', 'increased competition', 'new managerialism', 'diversification of tasks' etc. (See appendix E). The second section which was about the neoliberal academic subjectivities included codes such as 'entrepreneurship', 'extreme responsibility', 'flexibility', 'individualism', 'neoliberal performativity', 'prioritisation' etc. (See appendix F). These were some themes that I used as a starting point to proceed with the categorization of data into codes. However, as I mentioned above, I was open to new themes they would emerge while working with the interview data. I found this a crucial approach while organizing my data since one of my research questions concerned the new masculinities and femininities that evolve through the positions taken up by academics. For instance, I developed and coined terms in this analysis which refer to new academic subjectivities constituted by academics such as family carer and career carer which have not been mentioned in the literature so far. The capacity to do so depended on the fact that I was open to the data, without being absolute with the pre-determined codes allowing for contra-indications.

At the first level of data analysis, I tried to avoid fragmenting data into simple codes as it has been argued that breaking down the data into codes disrupts the integrity of stories (Hollway and Jefferson, 2000). Adopting a psychosocial approach presupposes an understanding of the psychosocial subject as a whole in addition to themes it can employ both. Although I avoided the segmentation of the data, I used themes that emerged through my data. Looking at the narratives as a whole and drawing on themes from the literature, I organized a series of themes

which helped me towards the first level of analysis. The themes I organized have also been thematic points during the discussions revealed through academics' experiences. Some of the themes that guided the first level of analysis (See appendix E) concern neoliberal concepts that were implied in the narratives of academics such as the NM practices and their introduction into HE, the consumerist framework, blended roles etc.

Moving beyond the first and second levels of analysis I proceeded to a more detailed analysis (third level – conceptual theoretical level) and interpretation which related to the theoretical framework adopted in the study. Therefore, through the psychosocial approach I interpreted how subjects are invested in neoliberal discourses analysing the gendered implications for academics for the themes I mentioned above. Concepts of anxiety, stress, pressure and competition experienced by academics were vital in interpreting the dynamics of the interviews and what was happening in their lives. Additionally, drawing on the theory of affect and affective practices, I interpreted the investments and positionings of academics as they perform as defended psychosocial subjects (Hollway and Jefferson, 2013) having to deal with issues of stress, anxiety and competing pressures. In the third level of analysis I also drew on the different affective processes of men and women academics and the ways they psychically and emotionally cope with the new demands of neoliberalism in ways that are gendered (Gill and Scharff, 2011).

Overall, the first and second levels of analysis helped me to look at my data as a whole and identify some recurrent themes. Furthermore, in the third level of analysis I delved into the data in order to attempt a more detailed and theoretical analysis and interpretation of femininities and masculinities that are performed by academics. Numerous subjectivities are discussed in the analysis chapters among which are the self-maximising academics, money generators, entrepreneurs, the responsible family and career carer, the mentor academic etc.

4.3. Ethical Issues

From the design upon the analysis phase of this study, a variety of ethical issues have been considered in order to conform to the ethical research practice necessary in social research. As mentioned earlier in this chapter, I carried out feminist research and as a result, subjectivity and reflexivity become dominant issues (Maynard, 1994). In other words, designing and carrying out qualitative research creates the risk that the personal and situational influences of the researcher (Breuer et al., 2002) may impact the research. Throughout the study, especially during the analysis, I tried to use reflexivity and subjectivity in an effective way to be able to assist me with good interpretations. During the data collection phase, subjectivity and reflexivity provided me with the chance to build good rapport with my participants and become a better listener since there were points of identification with them as we were all academics.

Acknowledging the crucial ethical principle of informed consent (Homan, 2001), I ensured that participants were fully informed about the nature, purpose and implications of the research study. This was achieved through the form of consent I prepared and electronically sent to the participants through the email inviting them to participate in the study (See appendices A, B).

Since the study was predominantly concerned with the ways in which Cypriot academics construct and reconstruct their identities in a diversifying HE context by looking at their affective states such as anxieties and defenses and the psychical processes they employ in order to deal with the anxiety caused by the neoliberal context, I attempted to maintain their safety (emotional well-being) and avoid any psychological harm. Given the sensitivity of the topic I tried to minimise their loss of self-esteem or any other psychological side effects (McNamee, 2001). Therefore, participants were clearly informed during the briefing phase that they could stop at any time they felt overwhelmed due to discussing personal issues. I, as a researcher, gave them the option to re-schedule

the interview in extreme cases when any of the participants would find it difficult to continue due to their emotional state of being. Additionally, interviewees had the option of interrupting me at any time they felt that they were asked a question they wished not to answer.

Given the research design and the method of collecting data, I also considered the principle of confidentiality by ensuring that participants' data would not be disclosed to anybody else other than myself as a researcher and my academic supervisors. Participants were therefore, informed that the recordings and the transcripts of the interviews would be secured and deleted upon completion of the project.

Both the number of HE institutions in Cyprus as well as the number of academics in Cyprus is considerably small. Thus, bearing in mind that the HE society is small and that academics are acquainted with their colleagues both within the same institution as well as other institutions, I was obliged to ensure the ethical issue of anonymity because there was a risk for the academics to be identified. I made sure that the identities of academics would not be revealed when the data of the research are released (Tickle, 2001). Thus, I disguised participants by using pseudonyms instead of their real names.

Conclusion

In this chapter I discussed the ontological and epistemological foundations of the study. Then, I explained the research approach taken in this study by referring to the type of research I carried out, the sample of the study and the data collection strategies. Consequently, I presented the different levels involved in the data analysis stages and I finished up with the discussion of several ethical issues pertinent to the study.

CHAPTER 5: NEOLIBERAL IDEALS IN HE IN CYPRUS: THE IMPLICATIONS FOR GENDERED ACADEMIC IDENTITIES AND THE EMERGENCE OF NEW IDENTITY SPACES

Introduction

This analysis chapter concerns the introduction of neoliberal ideals in HE in Cyprus and their implications for the constitution of new academic subjectivities. Firstly, I discuss the concept of New Managerialism (NM) which caused financial stringencies in HE and the extreme need to maintain cash flow into the university. This in turn, has serious gendered implications for academics who, due to pressure and anxiety, perform as self-maximising academics, money generators, entrepreneurs, industry academics and consequently, they become individualistic and competitive. Since promotion procedures and employment conditions are affected by the financial stringencies, academics perform as either fossilized or wanna-be academics, subjectivities which will be discussed in detail in this chapter. Secondly, I explore the introduction of auditing practices, as a neoliberal tactic, which results from NM as well. Although auditing practices have been introduced to monitor employee performance, it seems that academics still position themselves as free and autonomous, internalizing the integral neoliberal discourses of freedom and autonomy. Thirdly, I draw on the consumerist framework which has been discussed at length in a previous chapter and which caused the creation of a providers - purchasers environment causing academics, primarily those employed in the private sector, to perform as knowledge providers. As I explore the aforementioned academic subjectivities, I specifically look at the dimensions of academic masculinities and femininities and precisely how women and men academics negotiate aspects of femininity and masculinity. In order to discuss the gendered negotiations of women and men academics, I heavily draw on the theoretical framework that underpins the study which is a combination of a psychosocial approach, Hollway and Jefferson's theory of the defended psychosocial subject, Butler's theory of

performativity and Wetherell's theory of affect and affective practices. The aforementioned theories help me to unsettle gender issues around the ways that academics negotiate neoliberal discourses. In a neoliberal and postfeminist environment[3], there is a need to explore the gendered nature of neoliberal subjectivity. As mentioned in a previous chapter, most emphasis has been on the restructuring of HE institutions due to neoliberal discourses. Also previous research has looked at the implications of neoliberal tactics on academic subjectivities such as managerial practices (Deem and Brehony, 2005), consumerism (Naidoo and Jamieson, 2005), consumerist framework (Naidoo and Jamieson, 2007) etc. However, there is scarce research about gendered implications of neoliberalism in relation to what feminist researchers call a "postfeminist" context, where paradoxically we are faced with ideas that gender equality is no longer an issue, but gender may be playing a bigger aspect that ever in academic life (McRobbie, 2009). Additionally, previous research supports that education has been feminized with an emphasis on boys' underachievement compared to girls (Francis and Skelton, 2005, Francis, 2006) or that boys and male teachers have become victims due to the feminization of schooling ((Martino and Kehler, 2006). This study contributes to the area of feminization of education by exploring the feminized and masculinized aspects of HE that are discursively constructed.

Therefore, there is a need to explore how academics negotiate neoliberal and postfeminist discourses creating new identities which derive from neoliberal and postfeminist ideals. As mentioned in a previous chapter, postfeminism promotes the idea that women have achieved total equality and therefore, feminism is no more needed (McRobbie, 2004b). While we do have understandings of new challenges facing women, for instance there has been emphasis on women academics raising issues of discrimination pointing to an overall masculinist gendered regime and

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[3] As extensively discussed in chapters 2 and 3.

hierarchy in HE, the exploration of academic masculinities in these contexts has not been studied in any detail. So considering the relational play of gender and how men and women negotiate neoliberal and postfeminist discourses makes an important contribution to the study of academic subjectivities. Beyond the subjects, I demonstrate aspects of HE discursively constructed as feminized and masculinised in Cyprus. This is demonstrated through the exploration of the subjective positionings of academics in relation to neoliberal trends. Such masculinised and feminized dimensions cause the emergence of new gendered hierarchies (explored in this thesis) as these derive from the neoliberal conditions of HE showing signs of the gendering of academia and the emergence of new inequalities despite a massive expansion of HE (David, 2011c). Among these themes that are gendered are teaching, research, job permanence and career progression.

I explore the different affective processes of men and women academics. I look at the ways that they psychically and emotionally cope with the new demands of neoliberalism in ways that are gendered (Gill and Scharff, 2011). The psychosocial approach is a useful lens through which to explore the psychical dynamics of negotiating neoliberal discourses, in relation to issues of stress, anxiety and competition. For instance, I draw on Hollway and Jefferson's theory of the defended psychosocial subject as useful in understanding how academics respond to events in the social sphere where they are under increasing pressure and competition. Additionally, I draw on Wetherell's theory of affect and affective practices as affect becomes central in a precarious neoliberal context in an attempt to understand academics' investments and positionings. In other words, affect and affective practice are central in this study since they focus on the emotional as it happens in the social sphere and how emotion constructs the identity of an individual. Affect and more precisely anxiety, is therefore central in a neoliberal environment which is a highly anxiety-provoking environment and the anxiety, stress and competition experienced by academics determine their positionings in numerous

neoliberal discourses. Lastly, I draw on Butler's gender theory of performativity particularly of gender as a tool to explain the affective performances of the defended academics who are discursively and defensively appropriated by real events in the social -academic world.

5.1. New Managerialism and Financial Stringencies

In this section, I first discuss the impact of NM and financial stringencies on HE and then the gendered subjectivities that emerge. The introduction of NM has also brought along financial stringencies that affected academic lives (Ball, 2012a). Barriers due to the economic crisis have also affected the HE context. For instance, due to the financial circumstances, research funding has been minimised. Although the introduction of NM practices has been positively accepted by academics, reference has also been made to the pressure by NM to bring in money for research projects due to the financial crisis. Consequently, there is extreme pressure on academics to secure funds for research which has been enhanced by neoliberal performativity as it measures outcomes and makes individuals think of themselves in relation to their performance and become more effective or better than others (competitiveness):

'Because of the economic crisis…academics are forced to secure funds and to be more active in funding and they started giving a lot of pressure to the academics' (Nicos[4]).

As the driving force is to maintain cash flow in the university and minimise the effects of the economic crisis on the institutions, academics are indirectly forced to generate new programmes for the university that would attract prospective students who, in turn, will bring money into the university:

'Because of the economic situation, there is more demand from us to offer programmes which would bring more money to the university' (Joan).

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[4] Details about each respondent (ranking, age, department etc.) are provided in appendix G.

The promotion procedures and the type of contracts and rankings that academics possess seem to be determined by the financial circumstances. That is, in cases where promotions should have taken place in universities, these promotion procedures have frozen due to financial stringencies:

'You know, promotions have consequences for universities right? So, in an economic crisis period, who is willing to promote 70 academics in higher ranks and pay them higher salaries and more benefits?' (John).

Consequently, the financial stringencies and the need to maintain cash flow into the university has serious implications for the construction of neoliberal academic subjectivities and the ways academics negotiate masculinities and femininities. As it will be discussed in the subsequent subsections, academics construct their subjectivities in relation to neoliberal trends, therefore, they become self-maximising academics, money generators, entrepreneurs and industry academics. As a result of the need to produce as much as possible, competition issues arise among academics who position themselves as individualistic and competitive academics. Additionally, promotion prospects have been influenced by the financial stringencies which caused the emergence of new academic subjectivities these being the fossilized or wanna-be academics which primarily depend on academics' permanence, or not, in academia.

5.1.1. The Self-Maximising Academic

As mentioned in a previous chapter the emergence of neoliberal modes of governance affected HE institutions which needed to be reconfigured in order to produce, as it will also be discussed later in this chapter, individualized, entrepreneurial subjects of their lives through agency and choice who are, at the same time tightly governed (Davies and Bansel, 2007). Such modes of governance have also introduced further neoliberal discourses such as neoliberal performativity the target of which is to make both organizations and individuals to think about themselves in

relation to their performance. Therefore, being affected by neoliberal performativity, neoliberal subjects aim at becoming more effective by improving themselves and becoming better than others (the neoliberal discourse of competitiveness which will be discussed later). In cases when individuals cannot meet the standards of neoliberal performativity they experience feelings of guilt due to feeling inadequate.

Results in this study show that Cypriot academics internalise the discourse of neoliberal performativity as through their excerpts they make every effort to become more effective and better than others. For instance, numerous academics refer to the importance of improving themselves and aiming at becoming more effective through being updated in their fields and through representing their institutions at scientific and professional bodies that are recognized world-wide.

A woman academic raises the issue of becoming a self-maximising productive unit (Ball, 2012a) to perform in the best way possible and be acknowledged by the management of her university achieving in this way a sense of belonging in the institution. She highlights the importance of being rewarded not necessarily through money but rather through the acknowledgement of her efforts:

'Knowing that some people from the management trust you, need your opinion. Those are the things that make you feel that you will continue what you are doing because you offer to that institution' (Laura).

Another incident, by a man academic, also shows the tendency to transform oneself into a self-maximizing productive unit operating in a market where high research activity would set him above others (signs of competitiveness) as his research profile would be richer than others in such a competitive HE environment. Previous research has emphasized the importance of research capital as academics are categorized as research active or inactive impacting their status and self-worth as earning research capital would add to their status (Lucas, 2004, Lucas,

2006) Therefore, this academic has the need to identify himself with the discourse of an entrepreneur as another identity that will be discussed in the next subsection and can also be linked with the discourse of neoliberal performativity:

'I had an industrial position and then I moved to academia … over the past 6 years we have been submitting proposals I secured 3.8 million Euros out of 13 million Euros for the whole university and the priority is research' (Nicos).

Examining the above excerpts through a psychosocial lens, it seems that there are different discursive position tactics taken by men and women academics which depend on gender. Both men and women take up the self-maximising identity. The motives though behind these positions are different. For women, the motive is belongingness in the institutional arena, whereas for men the motive is belongingness in the international arena. The affective dynamics revealed during the interviews in relation to the discourse of the self-maximising academic signify that for men academics internalizing the discourse of neoliberal performativity thus performing as self-maximising academics is highly associated with the public domain. In other words, men academics negotiate neoliberal performativity and form the subjectivity of a self-maximising academic through aiming at becoming more effective and better than others in relation to activities in the public domain (O'Connor, 2015, Blackmore and Sawers, 2015) through bringing money into the university and maintaining the links between the industry and the institution. However, there are contradictions that women academics have to negotiate in taking up self-maximiser. Thus, the affective performances of women academics show that being a self-maximising academic as a feminine discourse encompasses issues such as becoming more effective and better than others with regards to activities associated with the internal domain such as launching new programmes for the institution and maintaining a sense of belongingness to the institution since they are accounted as important individuals '*Knowing that some people from the management trust you,*

need your opinion'.

Adopting an understanding of the defended psychosocial subject, it can be concluded that the need to invest in being a self-maximising academic becomes an anxiety-provoking situation for women academics, especially those who belong to the group of academics and mothers:

'Personally, I would love to be better at my work. Unfortunately, the rest of my responsibilities like my family take so much time and I don't have all the time I would want to be a better academic' (Jenny).

That is, some women academics who also have children encounter themselves as sometimes inadequate to identify with the self-maximising discourse and internalize the discourse of neoliberal performativity causing them to feel guilty for low productivity. Not identifying themselves with the discourse of a self-maximising will be elaborated upon in the discussion in the next analysis chapter about the fact that several women academics invest in being family carers and mentor academics therefore, being inadequate to perform as self-maximising individuals.

5.1.2. The Money Generator – Entrepreneur –Industry Academic

Due to the economic crisis and the financial circumstances in HE a lot of pressure is imposed on institutions in order to be able to survive. In turn, that pressure is imposed on academics themselves who once more internalise the neoliberal discourse of responsibility. In this subsection I explore how academics respond to the need for bringing money into the university for research purposes or through other activities such as the launch of new programmes at their institutions as well as keeping money into the university through maintaining student numbers. Although maintaining a high research activity is essential, previous research raises concerns about academic research driven by economic interest (Lucas, 2009) as well as the fact PBRF criteria become a threat to adequate intellectual engagement in the production of research (Cupples and Pawson, 2012). As mentioned in the previous subsection the reason why

academics draw on the discourse of money generators stems from the need to improve themselves a notion that is imposed on them through neoliberal performativity.

The ways that men and women academics negotiate the discourse of the money generator suggests differences of their discursive positionings. These occur in two different dimensions. The first dimension concerns the different performances of masculinity and femininity as these are constructed in the private vs. the public sector of HE. Through the discursive affective practices of academics who are employed in the private sector, it seems that drawing on the discourse of money generator highly depends on the responsibility they feel towards their institutions to bring money into the university but also to maintain money into the university. On the other hand, the way that academics, who are employed in the public sector, discursively constitute and negotiate the subject position of money generator entails responsibility towards themselves (individual responsibility) and towards other colleagues as neoliberal universities produce individualized subjects who transform into entrepreneurs of their own lives, who, at the same time are tightly governed (Davies and Bansel, 2007).

Thus, concerning the private sector, a woman academic shows holding extreme feelings of responsibility towards the survival of the institution through initiating ideas and ways to generate income for the university. Contributing in this way, this academic feels that she has a sense of belonging as she is positioned as more privileged in the eyes of the management:

'Let's say that you have some ideas, initiatives, anything that you can get over and make it succeed. These also put you in a big position, in a position that helps you let's say. In a privileged position' (Laura).

Therefore, in order to create an environment of belongingness, this woman academic feels extremely responsible for offering through several

ways by working hard (an identity that relates to neoliberal performativity as it was discussed previously). Sometimes, academics may even transform themselves and act in ways that do not necessarily go along with their personal values in order to maintain their existence in the institution and avoid any chances of being aborted:

'…If let's say, someone wants to play a dirty game then you have to protect yourself. Sometimes you need to go along and play the dirty game…' (Laura).

The ways that men and women academics position themselves as money generators are highly gendered. For instance, men academics, as it will be further discussed below, perform as money generators as they feel responsible towards themselves having more aspirations, than women, to develop a reputable and appealing research profile being more productive in research and develop international activity (Poole and Bornholt, 1998). On the other hand, several of the women I interviewed perform as money generators being driven by institutional responsibility as they feel that offering, as much as possible, to the institution will be a means to be highly recognized and included in university matters. Previous research has shown that women in academia have suffered from internal obstacles including less recognition, isolation and exclusion (Henry, 1990, Bagilhole, 1993) as well as lack of access to leadership opportunities (Morley and David, 2009) and therefore, it can be expected that some women attempt to battle against some stereotypes towards women academics.

Another aspect that concerns the way academics in the private sector invest in being money generators concerns the responsibility they feel towards the institution to maintain money within the institution through maintaining student numbers. Such a positioning leads to the construction of their academic subjectivity as responsible for maintaining student numbers and as a way to support their institutions which strive to keep money coming into the university a finding that agrees with previous

literature which supports that academics are now focused on increasing student numbers as well as avoiding complaints by students (Naidoo and Jamieson, 2007). Such a situation adds to the anxiety experienced by academics as they indirectly consider themselves responsible for the well-being of the institution. A man academic supports:

'We have to do whatever it's necessary, we have to go beyond our limits we have to do what it takes to keep students at the university because they pay and if they don't pay nobody has a job' (John).

The responsibility that academics experience stems from the indirect messages transferred to academics from the management of institutions (especially private ones) which imply that academics ought to do what is necessary in order to maintain their student numbers and therefore sustain their own academic positions. This is an example that supports Foucault's perspective that neoliberalism is a form of governmentality where people are governed but at the same time they get the illusion that they also govern (Read, 2009b). In other words, the institution governs them as they indirectly guide them towards how to treat students:

'But the selection process is just not there. If you add the implied mentality that we have to do what it takes to keep the money in the university and em… we don't select them. Everybody is invited, everybody is in. It's really hard for anyone to fail. And it's really hard to fail because we are not allowed to have them fail in the courses' (John).

That is an overwhelming and overpowering situation that academics cannot have control over (Lapping, 2011). Therefore, they make use of several psychic defenses in order to negotiate and manage anxiety (Walkerdine, 2001). The fact that their professional discretion and judgment (Freidson, 2001) are lost is on its own an anxiety-provoking situation for academics since they cannot act independently on such a crucial issue which is the evaluation of students. Therefore, internalising such a responsibility has a serious impact on their professionalism since core values seem to have disappeared. Such a situation reveals some

interesting messages about power relations in the HE private sector. Working in a private university where all actions and decisions are filtered by the director of the institution justifies a participant's phrase 'I realise that you cannot do much'. This is a sign of what Foucault refers to as sovereign power. That is, some groups of people are favoured in decision making producing domination and subordination therefore, the rulers and the ruled (Popkewitz, 1998). Additionally, this justifies the patriarchal neoliberal academy (David, 2016) which still exists.

As mentioned earlier, academics who work in public universities negotiate the discourse of money-generator in a range of ways. Unlike their colleagues in the private sector, these academics discursively constitute the subject position of money generator attributing this to the responsibility they feel towards themselves or towards other colleagues. In other words, the need to expand research-wise through bidding for research funding or through creating or maintaining existing networking with other academics or the industry (Poole and Bornholt, 1998) derives from the responsibility they feel for themselves to enrich their CVs and their personal career progression prospects. This discrepancy can definitely be attributed to the fact that academics working in the public sector feel more secure for their jobs, in contrast to the academics working in the private sector who feel responsible towards the survival of their institutions (especially in an era of economic crisis) and therefore, the survival of themselves and their academic positions.

As I further discuss how academics in the public sector are positioned as money generators stemming from their responsibility towards themselves, I would like to introduce the second dimension of different performances (which I mentioned at the beginning of this section) concerning the identity of money generator. The second dimension does not concern differences among academics in the private vs. the public sector. Indeed, it concerns different performances of men and women academics within the public sector. These differences in positioning are manifested through

the ways that women and men academics invest in being money generators. Precisely, a woman academic positions herself as a money generator as a direct responsibility to bring money into the university as she feels an individual responsibility both as an employer and a provider rather than simply getting the best research bid for herself. Thus, the theme that derives from a woman academic at a public university is the responsibility that she feels towards the individuals who are currently employed as researchers in projects they coordinate. In other words, that woman academic refers to the responsibility she feels to maintain the position of her fellow researchers that she employs for her research projects therefore, this is another reason to feel responsible for bringing money into the university:

'Also I feel pressure because … in order to continue employ our researchers and have money to do our research activities we need to bring in more money. So yes, I feel that pressure' (Maria).

This of course once more signifies the mentoring and mothering role that women academics play in academia both towards students as well as other colleagues as mentioned earlier in this chapter.

On the contrary, as demonstrated below, men academics invest in being money generators indicating the powerful affective force of this discourse towards constructing further subjective positions these being an entrepreneur, a self-promotion and industry academic responsible towards themselves to create industrial and research links. Since academics become entrepreneurs therefore, they transform themselves into entrepreneurial academics. Undoubtedly, this is a neoliberal discourse that becomes apparent considering the neoliberal economic perspective that any activity aims at 'maximum output' for 'minimum expenditure' (Read 2009, pp. 30) which is perceived as investment. It seems that Cypriot men academics adopt to this neoliberal mentality by internalising the subject positioning of becoming entrepreneurs as neoliberalism has imposed on them the necessity to become enterprising

individuals (Gill and Scharff, 2011). It is mostly men academics who discursively constitute and negotiate the subject position of the entrepreneur-industrial academic implying how important it is for them to promote themselves through bringing money into the university but also develop/maintain links with the industry:

'Over the past 6 years we have been submitting proposals and I secured 3.8 million Euros out of 13 million Euros for the whole university…'
(Nicos).

As men academics invest in being industry and entrepreneur academics, different are the performances of femininity concerning how women academics negotiate with the issue of research productivity. In other words, most women academics do not feel as much pressure as men academics to bring money into the university through their research activity. Therefore they cannot be considered as investing in being entrepreneurs:

'There is no such a thing as a direct pressure. Nobody can tell you that if you don't bring money, you will leave this university. What they give us is motives to do so' (Lucy).

Therefore, in contrast to the industry and entrepreneur academic which concern academic masculinities, women academics position themselves as 'basic academics' as they view themselves as performing just the basic responsibilities of an academic. Particularly, a woman academic mentions that she doesn't aim at achieving a higher rank due to the fact that she is a woman:

'I believe that I am a competent academic but maybe not to go higher than where I currently am. There are many barriers for women academics. Your other responsibilities become barriers' (Jenny).

She believes that being a woman and having a family 'Your other responsibilities become barriers' block her from striving for a research-oriented academic career. That is the reason why she identifies with the

'basic academic' subjectivity. Basic academics also evolve due to the position they hold in academia. This introduces the concept of the casualisation of academic work which causes the academic workforce to be two-tiered, with the tenured core characterized by security and good conditions and the tenuous periphery with insecurity and poor conditions (Kimber, 2003). For instance a woman academic who is on a three-month contract views herself as a basic academic with an undefined research agenda caused by the uncertainty of her academic position and her energy and time that are invested in submitting job applications:

'… I spent my time worrying what will happen next. When you have a job for three months, it's different when you have a contract for two years. When a have a contract for two years, you have a chance to adjust to the environment, start working and being productive and maybe during the three last months of your post you start giving out applications to get another job' (Kate).

In the case of men academics, the importance of crafting the subjectivity of an entrepreneur and industry academic is an anxiety provoking situation where academics feel the pressure to secure funds for research in order to secure their presence in the institution as well as secure their chances for promotion. Comparing the perceptions of both men and women academics, it seems that the identity of an entrepreneur is gendered due to the fact that men academics seem to feel the obligation to position themselves as a 'human capital' (Read, 2009, pp.28) whereas women academics do not necessarily feel the same intensity of pressure[5]. A man academic who works at a public university mentions:

'…But now, for the last 12 months, because of the Economic Crisis…, there is a lot of pressure to bring money to the university in order to survive' (Nicos).

Through the above excerpt it is also clear that the pressure to become an entrepreneur is also caused by the financial stringencies mentioned

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[5] As it will be discussed later in this chapter, this tendency relates to the priorities set by men and women academics in terms of their responsibilities that also create several hierarchies in HE in Cyprus.

earlier making the implications of them on academic subjectivities apparent.

As mentioned earlier in this section since they become entrepreneurs and create links with the industry, academics have to improve their management skills (i.e. time and task management) as well positioning themselves as entrepreneur-manager academics:

'If you work in multi-disciplinary fields like with millions of EC funded projects and reputational consortiums…you have to create well established managerial skills' (Nicos).

As noted there are some women academics in the public sector who strive to bring money into the university. However, their motives in doing so are entirely different compared to the motives for men academics. In the case of women academics, they perform as money generators due to the responsibility they feel to secure the jobs of their fellow researchers involved in certain research projects. On the contrary, men academics perform as money generators mostly due to their motivation to promote themselves and further to establish themselves as entrepreneurs and industry academics.

The fact that men academics are positioned as entrepreneur and industry academics in contrast to women academics, mainly positioned as basic academics imply further hierarchies in a neoliberal HE. As mentioned in a previous section, teaching in HE is feminized and devalued compared to the discourses of income generators or entrepreneurs which create a more reputable profile for academics rather than just teaching. However, it is the priority of women academics because it fits with the traditional modes of femininity to be supportive, collaborative and nurturing. In this section we see that money-generation is masculinized as it is associated as the priority of men academics who perform the discourse better. Findings from previous research studies describe the HE contexts of Australia, the US and Great Britain as highly gendered as men

academics tend to be more productive in research through developing an international activity as well (Poole et al., 1997). Additionally, male academics identify with a research habitus (investing in scientific capital) whereas women identify with teaching and administrative habitus (investing in academic capital) (Deem and Lucas, 2007) However, this thesis goes beyond explanations around the masculinist gendered regime as with the affective-discursive approach it explores the relational play of gender and the affective practices of academics to understand their positionings in neoliberal and postfeminist discourses. Such hierarchies between research and teaching derive from the creation of the neoliberal and self-regulating subjects who 'think' that they have the freedom to choose what their priorities should be creating the above hierarchy between research and teaching. As a result, the hierarchies created between teaching and research have caused the emergence of the academic subjectivities of industry vs. basic academics.

5.1.3. The Individualistic and Competitive Academic

The fact that financial stringencies have turned individuals into self-maximising in order to be highly productive has caused the construction of another identity that of the individualised and competitive academic. The neoliberal subjectivity of individualism or else called the concept of the individualized crowd (Evans and Riley, 2014) implies that people think of themselves and try to solve their problems at an individual or interpersonal level. The newly developed subjects are both individualized and vulnerable and are now responsible for their own survival through their own agency and desires. Female individualism (McRobbie, 2009) is a key feature of postfeminist discourses. Women are understood to be freely able to compete with men and each other in education and work. As mentioned in a previous chapter, further research is needed to explore how academics take up various neoliberal and postfeminist positions and negotiate the meritocratic idea that women are free to compete as academics. The focus in this subsection is to explore the ways in which academics adopt the neoliberal discourse of individualism as well as the

ways they craft their individualized subjectivities and how these play out in gendered ways. Significant work of Stephen Ball has looked at the impact of neoliberal audit culture and performativity on educational contexts. Specifically, he explores how academics have been re-formed and re-made as a neoliberal academic subject (Ball, 2012b). This entails becoming productive, responsible and enterprising. Neoliberal academics have to re-invent themselves, the performance and productivity of whom are constantly audited due to the neoliberal audit culture that is maintained. Neoliberal performativity becomes a policy technology that affects any educational context and implies the measurement and comparison of the output (since productivity is everything) of those that are involved (i.e. educators, academics). Such audit practices the focus of which is on measuring outcome undoubtedly lead to distortion. Therefore, academic romance (Ball, 2012c) no longer exists but has rather been replaced by the central enterprising academic figure. High productivity encompasses more publications, more research grants and more students. Overall, the Education reform and the introduction of audit and performative worker (Ball, 2003) caused an enterprising self who strives excellence or an anxious individual who experiences inner conflicts and resistance to the reform caused by the neoliberal beast (Ball, 2012b). Even in lightly regulated HE contexts (i.e. Canadian HE) policy causes uneasiness to academics due to the pressures towards performativity (Acker and Webber, 2016). In this thesis, I look at how academics are invested in the neoliberal and postfeminist discourse of individualism and explore how it is taken up by them through their affective performances. Through a gendered lens, it seems that there are significant differences in relation to the affective performances of men and women academics. More precisely, men seem to perform the discourses of individualism and competitiveness which they attribute to personal choice and heavy workload. Consequently, there is a lengthier discussion about the ways men negotiate individualism and competitiveness. It should be noted though that these findings represent the particular sample in this study which is a relatively small sample and

cannot be generalized to the entire population of academics in Cyprus. On the contrary, only a single woman academic positions herself as individualistic due to her academic position and employment status. The rest of the women academics who participate in this study lean towards nurturing, supportive and collaborative femininities rather than individualized and competitive femininities. It might be the case that women were silent about female competition and did not admit it through their narratives.

An apparent theme among men academics is that they tend to be individualistic due to personal choice. They consider themselves as 'the boss of ourselves' and that 'working on our own is important if we want to succeed'. Their tendency to work individually can be attributed to a variety of parameters one of them being competitiveness. It has been mentioned that due to the economic crisis in Cyprus, academics started to become more antagonistic and individualistic as a way to safeguard their work and academic responsibilities. Therefore, the economic competitiveness that has been introduced through neoliberalism (Dale, 2007) has also impacted HE which becomes an anxiety provoking situation for academics themselves who strive to survive in such a competitive environment. Increased competition introduced by neoliberal institutions seems to have implications on colleague relationships causing hyper competition, academic restraint, marginalization and competitive individualism. As mentioned in a previous chapter, competition becomes the basis of social relations in a neoliberal context (Read, 2009b). Consequently, academics take up the postfeminist and neoliberal discourse of individualism as a psychical process in order to defend against competitiveness. The new gendered subject is characterized by individualism and competitiveness (Davies and Bansel, 2007) which is a discourse that is empowered through further neoliberal discourses such as the autonomous and self-regulating subject which resembles the freely-choosing and self-reinventing postfeminist subject. For instance, through his affective performances, an academic draws on the discourse

of individualism in combination with the neoliberal and postfeminist discourses of autonomy and free-choice respectfully, by indicating that 'The ministry of Education cannot determine the content of the courses I teach. I am the one who makes the decisions about the learning outcomes of the courses I teach' (Andreas). In other words, he positions himself as individualistic and autonomous in determining and designing the courses he teaches attributing this to the freedom his is supposed to possess as an academic. Such freedom is of course the reflection of the economic freedom that has been passed onto citizens in a neoliberal era (Evans and Riley, 2014) as a form of governmentality since subjects need to feel free to act and choose. The individualistic neoliberal subject is closely related to other neoliberal and postfeminist discourses of the autonomous, self-regulating, freely choosing and self-reinventing subject which will be discussed in subsequent sections. Another man academic negotiates individualism through a different angle shedding light to the fact that being individualistic can work as a mechanism to defend against the anxiety caused by the competition which is imposed on academics in a neoliberal HE context. Thus, specifically a man academic insists that 'it is impossible to have friends at work' because 'at work your goal is not to make friends but to undertake numerous tasks on your own' (John).

It can also be argued that heavy workload contributes to the individualism of academics. In other words, academics attribute individualism to their heavy workload and the many responsibilities they have which allow them limited time to socialize. As a result, they prefer to work alone, as a way to be more productive without wasting time to interact with other colleagues:

'…We can chat a bit while we are having a snack at the cafeteria but I don't think we have many opportunities to interact on a professional level and I think this has to do with the workload we have at the university right now… I cannot waste time fooling around let's say' (John).

Individualism can also be attributed to personal choice made by

academics to refrain from certain colleagues as a way to avoid clashes and competitiveness. Individualism informed by rational choice in a way that individuals are governed by their freedom to make individual choices has been widely discussed.

According to previous research, men academics invest in being individualistic by choice as they systematically compete with one another for funding audits, competitions and peer-reviews (Berg et al., 2014). Positioning themselves as individualistic seems to lead to secrecy and silence among colleagues. Specifically, a man academic at a public university in Cyprus mentions the tendency of some of his colleagues to be competitive, selfish and aggressive (especially while participating in Senate meetings) which is a situation that causes him to be quite anxious. The way this academic performs individualism is different since he sets himself apart from masculine expectations to be competitive and assertive. Through internalizing individualism as a psychical process to manage his anxiety, this academic chooses to keep away as far as possible trying not to participate in anxiety provoking discussions. This tendency has also been supported through other studies which mention that in a neoliberal HE context, individuals are set against each other in an intensified competitive system such as this one (Davies and Bansel, 2010). Overall, he considers himself as an outsider and his favourite part of being an academic is when he is alone doing his work:

'*I want to be individualistic in general and because many colleagues are very, very competitive and very selfish, aggressive whatever, I prefer not to have much to do with them. They make me very, very anxious and tensed and I don't like to be tensed. So I prefer to work by myself'*
(Andreas).

Apart from the concept of choice and individualism in relation to masculinity and atomistic individualism which seems to be produced in a neoliberal academic environment, research also sheds light to individualism in relation to femininity and neoliberalism. Girl power has been a central postfeminist concept which, as discussed in a previous

chapter, defines successful notions of woman hood and femininity such as individual empowerment and freedom to achieve. These are qualities associated with neoliberal concepts on individualism and market competition (McRobbie 2009). Girl power as a catchphrase encompasses notions of confidence and assertiveness of young women which combat against older notions of passivity and vulnerability. Thus, individualism and personal choice lead to individual effort. As a result, individual effort becomes the key for women to search for opportunities through purposeful and determined behavior (Baker, 2008). As mentioned at the beginning of this subsection, women academics do not heavily draw on the neoliberal discourses of individualism and competitiveness although there has been extensive research on girl power and individual empowerment.

Looking at the case of women academics, there seem to be differences of women academics' doings of femininity in relation to the discourse of individualism. There are women who perform as individualistic subjects but there are also women who do not perform individualism. Specifically, a woman academic who performs as an individualistic subject attributes this to the academic position she possesses at a particular department. Precisely, she is a visiting lecturer at one of the public universities in Cyprus. Being a visiting professor differentiates an academic from others since visiting professors are not allowed to participate in committees or activities at the university. This makes visiting professors feel like outsiders as they are not involved in the everyday matters of their departments. The female visiting professor specifically mentions that her academic position is the reason for her to become individualistic:

'… I feel like a guest in the department, right. So if you don't participate in committees, if you don't know what projects people are working on, if you don't know what people are doing, then I'm not interested in making informal discussions or knowing how many children they have, I don't give a damn' (Kate).

Such an excerpt also raises questions with regard to issues relevant to

isolation and exclusion of women academics (Henry, 1990, Bagilhole, 1993) in academia. In the case of this study, isolation, exclusion, cruelty and coldness cause anxiety especially to female academics as they are stereotyped as passive rather than authoritative (Cranny- Francis et al., 2002) and are socially expected to be isolated. This particular woman academic admits that she feels anxious about being excluded. Furthermore, it seems that she adopts denial as a defensive mechanism to manage her anxiety by refusing to admit that gender plays a role in her becoming marginalized and excluded, attributing this state to the type of contract she has with the university instead of the fact that she is a woman:

'Yeah, it's because of my status. So in this sense, no, I don't have any opportunities. I mean, people make decisions about my students and I'm not part of those discussions. But it's not because I'm female. So in this sense, no, I think it's because of the type of contract' (Kate).

On the other hand, different to the above positioning are the affective performances of another woman academic who does not identify with the discourse of individualism since she constructs her own academic subjectivity as nurturing, collaborative and supportive towards her colleagues:

'So for colleagues I think I am collaborative and supportive and but again our profession is very independent so you know being part of a research team you have to support and nurture your colleagues especially those who are more junior colleagues' (Maria).

Performing appropriate successful femininity (Ringrose and Walkerdine, 2008) is difficult in that traditional modes of femininity to be supportive, collaborative and nurturing are opposed to the individualistic subjectivities of her men counterparts and raise issues of the feminization of HE but also the tendency of women academics to identity with their motherly role in academia as it will be discussed in the next analysis chapter.

Like with other neoliberal discourses discussed in other sections, there are different performances of the discourse of individualism and the ways that women and men academics negotiate their discursive positionings in relation to individualism. Comparing men and women academics' positionings, it seems that mostly men academics construct their individualistic masculinities which they attribute to a variety of parameters as discussed above such as to personal choices, competitiveness and heavy workload. However, the femininities associated with individualism may be relevant to the academic position held by a woman academic raising issues of isolation, exclusion and coldness in academia. Additionally, there seems to be the case that some women academics may not identify with the individualistic subjectivity. On the other hand, an academic femininity that is constructed is that of nurturing, collaborative and supportive towards their colleagues subjectivities (as it will be discussed in the next analysis chapter) that are opposed to the individualistic subjectivities of their male counterparts.

5.1.4. The Fossilized and The Wanna-be Academic

Employment conditions and the extent to which academics hold a permanent or a non-permanent job in academia have also been affected by financial stringencies in a neoliberal era. Consequently, having a permanent or a non-permanent academic position causes the existence of further academic femininities. More precisely, there are differences in the discursive-affective practices of women in terms of the ways they talk about their research responsibilities depending on the position they occupy (permanent or non-permanent) and therefore their becomings are different. For example, academics who have secured their positions and thus, are permanent staff do not feel the pressure to do research because they are not afraid of losing their job. This creates new identity spaces since a new academic subjectivity emerges that of the 'fossilized academic'. This subjectivity refers to those academics who have accomplished tenure and they do not aim at producing outstanding research in their field since they will still earn the same amount of money

with those who do. On the other hand, non-permanent academics have to prove that they are assets to the institution and therefore, secure their positions through a considerable amount of publications during their promotion for tenure process:

'In relation to research, those of us who are permanent staff we are not afraid of losing our job. Non-permanent stuff has to prove their research work and publish articles' (Jenny).

Besides permanent and non-permanent, academics who are on special contracts do not prioritise research because they cannot have a clear scope of their permanence in academia, therefore, they are unable to set research goals and work towards achieving them. This is an implication of neoliberalism for academic subjectivities since the financial stringencies (mentioned earlier) cause the emergence of special contract academics who are not 'allowed' to be involved in departmental issues besides teaching:

'… I don't have a permanent position. I mean, I have a contract for three months, I don't know what will happen in January and things like that. I could say that I really, really want to do research, that's my priority, but that's only theoretically' (Kate).

The uncertainty of not having a permanent job causes anxiety to the above woman academic and blocks her from organizing a research agenda. As she belongs to the category of an academic on a special contract she admits that she starts worrying from the time that they hire her. As a result, time is not spent generating ideas about research projects because time is spent at looking for a job announcement and preparing application materials. In essence, she doesn't perceive herself as a full researcher or academic because with such a fixed programme she does not have the chance to adjust to the environment and be productive. Undoubtedly, this relates to previous research which focuses on the casualisation of the academic profession which causes anxiety to non-permanent staff having to cope with heavy teaching load and hunting

for next job (Kimber, 2003) more likely for these academics to be women receiving minimum wage (Courtois and O' Keefe, 2015). This scenario gives rise to another new academic subjectivity that of a wanna-be academic who hasn't had the chance yet (due to employment status) to develop as a full academic. In other words, she invests in being a wanna–be academic expressing her desire to be productive research-wise 'If I had to choose I would choose research, no second thoughts at all' but her employment status which encompasses a fixed-term contract does not allow her to do so. Of course, as mentioned above, the subjectivity of the wanna-be academic is different from the fossilized academic and both are determined based on employment status.

Through the discussion above, it is evident that job permanence causes the emergence of further hierarchies in a neoliberal HE context. More precisely, participants who hold a non-permanent job position or are on fixed term contracts are women academics a fact that has already been concluded through previous studies (Knights and Richards, 2003). This has a direct impact on their professional progression as fewer women move up to higher stages in the career ladder and therefore, the share of women among junior staff is higher than professors (Teichler et al., 2013). Such women academics have limited research productivity due to the uncertainty of their job. None of the men participants identify with the wanna-be subjectivity since none of them has a non-permanent job. Therefore, the fact that job permanence is gendered leads to further hierarchies. More precisely, since some women academics are either on a non-permanent or permanent appointment they do not engage in a high research performance (which is a major factor for professional advancement) therefore, career progression is also gendered and more specifically masculinized because it is only available to men academics who have a richer research profile. Previous studies have also suggested that HE contexts in Australia, the US and Great Britain are highly gendered as men academics are more productive in research (Poole and Bornholt, 1998) therefore, they have more chances for career progression

and in turn to advance professionally. On the contrary, previous research has shown that women academics' career advancement is hindered by work relationships, university environment and invisible rules (Collings et al., 2011). The findings from this study are significant because, through an affective-discursive approach, they further show how women cope with these hierarchies and the subjectivities that emerge.

5.2. New Managerialism and Auditing Practices

NM practices have forcefully entered HE in Cyprus which caused the monitoring of employee performance and the introduction of quality assurance services. Overall, it seems that Cypriot academics have welcomed the NM tactics identifying their effectiveness as they regulate both teaching (internally by students) and research (internally and externally by international committees):

> *'There are internal procedures and rules in the university. In the middle of the semester there are student evaluations. … Another thing is that every five years the senate house appoints an international committee that follows several criteria in order to evaluate academics' (Nicos).*

Interestingly, Nicos referred to international quality assurance committees that visited some universities as an attempt to evaluate all relevant internal procedures:

> *'Last year, I had the chance to be the chair of this committee, quality assurance committee in my department and there was a team from France, Spain and Malta which visited our university, invited our industrial stakeholders, stakeholders from the public sector they invited students, graduate students, PhD students, post-doc research fellows and had interviews. They also interviewed our staff, went through our syllabus, of all programmes and we got 12.5 out of 15 and was very happy about this result because we are a newly established university'(Nicos).*

Through the above quote, it can be argued that NM practices are welcome by academics (and others like students and research fellows) who are also provided with the opportunity to be highly involved in this

procedure. This finding contradicts previous literature which discusses academic resistance to quality assurance for teaching and research (Lucas, 2014). Referring to quality assurance, it should be noted that previous research has suggested the necessity of going beyond the understanding of quality as the outcome of performance-based measurement through a strict managerial approach, but to rather reinforce an understanding of quality as a virtue of professional practice promoting a motivationally-intelligent quality for academics in order to increase academics' commitment to teaching (Ming, 2016). The man academic also implies a further academic subjectivity taken up by academics in general which will be discussed in depth in the next analysis chapter which is the identity of the hybrid academic. In other words, academics are faced with multiple responsibilities assigned to them which may include tasks beyond teaching and research like in the excerpt above where Nicos refers to his participation in the quality assurance committee.

Auditing practices also include the intervention of the government in the case of public universities. More precisely, funding for research that enters the university from funding agencies becomes a reason for the government and the funding agencies to intervene and assess the research productivity of academic staff:

> *'… if the funding agencies don't support your line of research then automatically as an academic you have to consider your options and make adjustments' (Maria).*

Having interviewed academics from both public and private institutions, it is of a necessity to make a distinction between the auditing practices and the NM tactics introduced in each sector. It is more likely that the public sector has a more defined auditing system than the private sector. In other words, the private institutions act on an independent basis regarding quality assurance methods than public universities, an argument supported by several academics working in the private sector.

For instance, a male academic working in one of the private universities mentions:

> *'Ok, in general accountability in academia is not so strong. Like in the business industry … So, there is lack of accountability in academia' (Marcos).*

As it will be discussed in the following subsection, although auditing practices have been introduced to monitor employee performance, it seems that predominantly men academics are positioned as free and autonomous through the neoliberal discourses internalized such as freedom, agency and choice.

5.2.1. The Free and Autonomous Academic

As mentioned in previous sections the philosophy of neoliberalism has been transited on individual academics who become responsible for their institutions and themselves, competitive, and individualistic. Such neoliberal positionings have evolved from other neoliberal discourses which academics internalise such as freedom, agency and choice. Such introjections lead them towards becoming self-driven and self-regulated as well as rational agents of themselves who are able to make rational choices (Bansel, 2007). Thus, the neoliberal academic is free to choose by creating 'authentic' identities in a way that would also be productive to the market, the economy and their academic institutions. Drawing upon neoliberal discourses, the consumerist neoliberal subject is free to choose who they want to be where individuals can create authentic identities, in a way that would also be productive to the market and economy as well.

In this regime of neoliberalism, consumption and identity construction, women become the center of attention. Through a postfeminist lens, there is gender equal opportunity and no barriers to women's success. Consequently, postfeminism suggests that equality is achieved and introduces the new form of postfeminist women characterised by

empowerment, freedom and individualism. Although women's identity has been shaped by the discourse of free choice, feminist critiques suggest that gendered power is still operative and girls and women are self-managing subjects of postfeminism (McRobbie, 2009). My interpretation is that the discourses of freedom and agency that academic individuals internalise are an illusion as a result of neoliberal discourses, politics and practices. The government welcomes individuals' attempts to act freely in order to fulfill their own economic goals. This is indeed an individual and a national survival act to fulfill their own interests becoming empowered entrepreneurial subjects as mentioned in previous sections. Individuals unconsciously take up neoliberal concepts and they falsely feel authentic and self-driven, but in fact this is a top-down governance due to neoliberalism. This happens as such because neoliberalism is a form of governmentality, whereas to function, its subjects need to feel free to act and choose. Freedom constitutes an integral element of neoliberal strategy. Therefore, neoliberal subjects have been persuaded to take responsibility in some matters that was previously the responsibility of institutions' management making them feel that they have the freedom to rule but in reality 'they govern without governing' (Read, 2009b).

Referring to the present study, the discourses of freedom and autonomy are gendered because it is men who mainly position themselves as free and autonomous when they refer to the academic freedom they have to determine their teaching style, materials and learning outcomes of the modules they are assigned to teach. They also refer to the autonomy they feel as the institutions have no control over their work as a man academic specifically mentions:

'Definitely if you decided to be an academic you don't like to be bossed around' (Marcos).

Several academics also talk about freedom in terms of the flexibility they have with their working hours:

'You know, the good thing is flexibility, I mean, you know, I may go to the gym, come back, take a shower and the start' (Andreas).

Further, academics are positioned as free and national agents to self-monitor their research links which connects to other discourses and subjectivities discussed in this chapter such as being responsible for bringing money into the institutions and for maintaining an entrepreneurial subjectivity. Also, they feel that they have the freedom to introduce programmes that could generate money to the university. Faculty staff seems to have the freedom and independent authority to identify the needs of their institutions and students by proposing the development of new degree programmes and also to introduce changes that would suit the changing labour market:

'I think my job is appreciated. I wouldn't have been the vice chairman of the department if the university didn't think that I am doing a good job. I try to do a good job for the university they give me more and more to do' (John).

The above excerpt by a man academic is a proof of what was mentioned at the beginning of this section about illusionary freedom and agency. In other words, the management of universities welcomes the attempts of academics to 'freely' act in order to fulfill their own economic goals. This is a sign that academics take up the neoliberal discourses of freedom and agency which make them feel authentic and self-driven and they craft their subjectivities as professionally accountable for the survival of both themselves (entrepreneurs of their own lives) and their institutions. However, it is an illusion due to the fact that neoliberalism has introduced a form of governmentality whereas to function, neoliberal subjects need to feel free to act and choose. Through a psychosocial approach, it is interesting to examine how and why subjects invest in the discourse of freedom, agency and choice and how academics' positionings are affected by the aforementioned discourses. Mostly predominant in these discourses are the affective performances of men academics which emerged strongly in the interviews constituting spaces for the

construction of masculinities. This shows that postfeminism is a myth in the context of this study as any signs of woman empowerment and freedom are suppressed. This finding contradicts previous literature which discusses how feminist academic women are positioned as agents rather than passive participants pursuing their projects, through a range of strategies, in a context of contemporary changes and challenges (Acker and Wagner, 2017). Men academics perform as 'free and choiceful agents' claiming the construction of this masculinity through the capacity of proposing the development and launch of new degree programmes. Through a psychosocial understanding of the defended psychosocial subject (Hollway and Jefferson, 2013) this situation constitutes spaces of anxiety in which John worries about sealing his presence in the institution and securing his job given he works for a private HE institution and viability is crucial.

5.3. Consumerist Framework: A Providers-Purchasers Environment – Governmentality in the Private Sector: Control and Surveillance

The consumerist framework (Naidoo and Jamieson, 2007) has also affected HE in Cyprus and more precisely the mentality of students who perceive education as consumption that they pay for therefore, their demands of the 'knowledge providers' increase. This mentality is more apparent in the private sector where students pay for their tuition and fees and as a result, they perceive themselves as customers. Academics, specifically in the private sector are transformed into providers of knowledge, a neoliberal discourse which will be discussed in greater detail in the next subsection. Additionally, knowledge has transformed from pure knowledge to economically productive knowledge (Naidoo and Jamieson, 2007). Consequently, two categories of students evolve: those who pay and they want to achieve the maximum knowledge-wise and those who pay therefore they demand of a unique treatment by academics making education customized:

' Oh yeah, that's a frequent incident. You have people who say that you know, I pay so you have to do this. … there are some students who are very rude so they would say, I pay so… blah blah blah' (Laura).

Another interesting argument raised by an academic in the private sector in regards to the providers-purchasers environment is that such a mentality is maintained and reinforced by the parents themselves who share a similar attitude about their children's education and their demands:

'Many times in the past I heard complaints such as I am paying you 8000 Euros a year, 10 000 Euros a year I want my kid to graduate. As if they have the right to graduate with minimal effort just because they are paying' (John).

There is no doubt that the providers-purchasers attitude is tolerated by private institutions and has to also be tolerated by academics in the private sector because it serves the interests of the private institutions maintaining their student numbers and cash flow coming into the university. As a result, the institutions make academics indirectly feel that it is their responsibility to respect customers and it is because of them that they have a job:

'…Because we are a private university of course… you need to respect your customers because that's why you are there, that's why you have a job' (Laura).

As mentioned earlier, the consumerist framework is not apparent in the public sector where students do not directly pay tuition and fees:

'But probably because I work in a public university, so they are not customers in the sense that they don't feel that they are actually paying our salaries. So they don't have that sort of attitude' (Kate).

An academic even reported that he would prefer that students are more demanding:

'I think they are actually very non-demanding… This also has to do with the fact that they don't pay. If you pay, you give money so you expect something in return' (Andreas).

Exploring the gendered negotiations of academics and how they position themselves in the discourse of the knowledge provider, I demonstrate below how academics, particularly in the private sector where this is apparent, psychically and emotionally cope with the effects of a consumerist framework in HE. Specifically, academics position themselves as knowledge providers internalizing the consumerist framework which can be a source of competition among them. In other words, as they strive to re-invent themselves and transform into enterprising and performative workers to fit into the neoliberal economic environment it causes competition especially among men academics as they compete in terms of who would become a greater provider to the university.

5.3.1. The Knowledge Provider Academic

The consumerism framework that has been mentioned above which is more apparent in private universities has serious implications on gendered academic subjectivities. Academics who work in the private sector seem to adapt to the customer mentality of students identifying themselves as 'knowledge providers' and maintaining a providers-purchasers attitude. This discourse is highly gendered as it is men who position themselves as knowledge providers. In fact, they internalize the consumerist mentality and craft their identities as knowledge providers to fulfill the demands of both the students as well as to serve the interests of the private universities which do not want to reduce their student numbers but indeed aim at keeping their customers satisfied:

'When I mark tests I try to control my failure rate so that it is not higher than 20%. If the percentage is higher, it will feel that you are not doing your job properly' (Stavros).

From the above, it seems that academics in the private sector undergo an identity crisis as the core values of discretion and judgment that would make up a professional academic seem to have disappeared (Freidson, 2001). The fact that the university wants to keep customers happy causes anxiety to academics who make every effort to adjust their assessment of students in order to maintain smooth relationships among themselves, the management of the universities and the students-customers.

The fact that the management of the private universities intervenes and influences the identity construction of academics implies a term introduced by Foucault who explains neoliberalism as a new form of governmentality where people are governed but they also govern (Read, 2009b). The case that the academics are identified as knowledge providers is an example of people who are indirectly governed by the management of the university. Such governmentality and the need to serve the interests of the university cause anxiety to academics and fear of losing their jobs if the student numbers decrease. Therefore, as a way to deal with their anxiety, academics internalise the consumerist framework turning themselves into knowledge providers. Such an adjustment by academics shows the appearance of the neoliberal tactic that generates the 'buying and selling commodities of the market' (pp. 26) that is also extended on academic spaces:

'We have to do whatever it's necessary, we have to go beyond our limits we have to do what it takes to keep students at the university because they pay and if they don't pay nobody has a job… Everybody is invited, everybody is in. It's really hard for anyone to fail. And it's really hard to fail because we are not allowed to have them fail in the courses' (John).

Through a psychosocial approach we can see men academics' affective performances of knowledge providers as demonstrating a defended position. The need to invest in being knowledge providers is not the result of their own pure choice but rather the result of this discourse being imposed on them by the management of private institutions, yet they defend against this. Such surveillance and control over academics

assures the emergence of entrepreneurial and postmodern universities (Reed, 2002). In order for academics to adjust and fit into postmodern universities they produce themselves (transforming from professional elites undertaking monopolistic work to knowledge providers) to local and employable workers to fit into the neoliberal economic environment (Clegg et al., 2003).

Conclusion

This chapter has looked at the concepts of NM and financial stringencies, auditing practices and the consumerist framework and their gendered implications for academics who position themselves accordingly in order to deal with pressure and anxiety.

CHAPTER 6: DIVERSIFICATION OF HE IN CYPRUS: THE IMPLICATIONS FOR GENDERED ACADEMIC IDENTITIES AND THE EMERGENCE OF NEW IDENTITY SPACES

Introduction

The previous chapter has looked at the introduction of several neoliberal ideals under the umbrella of New Managerialism (i.e. financial stringencies, auditing practices, consumerist framework) all of which contributed towards the development of a new and diversified HE environment. The purpose of this chapter is to explore the gendered implications on academic subjectivities resulting from the diversification of HE. More precisely, I explore the diversification of faculty staff due to new entrants into the university, specifically from practical settings such as health. Secondly, I explore the HE diversifying workforce as an anxiety-provoking working environment for academics and the competing pressures and responsibilisation they experience due to their blended roles and multiplication of tasks. Specifically the way these trends are gendered and implications for the subjectivities of academics who perform as hybrid academics in order to juggle a variety of responsibilities are explored. Being assigned blended roles and experiencing multiplication of tasks adds to the competing pressures experienced by them due to a sense of extreme responsibility, which is managed in different ways. Consequently, further academic subjectivities are constructed such as the responsible family and career carer, the mentor academic towards students and colleagues, the professional academic who experiences an individual and social responsibility and the responsible academic towards institutional matters that cause the positioning of the major player which is in contrast to the positioning of the self-restrained academic. Additionally, this chapter draws on the same theoretical framework as the previous chapter to explore issues of stress, anxiety and competition in relation to the diversification of HE.

6.1. New Entrants into the University

The fact that HE has been impacted by neoliberalism is evident through its transformation into a diversified workforce which entails the diversification of staff and the emergence of blended roles for academics. This section discusses the entrance of health practitioners into the university aspiring an academic career. Definitely, these 'new' academics distinguish themselves from the traditional academics whose responsibilities include both teaching and research. Individuals who come from practical settings such as health constitute a special group of staff who mainly undertake teaching responsibilities as well as clinical practice outside the university:

'We have a real workload especially during written and lab evaluations, supervision etc. the differentiation with us compared to all other fields is that we have the clinical practice that we must supervise at hospitals' (Jenny).

The entrance of health practitioners into the university when the University of Technology in Cyprus was established in 2007 signifies the start of a new era for HE in Cyprus characterized by a diversified nature. I have interviewed two nursing academics as an attempt to shed light on this category of academics raising issues of their transition from clinical practice to academia. Both the men and women academics I interviewed admitted encountering struggles in making this transition:

'I always wanted to become an academic and I had it at the back of my mind. However, the transition was not an easy one' (George).

Nursing academics constitute a special group of academics who enter the university from practice settings (Smith and Boyd, 2012) and they willingly distinguish themselves from traditional academics whose responsibilities would include teaching and research. Their primary focus is on teaching and supervising the clinical practice of their students, almost entirely neglecting research and their involvement in any research activity:

'We have a real workload especially during written and lab evaluations, supervision etc. The differentiation with us compared to all other fields is that we have the clinical practice that we must supervise at hospitals' (Jenny).

Although both of the academics I have interviewed referred to positive experiences in academia, the recurrent theme that evolves is their difficulty of shifting from their identity as practitioners to their identity as traditional academics. That is the reason why they form their own academic category, as new entrants, which is differentiated from that of a traditional category. Additionally, the new entrants from practical settings and specifically from the field of health do not construct a research identity since, as mentioned above, their priority is teaching and supervision of clinical practice. Nursing has been a gendered field and specifically, a feminized one (Mcdowell, 2015). Consequently, academics perform in feminized ways as they prioritise teaching and supervision since being mentors, supportive and nurturing have been catergorised as feminine discourses (Acker, 1999, Morley, 2000).

6.2. Blended Academics -Multiplication of Tasks and Competing Pressures

It seems that the diversified nature of HE and the blended roles that academics acquire creates an anxiety-provoking working environment for academics that they have to deal with due to multiplication of tasks. The diversification of the workplace is also manifested through the appointment of academic staff to non-academic responsibilities transforming them into blended academics. Previous research has looked at the blending of academic and non-academic roles creating a third space environment and introducing a new territory between the academic and professional domains (Whitchurch, 2009) creating a new form of blended professionals (Whitchurch, 2008) which in turn encouraged the diversification of the workforce. The findings in this study contribute to previous studies showing that academics are appointed to non-academic responsibilities (such as being academic managers) creating new gendered academic subjectivities. For instance, women are positioned as

hybrid academics in different ways than men as women tend to have low level responsibility compared to men. Several of the academics I have interviewed belong to the category of blended academics as they occupy managerial positions besides the other academic tasks that they must undertake including teaching and research. Among the managerial roles occupied by the blended academics I interviewed include acting dean of a department, vice rector of the university, vice dean of the department, dean of the department and department chair. The aforementioned managerial positions on top of the academic responsibilities turn the blended academics into hybrid academics as it will be discussed below. However, it is interesting to mention the reaction of one of the academics who belongs to this special group who suspects a form of academic exploitation of individuals who proved their potential in academic multi-tasking (teaching, research administrative tasks):

'I am not sure if I am of the lucky ones or if I am one of those who work my ass off…. When you are offering yourself to do things and you always say yes… you know what happens' (Laura).

The fact that Cypriot academics belong to a diversified HE context with all relevant pressure to engage into non-academic responsibilities implies the positioning of academics in neoliberal discourses constructing and reconstructing their identities and in some cases constructing new identity spaces. In the subsection that follows for instance, there will be a discussion about the ways in which men and women academics invest in being hybrid academics drawing upon the discourses of manager academic, multi-disciplinary academic and administrator academic which is evident through the affective dynamics of participants' excerpts.

The blended role nature of academics is also evident through other non-academic responsibilities allocated to academic staff such as the merge of management and academic roles for some academics. That is, besides their academic responsibilities, some academics hold management positions which multiplies their already heavy workload:

'Also, I have been given the role of the director of the language center which means managerial work. I have to check 24 people in the center…' (Joan).

The same woman academic also shared having a building maintenance role along with her academic and managerial position at the university a situation that adds to the diversified and blended academic environment:

'I have to take care of premises. The other day I was moving furniture in the center [laughing]. Very technical stuff!' (Joan).

Both undertaking managerial as well as administrative tasks is once more a sign of the diversifying workforce which caused the emergence of a third space environment (Whitchurch, 2009) therefore, a blend between academic and professional staff. This meant that academic and professional responsibilities now overlap causing the development of academic and administrative collaboration (Deem, 2010).

The diversified workforce and the blending of roles have caused multiplication of academic tasks which has been previously reported as a consequence of neoliberalism in HE (Musselin, 2007). Without an exception, Cypriot academics report multiplication of tasks as well. Due to the variety of responsibilities that academics ought to undertake, an academic can be perceived as a multi-disciplinary person who may require a lot of hours of work over a day:

'it is stressful working 19 hours out of 24 hours. Participating in a lot of committees, writing papers, submitting proposals, participating in electoral committees, school committees, departmental committees, senate committees and you then you have to attend and present at international conferences. This is such a stressful life' (Nicos).

The fact that academics undertake a variety of tasks results in having a heavy workload and as noted in previous literature, activities beyond teaching and learning absorb substantial proportion of academics' working time (Teichler et al., 2013). Describing his workload as 'stressful'

having to work so many hours in a day is a sign of the anxiety-provoking environment of a neoliberal HE context. Through a psychosocial lens, Nicos negotiates the neoliberal discourse of a hybrid academic as it will be explored in the next subsection, as a way to deal with the anxiety and stress he experiences. Having no choice but to undertake a variety of tasks may stem from the anxiety academics may experience about falling behind, missing something important or going under (Gill, 2009).

Many academics who work in the private sector mention a heavy teaching workload that leaves no space for research. They indicate many hours of teaching weekly as well as many more modules to teach compared to their colleagues who are employed in public universities. More precisely they classify their teaching as teaching traditional modules, teaching new modules as well as teaching modules as part of long distance programmes:

> *'I had 12 hours and it came up to teach methodology of research and I couldn't say no. And now the distance learning programme is launched and I cannot say no either. I don't think my colleagues at public universities teach a lot. We need to fill in the gaps and find out what the university or the department needs. Every year is a totally new experience' (John).*

The fact that John says 'we need to fill in the gaps and find out what the university or the department needs' shows that he transforms into an autonomous and self-regulating subject (Gill and Scharff, 2011) who also resembles the self-reinventing postfeminist subject. In other words, there is the demand imposed by the neoliberal university on academics to constantly reinvent and rebrand themselves in order to make themselves but also their institutions more marketable through their new and unique ideas. The affective-discursive practice of John signifies that rebranding and reinventing is gendered as men have more capacity to do so. This fact was also discussed in the previous chapter where men have the need to promote themselves more than women (i.e. entrepreneur and money generator subjectivities).

6.2.1. The Hybrid Academic

As mentioned earlier in this chapter, the diversification of the workplace is also manifested through the appointment of academic staff to non-academic responsibilities transforming them into blended academics. In this chapter, there is a further attempt to explain the implications of this situation for academics. More precisely, academics seem to be constituted as hybrid academics having to juggle a variety of responsibilities and in turn, constituting further and multiple becomings of academics. For instance, academics draw on the discourse of a manager academic, multi-disciplinary academic and administrator academic. Looking at the affective dynamics of interviews, there is a range of ways in which academics draw on the aforementioned positionings through their everyday practices of doing femininity and masculinity. For example, a dimension of academic femininity concerns the positioning of a woman as a manager academic:

> *'Also, I have been given the role of the director of the language center which means managerial work. I have to check 24 people in the center…' (Joan).*

This woman academic discursively positions herself as a manager who is the director of the language center which is an additional responsibility besides her teaching. Such a positioning indicates spaces of resistance to emerging dominant norms showing moments that disturb or rupture normative discourses (Butler, 1990) that women are not found in managerial positions in academia. Although occupying managerial positions is a shift perhaps in the management structure, based on the responsibilities of the post which is checking people in, shows low level responsibility and devalues its prestige. This finding is further supported by previous research which indicates that women occupy lower middle management positions (Acker, 2014). In the previous section, I discussed that the same woman academic reported that among her responsibilities are taking care of premises and moving furniture which proves that the

prestige and desirability of occupying a managerial role is lowered according to the specific tasks and actions involved.

In regards to the identities of the administrator and the multi-disciplinary academic, it seems that academics perform as defended subjects in that they invest in the discourse of administrator and multi-disciplinary academic as a way to provide protection against the anxiety caused by the diversification of HE and the multiplication of tasks as they have a place in the hierarchy of their institution and feel safer. Most of the academics talked about their administrative responsibilities referring to them as a burden which adds to their anxiety levels as they feel that they waste their precious academic time. However, given the competitiveness (as discussed earlier) of being an academic especially in a neoliberal era, academics seem to be obliged to encompass administrative roles like for example, participate in committees that they do not even enjoy in order to feel part of the academic game and not be aborted by the system a situation that adds to their anxiety of having to juggle several roles. Specifically, a man academic at a public university mentions:

'They are really bad things for me the department boards, the senate, all these meetings that are going on and talk about things that are non-academic which I couldn't care less about, about being sort of … all these different things and they're just a burden, they're not – if I didn't have all these I would have been much happier…' (Andreas).

It seems that the diversified nature of HE and the blended roles that academics acquire creates an anxiety-provoking working environment for academics that they have to deal with due to multiplication of tasks. Therefore, it functions as a domino effect where the challenge of performing various tasks (as a personal choice by some academics or as a necessary evil by others) causes them to have so many responsibilities to take care of. As a result, another academic subjectivity that emerges due to both blended roles as well as multiplication of tasks is that of the multi-disciplinary academic. Consequently, academics feel that they have

a heavy workload that includes activities of different nature such as participating in committees (electoral, school, departmental, senate), writing papers, submitting proposals, presenting at conferences etc.

6.3. Neoliberal Responsibility and the Responsibilisation of Academics

As mentioned in a previous chapter, individual responsibility is an apparent neoliberal concept (Evans and Riley, 2014). It has also been explained as a facet of neoliberal form of governance which enables individuals' independence and empowerment (Trnka and Trundle, 2014). Although the neoliberal culture provides individuals the opportunity to think of themselves as autonomous, free and responsible of their own choices, this situation also yields tremendous pressure and anxiety on individuals who are ought to perform in certain ways and construct their subjectivities accordingly in order to deal with the anxiety-provoking neoliberal environment and meet the neoliberal ideals. Having many responsibilities to juggle due to the blended nature of the academic profession causes academics an extreme sense of responsibility. As mentioned earlier in the previous analysis chapter, academics feel extremely responsible in many aspects and this is the result of internalising the neoliberal discourse of extreme individual responsibility.

Due to the diversifying workplace and the emergence of blended roles and in turn, the multiplication of tasks, academics position themselves as responsible family and career carers. Additionally, the need to become socially engaged and contribute to the society (Nedeva, 2007) also yields the importance of constructing the identity of mentor academics as they feel responsible towards their students. Neoliberal responsibility also affects academics need to maintain their professionalism through performing as professional academics due to a sense of individual and social responsibility. Lastly, the anxiety caused by the neoliberal environment about falling behind, missing something important or going under (Gill, 2009) is also imposed on academics who feel responsible

towards the academic matters occurring within their institutions. In turn, they perform as either major players or self-restrained from academic matters. The aforementioned academic subjectivities will be discussed in depth in the following subsections, exploring the masculinities and femininities as they are negotiated by academics and how academics position themselves in these discourses.

6.3.1. The Responsible Family and Career Carer

One of the academic subjectivities that is constructed in relation to the neoliberal discourse of responsibility (Bansel, 2007) is that academics feel responsible for finding a work-life balance formula for performing successful in both family and academic career. This is a process of responsibilization. As with other themes that will be discussed in this chapter this is also highly gendered. It seems that women academics construct feminized subjectivities by positioning themselves as mostly responsible for combining both work and family roles as the latter becomes a burden for their professional progression. I will show that women academics invest in being family and career carers indicating the powerful affective force of this discourse. This has also been corroborated in previous studies which mention that combining work and family is viewed as an additional challenge for female academics as parenting may negatively affect women academics due to work and family conflict (Ward and Wendel, 2004, Huilman, 2009). All of the, married with children, women academics I have interviewed describe that having children limits them, career-wise, because children require attention and this gives them less time to dedicate to their careers. It is even evident that their priority is their families no matter how far they want to get on the academic ladder:

> *'Of course my family responsibilities become a burden in my profession but I wouldn't change my life in order to be a better academic.' (Laura).*

Through a psychosocial lens, the family gives them focus as it is their excuse for legitimate divergence from their career. This domestic obligation can be both towards their children but also towards their male partner like in the case of Laura who says '…I wouldn't change my life in order to be a better academic… I want my husband…' as if she implies that she feels responsible towards fulfilling her responsibilities as a female partner. This shows that there are some women academics who entirely position themselves as primarily being family carers in terms of their outmost priority. Such negotiations with the discourse of family carer but also career carer (since they still work in academia) implies signs of hyperfemininity (Peachter, 2006) which idealises forms of conventional femininity such as women cleaning the house, doing laundry, taking care of kids, and being a nurturer. There are also cases of other women academics who, although they have a family to take care of, feel guilty towards their career responsibilities. Therefore, there are differences in the positionings of academics between family and career. Specifically, Jenny states:

'Personally, I would like to be a better academic but unfortunately, my time is limited due to all other responsibilities I have such as my family. …I can't always manage that and I feel really bad' (Jenny).

Jenny invests in being a career carer indicating the powerful affective force of this discourse as she feels that having a family negatively impacts her academic career. The tendency to feel guilty stems from the discourse of neoliberal performativity (discussed in chapter 2) where conditions of self-responsibilization cannot be adequately met (Ball, 2012a). Whilst Ball talks about this in general terms, my emphasis is in understanding the gendered dynamics for academics aiming to feel more effective, but experiencing feelings of guilt when they feel inadequate, in ways that are gendered. So for instance, some women academics feel guilty towards their career responsibility since they do not perform as highly as they would wish, which play out differently between women and men in my study but also between women. Specifically, women

academics feel guilty because they cannot fully maximize performance success measures as career carers due to family responsibilities whereas others identify with the subjectivity of the career carer indicating that family negatively impacts their academic lives and still feel guilty for not being able to perform along the lines of neoliberal performativity. Comparing the ways that the two women academics perform the femininity of family and career carer, it can be argued that there are competing accounts of the effects of family upon women academics. Some studies conclude that parenting may negatively affect women academics due to work and family conflict (Ward and Wendel, 2004, Huilman, 2009) whereas some others support that there have been examples of female academics who have advanced in a male dominated environment (David and WoodWard, 1998) and have been even appointed to senior management positions such as Vice Chancellors in HE institutions in the UK (Breakwell and Tytherleigh, 2008). These different messages about the impact of family on an academic career may imply that the negative or positive influence of family (i.e. raising children) may also depend on the way women academics implement their parenting. For instance, if they set family as a priority, then they have fewer chances to advance in academia.

For example, fear of how children will impact career was apparent from the reaction of a woman academic who was pregnant at the time of the interview. Even without being influenced by the real presence of a child, she admits that she feels quite worried about how things would change the following year. She feels the fear of the unknown and not being able to achieve the academic career she dreamed of because of the new challenges she is anticipating. Kate is also worried about her immediate future in light of bringing her child to life. It seems that, in order to deal with the anxiety of her child's birth, she adopts the psychical process of denial as she refuses to admit that the arrival of her baby can negatively affect her academic career:

'But I'm still a bit … I don't really want to think of how my life can change, how it will change. I'm not sure if I … I don't feel like a mom right now, I really don't. I feel like the same old me just a bit fatter' (Kate).

The scenario is more straight forward regarding the affective processes for men academics in relation to how they negotiate aspects of masculinity constructing their gendered identities in relation to the family and career carer discourse. Although some men academics admit that balancing the two is hard, it is persistent that they can have the flexibility to consider their academic career as a priority. Additionally, they do not position themselves as guilty as women academics feel about not being able to either spend more time on their academic work or families:

'I cannot keep a balance in between the two. I consider my academic career as part of my life…I was fully dedicated to the university instead of my life. [laughing]. That is the reason why I got a lot of complaining by my wife and from my child' (Nicos).

Nicos invests in fully being a career carer which he considers it his priority in contrast to Jenny (discussed above) who although she is positioned as a career carer, she feels guilty due to inadequately performing the discourse of the performative worker (Ball, 2003). The fact that he marks himself out as exceptional, 'I was the first person to be appointed as a lecturer', shows that he performs as a defended psychosocial subject as an attempt to justify putting his career first, highly investing in research to meet the criteria of neoliberal performativity which, as stated in previous research, can be a sign of responsibilisation towards fulfilling the PBRF criteria (Cupples and Pawson, 2012). Not only does Nicos willingly and fully invest in being a career carer but he is also quite sarcastic about it. Specifically, he laughed while saying 'I was fully dedicated to the university instead of my life'. Consequently, he indirectly perceives himself as capable (due to gender) to identify with the masculinized subjectivity of a career carer.

6.3.2. The Mentor Academic: Moving Beyond the Biological Motherly Role

Women academics extend the discourses of being supportive, nurturing and caring towards their students as they would do whatever is possible to help their students even if that is not required of them or among their academic responsibilities. This justifies the gendered bias and institutional sexism around women. Therefore, they project their biological motherly subjectivity on their academic subjectivity (as it will be discussed below):

'I am really caring and nurturing with my students, I am -- I often go out of my way to help students with things that may not even be part of my role or my official job description here or part of my actual class or things like that (Kate).

Additionally, women academics feel responsible for challenging students by trying to make them think critically:

'I want to challenge them [students]*, And I actually want to make them think outside the box and I like challenging students' (Kate).*

Given the economic and cultural crisis, women academics feel anxious about their students and their survival after they graduate. Therefore, they imply moral responsibility towards students which is mainly apparent among female academics. Consequently, they position themselves as responsible for molding students and prepare them for the real world:

'So, that's how I see my role as an academic. It is to prepare the citizen of tomorrow… every student who comes to my class could have been my child' (Joan).

All these identifications seem to agree with women's tendency to identify with their motherly role even as professionals working in their fields. Such a finding agrees with findings from previous studies which support that women academics are in charge of the soft domains in academia, for instance, caring for students (Blackmore and Sawers, 2015, O'Connor, 2015, Sanchez-Moreno et al., 2015). Apart from the aforementioned,

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academics state that they also feel responsible for always accommodating the needs of students by, for example, replying to their emails within 24 hours. They feel responsible for helping their students with any academic issues as well as train them how to adjust to their professional work after they graduate: 'spending so much time with students and talking with them try to help and guide them for the future'. An academic also mentions that she feels guilty for making herself available to students at all times 'I wish I were less sensitive and be able to say no and close the door and keep everybody out but this is not me'. Apart from being responsible for mentoring students, women academics also feel responsible for mentoring younger colleagues constructing in this way, the subjectivity of mentor academics. Therefore, women academics identify themselves with the discourses of being mentors, supportive, nurturing and caring (Acker, 1999, Morley, 2000) towards their younger colleagues. All these identifications seem to agree with women's tendency to identify with their motherly role even as professionals working in their fields:

'My colleagues, I train them, I give them all the materials I have and have developed. I train all my staff here and now I feel like a mother and I feel like a mentor' (Joan).

Through a psychosocial approach, women academics invest in being 'mentors' indicating the powerful affective force of this discourse towards their students, rising colleagues and fellow researchers as mentioned above. Being mentors encompasses characteristics such as supportive, nurturing and caring individuals towards others. Mentor academics perform their motherly identity as they extend a biological and essentialising role in a social way onto their academic lives. Women academics in particular, are anxious due to the neoliberal responsibility imposed on them. Therefore, they position themselves as mentor academics who defend against the emergent anxiety in order to protect themselves in a discourse which has institutional viability although it is still femininized and devalued compared to income generating and

research reputational rewards garnered by academics. Such a defense is not just a feature of the individual but is a response to events in the social sphere which is the anxiety and stress imposed on academics to become socially engaged and fulfill multiple roles (Nedeva, 2007). Given they may not be able to perform as other type of manager or income generator then they contribute to the society through the support they would provide to their students developing mentoring skills. Another psychosocial interpretation of women academics who position themselves as mentors can also be drawn bearing in mind the anxiety - provoking neoliberal environment. That is, some women academics may realize that their permanence in HE strictly depends on their affective performances and the ways they position themselves in certain discourses, whereas there are others who can combine both the super-performer academic and the mother-mentor subjectivities. Towards the end of this section, I will discuss how men invest in being mentors, the motives and practices involved are totally different than those of women academics showing the gender differences that are being constructed.

The tendency of women academics to position themselves as mentor academics signals feminized aspects of HE as women academics prioritise teaching and supervision of students a finding that agrees with previous research which shows that female academics tend to occupy part-time and teaching positions which contribute to a masculinist gendered regime and hierarchy in higher education worldwide (Poole et al., 1997). Being positioned as mentors is further reinforced by the gendered expectations in HE exerting pressure on women towards nurturing and doing emotional work (Acker, 2014). This tendency supports previous research which indicates that despite transformations in HE, inequalities are still sustained (David, 2011a, David, 2007). A female academic supports:

'I enjoy teaching and that's my priority. My students are the priority'
(Joan).

Identifying with the subjectivity of a mentor academic further suggests that women academics are responsible for the internal domain (which are activities within the institution) such as teaching and learning, curriculum implementation, pastoral care and nurturing (Blackmore and Sawers, 2015, O'Connor, 2015).

Although those women academics tend to be solely teaching oriented, there are cases who feel guilty about not being productive in terms of research. A woman academic says:

'Ideally, my priority would be my research but the day to day routine, the teaching and the administrative work…' (Laura).

In other words, she admits that 'ideally' she would prefer research to be her priority but due to the heavy teaching load, this cannot always be the case. Not being productive in terms of research causes women academics to feel guilty as they cannot fully perform to the standards of a neoliberal environment where neoliberal performativity (Ball, 2012a) and being positioned as self-maximising individuals are central issues as it will be discussed in subsequent sections.

Although as mentioned above, the tendency of women academics to position themselves as mentor academics signals feminized aspects in HE, there is also evidence which supports that men academics may also prioritise teaching rather than research:

'Priority should be research of course because it also counts towards your professional progression. However, at my university there is more emphasis on teaching. Allow me to express my excitement towards my teaching responsibility' (Stavros).

The above quote from a man academic who works at a university in the private sector shows that there are also cases of men academics whose priority is teaching. Notwithstanding the biological gender of the participant, however, constructing a teaching oriented identity by men

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academics in the private sector is feminized. As discussed above, both women academics in the public and private sector perform as mentors as a way to extend their biological motherly role but also (for some women) as a way to guarantee their permanence in HE. Therefore, their priority is to support students/colleagues through mentoring and teaching. As far as men academics are concerned, although there is no evidence that they position themselves as mentors, however, it seems that men in the private sector prioritise teaching instead of research although teaching, as mentioned above, is a feminized aspect in HE. Of course, this stems from the pressure experienced by men in the private sector. They (unlike those in the public sector) are forced to perform a feminized and devalued discourse of heavy teaching.

6.3.3. The Professional Academic - An Individual and Social Responsibility

As discussed in a previous chapter, relevant literature shows that neoliberalism and consumerism negatively affect academics' professionalism and their professional status. Additionally, it has been argued that several academic virtues have been replaced by the 'managerial and market ethic' (Naidoo and Jamieson, 2007). Unlike previous studies which show that professional identities are hard to maintain, this study confirms that academics have not lost their sense of professionalism but indeed they feel an extreme responsibility to maintain it. There are various themes that evolve about neoliberal academics who feel responsible for maintaining their professionalism. Analysing participants' excerpts, it seems that academics who identify as masculine are mostly concerned with creating an effective networking with other experts in the field. Specifically, a man academic emulates the neoliberal discourse of extreme responsibility about maintaining his professionalism by feeling extremely anxious to be a professional through strong networking in the field. Therefore, being able to create and sustain his networking with other specialists in the field and represent the university

in academic and professional associations are among the anxiety provoking issues for him and his responsibility to do so:

'…To be able to represent the university in various associations, to be able to professionally respond to your subject area for which you have been selected to work at the university…'(George).

It seems that the discourse of professionalism and the maintenance of successful networking with other specialists internationally is gendered based on the results in this study. Therefore, obtaining research networking can be characterized as masculine since the women academics who participated in the study do not construct a subjectivity towards maintaining international research links justifying the ghettoing that is maintained in HE in Cyprus. Undoubtedly, this finding contradicts postfeminist notions around the concept of girl power and girls' educational victories called feminist triumph (Walkerdine, 2001) and position girls and women as the new winners in education and careers (McRobbie, 2009). Discourses associated with the postfeminist girl are successful girl, girl power, girls having it all and are seen as global winners (Harris, 2004, Taft, 2004). The shift towards girl power implies that there is a possibility to be successful in the global economy since postfeminist girls are viewed as flexible, adaptable and hard-working in the fields of education and work (Ringrose, 2007). However, this mythology is undercut by the findings in my study which show the difficulty that women have in building international leadership research subjectivities and accessing things like the old boys club or elite networks of research money and connections through conferencing. Especially in the case of women who are also positioned as family carers, academic mobility to attend international conferences could definitely be a major issue for them. Similarly, previous studies emphasise that women are rarely recognized as leaders in HE (Morley, 2014) and are under-represented in senior leadership internationally (Morley, 2013). Additionally, although the number of women participation as students has

increased, this does not match with women's participation as academics (David, 2015c).

Besides, maintaining effective networking, mostly men academics also feel responsible for the production of good quality research outcome. As it was mentioned in the previous chapter (in the discussion about the industry and entrepreneur subjectivities), research becomes a gendered academic activity as it is the priority for mainly men academics rather than female academics. Therefore, reputable work in their research area would function as a parameter for them to continue being professionals. Consequently, both maintaining effective networking and producing good quality research outcome are gendered based on the results of this study which concerns the specific context of HE in Cyprus since as both discourses are masculinsed rather than feminized. Several men academics feel anxious about being aborted by their research community if they do not continue possessing the traits of a successful academic professional:

'If you are a professional, my opinion is that your work is more serious, your outcome is more established to the community and to your followers. If you are not a professional, there is a big risk to lose your career, to be blacklisted in several research programmes' (Nicos).

Men academics also talk about the responsibility for maintaining several virtues that shape professionals such as fidelity, integrity, honesty and bravery. These represent the values that, according to a man academic, make someone a professional if the academic is able to be loyal to these values.

On the other hand, women academics mention issues such as being ethical and critical as part of their responsibility for maintaining their professionalism. A woman academic refers to the fact of being objective while reviewing research papers (even if they reference your work) as part of being ethical and therefore, professional. Women academics

account themselves responsible for being ethical towards colleagues with whom they collaborate for research but also responsible for being polite and caring with colleagues because being a good person to them would make you a professional. Another persistent issue in relation to ethics and professionalism is the responsibility that mostly women academics feel about supporting other rising academics. Providing such support does not make them feel threatened about safeguarding their academic position. Criticality is also mentioned as an ingredient in maintaining professionalism where academics feel responsible for being critical and objective especially in cases when they play the role of the reviewer for other academic researchers' work.

It seems that the discursive positionings of academics as professionals are differently negotiated between those academics who identify as masculine and those who identify as feminine. Looking at the affective dynamics of academics' excerpts about the discourse of professionalism, it seems that there is a range of different ways in which academics invest in being 'professionals'. Through the discursive- affective practices (Wetherell, 2012) of masculinity and academia it seems that forming the subjectivity of a 'professional' highly depends on the social sphere through networking with others and producing quality research that would benefit others, making it a relational activity and constituting them as relational subjects. Since for men academics, being constituted as professionals depends on networking and high quality of research production, it supports the fact that they are associated with activities in the public domain (Blackmore and Sawers, 2015, O'Connor, 2015) (negotiating with individuals outside the institution as part of a wider international domain outside the internal workings of their university). On the other hand, being a professional as a feminine discourse also entails the social sphere since women academics emulate the discourse of professionalism through their affective performances as they consider professionalism relevant to being ethical, critical, polite and caring towards others within the institution such as other colleagues implying the

association of women academics with the internal domain (O'Connor, 2015, Blackmore and Sawers, 2015) and activities occurring within the institution. The affective performances of academics in relation to the discourse of professionalism imply the extreme responsibility they feel towards others (i.e. colleagues) but also towards the society (social responsibility – producing beneficial research):

'The most important value is public service. How to do research that is beneficial to the society and how to improve the well-being of everybody'
(John).

The fact that free choice is an apparent neoliberal concept underlies the existence of individual responsibility (Evans and Riley, 2014) which is manifested through the ways academics negotiate the discourse of professionalism. In other words, using their free choice, academics choose the ways to position themselves as professionals which are differently negotiated between men and women academics. Previous research supports that women have less access to networking and role models (Pritchard, 2010a). The fact that mostly men sustain networking, as shown in this study, proves that men are more concerned about self-promotion (to enrich their academic agendas) and the need to prove their competence to others. Given the aforementioned, it seems that the subjectivity of being a professional academic through maintaining networking with other specialists is gendered and more particularly masculinized. Consequently, the results confirm that networking is gendered and precisely controlled by men academics which implies masculinized aspects in academia but also power relations as power and domination are embedded in academic network. This signals the hierarchical structure of HE in Cyprus. The fact that professional networking is masculinized introduced numerous issues in HE. For instance, women may be less strategic to maintain networking, may have less time to devote to the development but also maintenance of networking given other subjectivities constructed by women academics (i.e. family carer).

6.3.4. A Major Player and Self Restrained from Academic Matters

Men and women seem to perform the neoliberal discourse of responsibility towards the academic matters occurring in their academic lives and institutions differently. Several women academics, report that they consider themselves as responsible for participating in committees at their institutions as they perceive that as a way to be involved in what happens at the institution and be part of the game. Such a responsibility stems from the anxiety that academics feel to be accepted in the academic community as a way to express their sense of belonging. Specifically, a woman academic states:

> *'I want to be involved in what the institution does, like activities or whatever they decide to do. I want to offer to my institution so I may be having some initiative …' (Laura).*

The responsibility to always be available for and in charge of teaching and learning matters can be seen as a sign for the feminization of particular tasks in HE (Blackmore and Sawers, 2015, O'Connor, 2015). That is, more women academics seem to discursively position themselves as being in charge of the aforementioned matters (being responsive to others) rather than men (self-promoting their academic agendas) and therefore, the areas of teaching, learning and responding reactively to management demands in the institution is a feminized behavior. Previous research supports that early career academics tend to participate in teaching and learning programmes as through being part of departmental cultures their roles are better integrated (Lucas and Turner, 2007). Women seem to be more susceptible to pressure around participating in internal service, but this causes anxiety because research is neglected. Further evidence which shows that internal service is feminized is revealed when he performs as self-restrained because having to participate in meetings and be involved in academic matters which go beyond the core academic responsibilities of teaching and research make him anxious:

'They are really bad things for me the department boards, the senate, all these meetings that are going on and talk about things that are non-academic which I couldn't care less about, about being sort of …– if I didn't have all these I would have been much happier…'(Andreas).

Consequently, priorities vary among academics in gendered ways. For instance, the above academic appears to be in favour of positioning herself as extremely responsible for participating in those time consuming activities in order to feel 'useful' for the institution in multiple ways. On the contrary, the man academic, although he understands that it becomes a necessary evil ('I feel I have to do it') and in turn, he participates in a lot of academic affairs, he admits the anxiety he experiences since other crucial responsibilities remain neglected. That is the reason why he is in a denial to accept that such an identity of 'the responsible for being part of academic life' does not entail any important experiences to him and this seems to be his mechanism to control his anxiety. He specifically mentions:

'I think it would have been better for me not to be productive in terms of the university affairs. But if you are involved it is a natural consequence that the university will keep you involved year after year after year after year…' (John).

Women and men academics are here positioning themselves differently in the discourse of a major player. They face different challenges in being recognized by others or themselves as 'major players'. Biologically, women have been seen/stereotyped as passive versus men who have been categorized as authoritative (Cranny-Francis et al., 2002). Women perform the subjectivity of major player differently than men academics which signals gender differences. For women, the motives behind being positioned as major players are entirely driven by the need to be recognized institutionally which, as mentioned in previous research, is viewed as an altruistic commitment to serve the university (Acker, 2014). On the other hand, men academics do not invest in being major players for their institutions because being recognised institutionally is not their priority. However, as discussed in a previous section, the priority of men

academics is to be recognized internationally thus, they invest in being professional academics through maintaining their networking links.

Through the above analysis, gender stereotypes about the passive woman and the authoritative man seem to be fought against since women academics are not passive but rather active and men are not authoritative but rather restrained. Women academics adopt the discourse of the major player as a way to defend against their anxiety of not being fully accepted in academia and experience a sense of belonging. Therefore, by constructing the identity of the major player in academic life through participating in various time-consuming-activities such as committees or programmes is a way for them to ensure their presence although they may feel anxious about research which remains neglected. On the other hand, there is a trend where men academics prefer to abstain from such activities, since for them priority should be given to activities that are relevant to the public domain (i.e. global income generating activities), as a way to maintain certain discourses of masculinity such as honour and status, vigour, steadfastness and independence (Arnold and Brady, 2011). They have the psychical fortitude to defend against anxiety by doing so. In some ways they have protection through masculinity and also protection through the masculinist system which is reinforced in HE. Specifically, a man academic mentions:

'They are really bad things for me the department boards, the senate, all these meetings that are going on and talk about things that are non-academic which I couldn't care less about…' (Andreas).

Such a statement implies the confidence of this academic not to be involved in administrative tasks.

Laura (mentioned above) performs feminized administrative and teaching labour inside her institution (internal service); on the other hand, Andreas performs as a research oriented academic whose choice is driven by his inner ambition for intellectual recognition among specialists in the field

internationally. This explanation about the subjectivities of a major player and a self-restrained academic also relate to arguments in the previous analysis chapter about how men and women take up the discourse of the self-maximising academic. In other words, women invest in being self-maximising within the institution thus, the internal domain, whereas men are positioned as self-maximising outside the institution with activities associated with the external public domain. Additionally, there are differences in the ways that women and men academics experience feelings of anxiety and guilt. In the case of the woman academic, she feels guilty because her research is neglected, therefore, she cannot perform to the standards of a neoliberal environment (Ball, 2012a) and being self-maximising (as discussed in the previous chapter). In the case of the man academic, he feels guilty and anxious because having to participate in time-consuming academic matters would keep him away from producing the amount of research which would enrich his curriculum vitae. Additionally, there are different effects due to the positioning of each academic. She feels that taking up the position of 'major player' would have negative effect on her career progress as she wouldn't rapidly advance due to lack of research work. Also, she is afraid of not being responsive to the institutional needs as the typical ideal girl is expected to be 'there for you' (Ringrose and Renold, 2010). Conversely, he performs as 'self-restrained from academic matters' and the effect on his career would be positive as he would climb up the ladder of tenure and also sustain his research collaborations and links. As mentioned before, much has been written about the feminist triumph (Walkerdine, 2001) and about a postfeminist era emphasizing girl power and girls' educational victories becoming the new winners of education and careers (Mc Robbie, 2009). However, there is still evidence that although postfeminist girls have the desire of confidence and free choice imposed on them as neoliberal discourses, they may experience lack of confidence having the tendency for self-blame when they encounter failures (Baker, 2010). This fact is also confirmed in this study where as women academics invest in being major players they tend to blame themselves for the lack of confidence

they feel due to their failure to produce enough amount of research which would advance them professionally. Therefore, the postfeminist girl power concept is set alongside the fertile maternal woman.

Conclusion

This chapter explored the concepts of the diversification of HE and the gendered implications on academic subjectivities. It discussed the ways that academics invest in neoliberal discourses to deal with the anxieties and pressures caused by the blended roles and multiplication of tasks.

CHAPTER 7: DISCUSSION, SIGNIFICANCE AND IMPLICATIONS OF THE STUDY

Introduction

The study set out to explore how the precarious neoliberal context contributes towards the constitution of masculinities and femininities as these are negotiated by both men and women academics. More precisely, the study sought to examine the negotiations of academics in relation to issues of stress, anxiety and competition. A psychosocial research approach was taken and the central focus was to examine how academics respond to events in the social academic sphere which are surrounded by pressure and competition and to analyze their affective performances. A key focus was also to explore variations in affective-discursive performances between men and women academics and to point to the ways certain actions, roles and discourses are masculinized or feminised as well as the different positions taken up by the participants.

In this concluding chapter I discuss the overall findings of the neoliberal ideals and their gendered implications for the constitution of academic masculinities and femininities in Cyprus in the context of the institutions under study. I also highlight the implications and contributions of the research findings for the wider field of study. Additionally, I discuss the limitations and implications of the study.

7.1. Discussion and Contributions of Research Findings

This section synthesizes and summarises the empirical findings and, in parallel, addresses their contribution demonstrating how the specific research gaps have been met. Specifically, in the first chapter, I discussed the two main research gaps identified in this study. The first addresses the issue of gender. Although previous research has looked at the implications of neoliberalism on academic identity construction, there is still a lack of research that explains gendered academic subjectivities of

both men and women and how they navigate the shifting terrain of academia. Previous research has mostly emphasized the issue of sexism with a focus on the masculinist hierarchy and how that affects mostly women. Therefore, this study sheds light to the ways both men and women Cypriot academics negotiate and adapt to the neoliberal discourses through their affective-discursive performances. The second gap is a theoretical one. Thus, a psychosocial approach allowed me to go beyond an essentialising and binary approach to gender and rather explore how masculinity and femininity are negotiated in complex ways by academics and the subjectivities that are constructed through their affective-discursive performances. This chapter summarises the main findings that correspond to the research questions outlined in the first chapter of the thesis and shows how academics navigate femininised and masculinised roles, actions and behaviours in HE and what types of gendered subjectivities are taken up by them.

7.1.1. New Managerialism – Financial Stringencies and Gendered Academic Subjectivities

The emergence of NM and financial stringencies have indirectly caused the existence of neoliberal performativity which is a neoliberal discourse that academics are shown to internalize as a way to become more effective and better than others. Previous research has highlighted that due to the diversifying nature of HE, new roles evolved such as entrepreneurial roles (Gordon, 2010) therefore, academics become entrepreneurs, searching for external partnerships with companies (Henkel, 2010). However, research has not gone far enough to explain that these new roles emerged due to the pressure that academics feel to maintain cash flow due to financial stringencies. Findings from this study are significant as they explain how academics take up the neoliberal discourses of entrepreneurship but also how they deal with the anxiety-provoking environment characterized by financial stringencies and thus, creating the new gendered academic subjectivities of self-maximising, entrepreneur and money generator academics, which are constructed,

based on neoliberal and postfeminist ideals. The ways that men and women take up the self-maximising subjectivity seem to depend on gender and are expressed rather differently: for women to transform into a self-maximising productive unit (Ball, 2012b) depends on their need to feel belongingness in their institution and be responsive to others and thus, are involved in activities associated with the internal domain. On the other hand, for men, being self-maximising entails high research activity (activities associated with the external domain), which would secure their presence and belongingness in the international arena self-promoting their academic agendas. The pressure to maintain cash flow into the university causes the subjectivities of money generator, entrepreneur and industry academic. There are also very different affective performances found in the ways men and women take up the money generator subjectivity. For women (in the private sector) being money generators depends on their extreme feelings of responsibility towards the survival of the institution. On the contrary, men academics perform as money generators due to extreme feelings of responsibility towards themselves and their high aspirations to develop recognizable international activity (individual responsibility). Further differences were found in relation to the money generator subjectivity which entirely concerns women and men academics in the public sector. More precisely, women academics perform as money generators due to an individual responsibility they feel towards their colleagues who are research assistants in projects they coordinate. On the other hand, men are positioned as money generators as well as entrepreneurs and industry academics which are highly gendered subjectivities as they internalize the neoliberal discourse of enterprising individuals (Gill and Scharff, 2011). When women academics in this study do not identify with entrepreneur and industry subjectivities, they are indeed positioned as basic academics as they mainly perform the basic academic responsibilities. The discrepancy between the industry and entrepreneur academics (men) and the basic academics (women) suggests the emergence of hierarchies in HE (teaching is associated with women and research with men). Further, masculinities

and femininities due to financial stringencies concern the positionings of the individualistic and competitive academics. This study confirms that the individualistic and competitive subjectivities are masculinized. Therefore, men perform as individualistic as a way to deal with the pressures and survive in an environment of economic competitiveness (Dale, 2007) but also to deal with the pressures caused by heavy workload, as a mechanism to be less sociable but more productive by working alone. Additionally, findings show that men tend to perform as individualistic due to personal choice since some prefer to refrain from interpersonal relationships which leads to secrecy and silence among colleagues as a way to avoid clashes and competitiveness with them. Different are the affective performances of women who, most of them, are positioned as nurturing, collaborative and supportive towards their colleagues.

Past research about promotion prospects of academics has entirely focused on women and revealed that their career advancement has been hindered by the university environment and invisible rules (Collings et al., 2011). Also fixed-term contracts (Knights and Richards, 2003) and part-time positions have been filled by women contributing to the masculinist gendered regime and hierarchy in HE worldwide (Poole et al., 1997). This study contributes, both to international literature as well as to the context of Cyprus, since findings go beyond the fact that women's promotion prospects are limited by exploring the new femininities that evolve due to the financial stringencies that limit promotion prospects. Consequently, as promotion prospects have been affected by financial stringencies, this has caused the emergence of further femininities which depend on the permanence or non-permanence of women in academia. Specifically, there exists the subjectivity of fossilized academics taken up by women who hold a permanent position and they do not feel the pressure to produce outstanding research since they have secured their academic positions through tenure and they do not aim high in terms of research. On the contrary, women who are on a non-permanent track perform as

wanna-be academics who strive to develop as full academics. These last two subjectivities imply the existence of hierarchies in HE, as women do not invest in research (either because they are permanent or non-permanent academics) allowing men to dominate as researchers which is a finding that agrees with a previous study as research and international activity are highly gendered (Poole and Bornholt, 1998) .

As mentioned in the literature, there have been signs which show that autonomy is reduced (Churchman and King, 2009) or that collegiality and autonomy are under threat (Clegg, 2008b) in the neoliberal university. Findings from this study support the international research on the discourses of freedom and autonomy. However, what this research shows is although the neoliberal tactics of New Managerialism and Auditing practices have entered HE in Cyprus, academics seem to invest in neoliberal discourses of freedom and autonomy and therefore being self-driven and self-regulated national agents (Bansel, 2007). The study shows that predominantly men are positioned as free and autonomous as they self-monitor their teaching and research but also concerning the flexibility with their working hours, even though freedom and agency are an illusion in a neoliberal environment (Read, 2009b). In the case of this study, postfeminism is a myth since any signs of women empowerment and freedom are suppressed. This finding addresses one of the research gaps identified in this study and therefore is a major contribution. Although previous research has shown that freedom and autonomy are under threat, this study particularly contributes by showing the ways that these discourses are experienced and navigated by men academics. The study shows how Cypriot men academics adapt to the neoliberal discourses of freedom and autonomy by performing as free and autonomous which are gendered identities that go beyond an essentialising approach to gender which would expect academics to be positioned as controlled individuals rather than free and self-monitored.

As also noted in previous literature, the consumerist framework that is present in HE affected the autonomous professional agendas of academics (Enders and Musselin, 2008). Findings from this study contribute to the already existing knowledge as they discuss how academics negotiate the neoliberal discourse of consumerist framework performing the subjectivity of the knowledge provider which is prevalent in the private sector. Therefore, academics internalize the consumerist mentality taking up the knowledge provider identity as a way to deal with the pressure imposed on them by both the student-customers and the management of the university. This study shows that mostly men academics invest in being knowledge providers, making this identity a masculine one and a result of a neoliberal discourse imposed on them by the management of private institutions.

7.1.2. The Diversifying HE – Blended Roles and Gendered Academic Subjectivities

The transformed HE into a diversifying force shows further penetration of neoliberal ideals in HE in Cyprus. This has gendered implications for the subjectivities of academics. Specifically, there is the emergence of blended roles of academic and non-academic staff (Kogan and Teichler, 2007, Enders et al., 2009) which added extra pressure on academics who are now forced to engage in non-academic responsibilities (i.e. management positions) a situation that results in a heavy academic workload. Additionally, the changing roles and identities of professional staff in HE created the concept of the blended professional and therefore, the identities of professional staff are constructed based on both the professional and academic domains (Whitchurch, 2009). Previous research that has discussed intensive workload experienced by academics (Salisbury, 2012, Barrett and Barrett, 2011) refers to the discourse of hyperprofessionality and the use of digital technology so that academics never shut down (Gornall and Salisbury, 2012). This thesis contributes to existing literature as it moves a step further by discussing how men and women academics are positioned, in gendered ways, in the

discourse of intensive workload. Consequently, academics are positioned as hybrid academics a subjectivity that entails the roles of a manager academic, multi-disciplinary academic and administrator academic, subjectivities that have previously been discussed (Deem and Brehony, 2005). As chapter 6 showed, academics become hybrid out of no choice pushing themselves to accept additional and non-academic responsibilities. Therefore, they perform as defended subjects by accepting extra responsibilities as a psychical strategy to protect themselves from falling behind or be rejected due to highly anxiety-provoking pressures. The amount of responsibilities, that some academics choose to undertake and which need to be juggled by them causes them to experience an extreme sense of responsibility (Evans and Riley, 2014). One of the subjectivities that are negotiated by academics in relation to responsibilisation is the family and career 'carer academic' a term that I coined in this study. Previous research has mentioned that combining work and family can be an additional challenge especially for women academics (Ward and Wendel, 2004, Huilman, 2009). However, this study goes beyond by exploring the affective force of the responsibilisation discourse with regards to combining an academic career and family. My findings show that there are a variety of affective performances among women academics as some mostly identify with the discourse of family carer setting their family as a priority whereas others identify with that of career carer feeling guilty for not being able to fully internalize neoliberal performativity. Again, this shows that postfeminism is a myth as women have higher pressure to perform as nurturer and carer (but also as major players and mentors as a way to be responsive to the institution and others as it will be mentioned below). On the other hand, men academics are primarily positioned as career carers identifying with the discourse of the performative worker (Ball, 2003). It seems that a family carer is a feminized subjectivity which derives from a domestic obligation (responsibility towards children and husband) whereas a career carer is a subjectivity that is both feminized and

masculinized and thus, it works differently for women and men to be positioned as career carers.

Whilst previous research has looked at the impact of combining work and family on women academics (Huilman, 2009, Ward and Wendel, 2004) highlighting the harmful effect of children on academic careers (Mink et al., 2000), this study makes a significant contribution to the area of research on academic careers and family by exploring how both men and women are positioned in the discourse of responsibilisation towards family and academic careers and the subjectivities that they construct as mentioned above. We have had little insight into how men navigate these challenges in the context of changes in sexual division of labour in the home and influx of women academics into HE. Men academics, in this study, entirely identify with the subjectivity of a career carer without any evidence to support their positioning as family carers. Additionally, they do not feel guilty for not being able to invest in being family carers (as women do) and thus spending more time with their families.

What the data illustrated was that practices were highly gendered in relation to the discourse of responsibilisation and the subjectivity of a mentor academic: through women academics' negotiations of neoliberal responsibility they construct the subjectivity of a mentor academic embodying supportiveness, nurturing and care towards their students. In the case of men academics, there is no evidence in this study that men take up the mentor subjectivity. What is though evident is that men in the private sector perform in feminized ways as their priority is teaching (like women) due to the competing pressures they experience of the heavy teaching workload in the private sector. Additionally, neoliberal responsibility has further gendered implications as academics feel responsible to maintain their professionalism. More precisely, for men, being positioned as professionals is interlinked with individual responsibility and specifically with obtaining (international) research networking and producing good quality research. Different are the ways

women academics take up professionalism as their affective performances imply issues relevant to being ethical, critical, polite and caring implying a sense of social rather than individual (as in the case of men) responsibility. This finding is significant because previous research (Breakwell and Tytherleigh, 2008, West and Lyon, 1995, Johnsrud, 1995, David and WoodWard, 1998) only talks about the capacity, or not, of only female academics to advance professionally without mentioning the gendered implications of professionalism for both men and women academics and how they take up the discourse of professionalism. The exploration of academic masculinities has not been studied in any detail and therefore this study is significant because it explores the relational play of gender and how both men and women negotiate neoliberal discourses. As mentioned above, maintaining networking internationally is gendered and more precisely masculinized. Despite postfeminist notions about girl power and feminist triumph in Education (Ringrose, 2013) which imply that women can also be successful as men, the findings in this study contradict these notions in the arena of HE. Given the nature of HE universities in Cyprus, women academics remain unable to maintain international activity and break through the stereotype of not being able to access elite networks for research purposes. This has some serious policy implications which would be discussed in a subsequent section in this chapter.

Findings from this study show that academics feel anxiously responsible for participating in academic matters within the institution which is a further sign of the introduction of neoliberal responsibility in HE. This extreme responsibility to care for the institution can be coupled with the extreme responsibility to care for (rising) colleagues, taking up the discourse of mentor academic as mentioned above. This has its own gendered implications for the construction of academic subjectivities. Like with other academic subjectivities, findings show that there are very different sorts of affective performances in the ways that men and women academics negotiate the positionings of a major player or self-restrained

from academic matters. The findings confirm that women academics identify with the subjectivity of a major player due to the priority they set to ensure their presence in institutional matters suffering the consequences to participate in various time-consuming institutional activities. Therefore, being positioned as major players for institutional matters as well as mentors towards colleagues are ways for women to defend against the anxiety of not being fully accepted in academia making themselves useful for their institutions and achieving a sense of belongingness. On the other hand, men academics lean towards the subjectivity of self-restrained from academic matters because their priority is different than that of women as they choose to restrain from the time-consuming institutional activities but rather invest time for activities relevant to the public domain (Blackmore and Sawers, 2015, O'Connor, 2015) building on their reputation. It is a fact that men can much easier displace guilt (for not offering themselves for institutional matters as much as women do) and in fact choose to be more recognizable internationally rather than institutionally.

7.2. Theoretical and Methodological Contributions

This study makes a significant contribution in relation to the field of HE, gender and academic subjectivities, through a pyschosocial theoretical and methodological lens. This frame has offered important insights for studying how gendered academic subjectivities are formed in relation to neoliberal discourses. It goes beyond merely discursive explanations of gender in relation to academics by focusing also on affect and performativity. It also goes beyond an essentialising and binary approach in understanding gender as male and female to show how masculinity and femininity are negotiated by men and women in complex ways. So far, studies have emphasized the gendered aspect of HE pointing to the masculinist hierarchy, gender bias and sexism facing women. Previous research (Poole and Bornholt, 1998, Collings et al., 2011, Pritchard, 2010a) has used theories of gender difference only to explain gender issues in relation to academic careers. Therefore, by adopting a

psychosocial approach in this thesis, I attempted to uncover issues around how academics construct their subjectivities through their performances and investments in masculinity and femininity and also the ways this shapes their subjectivities as gendered subjects. The construction and reconstruction of these (new) masculinities and femininities are explored in the matrix of neoliberalism and postfeminism causing an anxiety-provoking environment for academics. A psychosocial approach allowed me to explore how academics respond to the social (academic) sphere and the competing pressures they experience mapping their affective-discursive performances constructing their gendered identities as a way to protect themselves against the anxiety provoking context of neoliberal HE. I moved away from the stable sex categories of male and female and I attempted to engage in a social understanding of gender in terms of how roles, behaviours and actions are feminized and masculinized and how gendered subjects relate to these norms in specific ways. Consequently, this research has looked at the new emergent identities and the psychic effects as academics navigate their social world (Hollway and Jefferson, 2013), highlighting how gender is emergent in the precarious neoliberal environment that causes anxiety, competition and pressures negotiated differently according to gender identifications. Consequently, having affect and more specifically anxiety as a central concept in this thesis, I explored academics positionings through their affective practices discussing about multiple subjectivities such as self-maximising and industry academics, money generators, entrepreneurs, fossilized or wanna-be academics, knowledge providers, hybrid academics, family and career carers, mentor and professional academics, major player or self-restrained academics etc., highlighting how these subjectivities are gendered through the ways men and women negotiate neoliberal discourses.

7.3. Limitations of the Study and Implications for Future Research

Although participants were diverse based on the criteria for inclusion, not all the criteria were addressed in the analysis (such as discipline, level of

experience, sector and age). Therefore, a limitation of this study is the fact that I haven't considered the factor of age in great detail to see the contradictions in the ways that women and men academics of different ages construct masculinities and femininities through their affective performances. However I have looked at key age range of parenting where the gendered pressures are intensified. Having mentioned that, future avenues for research are opened since further research could explore whether the factor of age and level of experience in academia could influence the construction of academic subjectivities finding possible differences among junior and senior men and women academics. Further exploration of age and discipline is crucial especially given that previous research has highlighted that the share of women among junior staff is higher than men as well as that more women are found in the disciplines of humanities and social sciences than in sciences or engineering (Teichler et al., 2013).

The fact that this study has not fully drawn a comparison between the private and the public sector in order to highlight major differences of how academics employed in the private and public sectors perform gender could be considered as a limitation. It could therefore be worthwhile to conduct further research in which to explore how academics in the private and public sectors position themselves differently in neoliberal discourses. This thesis has partly drawn on the differences between masculinities and femininities of academics working in the private and public sector. However, further research could shed more light on the possible different ways that academics negotiate neoliberal and postfeminist discourses impacted by the sector they work at.

Although this study included both men and women academics (as previous literature has mostly emphasized the experiences of women) still further research should be conducted to extend this study by including more participants and more institutions. Additionally, the study did not emphasise any differences among the subjectivities of academics

depending on the specific department academics belong to. Previous research suggests that academic disciplines are gendered as for instance, women are under-represented in disciplines such as science, technology, engineering and mathematics (Hausmann, 2014). Also, previous research has looked at the perceptions of academics about teaching and research across different disciplines (Lucas et al., 2008). Therefore, further research could focus on drawing a rigid comparison between the subjectivities constructed by academics who belong to different departments (comparing masculine and feminine domains of the university) to examine whether discipline affects the ways academics are positioned in postfeminist and neoliberal subjectivities.

The fact that this study is closely related to reflexivity can be considered as a limitation due to the challenges around objectivity and reliability. However, objectivity and reliability are concepts that are not relevant to qualitative research. In fact, in qualitative research there is a need for the researcher's subjectivity towards interpreting data and generating knowledge.

Previous research has emphasized a third space environment and a new territory between the academic and professional domains (Whitchurch, 2009) explaining how professional staff becomes responsible for academic oriented activities (i.e. teaching and research). Due to the limited timeframe of this research and the limited space for writing up the thesis in terms of word constraints, the subjectivities of professional staff have not been considered which is an essential aspect to be explored in the future.

This study rejects the male/ female binary as it focuses on the construction of different masculinities and femininities as these emerge through subjects' performances in the social sphere. This presents a different view from more essentialising views of gender which limit the understanding of gender as male and female. As mentioned in the first

chapter, this constitutes one of the research gaps identified and therefore, a major contribution of this study. Particularly, this study has made the first attempt to apply a psychosocial approach to the field of HE, gender and academic subjectivities. Therefore, future researchers could continue adopting this approach to further the understanding of gendered academic subjectivities through a psychosocial theoretical and methodological lens both within the context of HE in Cyprus but also with HE internationally. I expect that academic subjectivities will continue to develop in this neoliberal and postfeminist context causing more anxieties to academics. Therefore, further research needs to be undertaken so that the field is updated with new and emergent gendered academic subjectivities.

7.4. Implications for Policy Government Makers

There are several implications from this study that concern policy government makers but also management teams of private institutions as a way to improve the academic lives of academic staff in Cyprus working both in the public or private sectors. For instance, management teams of institutions shall be aware of the ways that their academic staff is developing through the identities they construct in order to 'utilise' them appropriately to achieve the mission of each institution. In other words, institutions must know the potential of their academics to leverage them for certain activities such as bids for projects, widening participation projects, recruitment activities to attract new students, marketing activities to promote institutions etc. More precisely, those individuals who are involved in the personnel management of each institution should carefully consider the emergent academic subjectivities in light of neoliberal and postfeminist discourses and appoint academics to responsibilities which would benefit the institutions. For instance, the money generator, entrepreneur and industry academics could be held responsible for activities relevant to bids for research projects. Especially in the case of private institutions, academics who invest in these academic subjectivities could be effective as they will maintain a cash flow in their institutions.

Academics positioned as knowledge providers who have internalized the consumerist mentality and acknowledge the importance of maintaining and increasing student numbers could be effective individuals for activities relevant to widening participation and recruitment activities to attract new students. Additionally, mentor academics who identify themselves with the discourses of being supportive, nurturing and caring could be of great importance for their institutions since they could easily engage with prospective students and persuade them about programme and institution choices. Therefore, these academics could be utilized as speakers at schools or at educational fairs where they would have the opportunity to talk to prospective students and their parents. Academics who internalize neoliberal discourses such as freedom and autonomy who become self-driven and self-regulated and who can make rational choices (Bansel, 2007) could also be acknowledged by management teams of institutions. Specifically, these academics have the freedom and agency to introduce new programmes by identifying the needs of their institutions and students. These individuals could also play a significant role in marketing related activities to promote these new programmes to prospective students.

Besides utilizing academics for the benefit of institutions based on the academic subjectivities they construct, policy makers and management teams of private institutions should also be aware of the academic subjectivities that provide negative messages about the working conditions of academic staff. Specifically, they should be informed about the fossilized and wanna-be academics who primarily concern women academics. These subjectivities suggest that women academics need to be further supported in academia in order to be encouraged and have more opportunities to be involved in research projects. The results of this study show that fossilized academics have reached a permanent academic position and they do not feel the pressure to do research because they are not afraid of losing their job. In the case of the wanna-be academics who haven't had the chance to develop as full academics

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yet due to their employment status (non-permanent positions and fixed-term contracts), management teams should encourage them and provide them with more opportunities to be involved in institution based matters as these women who identify as wanna-be academics express their desire to be more productive in their institutions (i.e. research wise) but feel the coldness and exclusion at their departments. The aforementioned also ring the bell for developing more equal opportunities for women. Consequently, government policy makers should further emphasise gender equality issues among women and men academics in HE. Given the results from this study and the ways that women position themselves in certain discourses highlight the importance of further support and encouragement of women academics. Both policy makers and management teams should also be aware of the hybrid academic subjectivity which highlights a great burden in the lives of academics as they experience heavy workload which is imposed on them. As a result, they should consider the development of other strategies which could accommodate academics' multiplication of tasks. Lastly, the findings about the subjectivities of family and career carer suggest that primarily women academics who construct feminized subjectivities by positioning themselves as mostly responsible for combining both academic work and family becomes a burden for their professional progression. It is for these special cases that policy makers should consider the development of strategies for work-life balance concerning women academics but also strategies to help men become better family carers and in turn contribute towards changing masculine and feminine expectations. As mentioned in previous research, women as academics are becoming important in developing feminist knowledge to produce new policies (David, 2011b). Working with these Cypriot feminist women academics towards developing feminist education in schools and universities through pedagogical practices is undoubtedly on my future research agenda. These policy implications that derive based on the findings of this study concern the specific context of HE in Cyprus could also be extended on an international level. Thus, further research in other HE contexts

worldwide will reveal the ways that academics negotiate neoliberal and postfeminist discourses and consequently the ways they take them up to construct their gendered academic subjectivities and would yield interesting findings about international policy implications.

Final thought

Upon culminating this thesis, I feel that I am ready to embark on another personal quest. Having conducted research about academic subjectivities, I have myself internalized neoliberal responsibility. I feel responsible for my colleagues in HE towards promoting a more humane academic environment and developing more equal opportunities for women. I also feel responsible for promoting postfeminist ideals through incorporating feminist education in schools as the Cypriot society needs a strong backbone for gender education. The future is ahead and I look forward to contributing with my research.

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Appendix A - Invitation Email

Dear …………….

I have been notified by ………………….. that you wish to participate in my research study which is about the identity formation of academics in Cyprus in a transformed Higher Education context. Therefore, I take this opportunity to contact you personally and send you further details.

Please find attached an invitation to participate in the study with all relevant information as well as the form of consent (proforma) to fill-in and electronically return to me. I would preferably like to conduct the interview via Skype. However, let me know if you prefer being interviewed face-to-face. Also, let me know if you are confident with being interviewed in English or whether you prefer being interviewed in Greek.

I will be starting fieldwork during the third week of October (21st of October onwards) and will continue interviewing academics in November onwards. Please suggest any dates that would suit your schedule in order to set up the interview.

Thanking you in advance for your cooperation,

Best

Eleftheria

Appendix B - Invitation Attached to the Email –Form of Consent

Dear Colleague,

As part of my doctoral studies, I am planning to conduct a research study in order to explore issues about the identity formation of academics in a transformed HE context. Relevant topics will include academics' experiences in relation to their academic careers and other responsibilities and commitments, especially those linked to family. Therefore, I am seeking to interview academic staff at HE institutions in Cyprus. I undertake my studies with the Institute of Education, University of London.

I would like to interview you, by yourself, preferably via Skype or face-to-face. All the interviews will be confidential, and they would be recorded and transcribed by me. Only I would have sight of the raw data. All data would be anonymised so that any identifying features (yourself, your discipline etc.) would be removed before the data was used in the written report. Participation is of course, voluntary, and any information will be kept confidential as it will be used only for the purposes of the particular research study.

The interview would last about 30-40 minutes. I would greatly appreciate your willingness to participate in my study by contributing your views and experiences. Your input will be invaluable for this research study.

Please indicate whether you are interested in participating by filling in the proforma and return it to me via e-mail.

If you need further information, please do not hesitate to contact me.

Kind Regards,

Eleftheria Atta

Appendix C - Proforma – Form of Consent

Dear Eleftheria,

Yes, I would like to participate in your project. I am available to be interviewed on the following date and time:

Date: _____

Time: _____

Skype: Yes ☐ No ☐

Face-to-face: Yes ☐ No ☐

To be interviewed in: English ☐ Greek ☐

Name: _____

Telephone: _____

Signature: _____

Appendix D - List of Interview Questions

I. Introduction –Academics' Backgrounds

    1. Can you talk to me about your family and educational background? (e.g. parents' profession/members in a family/education received)?

    2. What do you think was the role of education in your family while you were growing up?

    3. What other responsibilities do you have, besides your profession (e.g. marital status/children/dependent parents)?

II. The Image of the institution

    1. How does the institution treat male and female academics respectively?

    2. Do you think that it is a male-dominated institution?

    3. Do you feel that you have equal opportunities in the institution compared to your male/female colleagues?

    4. What do you think about your day-to-day working relationships with your male/female colleagues?

    5. In your opinion, is there a gendered division of labour, in terms of male/female academics being involved in different sets of activities?

    6. Do you think that there is a different set of criteria for evaluating male and female academics?

III. The Impact of the Changing HE context on Academics' lives

    1. What do you think about the responsibilities that you have in terms of workload and time?

    2. (Possibly a follow-up Q): Do you experience intensification of work and multiplication of tasks?

    3. Which of these activities become your priority and why?

4. What would you comment on the relationship between lecturers and students in terms of students (= customers) being demanding of lecturers?

5. What do you think of the internal audit taking place in order to monitor academic performance and accountability?

6. Is there any pressure in terms of having to 'bring in money' to the institution, for instance for research purposes (winning external revenue for research)?

7. How do you perceive the academic profession (what are the core values relevant to the profession – criticality/professionalism/autonomy)?

8. Do you think that nature of the academic profession has an impact on your academic performance?

9. As a male/female academic, how easily do you fit in the academic profession?

IV. Professional and Academic Identities
1. If you had to describe how you view yourself in this institution, how would that description be? (with students/with colleagues) (competitiveness, individuality, empathy supportiveness nurturing)

2. Given the changing profile of HE, do you think that you have lost your autonomy and status privileges, creativity, and criticality?

3. Do you feel that your voice is heard for some matters (i.e. administrative, teaching) in the institution?

4. What are the factors that contribute to the development of your professional identity – of who you are? (i.e. yourself, what you bring with you like education-knowledge, your expertise, the institution you belong to)

5. If you consider the identity you had at the beginning of your career, do you think that it changed in light of the struggles you may experience in the profession?

6. How do you understand the concept of professionalism in relation to the profession of an academic?

7. Do you feel that the way the institution functions has an influence on your professionalism as an academic?

V.   Family and Academic Lives
   1. What do you think is the impact of your family responsibilities on your academic lives?
   2. Do you think that being a woman/man makes it more difficult to balance both the roles of work and family?

Appendix E - NVivo Codes – Neoliberal Conditions Section

Appendix F - NVivo Codes – Neoliberal Subjectivities Section

Name	Sources	References	Created On	Created By	Modified On	Modified By
Neoliberal Academic Subjectivities	14	492	3/11/2014 3:21 μμ	EA	3/11/2014 3:21 μμ	EA
Academic Arrogance	2	4	8/11/2014 10:33 μμ	EA	15/11/2014 12:47 μμ	EA
Academic Creativity	2	2	5/11/2014 12:00 μμ	EA	8/11/2014 9:52 μμ	EA
Academics in Denial	1	1	11/11/2014 10:53 μμ	EA	11/11/2014 10:53 μμ	EA
Around the Clock Academics	3	4	8/11/2014 11:28 μμ	EA	15/11/2014 1:19 μμ	EA
Blended Academics - Blended Roles	10	12	3/11/2014 3:29 μμ	EA	15/11/2014 1:43 μμ	EA
Competitiveness	10	16	3/11/2014 3:28 μμ	EA	15/11/2014 1:25 μμ	EA
Decentralisation of the profession	2	4	3/11/2014 3:23 μμ	EA	4/11/2014 12:22 μμ	EA
Defensive academics	4	6	5/11/2014 11:05 μμ	EA	8/11/2014 11:59 μμ	EA
Determination	1	1	5/11/2014 12:02 μμ	EA	5/11/2014 12:02 μμ	EA
Diversified faculty staff	4	5	3/11/2014 3:30 μμ	EA	15/11/2014 1:43 μμ	EA
Entrepreneurship	4	6	3/11/2014 3:26 μμ	EA	8/11/2014 9:44 μμ	EA
Extreme responsibility	14	85	3/11/2014 3:24 μμ	EA	15/11/2014 1:49 μμ	EA
Female academic transformation - Power and Powerle	11	20	3/11/2014 3:28 μμ	EA	15/11/2014 1:42 μμ	EA
Flexibility	6	6	3/11/2014 3:25 μμ	EA	15/11/2014 12:12 μμ	EA
Fossilised Academics	2	2	8/11/2014 11:49 μμ	EA	11/11/2014 10:07 πμ	EA
Governmentality	8	15	3/11/2014 3:24 μμ	EA	8/11/2014 12:04 μμ	EA
Healthy Competition	3	3	7/11/2014 12:42 μμ	EA	15/11/2014 12:57 μμ	EA
Hierarchies created by Neoliberalism	13	43	3/11/2014 3:31 μμ	EA	15/11/2014 1:51 μμ	EA
Human capital	5	8	3/11/2014 3:27 μμ	EA	8/11/2014 10:16 πμ	EA
Identity Crisis	1	1	5/11/2014 11:11 μμ	EA	5/11/2014 11:11 μμ	EA
Illusionary freedom -agency + choice	14	37	3/11/2014 3:23 μμ	EA	15/11/2014 1:46 μμ	EA
Individualism	10	15	3/11/2014 3:22 μμ	EA	15/11/2014 1:30 μμ	EA
Inquiring minds	2	2	7/11/2014 12:45 μμ	EA	10/11/2014 3:58 μμ	EA
Isolation - Coldness- Cruelty	9	24	3/11/2014 3:28 μμ	EA	15/11/2014 1:30 μμ	EA
Loss of autonomy and status privileges	6	8	3/11/2014 3:23 μμ	EA	10/11/2014 3:59 μμ	EA

Name	Sources	References	Created On	Created By	Modified On	Modified By
Fossilised Academics	2	2	8/11/2014 11:49 μμ	EA	11/11/2014 10:07 πμ	EA
Governmentality	8	15	3/11/2014 3:24 μμ	EA	8/11/2014 12:04 μμ	EA
Healthy Competition	3	3	7/11/2014 12:42 μμ	EA	15/11/2014 12:57 μμ	EA
Hierarchies created by Neoliberalism	13	43	3/11/2014 3:31 μμ	EA	15/11/2014 1:51 μμ	EA
Human capital	5	8	3/11/2014 3:27 μμ	EA	8/11/2014 10:16 πμ	EA
Identity Crisis	1	1	5/11/2014 11:11 μμ	EA	5/11/2014 11:11 μμ	EA
Illusionary freedom -agency + choice	14	37	3/11/2014 3:23 μμ	EA	15/11/2014 1:46 μμ	EA
Individualism	10	15	3/11/2014 3:22 μμ	EA	15/11/2014 1:30 μμ	EA
Inquiring minds	2	2	7/11/2014 12:45 μμ	EA	10/11/2014 3:58 μμ	EA
Isolation - Coldness- Cruelty	9	24	3/11/2014 3:28 μμ	EA	15/11/2014 1:30 μμ	EA
Loss of autonomy and status privileges	6	8	3/11/2014 3:23 μμ	EA	10/11/2014 3:59 μμ	EA
Mentor Academics	1	1	8/11/2014 11:58 μμ	EA	8/11/2014 11:58 μμ	EA
Neoliberal Performativity	11	33	3/11/2014 3:29 μμ	EA	15/11/2014 1:48 μμ	EA
Optimising Academics	1	2	10/11/2014 4:28 μμ	EA	11/11/2014 8:50 μμ	EA
Overloaded academics - due to multiplication of tasks -	13	27	3/11/2014 3:30 μμ	EA	15/11/2014 1:43 μμ	EA
Powerfulness	4	8	4/11/2014 10:32 μμ	EA	8/11/2014 9:29 μμ	EA
Prioritisation - high quality teaching vs. high quality res	14	31	3/11/2014 3:31 μμ	EA	15/11/2014 1:51 μμ	EA
Professional Accountability	10	19	3/11/2014 3:25 μμ	EA	15/11/2014 12:18 μμ	EA
Professional judgment (input) is weakened	7	11	3/11/2014 3:23 μμ	EA	15/11/2014 12:18 μμ	EA
Rationality	4	4	3/11/2014 3:22 μμ	EA	15/11/2014 12:18 μμ	EA
Risky Academics	2	2	7/11/2014 12:40 μμ	EA	10/11/2014 3:59 μμ	EA
Self-management	4	6	3/11/2014 3:25 μμ	EA	15/11/2014 12:12 μμ	EA
Survivors	1	1	15/11/2014 12:54 μμ	EA	15/11/2014 12:54 μμ	EA
The upwardly mobile working class family	4	9	3/11/2014 3:26 μμ	EA	8/11/2014 10:16 πμ	EA
Toughness	1	1	15/11/2014 12:53 μμ	EA	15/11/2014 12:53 μμ	EA
Women becoming bitchier	2	4	3/11/2014 3:28 μμ	EA	11/11/2014 8:53 μμ	EA

Appendix G - Participants' Profile

Pseudonym	Ranking	Age	Department
Andreas	Associate Professor	48	Turkish Studies and Middle Eastern Studies
Maria	Professor	50	Psychology
Kate	Visiting Professor	37	Business Administration
Costas	Assistant Professor	38	Electrical and Computer Engineering
Lucy	Lecturer	42	Journalism
Laura	Lecturer	36	Education
John	Lecturer	41	Education
Stavros	Lecturer	40	Electrical Engineering
Joanna	Associate Dean	53	Education
Marcos	Vice Rector	56	Computer Science
Nicos	Associate Professor	46	Civil Engineering and Geomatics
George	Assistant Professor	43	Nursing
Joan	Associate Professor	59	Language Center
Jenny	Senior Lecturer	45	Nursing

Appendix H – Number of Students in Tertiary Educational Institutions 1980/81 – 2013/14

| Έτος και φύλο | Πανεπιστημιακά ιδρύματα University institutions | | | | Μη-Πανεπιστημιακά ιδρύματα Non-University institutions | | | | Γενικό σύνολο Grand total | | Year and sex | |
| | Δημόσια Public | | Ιδιωτικά Private | | Δημόσια Public | | Ιδιωτικά Private | | | | | |
	Φοιτητές Students	Από τους οποίους ξένοι Of which foreigner	Φοιτητές Students	Από τους οποίους ξένοι Of which foreigner	Φοιτητές Students	Από τους οποίους ξένοι Of which	Φοιτητές Students	Από τους οποίους ξένοι Of which	Φοιτητές Students	Από τους οποίους ξένοι Of which		
1980/81 Σύνολο	**0**	**0**	**0**	**0**	**993**	**36**	**947**	**295**	**1.940**	**331**	**1980/81**	**Total**
Άντρες	0	0	0	0	519	32	615	279	1.134	311		Men
Γυναίκες	0	0	0	0	474	4	332	16	806	20		Women
1985/86 Σύνολο	**0**	**0**	**0**	**0**	**1.426**	**115**	**1.708**	**429**	**3.134**	**544**	**1985/86**	**Total**
Άντρες	0	0	0	0	763	86	864	355	1.627	441		Men
Γυναίκες	0	0	0	0	663	29	844	74	1.507	103		Women
1990/91 Σύνολο	**0**	**0**	**0**	**0**	**1.986**	**104**	**4.568**	**1.080**	**6.554**	**1.184**	**1990/91**	**Total**
Άντρες	0	0	0	0	986	72	2.191	854	3.177	926		Men
Γυναίκες	0	0	0	0	1.000	32	2.377	226	3.377	258		Women
1992/93 Σύνολο	**486**	**28**	**0**	**0**	**1.369**	**83**	**4.408**	**1.190**	**6.263**	**1.301**	**1992/93**	**Total**
Άντρες	58	7	0	0	803	55	2.314	1.000	3.175	1.062		Men
Γυναίκες	428	21	0	0	566	28	2.094	190	3.088	239		Women
1995/96 Σύνολο	**1.962**	**160**	**0**	**0**	**1.846**	**46**	**5.066**	**1.305**	**8.874**	**1.511**	**1995/96**	**Total**
Άντρες	353	68	0	0	918	36	2.346	941	3.617	1.045		Men
Γυναίκες	1.609	92	0	0	928	10	2.720	364	5.257	466		Women
1996/97 Σύνολο	**2.097**	**200**	**0**	**0**	**2.881**	**66**	**5.004**	**1.409**	**9.982**	**1.675**	**1996/97**	**Total**
Άντρες	452	96	0	0	1.755	45	2.216	940	4.423	1.081		Men
Γυναίκες	1.645	104	0	0	1.126	21	2.788	469	5.559	594		Women
1997/98 Σύνολο	**2.311**	**233**	**0**	**0**	**2.725**	**69**	**5.491**	**1.439**	**10.527**	**1.741**	**1997/98**	**Total**
Άντρες	540	106	0	0	1.773	40	2.306	923	4.619	1.069		Men
Γυναίκες	1.771	127	0	0	952	29	3.185	516	5.908	672		Women
1998/99 Σύνολο	**2.379**	**187**	**0**	**0**	**2.683**	**48**	**5.780**	**1.625**	**10.842**	**1.860**	**1998/99**	**Total**
Άντρες	519	82	0	0	1.888	31	2.360	1.013	4.767	1.126		Men
Γυναίκες	1.860	105	0	0	795	17	3.420	612	6.075	734		Women
1999/00 Σύνολο	**2.589**	**188**	**0**	**0**	**1.970**	**46**	**5.855**	**1.791**	**10.414**	**2.025**	**1999/00**	**Total**
Άντρες	587	76	0	0	1.358	30	2.524	1.136	4.469	1.242		Men
Γυναίκες	2.002	112	0	0	612	16	3.331	655	5.945	783		Women
2000/01 Σύνολο	**2.866**	**178**	**0**	**0**	**1.480**	**59**	**7.588**	**2.235**	**11.934**	**2.472**	**2000/01**	**Total**
Άντρες	676	73	0	0	877	41	3.458	1.385	5.011	1.499		Men
Γυναίκες	2.190	105	0	0	603	18	4.130	850	6.923	973		Women
2001/02 Σύνολο	**3.156**	**234**	**0**	**0**	**2.013**	**41**	**8.758**	**2.783**	**13.927**	**3.058**	**2001/02**	**Total**
Άντρες	729	92	0	0	1.288	31	4.274	1.801	6.291	1.924		Men
Γυναίκες	2.427	142	0	0	725	10	4.484	982	7.636	1.134		Women
2002/03 Σύνολο	**3.658**	**274**	**0**	**0**	**2.161**	**45**	**12.453**	**4.963**	**18.272**	**5.282**	**2002/03**	**Total**
Άντρες	885	107	0	0	1.321	33	7.022	3.946	9.228	4.086		Men
Γυναίκες	2.773	167	0	0	840	12	5.431	1.017	9.044	1.196		Women

(Συνέχ.-Cont'd)

Έτος και φύλο	Πανεπιστημιακά ιδρύματα University institutions				Μη-Πανεπιστημιακά ιδρύματα Non-University institutions				Γενικό σύνολο Grand total		Year and sex	
	Δημόσια Public		Ιδιωτικά Private		Δημόσια Public		Ιδιωτικά Private					
	Φοιτητές Students	Από τους οποίους ξένοι Of which foreigner	Φοιτητές Students	Από τους οποίους ξένοι Of which foreigner	Φοιτητές Students	Από τους οποίους ξένοι Of which	Φοιτητές Students	Από τους οποίους ξένοι Of which	Φοιτητές Students	Από τους οποίους ξένοι Of which		
2003/04 Σύνολο	**4.110**	**295**	**0**	**0**	**2.070**	**40**	**14.669**	**6.344**	**20.849**	**6.679**	**2003/04**	**Total**
Άντρες	1.063	114	0	0	1.198	27	8.598	5.077	10.859	5.218		Men
Γυναίκες	3.047	181	0	0	872	13	6.071	1.267	9.990	1.461		Women
2004/05 Σύνολο	**4.532**	**316**	**0**	**0**	**1.938**	**33**	**13.608**	**4.552**	**20.078**	**4.901**	**2004/05**	**Total**
Άντρες	1.170	125	0	0	1.005	27	7.461	3.204	9.636	3.356		Men
Γυναίκες	3.362	191	0	0	933	6	6.147	1.348	10.442	1.545		Women
2005/06 Σύνολο	**4.861**	**377**	**0**	**0**	**2.014**	**42**	**13.712**	**5.211**	**20.587**	**5.630**	**2005/06**	**Total**
Άντρες	1.376	158	0	0	989	32	7.751	3.990	10.116	4.180		Men
Γυναίκες	3.485	219	0	0	1.025	10	5.961	1.221	10.471	1.450		Women
2006/07 Σύνολο	**5.340**	**476**	**0**	**0**	**1.812**	**39**	**15.075**	**5.446**	**22.227**	**5.961**	**2006/07**	**Total**
Άντρες	1.648	200	0	0	1.025	32	8.417	4.208	11.090	4.440		Men
Γυναίκες	3.692	276	0	0	787	7	6.658	1.238	11.137	1.521		Women
2007/08 Σύνολο	**6.144**	**671**	**7.823**	**875**	**1.636**	**25**	**10.085**	**6.182**	**25.688**	**7.753**	**2007/08**	**Total**
Άντρες	2.029	317	3.706	447	956	20	6.402	4.977	13.093	5.761		Men
Γυναίκες	4.115	354	4.117	428	680	5	3.683	1.205	12.595	1.992		Women
2008/09 Σύνολο	**7.527**	**941**	**10.367**	**1.507**	**1.249**	**14**	**11.843**	**8.303**	**30.986**	**10.765**	**2008/09**	**Total**
Άντρες	2.543	413	5.124	837	743	12	8.065	6.880	16.475	8.142		Men
Γυναίκες	4.984	528	5.243	670	506	2	3.778	1.423	14.511	2.623		Women
2009/10 Σύνολο	**8.831**	**1.271**	**11.012**	**1.565**	**814**	**7**	**11.576**	**8.295**	**32.233**	**11.138**	**2009/10**	**Total**
Άντρες	2.939	542	5.885	672	473	7	8.068	7.014	17.365	8.235		Men
Γυναίκες	5.892	729	5.127	893	341	0	3.508	1.281	14.868	2.903		Women
2010/11 Σύνολο	**10.005**	**1.774**	**11.729**	**1.731**	**596**	**15**	**9.788**	**6.506**	**32.118**	**10.026**	**2010/11**	**Total**
Άντρες	3.314	712	5.848	1.013	362	10	6.607	5.460	16.131	7.195		Men
Γυναίκες	6.691	1.062	5.881	718	234	5	3.181	1.046	15.987	2.831		Women
2011/12 Σύνολο	**11.344**	**2.248**	**11.961**	**1.729**	**642**	**17**	**7.825**	**4.546**	**31.772**	**8.540**	**2011/12**	**Total**
Άντρες	3.852	884	5.824	958	380	11	4.858	3.691	14.914	5.544		Men
Γυναίκες	7.492	1.364	6.137	771	262	6	2.967	855	16.858	2.996		Women
2012/13 Σύνολο	**12.455**	**2.914**	**12.703**	**2.414**	**239**	**33**	**6.568**	**3.014**	**31.965**	**8.375**	**2012/13**	**Total**
Άντρες	4.252	1.117	6.105	1.151	124	13	3.791	2.439	14.272	4.720		Men
Γυναίκες	8.203	1.797	6.598	1.263	115	20	2.777	575	17.693	3.655		Women
2013/14 Σύνολο	**13.663**	**3.170**	**14.295**	**4.615**	**311**	**28**	**5.405**	**1.994**	**33.674**	**9.807**	**2013/14**	**Total**
Άντρες	4.753	1.142	6.490	1.812	156	15	2.957	1.547	14.356	4.516		Men
Γυναίκες	8.910	2.028	7.805	2.803	155	13	2.448	447	19.318	5.291		Women

Σημείωση: Το πρώτο δημόσιο πανεπιστήμιο, το Πανεπιστήμιο Κύπρου, δέχθηκε τους πρώτους φοιτητές του το Σεπτέμβριο του 1992, τα επόμενα δύο, το Ανοικτό Πανεπιστήμιο Κύπρου και το Τεχνολογικό Πανεπιστήμιο Κύπρου το Σεπτέμβριο του 2006 και 20 αντίστοιχα. Τα πρώτα ιδιωτικά πανεπιστήμια δέχθηκαν τους πρώτους φοιτητές το Σεπτέμβριο του 2007.

Note: The first public university, the University of Cyprus, admitted its first students in September 1992, whereas the next two, the University of Cyprus and the Cyprus University of Technology in September 2006 and 2007 respectively. The first universities admitted their first students in September 2007.

Appendix I – Number of Students in Type of Educational Institution, Age, Level of Study and Gender 2013/2014

Ηλικία φοιτητών / Age of students	Προπτυχιακό Undergraduate (Bachelor's or equivalent, ISCED 6)			Μεταπτυχιακό Postgraduate (Master's or equivalent, ISCED 7)			Διδακτορικό (Doctoral or equivalent, ISCED 8)			Γενικό Σύνολο Grand Total		
	Άντρες Men	Γυναίκες Women	Σύνολο Total	Άντρες Men	Γυναίκες Women	Σύνολο Total	Άντρες Men	Γυναίκες Women	Σύνολο Total	Άντρες Men	Γυναίκες Women	Σύνολο Total
17 χρονών / 17 years	17	7	24	0	0	0	0	0	0	17	7	24
18 "	250	1.619	1.869	24	46	70	0	0	0	274	1.665	1.939
19 "	417	1.803	2.220	11	42	53	0	0	0	428	1.845	2.273
20 "	1.180	1.888	3.068	18	39	57	0	0	0	1.198	1.927	3.125
21 "	1.354	1.973	3.327	26	104	130	0	0	0	1.380	2.077	3.457
22 "	1.254	792	2.046	32	483	515	0	3	3	1.286	1.278	2.564
23 "	1.037	392	1.429	132	657	789	1	15	16	1.170	1.064	2.234
24 "	594	241	835	212	507	719	4	23	27	810	771	1.581
25 "	354	147	501	235	435	670	20	46	66	609	628	1.237
26 "	220	103	323	220	363	583	30	31	61	470	497	967
27 "	160	80	240	195	297	492	40	51	91	395	428	823
28 "	113	61	174	191	243	434	36	39	75	340	343	683
29 "	83	55	138	144	244	388	37	46	83	264	345	609
30-34 "	322	263	585	576	1.045	1.621	121	135	256	1.019	1.443	2.462
35-39 "	207	251	458	380	701	1.081	54	43	97	641	995	1.636
40-44 "	130	169	299	286	441	727	30	26	56	446	636	1.082
45-49 "	61	113	174	220	363	583	16	15	31	297	491	788
50-54 "	23	47	70	87	126	213	10	8	18	120	181	301
55-59 "	9	13	22	33	25	58	3	5	8	45	43	88
>=60 "	3	7	10	4	6	10	2	2	4	9	15	24
Δε δηλώθηκε / Not stated	18	29	47	6	6	12	1	1	2	25	36	61
ΣΥΝΟΛΟ / TOTAL	7.806	10.053	17.859	3.032	6.173	9.205	405	489	894	11.243	16.715	27.958

Appendix J – Number of Students and Graduates by Field of Study and Educational Institution 2013-2014

ISCED FIELDS 97[1]	Κλάδος σπουδών	Φοιτητές Students			Απόφοιτοι Graduates			Field of Study
		Πανεπιστημιακή University	Μη-πανεπιστημιακή Non-university	Σύνολο Total	Πανεπιστημιακή University	Μη-πανεπιστημιακή Non-university	Σύνολο Total	
14	Παιδαγωγικά	4.038	0	4.038	1.483	0	1.483	Teacher training and education science
21	Τέχνες	1.179	263	1.442	211	58	269	Arts
22	Ανθρωπιστικές σπουδές	2.063	1	2.064	296	0	296	Humanities
31	Κοινωνικές επιστήμες	1.915	48	1.963	473	1	474	Social and behavioural science
32	Δημοσιογραφία και βιβλιοθηκονομία	594	34	628	86	11	97	Journalism and information
34	Διοίκηση επιχειρήσεων και συναφή	7.261	3.577	10.838	1.503	1.057	2.560	Business and administration
38	Νομικά	1.601	0	1.601	252	0	252	Law
42	Φυσιογνωστικές επιστήμες	631	28	659	78	13	91	Life science
44	Φυσικές επιστήμες	299	3	302	61	0	61	Physical science
46	Μαθηματικά και στατιστική	317	3	320	64	0	64	Mathematics and statistics
48	Πληροφορική	1.211	158	1.369	211	56	267	Computing
52	Μηχανική	2.166	325	2.491	395	89	484	Engineering and engineering trades
54	Μεταποίηση και επεξεργασία	0	14	14	0	0	0	Manufacturing and processing
58	Αρχιτεκτονική και πολιτική μηχανική	1.513	2	1.515	321	0	321	Architecture and building
62	Γεωργία, δασονομία και αλιεία	209	25	234	45	9	54	Agriculture, forestry and fishery
72	Υγεία	2.297	200	2.497	435	81	516	Health
76	Κοινωνικές υπηρεσίες	278	56	334	79	19	98	Social services
81	Προσωπικές υπηρεσίες	0	922	922	0	326	326	Personal services
85	Περιβαλλοντική προστασία	231	0	231	33	0	33	Environmental protection
86	Υπηρεσίες ασφάλειας	155	57	212	0	19	19	Security services
	ΣΥΝΟΛΟ	27.958	5.716	33.674	6.026	1.739	7.765	TOTAL

(1) Διεθνές σύστημα ταξινόμησης της εκπαίδευσης, κλάδοι σπουδών, ISCED97, UNESCO
(1) International standard classification of education, fields of study, ISCED97, UNESCO

Appendix K – Number of Students by Kind and Type of Institution, Cypriot/Foreigners, Level of Study and Gender 2013/2014

Τύπος ιδρύματος, Κύπριοι/Ξένοι — Type of institute, Cypriots/Foreigners	Προπτυχιακό / Undergraduate (Bachelor's or equivalent, ISCED 6) Άντρες Men	Γυναίκες Women	Σύνολο Total	Μεταπτυχιακό / Postgraduate (Master's or equivalent, ISCED 7) Άντρες Men	Γυναίκες Women	Σύνολο Total	Διδακτορικό / Doctoral or equivalent, ISCED 8 Άντρες Men	Γυναίκες Women	Σύνολο Total	Γενικό Σύνολο / Grand Total Άντρες Men	Γυναίκες Women	Σύνολο Total
ΔΗΜΟΣΙΑ / PUBLIC												
Κύπριοι / Cypriots	2.449	4.752	7.201	851	1.756	2.607	311	374	685	3.611	6.882	10.493
Ξένοι / Foreigners	454	839	1.293	645	1.147	1.792	43	42	85	1.142	2.028	3.170
ΕΕ28 / EU28	436	810	1.246	637	1.122	1.759	36	35	71	1.109	1.967	3.076
Τρίτες χώρες / Non-EU	18	29	47	8	25	33	7	7	14	33	61	94
Σύνολο / Total	**2.903**	**5.591**	**8.494**	**1.496**	**2.903**	**4.399**	**354**	**416**	**770**	**4.753**	**8.910**	**13.663**
ΙΔΙΩΤΙΚΑ / PRIVATE												
Κύπριοι / Cypriots	3.798	3.529	7.327	840	1.418	2.258	40	55	95	4.678	5.002	9.680
Ξένοι / Foreigners	1.105	933	2.038	696	1.852	2.548	11	18	29	1.812	2.803	4.615
ΕΕ28 / EU28	748	659	1.407	623	1.785	2.408	7	12	19	1.378	2.456	3.834
Τρίτες χώρες / Non-EU	357	274	631	73	67	140	4	6	10	434	347	781
Σύνολο / Total	**4.903**	**4.462**	**9.365**	**1.536**	**3.270**	**4.806**	**51**	**73**	**124**	**6.490**	**7.805**	**14.295**
ΔΗΜΟΣΙΑ ΚΑΙ ΙΔΙΩΤΙΚΑ / PUBLIC AND PRIVATE												
Κύπριοι / Cypriots	6.247	8.281	14.528	1.691	3.174	4.865	351	429	780	8.289	11.884	20.173
Ξένοι / Foreigners	1.559	1.772	3.331	1.341	2.999	4.340	54	60	114	2.954	4.831	7.785
ΕΕ28 / EU28	1.184	1.469	2.653	1.260	2.907	4.167	43	47	90	2.487	4.423	6.910
Τρίτες χώρες / Non-EU	375	303	678	81	92	173	11	13	24	467	408	875
ΣΥΝΟΛΟ / TOTAL	**7.806**	**10.053**	**17.859**	**3.032**	**6.173**	**9.205**	**405**	**489**	**894**	**11.243**	**16.715**	**27.958**

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