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TEACHING, RESEARCH, AND PUBLICATION: THE CHALLENGES OF ACADEMIC WORK

ABSTRACT: Universities, much like all of Higher Education, have undergone significant transformations, mainly related to a neoliberal logic and to its effects. New challenges are imposed on institutions taking into account the market's trends and needs. Universities are now concerned with economics and efficiency, in a context of academic capitalism. These new outlines of Higher Education imply changes in the daily work of Higher Education Institutions (HEI). The new competences, new focuses of concern and new activities required of teachers, combined with the intensification of teaching work, change how teachers live each dimension of their work, namely teaching, research, knowledge transfer and academic management. These new dynamics also change how an articulation between these dimensions is promoted. This chapter aims to discuss the current relationship between teaching and research based on the results of a multi-case study with teachers of the Education Sciences course in a public university in Portugal and teachers from the Pedagogy course at a public university in Brazil. Using a biographical approach, the study analyses narratives of university teachers and the meanings they attribute to their academic work. In this chapter the relation between teaching and research is discussed, which, by necessity, leads to a discussion regarding publication as one of the professional activities of a university teacher.

Keywords: Teaching, Research, Academic Identity

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1. Introduction

This study acknowledges that educational policies are not just another battle of ideas in the field of education, but part of a financial game and often influenced by the logic of profit (Ball, 2012). The model of knowledge production is increasingly centred on a logic of efficiency, effectiveness, and economy, in which the applicability of knowledge and its usefulness are overly considered (Gibbons et al., 1997). A market and competitiveness logic based on neoliberalism is, thus, instituted in Higher Education, bringing an economic perspective into the academic world (Deem & Brehony, 2007); universities are expected to be managed as companies for their productivity and competitiveness to increase; the academics' work is directed in a way that leads them to participate in this competitive effort (Rogler, 2019).

In the society of knowledge, universities have been called on to respond to new challenges and greater demands related, for the most part, to a market logic (Magalhães, 2011) imposed by globalization (Dale & Robertson, 2009). Consequently, most universities are, in terms of objectives and practices, closing in on so-called academic capitalism (Slaughter & Rhoades, 2004; Delgado, 2007; Paraskeva, 2009), which, in turn, accentuates a utilitarian and vocational perspective (Wheelahan, 2014).

Among the reconfigured dimensions of academic work, we highlight a certain intensification of academic work and its unfolding since external changes also modify university teachers' daily lives and activities. The market as a regulator of education and the massification of Higher Education can, for example, relegate the role of university teacher to pure transmission of knowledge, and regard the student as a consumer and knowledge as a product. The exhaustive work hours, the recurrence of tasks and activities of a teaching and administrative nature, the accumulation of responsibilities, and the obligation to be involved in publishing and internationalization are examples of requirements that are currently part of a university teacher's role.

The new competences, new focuses of concern and new activities required of university teachers, combined with the intensification of

teaching work, imply transformations in how teachers live each dimension of academic work – namely teaching, research, knowledge transfer and academic management – and in how they promote articulation between them (Griffioen, 2020).

This chapter aims to discuss the current relation that academics establish between teaching and research based on the results of a multi-case study with university teachers from the Education Sciences course of a public university in Portugal and university teachers from the Pedagogy course of a public university in Brazil.

2. Methodological notes: university teacher narratives

The narrative approach was used because we consider it to be the most appropriate methodology to understand the subjective process underlying the reconfiguration of academic work in this new context. In fact, we value the subjectivity of the participant when telling us his/her experience and acknowledge the centrality of the experience as a source of knowledge. Narratives are sensitive to context and assert themselves as places of subjectivity, action and interaction that grant access to the actors' world (Lopes, 2011; Lopes et al., 2013).

Biographical interviews were conducted to access the participants' points of view, considering the scenario and the time in which they are historically inserted. The focus is the university teachers, their experiences as interpreted by them (Bolívar, 2006), invoking places, practices, and meanings of their practices (Lopes et al., 2013; Pereira, 2010). The production of the narrative is, at the same time, a dialogue with oneself and with others (Rivas et al., 2013).

Multi-case studies allow the results to reveal the complexity of the phenomena (Amado & Freire, 2013) under study, namely making it possible to identify the levels and focuses of analysis to be privileged.

The two institutions participating in this research are part of the public sector, are considered universities of excellent academic quality, and are in cities of great economic and cultural importance for their countries.

The Brazilian university participating in the study employs 93 teachers, 30 men and 63 women. We interviewed 13, 3 men and 10 women. The Portuguese university employs 28 teachers, 8 men and 20 women. 5 men and 5 women were interviewed. 13 biographical interviews were conducted with Brazilian teachers overall, and 10 with Portuguese teachers. The 23 semi-structured interviews were transcribed verbatim and were followed by the writing of a biographical narrative by each teacher. The transcription of the interviews was submitted to thematic analysis.

The thematic analysis took into consideration pre-established categories and emerging dimensions that raised during the reading and interpretation of the interviews. The categories were not exclusive, and one passage could be placed in different categories, in case of being meaningful to more than one. As general categories, we mention: family, schooling, professional experience, relationship with knowledge, with peers, with the social context, the intensification of work, evaluation, publication, resistance, critics to university and dimensions of academic work (research, teaching, knowledge exchange and university management). After careful reading of the material and categorization of each dimension, the analysis of the teachers' narratives was made. It allowed for several aspects that contribute to the construction of academic professional identity and that are part of the work to be discussed. In this chapter, the relations between the dimensions of academic work are discussed, specifically the articulation between teaching and research.

Regarding the teachers' relation and experience with the different dimensions of their work, it is possible to summarize that academic management is reported to be standing between the possibility of democracy and the excess of administrative and bureaucratic tasks (Santos et al., 2018; Evans, 2015). Teachers who take on management positions complain about a lack of support and appreciation on the part of the institution, the lack of participation by all involved and the work overload resulting from administrative tasks. Knowledge transfer, thus, asserts itself as the possibility to bring the university closer to the professional field.

However, the dimensions most highlighted by teachers are others: teaching and research. There is an insistent search for the articulation of

teaching and research, but a dichotomy between these two dimensions of academic work, which we will discuss below, remains. It is important to state that, currently, discussing research necessarily involves discussing its publication. Thus, much of the discussion regarding the dichotomy between teaching and research implies discussing academic publishing and how it shapes university teachers work.

3. Teaching and Research

Research and teaching are the dimensions of academic work that attract the teachers who participated in the study the most. More than just teaching or research, teachers value the articulation between these two dimensions. Boyer (1990) defended an academic activity beyond the teaching versus research debate, in order to value intellectual work as discovery, integration, application and teaching. Several systems of analysis and authors (Healey, 2005; Griffioen, 2020) refer to this articulation, but the current context tends to intensify opinions in favour of a dichotomy between teaching and research.

Some participating teachers argue that teaching is the main dimension of their profession, occupying a higher place than research – research improves and complements teaching, but, according to some teachers of both contexts, research is not a condition to teach. Although they consider research to be fundamental and relevant to the development of excellent teaching work, some teachers consider that the role of the university consists in teaching.

Other teachers clarify their passion and preference for research. The possibility of developing quality research intertwined with teaching is one of the main differences between teachers in public universities and teachers in other institutions, such as private colleges and universities and between university teachers and teachers in schools where a research component is not part of the job.

In this study, we found that the possibility of expanding knowledge and developing research in parallel with teaching activities was one of

the main motivations for participants to enter the academic profession. Research being the differential factor of the university teacher (from public universities) makes most teachers highlight this dimension as fundamental to their work, a dimension to which they dedicate (or want to dedicate) more time and effort:

Not being able to research as much as I would like makes me suffer a little. I do some research, but if there were two careers, the teaching career and the research career, I might choose to invest on the research career. (...) There is no dispassionate research and I think this sentence for me is it: it was really passion, this is what I really like and, therefore, I will invest on it. (Luciana, PT)

The teachers participating in the study had research experiences at different times, some had contact with research earlier than others depending on the training period and on the institution they attended. For two of the Portuguese teachers, research was their only professional activity before teaching in the university. The first contact with research took place, in most cases, during advanced training (master's or Ph.D).

The academics participating in the study expressed the desire to involve students in research as early as possible, even during their bachelor's degree. Their aspiration is to include students in projects and develop their research competences earlier and earlier.

The articulation between teaching and research can be done in different ways (cf. Healey, 2005), namely through research methods, through the practice itself, through teaching the contents that are researched and through sharing the results with students. Teaching can make it possible to expand areas of knowledge and assist research (Leite & Ramos, 2008). The relation between these two dimensions could promote higher quality training in Higher Education. Visser-Wijnveen et al. (2010) highlight five activities that enable influence and multiple improvements between teaching and research: teaching research results; divulging research; showing what it means to be a researcher; supervising research projects and offering research experiences to students.

It is possible to find, through the analysis of the narratives, different benefits of articulating teaching and research, in a relationship where both dimensions improve: a) the integration of students in research projects also promotes the training of researchers and of research competences; b) supervision is an opportunity to train researchers; c) teaching and researching within the same theme is a way of aligning the two dimensions, increasing depth and quality. For example:

Teaching action does not live only from the wealth of pedagogy; [...] The teacher has to master the subject area he/she teaches [...] the research conducted in my master's, in my Ph.D, in projects in which I have been involved, has been fundamental to me and to improve the quality of my work as a teacher. (Gabriela, PT)

[...] this bachelor's degree is [currently] much better, it is very different, with a different kind of teacher, a teacher who, in general, is inserted in the research either because he has a master's degree, a Ph.D or because he/she himself/herself is a researcher. (Inês, BR)

A transformation in the university teachers' relationship with research over time was also observed in the narratives. The Brazilian teachers point to an increase in quality and to better conditions for research to be carried out and to integrate students in their projects, made possible by initiative grants from the institution and external agencies and by study groups established at the university. In the Portuguese case, the emphasis is centred on more negative aspects, such as the distance between research themes and the possibilities of action in society, and (funded) projects with a lot of tasks and shorter durations that compete with other activities that university teachers have.

Researching represents the possibility of knowing the reality, the effects of policies and reforms, appreciating a situation, having a better understanding of how to intervene in a more appropriate way. Research is often approached by participants from both contexts in a way that can improve life in the community, through intervention projects and other

activities. Thus, research relates to knowledge transfer, to work among peers and to the educational relationship, containing multiple articulated dimensions of academic work. The teachers involved in the study seek to strengthen this relationship between teaching and research to improve the quality of their work. Some do not agree with the pace imposed on certain research activities, such as the need to publish articles and to participate in scientific meetings, something required by evaluation systems and funding agencies. Teachers indicate that, more than research, the need to publish often monopolizes their working time, to the detriment of their teaching time.

3.1. Research, publication and teaching

The pressure to publish is part of all university teachers' everyday life. In some more positive narratives about the transformations of the work, publishing emerges as a consequence of research and as a possibility to disseminate the work that is done within the university, being a way to expand its contribution. It is seen as part of the work and, therefore, as a dimension of interest to teachers. In more tired narratives about the transformations of the teaching work, it appears as an aspect that can corrupt the purposes and the quality of research processes, becoming an end and no longer a part of the process.

The emphasis placed on research and publication by teacher evaluation is responsible for the highlighting of research in university teaching since the visible products evaluated are related to research practices and results. Regarding that subject, here are some tendencies of the academic profession observed in the research study: the emphasis on research; the demand for immediate and short-term responses; the pressure to publish, which is felt in different ways by the participants; and the control of evaluation, intensifying the feelings of "publishing or perishing" and the need to "become visible or disappear".

Publishing in a foreign language, namely the English language, was discussed by the academics. There is a difference in perspectives regarding

the impact and social relevance of research when published in a foreign language. In a more enthusiastic narrative, publishing in a foreign language is seen as a possibility to expand networks and to disseminate research results and data on the national reality to other countries and researchers from around the world. In a more pessimistic one, publishing in a foreign language is seen as submission to a supposed supremacy of the English language; instead of serving the purpose of extending outreach to an international audience, it restricts the public and alienates readers from people who they could truly benefit from or whose research results could interest them.

The weight given to publication in selection processes, competitions for project financing and evaluations for career progression is subject to criticism, as it reduces the importance of other aspects from the university teacher's work, such as teaching, the educational relationship and, inclusively, of other elements within research.

In a neoliberal perspective, self-regulation is replaced by accountability, by the presence of standards and external evaluations, engulfed in a discourse about indicators, goals and results. Performance is valued, in the sense that results may be more important than academic processes and values. There is a threat of instrumental and economic values standing out over educational values, when defining the professional identity and professionalism of Higher Education teachers (Harris, 2005).

Evaluation and publication are intrinsically connected in Higher Education; not only to the evaluation of the teacher, but also to the evaluation of research centres, post-graduate programmes, courses, faculties and universities. Being directly related to the evaluation, publication, consequently, conditions the funding of research. The university's external evaluation focuses on an explicit and transparent performance, which requires a "visualization of the work" of the teacher (Bleikle et al., 2000). Funding rules, in turn, condition the research and dictate what is plausible and possible to research. Thus, what is or is not "researchable" can be conditioned by funding agencies and by their interests.

The participants' narratives highlight the need to publish to apply for funding. To obtain funding, it is necessary to "play the game" in a cycle

that involves publishing to get a good evaluation and financing projects that allow research to be developed with a greater number of publications so that a good evaluation in the next application can be guaranteed. The publishing logic strengthens, as it is the fuel to obtain funding and to continue the cycle that places it at the centre of research.

University teacher evaluation says a great deal about what a teacher's daily life is, and determines what is valued professionally. Many teachers may only be concerned with the more "visible" aspects in the assessment, namely the number of items in the curriculum, as the literature denounces (cf. Candau, 2010; Waters, 2006).

In the social sciences, funding agencies increased the pressure for collective research, for the creation of networks. But the incentive for collective work and networking does not mean an increase in solidarity and community spirit. Evaluations encourage more publications, the participation in more conferences, dialogue, collaboration, but also rivalry within the same scientific area (Henkel, 2002).

Some of the Brazilian participants have a more positive look on publication, stating that they do not consider the requirement to publish to be too much, arguing that it is a consequence of the research work that the teacher is able to develop.

On the opposite side, other participants' criticism of publication involves the fear that this system will reduce the quality of publications and develop a logic of short-termism in research so that more articles are published in less time. For some teachers, this logic of intensifying publication can corrupt academic autonomy and freedom, conditioning teachers to publish articles in certain journals. The teachers' reports are in line with the literature on academic capitalism (Slaughter & Rhoades, 2004), which institutionalizes the quantitative nature of publications as an objective of science, supporting a logic of performance in the university space and consequently eroding academic autonomy and freedom (Hyde et al., 2013).

Some teachers assume that they choose to dedicate themselves to aspects they consider more important to their profession, unworried about their evaluation. Some teachers, for example, present a certain resistance to

this pressure to publish by not participating in this dynamic, since they do not identify with this system.

I don't take part in carnivals. I don't like it, I never really liked the carnival all that much (laughter) and therefore, I will not turn my life into a carnival. Unless I'm forced to do it. If I am forced to do it and I have no other choice I'll do it, but I'll resist, I'll resist. (Joaquim, PT).

Even if they are not clearly opposed to this publication system and accept to participate in it, some university teachers indicate the lack of time as an obstacle, given the intensification of the work. Others, when reflecting on the current dynamics of publishing in the academic profession, question its relevance, and end up not investing in it.

Writing articles for journals doesn't matter, I don't care, I write some, but I'm not concerned with that, I'm more concerned with writing stronger things, with more depth, more thought and that can't be written in 20 pages and that's that. (André, PT)

I want it to be, in fact, a publication, more than a commercial edition, what I want is for it to go on circulation and reach the public schools, for teachers to be able to, in fact, use it as a guide, to use the material with the students, right? So, it's a project that I intend to make possible, but not in a commercial edition format. It is, perhaps, a partnership with a university, something that I will still put into practice. (Carla, BR)

The participation in scientific events can also be discussed under the same critical rationale that applies to publishing. Scientific events are related to research, through the dissemination, discussion and debate of results, and are linked to knowledge transfer, since it is through dissemination that other people gain access to this knowledge. However, the audience for a scientific event is still limited to the academic world. The expansion of result dissemination does not reach the community.

Thus, knowledge transfer through scientific events is not achieved and the need to rethink ways to communicate science emerges.

An imbalance was also found between the time dedicated to teaching and research activities, including the time for research dissemination. The educational relationship is, within teaching, one of the aspects that the participants most value. The lack of time due to the accumulation of tasks and to the pressure of the system means that the time spent with teaching is much less than desired and contact with students reduced. Some changes, such as the Bologna Process in the European case, interfere directly in the quality of teacher-student relationships, with a lower number of hours being given to each subject and, considering the autonomous work component of curricular units, with the amount of contact that teachers have with students being reduced. Therefore, the relationship with students may cool off and creating an affective bond that reveals the ethical and political dimensions of the teaching practice may prove harder.

At the same time, traditional classes face some challenges when within a context where knowledge is passed on in more dynamic ways. Higher Education makes some demands of students, such as organization of knowledge and dedication to autonomous study. Students, in a more dynamic scenario, also make demands, such as, for example, requiring an almost instant response from teachers via e-mail or new forms of technology.

Thus, they may come to demand new ways of teaching that go beyond the traditional expository class, offering new forms of teaching and learning in Higher Education, namely teaching linked to research work. However, the larger number of students, a result of the massification of Higher Education, can place more distance between teachers and students, hindering the relationship between teaching and research and denying the interrelation between teaching and learning (Brew, 2010). At the same time, Higher Education needs to prepare students to solve problems that have not yet been found (*ibidem*). It must prepare students for new requirements linked to an open and creative attitude towards new forms of knowledge in the complex and challenging professional world they will face.

The importance of research and its impact on the teaching quality are unquestionable. Research can, for example, bring teachers and students closer together, clarify new challenges and methods, promote a better understanding, and practice of teaching work and help to overcome its challenges. However, the data showed that the articulation between teaching and research is not achieved in the way university teachers desire it to be, due to, once again, the intensification of academic work and competition between different activities.

4. Dichotomies and expectations: conclusions to foment dialogue

The narratives make clear that despite the dichotomy between teaching and research, a balance is sought. However, the scales lean towards research since it is, on the one hand, the main motivation for many to pursue academic careers and on the other, the place where greater recognition and institutional value can be found. Thus, the relationship between teaching and research is shown to be complex and problematic. As a result, the pedagogical challenges may be greater, due to the teachers' lack of time and to the lack of institutional recognition.

The expectation most university teachers have to integrate teaching and research does not translate into practices and strategies, which often means that this articulation is not achieved. Hyde et al. (2013) talk about the impact of managerialism on the nature of teaching and research and list changes in the control of academic work, such as the loss of academic power.

On the one hand, the logic of academic performance can bring about several negative consequences for teaching, as well as for science itself. Negative consequences regarding teachers, the publication process and knowledge production can all be found. Teachers, on their part, can become increasingly stressed and exhausted professionals, damaging physical and mental health, facing issues relative to privacy and to increasingly blurred lines dividing personal and professional life.

Teachers' desired identities and their actual ones do not match. This distance between what is possible to achieve and what the teacher idealizes for his/her profession promotes a feeling of unfulfillment and of lack of self-worth (Lopes, 2001). To this, another dichotomy is added: what you should do and what you can do. The teacher's identity is, in fact, unbalanced between what teachers want to be and should do and what is possible to actually do, in this scenario of transformations.

The results of this study are on par with others regarding the intensification of academic work, the imbalance between professional and personal life, and chronic fatigue (cf. Boyd & Smith, 2014; Guzmán-Valenzuela & Barnett, 2013).

The current conditions of academic work can intensify the dichotomy between teaching and research, going against the expectation to articulate these activities in order to achieve a cohesive professional identity and higher quality work. However, despite these negative aspects, our study also highlights positive characteristics, such as work flexibility, the permanence and persistence of academic values and ideals, the commitment to the scientific area, academic freedom, and the autonomy of the profession (Ylijoki & Ursin, 2013).

McInnis (2012) argues that authority in the scientific field, personal autonomy and freedom are elements of academic identity, regardless of the subject and of the context in which the teacher is inserted. In addition, it is possible to see that the system allows some action, resistance, and self-regulation to take place.

Peseta and Loads (2017) highlight two paths for academic identities: the first is the disaggregation of academic work as a global problem, which leads to fragmentation and anxiety; the second path is the search for the articulation between teaching and research, in a cohesive and coherent whole. The first path has permeated teachers' narratives, as was also evidenced in this study. It is up to research projects, communities of practice and to all involved in academic activity to discuss possibilities for more articulate and solid work. We highlight, in this study, the need to build a space for sharing and debate among peers, in the academy, and how important it is for the university to research itself, to give merit

to positive practices and reconstruct what goes against its principles and values.

The current challenge involves combining research work with political courage, stressing that the measure of an intellectual project must be the curiosity of a critical and independent mind (Amit, 2000). Barnett (2018) argues that realism is not enough, deeming it necessary to be idealistic and imaginative to bring creative solutions to the university – using creativity to build democratic spaces for dialogue and joint work.

Researching modes of operation and experiences within the university can allow the creation of new times and spaces for the development of group spirit and of a feeling of belonging and to develop other aspects of the profession. Understanding the reality allows one to improve teachers' work conditions and, consequently, the university's vitality and quality. Although investigating these processes alone is not enough, knowing how some control mechanisms work and how one is positioned in relation to them allows one to develop resistance strategies.

Collective reflection can bring about questions and answers, challenges, and solutions to the profession. We highlight the need to create a path starting by the experiences of the actors themselves, by sharing different cases by working with peers, in order to move from denouncement to the announcement of new, more cohesive ways, for the university to work for, and be involved in, society.

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