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**Abstract**

This chapter is an ethnographic attempt to interrogate the changing nature of the relationship between everyday academic life, knowledge production practices, and expansive use of information and communication technologies in higher education in Turkey. Drawing on fieldwork conducted in Ankara, the capital of Turkey, I argue that performance-based evaluation systems influence academics' understanding of scientific knowledge and publication, generating new coping strategies in the neoliberal academia. Most academics feel neither safe nor empowered in neoliberal universities that manage them according to points, performance indicators, competition, academic titles, and time pressure. While the academics' responses to such transformations vary between resistance and acceptance due to their different profiles and personal skills, for many, the neoliberal restructuring of university creates despair. The present chapter is part of an ongoing doctoral research project exploring the experiences of social scientists regarding the use of information and communication technologies. The project is supported by the Scientific Research Projects Coordination Unit,

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