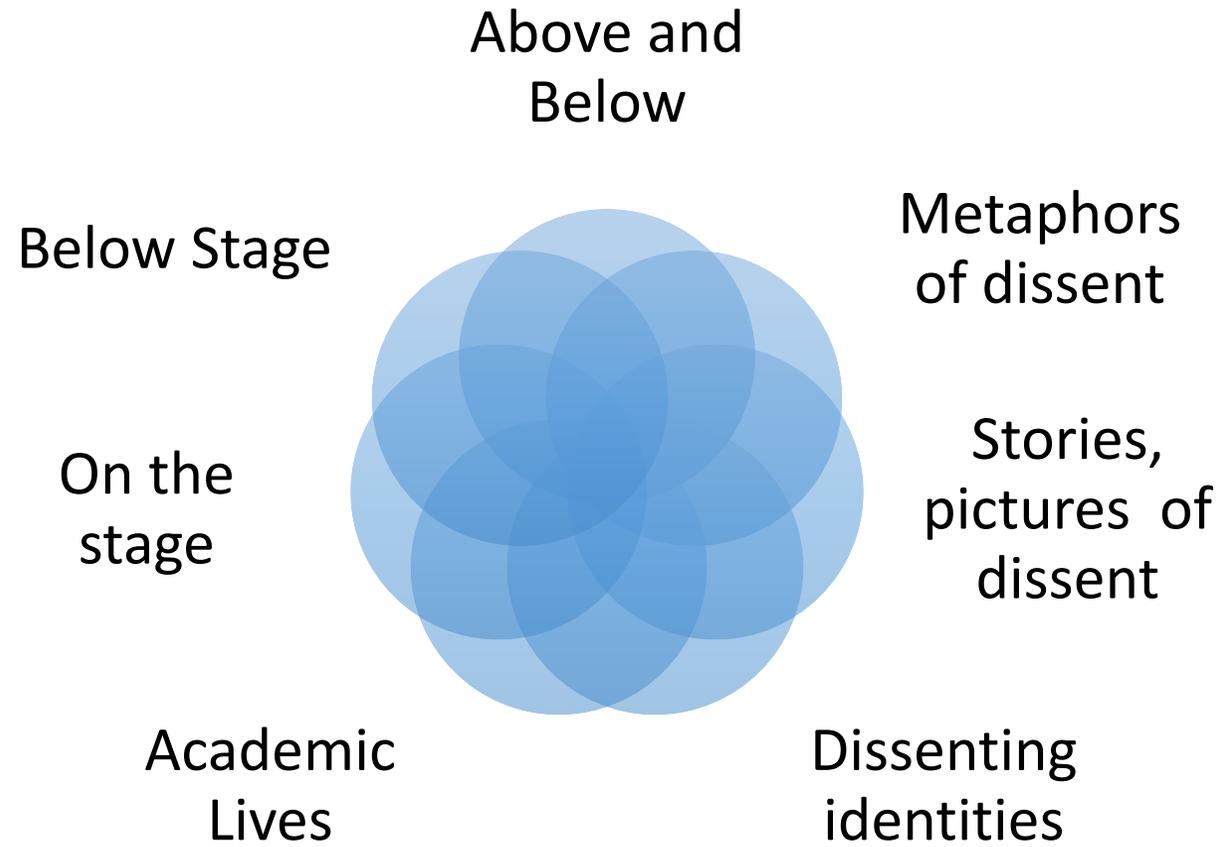


Academic Lives: Relationships and Dissent

Judi Morgan



Mess and bricolage

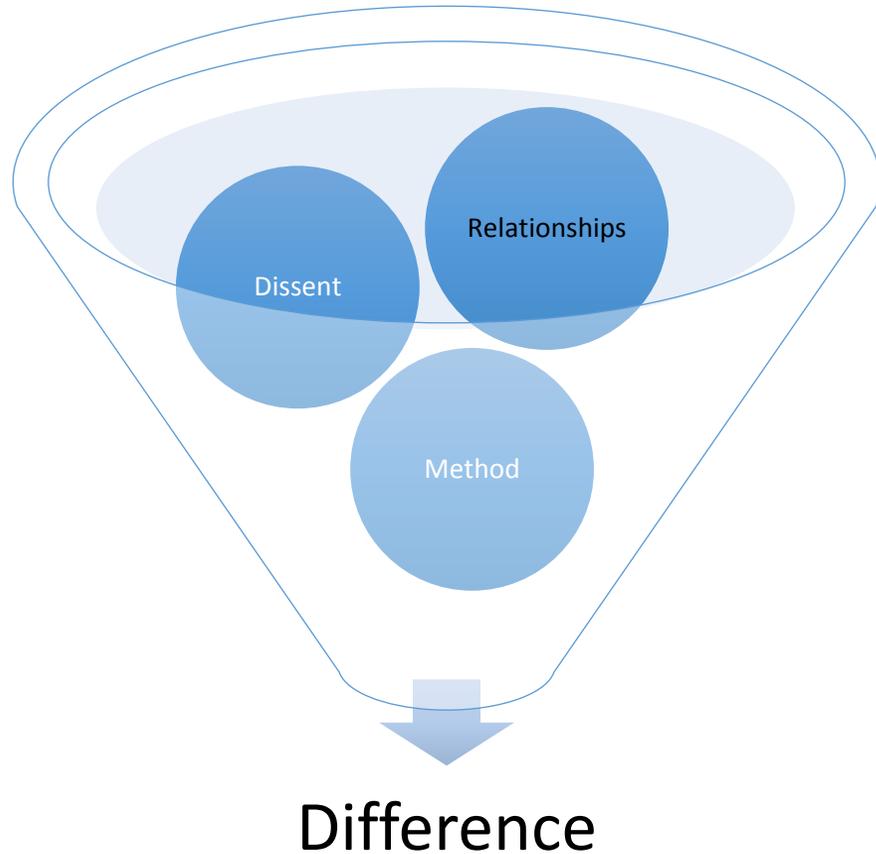


What are the questions being answered?

- What is the nature of the front stage in this university?
- How do academics depict their relationships with those they consider to be management?
- How do academics dissent and what purpose does it have?
- What, if anything, does a creative, arts-based method contribute to the understanding these matters



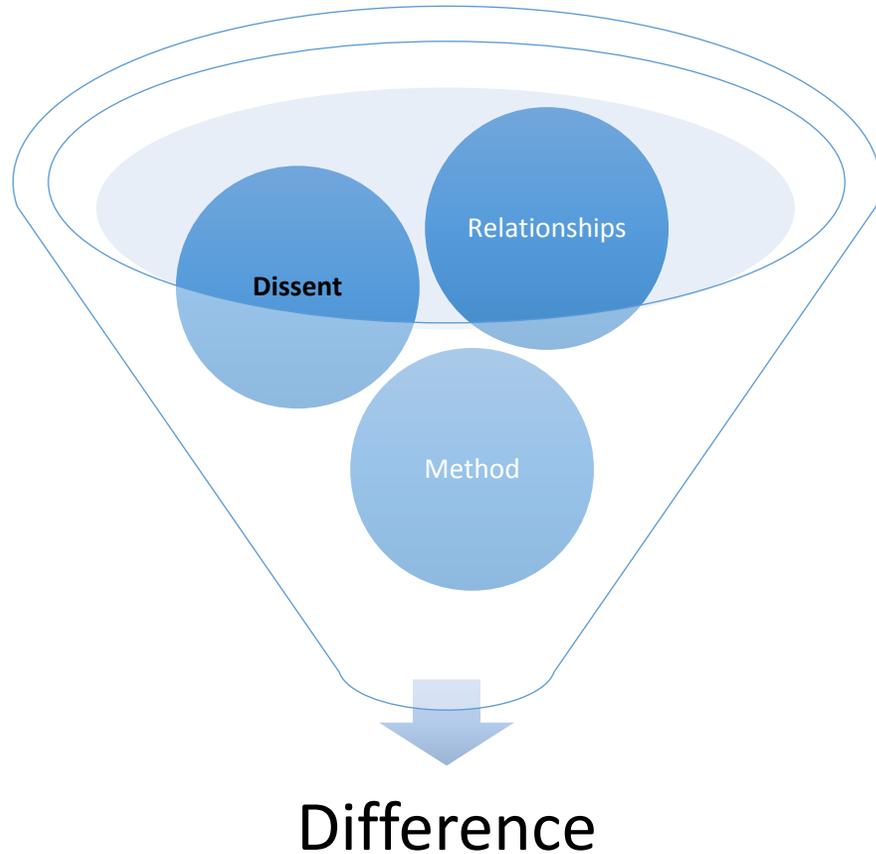
Animating features



Relationships

- universities have ‘succumbed to the pincer movements of commodification and managerialism’ Prichard and Thomas (2014)
- Parker(2014:283): ‘unencumbered by the notion of a university as a traditional place, a place of contested and contradictory commitments’.
- Unitary and disembodied

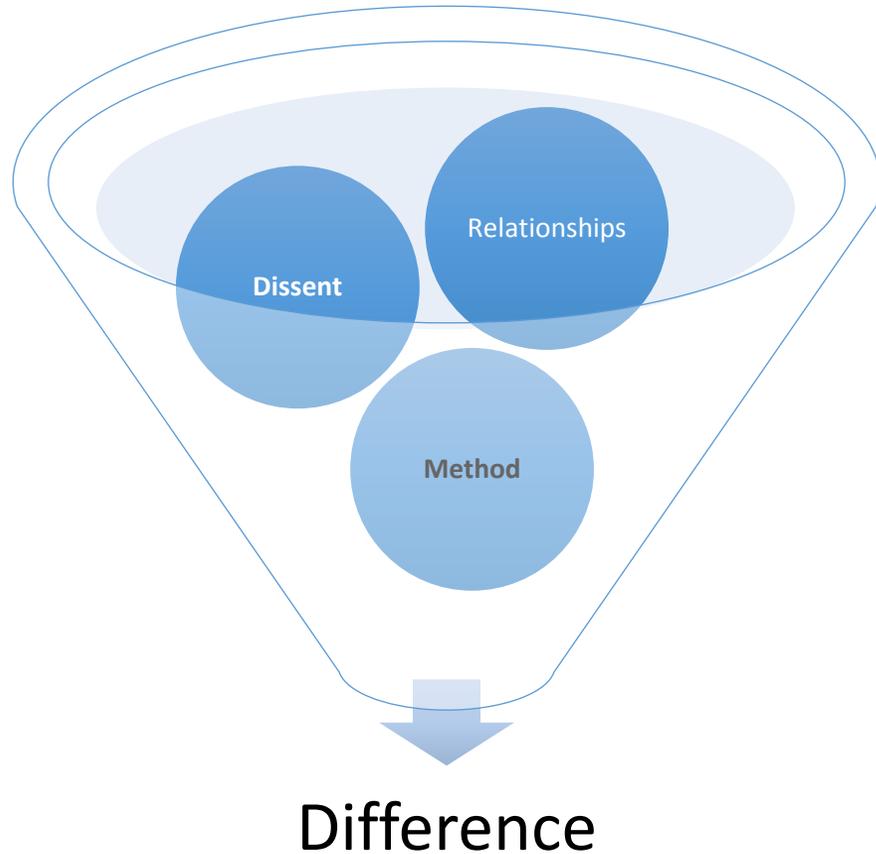




Dissent and Resistance

- 'To be opposed to something is still to be bound to it' (Reason & Rowan, 1981)
- level of hostility, defiance or opposition
- Dissent: being apart
 - anything you do at work that you are not supposed to' (anything you do at work that you are not supposed to' (Ackroyd and Thompson (1999:2)
 - disengagement from managerial regimes (Fleming and Sewell, 2002)
 - **War**: (Dohcherty, 2014)





- a ‘disciplined lack of clarity’ (Law (2004:2))
- ‘Re-embodiment their thinking through choosing, placing and displaying images’ Loads (2010:419)
- Creative methods as methods by which people express themselves in a non-traditional (non-verbal) way by making something. This external ‘thing’ bears the impression of our inner selves; the inner is made tangible by the expression of the object made. Gauntlett (2007:25)



What to call it? Is it any good?

- Judge the research by its illuminating effect
- Generativity
- Incisiveness
- Generalizability – does it have legs?

(Eisner, 1997)



The dominant never control the stage absolutely (Scott, 1990:4)

- 'crawl spaces' (Braverman 1974:151)
- The unmanaged organization ... a colonized terrain (Gabriel, 1995)
- The hidden transcript (Scott, 1990)
- Fish talking about the water (Scott, 1990)





Statements should describe what it feels like to work here. We all have a part in making it happen, at all levels of the organisation.

2 Leadership

There is strong, consistent and visible leadership throughout the University which generates commitment and exceptional results.

Individuals and teams are respected and valued and appreciation of success will be openly demonstrated.

Individuals and teams are encouraged to challenge existing ways of working.

Individuals know where they stand through effective processes, coaching and consistent feedback on performance.

4 Relationships

There is clear communication across the University and a commitment to openness.

Trust is demonstrated between colleagues and external partners are actively encouraged.

Mutual support is a vital part of the University's culture. Therefore individuals go out of their way to

Each individual member of the University has personal and collective responsibility for students.

Each individual's contribution to achieving the Mission and shared goals is understood and commensurate responsibilities are rewarded.

Each individual has a common understanding of the University's priorities.

There is full commitment by all members of the University to deliver teaching, research and knowledge transfer aligned to the needs of clients and stakeholders.

3 Teamwork

Teamwork by everyone is actively encouraged as a means of achieving exceptional results and enhancing personal satisfaction.

Individuals are committed to the success of their teams and their responsibility for achievement.

Teams are encouraged to work without boundaries in order to achieve University objectives.

5 Making Things Happen

Individuals and teams demonstrate a high level of attitude, standards are high and a corresponding level of results is shared by everybody.

Work-related stress damages both your mental and physical health; in extremes it can kill.

Don't wait until you are at breaking point.

Join UCU's anti-stress and bullying campaign.



Its always 'sit', 'stay', 'heel', never 'think', 'innovate', 'be yourself'



Visual, creative, participative method

Metaphor

- Metaphor as a 'conceptual structure but not just about cognitive processing, it embraces all aspects of experience, colour, shape, texture, sound (Lakoff and Johnson, 1980:235)

Creativity/Arts-based

- Expressiveness through making something, the external makes the internal visible or embodied
- Trowler(2012) – encouraging, evoking a response in the audience





Andie



Derek



Julie



Phillip



Analysis

- Self-analysis
- A named and suitable ‘brand’?
- Narrative – making sense of life through the noteworthy (Cousins, 2009:93)
- Thematic analysis
 - What counts as a theme?
 - in order to create a theme a piece of data needs to be removed from the context in which it was originally expressed (Haggis, 2004:2)
- Arts – Qualitative researchers do not gather and write, they compose, orchestrate and weave, (Leavey, 2009:10)



Threat, Mining, Burden, War, Survival



Andie
Protection



Derek
Mining



Julie
Darkness



Phillip
War







Derek: Slag heaps and Gems

'little diamonds and gems and we are sort of underground and have got this layer of middle management which is pressing down and then, above that, there is an even heavier layer ... pressing down on them'

Counter to the discourse

digital supremacy,

Diffusing tension and anger

Hernia, Chewbacca, the Brain

'a lot of people are annoyed, angry, maybe bewildered by the subterfuge and dissembling that management uses. It cannot be honest and admit something has gone wrong, we are sorry. It has to say that this was a great success.'







Phillip: The Final Outrage

I mean I guess if you're working in a university you assume it's going to be a fairly civilised place and people are going to be fairly civilised in their dealings

But I went to Iceland the beginning of May and I had such a wonderful time and it was the wrong time to go walking. A lot of snow was still there, which is good, but the melt had started so the rivers were absolutely kind of rolling through. And I got to this point where I couldn't get any further. I tried sort of walking up the side of this river and it just went into this kind of snow cave and a glacier and I wasn't going to even try that.

So I just found a sunny bank and I just sat down and sunbathed and it was absolutely fantastic. And I thought, you know, it literally was what the fuck am I doing, and I decided then that it wasn't that the bastards had won as I've lost all interest in this and that is it. And that evening I wrote my resignation.



You had to be there - reflections on method

- The relationship is broken, if it was ever made
- Imagination, therapeutic, evoking, releasing.
- Risk
- Practicalities



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