

**Pastoral Care in Education An International Journal of Personal,  
Social and Emotional Development**

**Call for Papers for Special Edition to be published in 2017**

**Title: Questions of 'pastoral care and compassion': The Academy's  
experiences, practices and responsibilities in changing times.**

This special edition of Pastoral Care will address a complex, political and in current times much debated field within the HE sector - the subject of 'care'. Matters of 'care', 'compassion' and questions of place, roles and responsibilities in relation to the affective domain of students and faculty will be unpacked, explored and critiqued. The editors of this special edition perceive the contemporary 'university' as one where profound and incessant change exists, driven by neo-liberal values and an endemic culture of improving performativity. Linked to this, the affective domain of learning and working seem to have less consideration in a world of checks and balances, simplistic quantified performativity indicators and an increasing array of pressures coming from faceless 'legitimate' sources (Morley, 2001; Lynch, 2008; Leathwood and Hey, 2009). The impact of such a phenomenon, it may be argued, are higher numbers of students and academics seeking support for their 'emotional self' who, it seems, is lost or abandoned in this technicist cold space (Beard, Clegg, and Smith 2007; Lynch 2010).

Lynch (2010) argues the issue is one of 'carelessness'; connected practices of performativity and neo-liberal 'masculine' cultures producing a Higher Education world in which carelessness has become morally acceptable. It may be that the personal has become de-politicised or silenced in reaction to an increasingly technicist managerial HE world, driven primarily by the ideology of neo-liberalism and performativity indicators as opposed to a socially just discourse for transformational learning and development. Connected to this, questions regarding the 'emotionally vulnerable' and the "'therapisation' of social justice" (Ecclestone and Brunila, 2015) also need consideration. A related question to be addressed might be; where is the 'human' in Higher Education today? Are we entering a 'post-human' era in the University and/or what does that mean in terms of its impact upon the 'affective self'? This special issue of Pastoral Care in Education is a response to the above. In particular the international editors (UK and New Zealand) seek papers which engage

with questions of 'care and compassion' and the complexities of higher education, questions of 'social justice', student and academic agency and partnership. We seek work which highlights where and how the academy may evolve in terms of critical thinking, questions of responsibilities and effective practice. With that comes the need for questions of cultural engagement and philosophical reflection as to the purpose and impact of the academy on all stakeholders – learner, academic community and society. Studies - both empirical and theoretical- are welcome, in particular work that engages with how universities can best respond to and plan for an ever evolving campus and linked to this, issues regarding student drop out, academic progression and reflections on the ethics of 'university care'.

We hope to air different cultural perspectives and international voices which will contribute to 'pastoral care' developments and practices in higher education at an international level.

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**Please mark papers 'special edition' when submitting your work.**