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Nota di contenuto	Reimagining the Academy: Conceptual, Theoretical, Philosophical, and Methodological Sparks -- Theme I. Holding Space for Story, Struggle and Possibility -- Black Warrior Women Scholars Speak -- My Journey of a Thousand Miles -- How Does a Woman Find Her Voice and Not Lose Her Soul in Academia? -- Theme II. Building Caring Communities and Enacting an Ethics of Care -- Mentoring Beyond the Finite Games: Creating Time and Space for Connection, Collaboration and Friendship -- A Collective Feminist Ethics of Care with Talanoa: Embodied Time in the ShiFting Spaces of Women's Academic Work -- Emotional Labour Pains: Rebirth of the Good Girl -- More than Tolerance: A Call to ShiFt the Ableist Academy Towards Equity -- Arts-Based Reflection for Care of Self and Others in the Academy: A Collaged Rhizomatic Journey -- Slow Pedagogies and Care-Full, Deep Learning in Preservice Teacher

Education -- Women Navigating the 'Academic Olympics': Achieving Activism Through Collaborative Autoethnography -- Envisioning Caring Communities in Initial Teacher Education -- Writing, Playing, Transforming: A Collaborative Inquiry into Neoliberalism's Effects on Academia, and the Scope for Changing the Game -- Theme III. ShiFting, Renewing and Reimagining the Academy -- The In/Finite Game of Life: Playing in the Academy in the Face of Life and Death -- Beyond Survival: The ShiFt to Aesthetic Writing -- The Gift of Wit(h) nessing Transitional Moments Through a Contemplative Arts Co-inquiry -- Remaking Academic Garments -- Canon, Legacy or Imprint: A Feminist Reframing of Intellectual Contribution -- Beyond Shame and Pride: The University as a Game of Love.

Sommario/riassunto

This book explores the capacities and desires of academic women to reimagine and transform academic cultures. Embracing and championing feminist scholarship, the research presented by the authors in this collection holds space for a different way of being in academia and shifts the conversation toward a future that is hopeful, kind and inclusive. Through exploring lived experiences, building caring communities and enacting an ethics of care, the authors are reimagining the academy's focus and purpose. The autoethnographic and arts-based research approaches employed throughout the book provide evocative conceptual content, which responds to the symbolic nature of transformation in the academy. This innovative volume will be of interest and value to feminist scholars, as well as those interested in disrupting and rejecting patriarchal academic structures.