
Metaphors, manifestos, angst and agency: Listening to and learning from women's lived experience in academe

Re-humanising academic lives, work and cultures through story

Edited by Alison L Black and Susanne Garvis

Rationale:

It is important to shed light on women's academic experiences—to make public the stories of what it has felt like, and feels like, to be an academic—so that collective conversations about academic culture and the current social, political and intellectual life in the academy can take place. Often our personal stories are linked directly to political contexts and so sharing them is essential to developing new understandings about the workings of larger political discourses and structures (Berg & Seeber, 2016). Stefan Collini's book, *What Are Universities For*, reminds us of the importance of making space for reflection about the complexity and uncertainty of academic work, particularly in these contemporary times where academics are feeling pressured to lead and live 'affectively thin and relentlessly diagnostic lives' due to the 'steady poisoning and paralysing effects of managerialism' (Collini, 2012, n.p.).

This collection of stories engages research focused on making meaning through *self-study* and *autoethnography*. Methodologically, *metaphor*, *manifesto* and *memoir* offer ways to represent the dimensionalities of life and work, acting as guides toward authentic ways of seeing and being in the world, and as conduits for understanding women, workplaces, cultures and identities.

An authentic assemblage of life, longing, failure, success, experience, expression, emotion and passion, the book is an unearthing of individual and collective voices, and an unveiling of private, embodied, lived experiences. An invitation to women academics around the globe to share their accounts and lives, this book seeks to bear witness, to create and expand safe spaces for scholarly, professional and personal disclosure and provide a place to connect with slow scholarship, with self, with one another, and with what matters.

Call for chapter abstracts:

Against this background, we are seeking expressions of interest from women academics in various career stages, working within, across and against multiple disciplines, faculties and paradigms, and from all countries and regions of the globe, in contributing to this scholarly project. We invite diverse, honest texts of various kinds—including creative, poetic, metaphorical, literary, conceptual, narrative, autoethnographic and aesthetic writing.

We invite the stories of women academics and their efforts to listen and converse in the meaningful, to resist self-audit and diminished identities, and to speak their lives in the academy. We are very interested in women using responsive, personal and aesthetic ways to communicate their stories—including *metaphor*, *manifesto* and *memoir*—to share their efforts to 'be' themselves in their work, to 'care for self and others' and to 'count what isn't counted'.

Indicative timeline

- | | |
|------------|---|
| 1 November | Abstracts of 200 to 250 words due to the book editors; Provision of 50 word biography |
| 1 July | Anonymised (for peer review) chapters of 5,000 words (including references) emailed to the book editors |

Book editors

1. Dr Ali Black

School of Education
Sunshine Coast University
Australia
Email: ablack1@usc.edu.au

2. Professor Susanne Garvis

Department of Education, Communication and Learning
University of Gothenburg
Göteborg
Email: susanne.garvis@gu.se