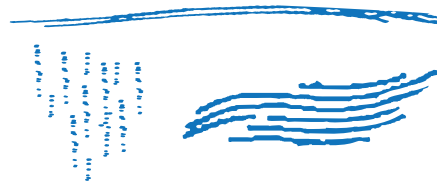


International Academic Identities Conference

The  
6th

HIROSHIMA



2018

Japan

# The Peaceful University:

aspirations for academic futures  
- compassion, generosity, imagination, and creation

Wed. 19- Fri. 21 September 2018

Research Institute for Higher Education, Hiroshima University

## Welcome

On behalf of the IAIC2018 Steering Committee, I welcome you all to the 6th International Academic Identities Conference in Hiroshima. It is the first time that IAIC has been held in the Asian region and we are all excited to see how the conference space may evolve over the next three days under the influence of our local context.

Building on the exploration of the effects of measurement in the university at the 2016 conference in Sydney, the theme of the 2018 conference is inspired by the image of one thousand origami cranes. These cranes symbolise persistent aspirations for peace in Hiroshima, a gentle expression of warm wishes for a better future. IAIC2018 begins with this idea, opening a space to consider our hopes for the future, for compassion and generosity for/toward the university, or the society through the university. Peace is a concept that invites us to imagine, restore, create, construct and interact. It is not only the absence of violence, but something more sustainable and empathetic (Galtung 1996). Peace building can take place at different levels and often starts to bear fruit only after years of everyday care, which must continue even after we begin to see the fruits of our labours.

This conference starts with an invitation: how can we envision a 'peaceful' future for higher education and academic identities? What are we aspiring to as inhabitants of the university and how are we going about it? Given the complexities that now characterize the university, and the resulting structural changes causing cultural and political conflict for the role and agency of those engaged in higher education, the well-being of both academic and non-academic staff has never been more urgent. Yet, the traditional domains of academic work, values, identity and culture, once was seen as the heartland of the university, seem to have been destroyed by the sheer diversity of academic appointments. What do we now share as academics? Where might our lived experiences be leading the university to? How is our relationship with students and the society changing, and how would

those changes affect the role of the university? The university as an institution cannot exist without the people who constitute it, and therefore we need to think about who we are, who we want to be, and what kind of university we want to envision.

We have delegates from over ten countries and there will be international discussions influenced by diverse higher education systems and academic cultures. Our three exciting keynote speakers from Japan, Singapore and the UK are sure to provide a focus for our discussions during the conference. We aim to support you all to enjoy the local context and the academic and social program of the conference.

I hope you spend these three days indulging your academic passion for thinking about the university and its inhabitants, and that your experiences at the conference will be a source of inspiration for your next academic activity.



Associate Professor Machi Sato  
IAIC2018 Conference Convener

## Conference Steering Committee

Conference Convener:

A/Prof Machi Sato, Hiroshima University

Steering Committee:

Dr Tai Peseta, Western Sydney University

A/Prof Barbara Grant, The University of Auckland

Dr James Burford, La Trobe University

Dr Jan Smith, Independent researcher in the UK

Prof. Kiiko Katsuno, Seikei University

Dr Shinji Tateishi, National Institute for Educational Policy Research of Japan

Dr Yangson Kim, Hiroshima University

Local Staff:

Ms Tomoe Nomura

Ms Chie Suzumitsu

Ms Qijjing Pan

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Colleagues from the Research Institute for Higher Education at Hiroshima University for assistance

Sponsors:

  
**Research Institute for Higher Education,  
Hiroshima University**



# General Information

## Practicalities

### Registration desk

The Registration desk is located on the Level 1 K108, Graduate School of Education, Higashi-hiroshima Campus. The desk will open at 11:00am on the first day, 8:30am on the second day, 9:00am on the last day. Collect your name badge, program, RIHE pamphlet, and travel guides in your conference bag at the desk.

### Wi-Fi

Please refer to the page 74 “Internet Access Guide” on the program. You can access to internet with your eduroam ID and eduroam Password. If you do not have eduroam account, ask the Registration desk for a guest account.

### Venue and rooms

The rooms used for the keynotes and all the presentations are also located on Level 1 of the Building K, Graduate School of Education. The keynotes will be held in the room K102, and the presentation will be held in the rooms K109, K113, K114 and K115.

The nearest smoking room is located between K113 and K112 on the Level 1. Smoking is not allowed in places other than smoking area.

### Catering

Lunch and morning/afternoon teas will be served in the room K108. If you have requested special meals, look for the table with the sign “Special request.” You can

purchase refreshment at the “North Welfare Center No.2” located right across from the room K102. Vending machine in front of the room K102 and next to the Welfare Center is also available for drinks.

### Luggage storage

We have organized a room for luggage storage throughout the duration of the conference. Please check with staff at the Registration desk for information.

### Toilets

There are three toilets around the conference venue. Please check the map next page.

### Taxis

If you are catching a taxi to the conference venue, ask the driver to drop you in front of the bus stop “Hirodai-Chuoguchi”. The conference venue is a short walk from there.

If you want to call for a taxi, try the following companies:

Saijyo Taxi: 0120-21-2526  
Daigaku Taxi: 082-425-5000  
Higashihiroshima Taxi:  
0120-33-1260

If you plan to catch public transport to the University or Hiroshima city, please check the information at the conference website.

## Social

### Welcome reception

Please join us for an informal evening of drinks and finger food at the Mermaid cafe located in front of the Central Library from 18:00-19:30 on Wednesday 19 September.

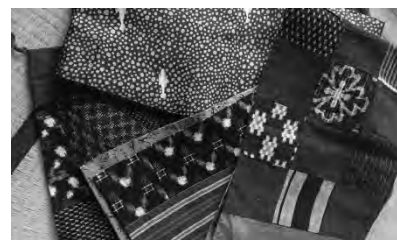
### Conference dinner

The Conference dinner will be held from 18:15 on Thursday 20 September at the HAKUWA Hotel located in front of the University.

### Marché

There is a small marché with several local vendors at the conference venue on 19 & 20 September. Please drop by and enjoy learning about their activities.

The vendor shops include: Crocheted goods, Karinto (Fried dough cookies), Teas and variety goods imported from India, Specialty coffee, etc.

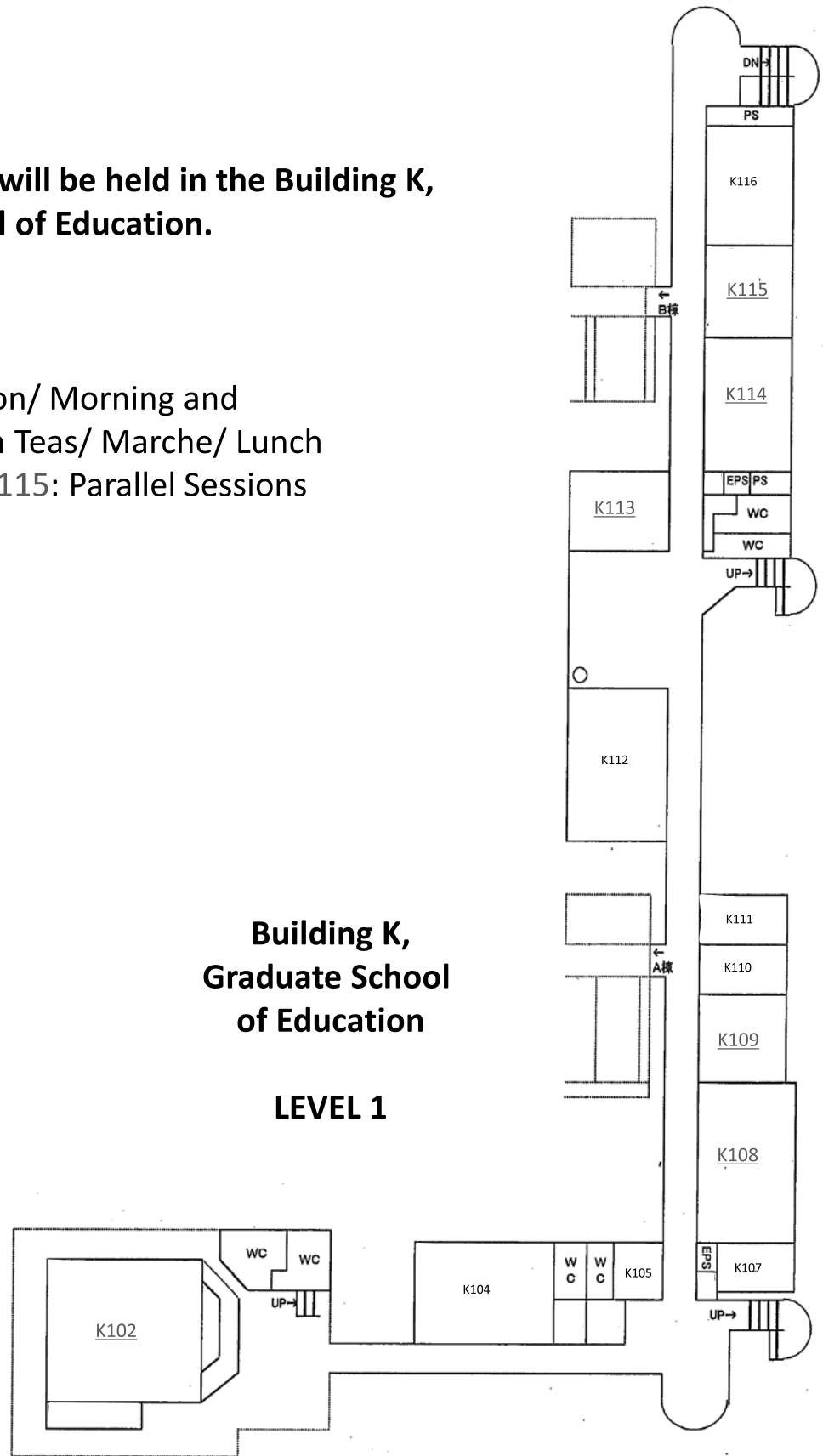


**The conference will be held in the Building K,  
Graduate School of Education.**

K102: Keynotes

K108: Registration/ Morning and  
Afternoon Teas/ Marche/ Lunch

K109, 113, 114, 115: Parallel Sessions



## Day 1 - Wednesday 19th September

11:00-12:30	Registration, Welcome Lunch & Marché - School of Education, K108			
12:30-13:00	<b>Conference Opening</b> Vice President (Research), Professor Yohsuke Yamamoto Specially Appointed Professor Shinichi Kobayashi, Research Institute for Higher Education, Hiroshima University School of Education, K102			
13:00-14:00	<b>Keynote address</b> <i>Issues with Identities of Japanese Academic Professions - Who are they?</i> <b>Professor Emeritus Takashi Hata</b> , Research Institute for Higher Education, Hiroshima University & Tohoku University Chair, Dr Yangson Kim School of Education, K102			
14:00-14:15	Afternoon tea & Marché			
14:15-15:45 <b>Session 1A</b>	<b>K109</b> <i>Navigating Academic Pathways: Exploring Narratives of Career Aspiration and Realisation</i>  Martha Caddell & Kimberly Wilder Edinburgh Napier University	<b>K113</b> <i>Doctoral supervision for career competition. Negotiating Social Capital in Research education</i>  Petra Angervall, University of Borås and University of Gothenburg & Jan Gustafsson, University of Gothenburg	<b>K115</b> <b>Symposium: 90 mins.</b>  <i>Intercultural interfaces in academic practices: exploring social engagement and empowerment through international volunteer projects</i>  Aisling O'Boyle, Queen's University Belfast; Kaori Tsukazaki, National Institute of Technology, Kagoshima College & Asako SAI, National Institute of Technology, Hachinohe College	<b>K114</b> <b>Invited Symposium: 90 mins.</b>  <i>A decade of dialogue: early deliberations from a cultural history of the Academic Identities conference</i>  Tai Peseta, Western Sydney University; Agnes Bosanquet, Macquarie University; James Burford, Thammasat University, and La Trobe University; Jeanette Fyffe, La Trobe University; Catherine Manathunga, University of Sunshine Coast; Fiona Salisbury, University of Sydney; Machi Sato, Hiroshima University & Jan Smith, Independent researcher
	<i>Inspiring colleagues to start again: Learning from failure in academia</i>  Vijay Kumar & Julie Timmermans University of Otago	<i>How Do Master's Students Perceive Academic Identity and Academic Career Path?</i>  Jisun Jung The University of Hong Kong		
	<i>Female university lecturers' perception of their academic practice in Saudi Arabia</i>  Elke Stracke, University of Canberra; Karin Oerlemans, Kairos Consultancy and Training & Carlos Montana-Hoyos, Dubai Institute of Design and Innovation	<i>Not at peace: what doctoral students' key experiences tell us about being, becoming and unbecoming</i>  Liezel Frick, Stellenbosch University; Kirsi Pyhältö, University of Helsinki & Phillip De Jager, University of Cape Town		
15:45-16:15	Break			
16:15-17:45 <b>Session 1B</b>	<b>K109</b> <i>Being an academic: Junior female academics in Korea in the current neoliberal context of higher education</i>  Yangson Kim, Hiroshima University & SeungJung Kim, Seoul National University	<b>K113</b> <i>Learning Experience and Perceived Competencies of Doctoral Students in Hong Kong</i>  Jisun Jung The University of Hong Kong	<b>K115</b> <i>Reviewing the field: Mapping theorisations of academic identity</i>  Mark Barrow, Barbara Grant & Linlin Xu University of Auckland	<b>K114</b> <i>Research education and care: the care-full PhD</i>  Robyn Barnacle RMIT University
	<i>Illuminating academic subjectivities and practices using a critical discursive psychology approach</i>  Juliana Ryan, RMIT University; Sophie Goldingay, Susie Macfarlane, Danielle Hitch & Greer Lamaro Haintz, Deakin University	<i>Becoming academics: producing an online academic persona as a postgraduate student</i>  Cally Guerin & Kim Barbour The University of Adelaide	<i>Academic identities, artistic selves and writing</i>  Cecile Badenhorst, Heather McLeod & Haley Toll Memorial University	<i>Overdoing it? Academic hunger games: burnout, personal and professional tensions and academic identities in the neoliberal university</i>  Gina Wisker University of Brighton
	<i>How to make an academic: a practical guide</i>  Bridget Hanna Edinburgh Napier University	<i>Pressed for time: Doctoral candidates and early career academics' experiences of temporal anxiety</i>  Agnes Bosanquet, Macquarie University; Lilia Mantai, University of Sydney & Vanessa Fredericks, University of New South Wales	<i>Development of academic identity through a Faculty Learning Community in a Post-1992 University in Scotland</i>  Gráinne Barkess & Anne Tierney Edinburgh Napier University	<i>Exploring the factors of Pursuing Master's Degree in South Korea</i>  Soo Jeung Lee, Sejong University & Jisun Jung, The University of Hong Kong
18:00-19:30	Welcome Reception			

## Day 2 - Thursday 20th September

8:30-9:00				
Registration desk				
9:00-10:30 <b>Session 2A</b>	<b>K109</b> <i>Student-Staff Partnerships: responding compassionately to 'big data'</i>  Sarah Parkes, Helen Bardy & Adam Benkwitz Newman University Birmingham	<b>K113</b> <i>Intercultural thesis supervision in Thai higher education: The experiences of Thai students</i>  Puntaree Tantasuwana Thammasat University	<b>K115</b> <i>Pushing Academic Identity Development Further: imagination, creativity and ensoulment</i>  Susan Carter University of Auckland	<b>K114</b> <b>Performance: 30 mins.</b>  <i>(Un)becoming academics: stripping down and laying bare, to story spaces of hope</i>  Ali Black & Gail Crimmins, University of the Sunshine Coast; Linda Henderson, Monash University & Janice Jones, University of Southern Queensland (Catherine Manathunga to present)
	<i>Building powerful partnerships: considerations for the transformative potential of partnership work between staff and students</i>  Jennifer Fraser University of Westminster	<i>Language and culture matter: intercultural team supervision of doctoral students in Australia</i>  Margaret Robertson & Minh Nguyen La Trobe University	<i>Learning from the outsider-within in the Japanese academy</i>  Momoyo Mitsuno Oita College of Arts and Culture	<i>Bridges over troubled water: understanding the identity development of medical educators</i>  Jo Horsburgh Imperial College London
	<i>Unionising Hope: Collective Subjectivities of Resistance in Higher Education</i>  Heather McKnight University of Sussex	<i>Art meets science: Academic being and becoming across disciplines</i>  Kay Hammond & Amabel Hunting Auckland University of Technology	<i>Using Multiple Methods to Examine Academic Identity</i>  Kelsey Inouye & Lynn McAlpine University of Oxford	<i>Co-operation and sharing: Teaching-focused academic identity in UK Life Sciences departments in a research-dominated culture</i>  Anne Margaret Tierney Edinburgh Napier University
10:30-11:00				
Morning tea & Marché				
11:00-12:30 <b>Session 2B</b>	<b>K109</b> <i>Engaging place: Academic identity work in a (southern) settler colonial university</i>  Avril Bell University of Auckland	<b>K113</b> <b>Round Table: 60 mins.</b>  <i>English-Medium Instruction and Professional Identity of Faculty Memebers</i>  Yukako Yonezawa Tohoku University	<b>K115</b> <i>Academic work and embodied practice</i>  Jennifer Leigh University of Kent	<b>K114</b> <b>Invited Symposium: 90 mins.</b>  <i>Academic identity in doctoral thesis acknowledgements: Formations in place, space and time</i>  Barbara Grant & Frances Kelly, University of Auckland; Catherine Manathunga, University of the Sunshine Coast; Cally Guerin, University of Adelaide & Machi Sato, Hiroshima University
	<i>The academic identity of international junior faculty at Japanese universities: the importance of regional origin and tenure status</i>  Yangson Kim & Thomas Brotherhood, Hiroshima University; Christopher Hammond, Rikkyo University		<b>K115</b> <i>Academic identity and performativity: confessions of an insecure academic and the adventures of a highly cited paper</i>  Alistair McCulloch University of South Australia	
	<i>International Colleges and the Cultivation of Social Capital in a Divided Thailand</i>  Matthew Ferguson, Mahidol University International College	<i>Identity and body work in academia - the present and the future</i>  Nicole Brown University College London Institute of Education	<b>K115</b> <i>You do not know my story': analysing tales of transitions into higher education teaching told from an academic development perspective</i>  Catriona Cunningham & Mary McCulloch University of Stirling	
12:30-13:30				
Lunch & Marché				

13:30-14:30	<b>Keynote address</b> <i>Asian Universities' Pursuit of World-Class Status and the Social Cost of Ignoring Difference and Diversity Among Academics</i> <b>Dr Swee Lin HO</b> , National University of Singapore Chair, Dr James Burford, La Trobe University School of Education, K102			
14:30-15:00	<b>Afternoon tea &amp; Marché</b>			
15:00-16:00 <b>Session 2C</b>	<b>K109</b> <b>Round Table: 60 mins.</b> <i>Negotiating multiple forms of stigma in the Australian academy: A charismatic call to action</i> Melinda J Lewis, Charles Sturt University & Rosanne Quinnell, The University of Sydney	<b>K113</b> <b>Round Table: 60 mins.</b> <i>Doctoral supervision: identities, influence and 'becoming'</i> Grainne Barkess Edinburgh Napier University	<b>K115</b> <b>Invited Presentation: 60 mins.</b> <i>Research into Academic Profession at the RIHE</i> Futao Huang, Tsukawa Daizen & Yangson Kim Hiroshima University	<b>K114</b> <b>Performance: 60 mins.</b> <i>The Art of Generous Scholarship and the Japanese Tea Ceremony</i> Sally Knowles, Edith Cowan University & Barbara Grant, The University of Auckland
	<b>16:00-16:15 Break</b>			
16:15-17:45 <b>Session 2D</b>	<b>K109</b> <i>"I mean, I'm still going to talk to academics..." :Who will educational developers be in a technology-driven future?</i> Claire Aitchison, Rowena Harper & Negin Mirriahi, University of South Australia; Cally Guerin, University of Adelaide	<b>K113</b> <i>Being a teacher in the academy: Mentoring doctoral candidates in allied health to be disciplinary stewards</i> Tracy Fortune, Jeanette Fyffe, Sarah Barradell & Chris Bruce, La Trobe University	<b>K115</b> <b>Round Table: 60 mins.</b> <i>Generosity and Kindness in the academy: What keeps us in academia?</i> Martha Caddell & Anne Tierney Edinburgh Napier University	<b>K114</b> <b>Invited Symposium: 90 mins.</b> <i>What do we share as academics? Constructing 'academicness' as a new concept to capture shared values, identity and culture among diverse academic professions</i> Machi Sato, Hiroshima University, Shinji Tateishi, National Institute for Educational Policy Research, Masaaki Sugihara, University of the Sacred Heart & Kazuaki Maruyama, Nagoya University
	<b>K109</b> <i>Fashioning the Academic</i> Emma Davenport London Metropolitan University	<b>K113</b> <i>Identity and Continuing Professional Development for Teaching and Learning in Further and Higher Education A case study in Wales and Scotland</i> Charles Buckley, Liverpool University & Gary Husband, Stirling University	<b>K115</b> <b>Performance: 30 mins</b> <i>Exploring embodied academic identity through creative research methods</i> Jennifer Leigh & Catriona Anne Blackburn University of Kent	
	<b>K109</b> <i>The lecturer's new clothes: an academic life, in textiles</i> Frances Kelly University of Auckland	<b>K113</b> <i>Mainstreaming Research and the Changing of Academic Career in Indonesian Higher Education</i> Abdul Hamid Sultan Ageng Tirtayasa University	<b>K115</b> <b>Performance: 30 mins</b> <i>Exploring embodied academic identity through creative research methods</i> Jennifer Leigh & Catriona Anne Blackburn University of Kent	
18:15-20:30	<b>Conference Dinner at Hakuwa Hotel</b>			



## Day 3 - Friday 21st September

9:00-9:30				
Registration desk				
	K109	K113	K115	K114
9:30-11:00 <b>Session 3A</b>	<p><i>Blurring the boundaries: academic staff as doctoral candidates</i></p> <p>Jan Smith, Independent Researcher; Virginia King &amp; Lynn Clouder, Coventry University; Jennie Billot, Auckland University of Technology</p>	<p><i>On Holistic Admissions</i></p> <p>Julie Posselt, University of Southern California &amp; Casey Miller, Rochester Institute of Technology</p>	<p><b>Symposium: 90 mins.</b></p> <p><i>Internationalisation and academic mobility in Thai higher education"</i></p> <p>James Burford, Thammasat University ,and La Trobe University; Harald Kraus, Mary Eppolite &amp; Thornchannok Uerpairojkit, Thammasat University</p>	<p><b>Invited Symposium: 90 mins.</b></p> <p><i>Stewardship as the heart of the future doctorate exercising in becoming academic for the university, and beyond</i></p> <p>Simon Barrie &amp; Tai Peseta, Western Sydney University; Jeanette Fyffe, La Trobe University</p>
	<p><i>Scholarship as collaboration: Towards a rhetoric of generosity</i></p> <p>Anthony Paré University of British Columbia</p>	<p><i>On being reviewed: From ghosts that haunt in isolation toward connection and unexpected agency</i></p> <p>Cecile Badenhorst, Sarah Pickett, Christine Arnold, Leah Lewis, Jan Buley, Jennifer Godfrey, Karen Goodnough, Kimberly Maich, Heather McLeod, Sharon Penney, Gabrielle Young &amp; Dorothy Vaandering Memorial University</p>		
	<p><i>Collegiality as resonance with 'worlds for' academics - beyond tradition vs managerialism</i></p> <p>Giedre Kligyte The University of Sydney &amp; University of Technology Sydney</p>	<p><i>The solace of slow academia (or breathing room)</i></p> <p>Agnes Bosanquet Macquarie University</p>		
11:00-11:30				
Morning tea				
11:30-13:00 <b>Session 3B</b>	<p><i>Engaging academic librarians in the idea of the university: identity, collaboration and ruminations on the 'third space'</i></p> <p>Fiona Salisbury, University of Sydney &amp; Tai Peseta, Western Sydney University</p>	<p><i>Conditions for Doctoral Creativity: Envisioning Paths for Future Academics and Universities</i></p> <p>Liezel Frick, Stellenbosch University &amp; Eva Brodin, Lund University</p>	<p><b>Round Table: 60 mins.</b></p> <p><i>Academics ageing (dis)gracefully: pleasures and pains</i></p> <p>Claire Aitchison, University of South Australia; Cally Guerin, University of Adelaide; Anthony Paré, University of British Columbia &amp; Helen Benzie, University of South Australia</p>	<p><b>Symposium: 90 mins.</b></p> <p><i>Transforming identity through authentic collaboration</i></p> <p>Caroline Clewley, Monika Pazio &amp; Martyn Kingsbury Imperial College London</p>
	<p><i>How can reviving the 'idea of the university' through a reading group bring forth a future university we want to inhabit?</i></p> <p>Jeanette Fyffe, Fiona Salisbury, Matt Brett &amp; John Hannon, La Trobe University; Tai Peseta, Western Sydney University; Giedre Kligyte, The University of Sydney &amp; University of Technology Sydney</p>	<p><i>Doctoral students' experiences of publishing and identity formation</i></p> <p>Linlin Xu &amp; Barbara Grant University of Auckland</p>		
	<p><i>New lecturers' journeys and the formation of the academic in higher education: a new model for academic identity</i></p> <p>Rebecca Hodgson Sheffield Hallam University</p>	<p><i>How PhD advisors and students cope with the creativity-governance nexus</i></p> <p>Marc Torka WZB Berlin Social Science Center &amp; University of Sydney</p>		
13:00-14:00				
Lunch				
14:00-15:00	<p><b>Keynote address</b></p> <p><i>Restoring the freedom of students to learn in the peaceful university</i></p> <p><b>Professor Bruce Macfarlane</b>, University of Bristol, UK Chair Dr Tai Peseta, Western University of Sydney School of Education, K102</p>			
15:00-15:30				
Thanks and close - School of Education, K102				

# Keynotes

Wednesday 19 September

13:00-14:00



## ***Issues with Identities of Japanese Academic Professions - Who are they?***

Professor Emeritus Takashi Hata, Hiroshima University & Tohoku University

The concept of identity has multiple conceptualizations depending on the discipline within which the concept is used. Broadly speaking, it refers to social categories and to the sources of an individual's subjective sense of personal sameness and continuity. In the former sense, the concept is nearly synonymous with a social category. In this context, it is assumed that people in the same social category form a distinct group, have rules deciding membership, dignity, character and boundaries of polity. These social categories include primary groups such as gender, ethnicity, family and community, and secondary groups such as

profession, religion, and company. In the second sense, identity is used to refer to a unique self with personal characteristics or attributes that continue through the life course, which draws upon the work of Erikson.

In the modern society where we no longer have a given social status, we form identity by interacting with others. We often belong to multiple social groups and thus form multiple identities: social, role and personal. We learn how we are expected to behave through interaction with others and negotiate our own beliefs and values to form an integrated identity and become part of the social structure. The nation-state offers the political identification that has a strong impact on the shape of social categories, and therefore exerts an influence on identity formation for individuals and social groups. The academic profession is no exception.

It is understood that academics are expected to have institutional identity as well as disciplinary or academic identity. In the former, higher education institutions are under strong constraint by government policies and, therefore, the role that the academic profession is expected to play is also under the influence of local contexts. On the other hand, the academy and disciplinary communities are seen as beyond constraints of the nation-state. Referring to Merton's "cosmopolitan" and "local" that were used to describe different

types of community leaders, academics are referred to as having both a "local" and "cosmopolitan" orientation.

However, this picture of the academic profession is now under scrutiny. The impact of globalization shakes national identity itself by propagating a market-based sense of values that threatens the diversity of values among existing ethnic groups and communities in the nation-state. This wave of change is now reaching the shore of universities, a system that was established in the 19th century along with the establishment of the modern nation-state. The question is, will the university, which once played a role to sustain and contribute to the development of the nation-state, continue to function within the framework of community and the nation-state? Or should it redefine its function towards the fierce global competition symbolized by global university rankings?

The university is at a crossroads, and so too is the academic profession. However, surprisingly among academic professionals in Japan few voices raise this concern. Under the pressure of globalization, in the past twenty years, the Japanese government has pushed neoliberal policies. The autonomy of the academic profession is now replaced by quantitative assessment measurements and centralized governance under the name of accountability. The academic profession once was the

heartland of higher education but is now treated as a community of research laborers tasked with producing research papers. The professional identity of academic professions is at risk, but no one picks up this issue, including academic societies.

Why is it that no one asks what the academic profession is and how it should be in the studies of the academic profession in Japan? I argue that the reason for the lack of this kind of question goes back to the 19th century when the Japanese society experienced modernization and introduced the modern university. In this keynote, I will discuss the characteristics of the Japanese academic profession and its lack of a professional identity by reviewing the historical development of Japanese universities.

**Thursday 20 September**

**13:30-14:30**



***Asian Universities' Pursuit of World-Class Status and the Social Cost of Ignoring Difference and Diversity among Academics***

Dr Swee Lin Ho, National University of Singapore

According to Anthony Welch (2013), the "global world of higher education is shifting; the axis is tilting towards the East." Philip Altbach (2004) adds, in the East

"Everyone wants a world-class university. No country feels it can do without one." Meanwhile, Kathryn Mohrman (2008) warns that "While the goal of world-class status is clear, the definition of world-class status is not."

Still, many universities in Asia have singularly pursued this through higher global rankings based on narrow criteria such as research publications, citation counts, and patent registrations. These bean-counting exercises are widely presented as necessary measures of excellence, which also serve to meet the neoliberal reform agendas of nation states.

By no means are these indicators of world-class status. But the desire to follow the lead of prestigious European and North American universities remains strong. And meritocracy is employed as a blanket measure to push academic workers to focus on remuneration, performance appraisal and promotion, while their diverse needs are ignored. By not addressing existing inequalities and unjust practices, Asian institutions are exacerbating them, by allowing competitiveness to accentuate divisions among faculty members, and in turn making the academic workplace less conducive for teaching and learning.

The academic workplace is no different from any other. Terms of employment, salaries and promotion opportunities vary significantly among academics. Meritocracy is influenced by gender, age, ethnicity, gender, nationality, religion, institutional elitism, discipline, and intra-disciplinary variations.

In particular, disparities based on gender have drawn considerable debates. The work performance of academics who are female is often evaluated by gender alongside their professional responsibilities.

Opportunities for recruitment, bonuses and promotions are unfairly biased against women. Female faculty are often assigned administrative duties and service work of lower status than their male counterparts, assuming tasks such as mentoring, pastoral care, and counselling that are deemed "more fitting" for women, as opposed to more "masculine" tasks such as recruitment, curriculum development, and managing graduate programmes.

Variable treatment is also evident among female academics. While statutory maternity leave may be available to all, an extension of the employment contract may be granted to those on tenure track, but not to those on shorter employment contracts. In some places, a new mother who is not a citizen or permanent resident is entitled to less maternity leave. Regardless of individual circumstance, female academics are expected to resume teaching, research and service duties immediately upon their return, often with little consideration of their change of circumstances.

Meanwhile, male academics too experience difficulties due to their gender. Paternity leave is generally much shorter than maternity leave, limiting men's ability to play an active role in parenting. New fathers have little or no excuse for not performing in teaching, publishing and other duties.

The low regard for the family lives of academics is perhaps most evident in the case of adoption, which is rarely granted leave. The difficulty to strike a healthy balance between work and family perhaps accounts for why many young academics avoid settling down altogether.

These are just a few examples of the disparities and conflicts individuals are encountering in the academic workplace in Asia, where

difference and diversity are increasingly being ignored in the pursuit of global recognition and world-class universities. Ironically, these issues could adversely affect the ability of academics to perform and addressing them could better serve the goals of universities.

As Anthony Welch (2011) aptly notes about universities in developing countries, that their ambitions and aspirations are usually great, but “they often suffer from something of a disadvantage relative to their counterparts in the developed world, where the concentration of various kinds of resources and a longer history of research and development give the latter important competitive advantages.”

More significantly, the blind pursuit of world-class status also strips Asian universities of their cultural uniqueness, and devalues the worth of the socio-historical values of their own heritage. No quantity of publications could ever turn Asian universities into their idolized Western counterparts. To forcibly continue reflects their own sense of insecurity, and willing acknowledgement of inferiority as subjects of self-imagined colonial superiors. To further demoralize the academic workforce would only lead to serious long-term repercussions on the stability of their own institutions and societies.

In highlighting these issues, this keynote address hopes to prompt discussion on how some Asian universities could pursue prestige without compromising their own social values and cultural heritage, and embrace difference and diversity in the academic workforce in ways that would enhance individuals’ identities, improve working conditions, and promote social development. To borrow the words of Sherry B. Ortner (2016), “creative

adaptations to neoliberalism” and “resistance movements against it” are necessary for slowing, and perhaps even stopping, the “relentless global expansion of capitalism as a brutal and dehumanizing social and economic formation” that pervades in the realm of higher learning.

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### Friday 21 September

14:00-15:00



***Restoring the freedom of students to learn in the peaceful university***

Professor Bruce Macfarlane,  
University of Bristol

Much has been written in recent years about the effects of performativity on the academic profession. However, there is comparatively little appreciation that it is not just the faculty who are affected by the culture of hyper-performativity in the university. Similar expectations apply to students. They must comply with strict attendance rules at lectures and seminars, the monitoring of their participation in class, and assessment of their compliance with normative values sanctified by the university, such as global citizenship and sustainable development.

In a recent book I have written about how three forms of student performativity – bodily, participative and emotional – are changing the nature of higher education and turning it into an agent of social and behavioral control at the expense of academic freedom (Macfarlane, 2017). Student performativity is about the recording and rewarding of academic *non-achievements*, as opposed to the development of real knowledge and skills. In my view this global trend constitutes a real threat to the freedom of students to learn. Their choices about what, how and when to learn are being removed. Unless they comply with coercive engagement regimes students face punishment through lower grades, being barred from taking examinations or simply disqualified from progressing.

This erosion of student academic freedom is largely a result of policies ostensibly designed to encourage ‘student engagement’. This has become a buzz phrase in universities influenced by a growing moral panic about whether higher education represents good value for public investment. Globally universities

are under increasing pressure to improve retention rates and this has led to a heightened focus on tracking student progress and rewarding students on the basis of their 'time and effort' as opposed to academic achievements.

However, there is a fundamental problem here that needs highlighting. It seems to have been forgotten that a) higher education is a voluntary post-compulsory activity b) students are, in most national contexts, legally defined as adults when they enter university (eg UK, Australia) or at some stage prior to their graduation (eg Japan), and c) attempts to measure engagement and punish non-compliance fail to respect the autonomy and maturity of the learner.

I will argue that there is a need to re-connect university education to the German concept of *Lernfreiheit* – or, student freedom to learn. The German university model has become the main influence in forming the modern, international university unifying teaching and research. This model was exported internationally, in large part, because scholars flocked to German universities in the late nineteenth century attracted by the choice and autonomy on offer. As Paulsen (1895:201) explains:

'The student selects for himself his instructors and his courses of study as well as his university and his profession; what lectures he will attend, in what exercises he shall take part, depends entirely on his will; there is no exertion of official influence, hardly as much as advice is given; and he is at liberty to choose to attend no lectures and to do no work'. (Paulsen, 1895, 201)

It is time we gave back to university students what Carl Rogers described as their 'freedom from pressure' (Rogers, 1951:395) along with the trust that they

deserve as adults in undertaking a voluntary form of education. This is necessary from the perspective of student rights – to non-indoctrination, to reticence, in choosing how to learn, and being trusted as an adult. It is also becoming clear that protecting student rights aids the well-being of both students and faculty in the face of hyper-performativity. Unless we do this we will not be able to create the peaceful university of the future that respects the voluntary nature of a higher education and the adulthood of learners.

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## Abstracts – Day 1 Wednesday

### Session 1A: 14:15-15:45

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ROOM K109

#### ***Navigating Academic Pathways: Exploring Narratives of Career Aspiration and Realisation***

Martha Caddell & Kimberly Wilder  
Edinburgh Napier University, Scotland, UK

Paper: 30mins

The higher education landscape, globally and locally, is in flux. Changes in policy, funding and regulation are impacting on university priorities and on the workloads, focus and pedagogic practices of academics and other university staff (e.g. Brennan & Shah 2011, Blackmore 2016). Debate has focused on the defining and monitoring of research and teaching ‘excellence’ and the value for money offered in an increasingly marketised, massified and stratified higher education arena (Burke et al 2015, Kandiko Howson et al 2017). Global and national league tables create institutional imperatives to attain particular quantifiable and measurable indicators of esteem and ‘excellence’ (Blackmore 2016). Such change – real and rhetorical – poses challenges to the environments in which academics work and how they understand their professional identities and expertise (e.g. Wood & Feng 2017, Kandiko Howson et al 2017).

This Paper explores the narratives of early and mid-career academics in the UK as they reflect on their professional pathways and decisions. Recognising the intimate linking of professional identities and individual biographical narratives, the study offered the thirty participants the opportunity to introduce and discuss significant events and experiences in their journey into and through their academic career, their perceptions of what it meant – conceptually and practically - to be ‘an academic’. The Paper explores the richness of these narratives and the images, artifacts, and events that participants considered particularly meaningful to them in (re)defining their career aspirations and choices at key transition points. Presented as a pictorial and narrative ‘gallery of aspiration and realisation’, the

Paper will give conference participants an opportunity to embrace the richness and depth of these individual stories and visualise the conflicts and tensions academic staff navigate on both everyday and career-long trajectories.

Emerging from these narratives are clear tensions around institutional and personal perceptions of value, expertise, and prestige in academic life. The Paper explores these themes in relation to the lived experience of transitions on academic careers, highlighting two areas of particular significance. Firstly, the juxtaposition of collegiality and competition amongst academic peers and, secondly, the deep-rooted tensions around professional confidence, indicators of esteem, and perceptions of success. Our findings offer insights into how individuals negotiate ideas of expertise, pedagogic creativity and ‘excellence’ through their everyday practice and where they find opportunities to carve out spaces for creativity, compassion, and happiness within academic life. We conclude by exploring how the institutional cultures that shape academic careers as individualised and competitive can be reimagined. The current flux in higher education may, conversely, open space for refreshing what it means to be a creative, ‘excellent’ academic and reframing the relationships between universities, students, and wider society.

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the discourse of 'teaching excellence' in higher education, *Teaching in Higher Education*, 22:4, 451-466

Contact: m.caddell@napier.ac.uk

### ***Inspiring colleagues to start again: Learning from failure in academia***

Vijay Kumar & Julie Timmermans  
University of Otago, New Zealand

Paper: 30mins

We draw on Sutherland's (2017) call that academics need to "tell our subjective 'success' stories more readily" (p. 744). Our experience as university teachers, researchers, and academic developers has taught us that academia is not just about successes, but also about failures, and that there exists a similar need to tell our subjective failure stories more readily. Failure drives progress, as it can help us to be constructive and improve (Clark & Thompson, 2013).

A useful starting point in comprehending failure in academia may be to juxtapose it against the notion of 'success'. Success has been demarcated in relation to research productivity, career satisfaction, and confidence in teaching and research (Sutherland, et.al., 2017). Failures in academia would then, presumably, include failure in these spheres. Failure in the research productivity sphere could include ideas that are not disseminated, as these were not turned into proposals or publications; non-replicable intervention studies; rejection of manuscripts; failed grant applications; promotions and tenure not earned, and even unsuccessful awards applications (Clark & Thompson, 2013). Failure in teaching could be the result of failed pedagogies, curriculum failure, or failing to assess correctly. Failure in career could include looking back on one's body of research and sensing that one has not made a 'significant' contribution, or that one has not left a legacy in one's field. These failures have an impact on academic identities, reputation, and self-perception of competency in academia (Thomson & Kamler, 2012). It is thus essential that failure in academia be acknowledged and studied – there are potential benefits in terms of research, teaching, and career satisfaction.

Drawing on the potential benefits of learning from successes and failures, our study aims to contribute to the literature on academic careers by

1. exploring what success and failure mean in academia, and how academics learn from these failures;
2. investigating how cultures (in particular, the Maori

culture) conceptualise and address success and failure. An online survey, with open-ended questions, seeking the views of lived experiences of success and failure among academics, will be sent to academic staff from a research-intensive university in New Zealand. Staff who volunteer to be interviewed will participate in a focus group interview to provide a broader range of detailed information on their personal experiences.

Our study will provide empirical evidence to show how being and becoming an academic can be appreciated by exploring the lived experiences of academics and learning from their successes and failures. Our data will allow us to argue that failure has to be normalised, so that our academic identities and subjectivities create a learning culture that "might inspire a colleague to ...start again" (Stefan, p. 467, 2010).

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Contact: vijay.mallan@otago.ac.nz

### ***Female university lecturers' perceptions of their academic practice in Saudi Arabia***

Elke Stracke<sup>1</sup>, Karin Oerlemans<sup>2</sup> & Carlos Montana-Hoyos<sup>3</sup>

<sup>1</sup>University of Canberra, Australia

<sup>2</sup>Kairos Consultancy and Training, Australia; University of Canberra, Australia

<sup>3</sup>Dubai Institute of Design and Innovation, United Arab Emirates

Paper: 30mins

In a cross-cultural collaborative project, an Australian and a Saudi Arabian university collaboratively developed the curriculum for a Bachelor of Industrial Design program at a women-only College of Design in the Kingdom of Saudi Arabia (Montana-Hoyos, Stracke, Oerlemans, Pianca, & Trathen, 2016; Montana-Hoyos, Stracke, Oerlemans, & Darweesh, 2018/in press). The course is the first female-only Industrial Design course in Saudi Arabia. The Saudi University started teaching

following this curriculum in September 2016.

While the literature provides some information on the restraints and achievements of women in the field of education in Saudi Arabia (Alhareth, Al Dighrir, & Al Alhareth, 2015; Hamdan, 2005), there is a need for empirical research that includes the women's lived experience and their voices. As part of Saudi Arabia's Vision 2030 (<http://www.vision2030.gov.sa>) the National Transformation Program 2020 (<http://www.vision2030.gov.sa/en/ntp>), which was launched in 2016, explicitly mentions the empowerment of women as one of its strategic objectives.

While this research is part of a larger study that evaluates the ongoing evolution of the Industrial Design curriculum during implementation, this Paper focuses on the perceptions of the female lecturers and their academic practice in the programme. These women are part of the growing female workforce in Saudi Arabia. They are from diverse backgrounds and include Saudi women and women from other countries. We conducted semi-structured interviews (N = 8) with them to understand how they enacted the new curriculum and analyzed the data thematically. In this Paper, we explore salient and diverse themes such as the transition from non-academic work into academia, impact of gender segregation, or language choice in the classroom.

We conclude this presentation with a personal reflection of the value of the cross-cultural collaborative project for the Australian team, our experience and learning as academics, and impact on our own academic practice and identity.

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Contact: [Elke.Stracke@canberra.edu.au](mailto:Elke.Stracke@canberra.edu.au)

#### Session 1A: 14:15-15:45

ROOM K113

#### ***Doctoral supervision for career competition. Negotiating Social Capital in Research education***

Petra Angervall<sup>1</sup> & Jan Gustafsson<sup>2</sup>

<sup>1</sup>University of Borås and University of Gothenburg, Sweden

<sup>2</sup>University of Gothenburg, Sweden

Paper: 30mins

Academic policy in Europe currently emphasizes efficiency and high performance along with 'flexible entrepreneurialism' and creativity in ways that can appear to be both contradictory and double edged on several levels in academic institutions (Ball, 2012; Bendix Petersen, 2009). This paper is based on a study with 52 research students on different doctoral programs in Education Sciences at six Swedish universities and asks questions about how these research students understand, cope with and challenge different demands in their research education, but also about their relationships with their research supervisors. Supervisors constitute institutional and relational social capital and are vital for how the research students' bond and link resources in research education (Putnam, 2001). As the data and analysis shows, in fact the students create directions and legitimacy in different practises (Nahapiet and Ghoshal, 1998) depending on the kind of social capital they have or gain access to: institutional or relational, individual-competitive or collective-horizontal and their social capital is thus related to what they can share collectively, such as in conferences, seminars and teaching. We see how these activities help them to develop exchange and bonding value and form bridges between interests and networks; either horizontal or more vertical ones (e.g. influential contacts). Depending on the 'academic value' of the social capital of a research supervisor we see that these research students get access to specific and more or less 'advantageous' paths. Also, it appears as if social capital is unevenly shared and distributed between groups and individuals, specifically in regards to gender (Moren Cross and Lin, 2008). One conclusion is, therefore, that men and women in research education experience, but are also faced with partly different conditions.

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Contact: [petra.angervall@ped.gu.se](mailto:petra.angervall@ped.gu.se)

### ***How Do Master's Students Perceive Academic Identity and Academic Career Path?***

Jisun Jung

The University of Hong Kong, Hong Kong

Paper: 30mins

This study aims to explore how Master's students perceive academic identity through their study journey and whether these perceptions affect the aspirations of Master's students as a future academic. The research questions are as follows: How do Master's students perceive academics' value, behaviours, and roles as a teacher and researcher? Do Master's programs positively shape academic identity and academic culture? To what extent are Master's students inspired to be academics in the future and why? How do Master's students perceive preparation for an academic career?

Many studies have explored academic identity and career path among doctoral students, but not many studies have focused on the Master's level. Obtaining a Master's degree is the first step for many postgraduate students in learning how to do academic research, and some students are initially inspired to be future academics and continue their studies. In addition, in some parts of the world that do not have a strong doctoral training system, a Master's degree is often regarded as the only necessary qualification for university teachers. Although the profile of typical Master's students has been changing from full-time to part-time, from recent undergraduate to mid-career professionals, and from research oriented to

vocationally oriented, Master's programmes are still widely perceived as stepping stones to obtaining a PhD. In particular, for a long time, Master's students in research-intensive universities had been generally viewed by faculty as pre-PhD students, with the expectation that students would continue along an academic career path. However, in recent years, research has in fact shown that students in Master's programmes are predominantly interested in careers outside of academia, even though faculty members and curriculum tend to emphasise preparation for a research-focused academic career.

Qualitative data from face-to-face interviews conducted in the selected programmes and institution were obtained to explore students' reasons for pursuing Master's degrees and their academic identities. Fifty individual interviews were conducted with students from 10 programmes in one research-intensive university in Hong Kong. A purposive non-probability sampling was used. The criteria used to identify respondents included the programme in which they were enrolled, mode of enrolment (full-time or part-time), demographic characteristics, and programme stage (first or second year). The interview questions included the following: What are students' intentions in engaging in Master's programmes? What types of careers do students aspire to? What knowledge and skills do students expect to learn from academics to become teachers and/or researchers? How has students' perceptions of academics changed throughout their Master's studies? In what ways do perceived challenges influence students' career plans as academics?

Contact: [jisun@hku.hk](mailto:jisun@hku.hk)

### ***Not at peace: what doctoral students' key experiences tell us about being, becoming and unbecoming***

Liezel Frick<sup>1</sup>, Kirsi Pyhältö<sup>2</sup> & Phillip De Jager<sup>3</sup>

<sup>1</sup> Stellenbosch University, South Africa

<sup>2</sup> University of Helsinki and University of Oulu, Finland

<sup>3</sup> University of Cape Town, South Africa

Paper: 30mins

Doctoral education is increasingly viewed as a key for social and economic competitiveness and societal health, and form part of success indicators at research-intensive universities. Yet, this focus on doctoral outcomes in a measured university environment often hides the processes involved in doctoral students' crafting of academic identities. Such identity forming processes involve being, becoming, and unbecoming as a scholar (Archer, 2008), and are formed by both positive and negative key experiences

(Lin & Cranton, 2005). When the importance of key experiences is not acknowledged by a singular focus on doctoral outcomes, it may result in a disconnect between the dwellers (doctoral students) and the dwelling (the university space). In this Paper, we argue that an understanding of doctoral students' key experiences as part of academic identity development is a necessary foundation for the existence of a peaceful university (as creating a conducive space for imagination, restoration, creativity and interaction to flourish). This Paper therefore poses the question: What do doctoral students' key experiences tell us about their academic identity development? We use McAlpine's (2012) notion of identity trajectory as a conceptual framework for analyzing the key experiences of doctoral students at two South African, and two Finnish research-intensive universities. This conceptualization enables us to view doctoral students' positive and negative key experiences as an interwoven experience of networking relationships, intellectual contributions, and institutional resources and responsibilities. All the institutions in the study are multi-disciplinary, research-intensive universities with international profiles in research and researcher education, and of comparable size in terms of their doctoral student complement. Despite these similarities, they operate in vastly different national and socio-political contexts that shape and influence doctoral education at national and institutional levels. A validated survey instrument, the Comparative Doctoral Experience Survey (Pyhältö et al., 2009) was used. The survey was designed to explore the regulators of the doctoral process, entailing open-ended questions and scales on 10 themes: motivation and engagement, key events, hindering and promoting factors, supervision, learning environment, academic writing, researcher integrity, work-life orientation, internationalization and doctoral students' well-being and study satisfaction. This Paper reports on open-ended questions related to respondents' key experiences of the doctoral journey. The data were analysed using qualitative content analysis. Our findings indicate that the beginning of the doctoral journey was highly significant for doctoral students. Our data supports McAlpine's (2012) identity trajectory framework that the interaction between networked relationships, intellectual recognition and institutional resources and responsibilities are key in forming doctoral students' academic identities. The study positions doctoral being, becoming and unbecoming as necessary but also liminal positions to academic identity development, often leading students to not being at peace. Key experiences are furthermore useful to understand students' sense of agency and the ways in which they embed themselves into an institutional culture (or not), which is central to understanding the university as a (non-)peaceful dwelling.

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Contact: blf@sun.ac.za

## Session 1A: 14:15-15:45

### ROOM K115

#### ***Intercultural interfaces in academic practices: exploring social engagement and empowerment through international volunteer projects***

Aisling O'Boyle<sup>1</sup>, Kaori Tsukazaki<sup>2</sup> & Asako SAI<sup>3</sup>

<sup>1</sup>Queen's University Belfast, UK

<sup>2</sup>National Institute of Technology, Kagoshima College, Japan

<sup>3</sup>National Institute of Technology, Hachinohe College, Japan

Symposium: 90mins

Twenty-first century higher education institutions are deemed to have specific roles to play in the development of individuals, their knowledge and their capability for continued learning throughout a life span, in order to perform in a 'knowledge-based society'. The societal emphasis on the power of knowledge and its necessity for the workplace is acknowledged globally (e.g. Drucker, 1994; Puolimatka, 2004). However, this Symposium engages with current debates on the role that volunteering on bespoke small-scale projects plays in a different perspective on academic education for the twenty first century global world. With three Papers, the Symposium exemplifies some of the academic practices, relationships and challenges of preparing for a future more inclined to compassion, generosity, imagination and creation.

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### **Paper 1 Title: Empowerment of Female College Student Volunteers in STEM**

Kaori Tsukazaki

The purpose of this Paper is to discuss how higher education provides students with opportunities to learn through volunteering experiences. Volunteering, as McFadden and Smeaton (2017) put it, will lead to student learning. It follows that higher education should provide students with opportunities to help others voluntarily.

In this Paper, female college student volunteers in Japan will be introduced: 'Robogals Kagoshima' is a chapter of a global student-run volunteer organisation in National Institute of Technology, Kagoshima College. They implement computer programming workshops for young students. Their purpose is to teach girls that it is interesting to learn STEM and to introduce them to role models through workshops. This is because the number of female students is very low in this field. As for Kagoshima College, only 10% of students are female. Their goal is to increase this number. Some academics in the college are their mentors and we have provided several volunteer experiences in teaching engineering to young students.

These volunteering experiences can empower students in two ways. First, they can learn from the feedbacks of participants. When they organise a workshop, they have meetings to tailor it to the age of participants. Afterwards, they try to improve it based on the feedbacks. Second, it is possible to provide opportunities to learn to be a global citizen through volunteering experiences. Since 'Robogals' is a global organisation, international members communicate with each other. When launching a chapter, they contacted with Australian members. Since then, they have kept in touch. In addition, some of the students attended an international conference to make a presentation and visited a foreign university to improve their teaching skills in ICT. In this way, working for others seems to lead to student volunteers' own empowerment.

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Creativity in Sustaining Volunteerism of Citizenship for Positive Youth Development after the Great East Japan Earthquake. *Higher Education Studies*, 7(4)

### **Paper 2 Title: Understanding Mutual Cultures through Workshops by Foreign Students**

Asako Sai

The purpose of this paper is to introduce foreign students' volunteering experiences of teaching their culture to Japanese children in Hachinohe, Aomori in Japan. We have implemented this project for seven years.

We have some long-term foreign students at National Institute of Technology, Hachinohe College every year. Most of them are from Asia countries and live on campus. As a result, they have almost no opportunity to be familiar with Japanese cultures. For this reason, we decided to provide them with opportunities to meet local people.

In this project, they introduce traditional children's games in their own country to Japanese elementary school children and their parents. We replicate the games by hand or buy them on-line. However, when some student introduced an unfamiliar game to us, we had to ask him to buy one in his home country when he got home. In this way, sometimes we are able to learn something completely new to us. Since there are few foreigners in this area and local people are not familiar with foreign cultures, our workshop provides a great opportunity for them to experience foreign cultures. This will lead to their deeper understanding of the foreign students and their cultures based not on a stereotype but on an experience.

From foreign students' point of view, this is a good opportunity to be connected with the society. They enjoy communicating with children and local people while they are playing a game. Once they find somebody they can trust even off campus, this seems to motivate them to study in Japan. In this way, this project enables them to understand this country better based on their experiences, not on a stereotype.

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### Paper 3 Title: International students supporting refugee families learning English in Northern Ireland.

Aisling O'Boyle

In 2017, with an ongoing refugee crisis across Europe a group of five international postgraduate TESOL students at Queen's University Belfast volunteered on a project entitled "I'm learning English". The aim of the project was to design an initial English Language support course for newly arrived refugee families in Northern Ireland. Having been inspired by visits to community organizations who lead volunteer English Language Teaching, these university students were eager to make a positive contribution to life in Northern Ireland and beyond. Under the auspices of a UK non-governmental organization and working collaboratively with their tutor, they applied their subject knowledge and understanding of TESOL and designed a short course for initial English Language support for newly arrived adults and children in Northern Ireland. The short course has been used in classes with newly arrived refugees across Northern Ireland and is freely available to any volunteer English language teaching group.

Framed within the discourse of the internationalization of higher education as a transformative process (Jones and Brown, 2007; Knight, 2008; Mak and Kennedy, 2012), this paper examines the impact of this particular university project. It examines how participation prepared students to contribute to a global and connected society; how the curriculum became more creative and enriched; and how it questioned the purpose and role of the institution in responding to a global society. The discussion draws on these examples to reflect critically on the academic practices and relationships which emerge in response to socio-geopolitical changes.

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Contact: a.boyle@qub.ac.uk

## Session 1A: 14:15-15:45

ROOM K114

### *A decade of dialogue: early deliberations from a cultural history of the Academic Identities conference*

Tai Peseta<sup>1</sup>, Agnes Bosanquet<sup>2</sup>, James Burford<sup>3</sup>, Jeanette Fyffe<sup>4</sup>, Catherine Manathunga<sup>5</sup>, Fiona Salisbury<sup>6</sup>, Machi Sato<sup>7</sup> & Jan Smith<sup>8</sup>

<sup>1</sup> Western Sydney University, Australia

<sup>2</sup> Macquarie University, Australia

<sup>3</sup> Thammasat University, Thailand, and La Trobe University, Australia

<sup>4</sup> La Trobe University, Australia

<sup>5</sup> University of Sunshine Coast, Australia

<sup>6</sup> University of Sydney, Australia

<sup>7</sup> Hiroshima University, Japan

<sup>8</sup> Independent researcher, UK

Invited Symposium: 90mins

This symposium offers a critical and reflexive examination of the Academic Identities conference (AIC) - the very conference that delegates have arrived in Hiroshima to participate in. 2018 marks a decade of the conference and while it might seem peculiar to celebrate an event that is still relatively young on the higher education conference scene, the occasion is an opportunity to pay sharper attention to the practices of the conference itself, to conference pedagogy in general, and to academic identities (and the formation of academic subjectivities) as a field of scholarly inquiry. How has the AIC come into being? What accounts do people tell of it and its affects? How do we apprehend, theorise and trace the influence of a conference on the formation of academic identities - as an individual, collective and scholarly endeavour? These questions, among others, have occupied a team of researchers funded by the Research Institute for Higher Education (RIHE) at Hiroshima University to assemble a cultural history of the AIC (Peseta et al., 2016). In doing so, we have discovered that there are very few cultural and historical accounts of specific conferences in higher education. And yet given the vital socialisation role that conferences play in inducting students into cultures and habits of disciplinary inquiry, and enabling academics to stay connected with their research communities, this is a puzzling absence; one this project aims to address.

Drawing on interviews with AIC convenors, keynotes and delegates, three practices structure the papers in this symposium. The first paper (Peseta & Manathunga) attends to the under-researched phenomenon of conference keynotes. Given the responsibility that a keynote plays in setting the tone for a conference, across the data, we tease out the

tensions between what keynotes intend their presentations to do and its sometimes unruly affects on conference delegates. The second paper (Bosanquet, Burford & Smith) focuses on the care work underpinning the AIC conference and its gendered distribution and manifestations. The third paper (Fyffe & Bosanquet) offers an account of what it feels like to inhabit the AIC, theorising what it means to 'meet the audience' as an expression of dialogic connection. Taken together, while the three papers provide an initial glimpse into the practices that constitute one specific conference, they also remind us that we have an ethical obligation to articulate and theorise the academic practices that comprise the fields we labour in, to others.

### **Paper 1: Between intention and affect in the conference keynote: tracing emotion and desire**

Tai Peseta, Catherine Manathunga

The keynote presentation is a much-anticipated event at many academic conferences. Often intended to communicate the cutting edge of a field or to provoke the audience to think otherwise about canonical debates, there can be a genuine thrill in seeing a speaker offer and defend their ideas in person as a particular mode of performing academic identity. And because keynote presentations usually open a conference, the excitement and inspiration generated tends to galvanise a good feeling at the outset. Yet surprisingly little has been written about the pedagogy of conference keynotes. While there are references in the literature to aspects of its particularity, for instance, guidelines for selecting good conference keynote speakers (eg. APIAR-Blog, 2016); the use of micro-blogging in keynotes (eg. Ebner, 2009), or academic women receiving fewer invitations to give keynotes (eg. Howson, Coate and de St Croix, 2017); there is also a good deal of questioning about the ongoing relevance of keynote presentations (Looser, 2016; Bell, 2018). In response, we take the pedagogical practices of the conference keynote to be a relatively under-researched phenomenon in higher education.

In this paper, we use the AIC as an opportunity to interrogate the space between the intention of a keynote address and its associated affects. We work with a form of Foucauldian discourse analysis to theorise the conduct and operations of emotion and desire to firstly, reveal the aims that conference convenors had in selecting particular academics to give keynotes; secondly, we take up what the keynotes themselves intended their presentation do for the conference and the field of academic identities; and finally, we interpret the emotional resonances of the AIC keynotes on conference delegates themselves. The ambition is to interrogate the practice of keynoting not only as a distinct mode of address but also to represent it as an uneasy practice that interrupts the

development of academic identity.

### **Paper 2: Who cares? Gendered care-work and the limits of care at the "friendliest conference in the world"**

Agnes Bosanquet, James Burford & Jan Smith

Despite being a routine and expected feature of academic life, conferences have prompted surprisingly limited research and reflection within higher education studies. Despite a recent uptick in activity (Henderson, 2015; McCulloch, 2018) there remains much to be thought and said about the ordinary enactment of conferences, their role in knowledge production, the pedagogical intentions of presenters and convenors, and their future purpose and possibilities. While the number of research studies on conferences may be few, social media accounts offer an abundance of advice, debate and horror stories. A key area of concern within the conference grey literature is 'care', particularly the ways that care responsibilities can prevent conference attendance, or pull delegates to be in 'two places at once' (Henderson, 2017). This paper builds on existing studies about conference and care (Lipton, 2018) in order to theorise the conference as a community requiring care-full labour. This paper emerges out of interview data generated from a cultural history of the International Academic Identities Conference (2008-2018). While analysing this data the research team have been struck by the ways that delegates have described the collective affect of the conference as warm, homely, and generous, with one even describing it as "the friendliest conference in the world". Despite this characterisation of the conference, interviews with convenors and conference organising committee members have revealed the hidden labours that underpin the production of a warm conference community. Across these accounts we have tracked the gendered distribution of care work, noting that the conference work of academic women in some ways mirrors gendered norms in the distribution of familial housework. Despite a broad number of accounts reflecting that the conference has maintained a warm and caring sense of community, a number of academics also offered accounts that revealed some lapses in conference 'care regimes' (Moreau, 2016), which often were to be found at the intersections of raced, classed and gendered identities. We argue that greater attention ought to be paid to gendered distributions in caring labour at conferences, as well as questions how social difference shapes who is excluded from care at academic gatherings.

### **Paper 3: Meeting ourselves, meeting the audience and meeting a discipline?**

Jeanette Fyffe & Agnes Bosanquet

A conference devoted to critical examination of academic identities inhabited by people performing academic subjectivities might sound excruciatingly solipsistic. Participants in our research, however,

describe the Academic Identities Conferences as commodious, comfortable, welcoming and homely; and consecutive AIC convenors have constituted it as an experimental, open and creative space for scholarly inquiry into academic identities. One of the research participants in A decade of dialogue made a comment that resonated as a way of thinking through the distinctiveness of the conferences. He described the experience of giving a paper that did not feel successful ("a bit of a bomb I thought") and said: "I didn't really know how to meet the audience."

The notion of meeting the audience challenges the idea of conferences as places for output-driven academic researcher performativity. In this paper, we consider conference presentations as intersubjective learning experiences, as collegial conversations and as sites for 'dialogic connection' (Gurevitch, 1990). These conceptualisations recognise the openness to the other, generosity and ethical relationship involved in meeting the audience as part of conference participation. Using critical theoretical work on the ethics of dialogue as an expression of intersubjectivity (Benjamin, 1995, 2018), we explore the affects of academic identity formation in both the moments of meeting the audience and missing or being missed. This is a layered argument; as well as examining our rich interview data for descriptions of dialogic connections or otherwise, we reflect on our role as researchers in a study where the lines between researcher and participant were blurred, and consider the formation of the field of academic identities as a community of thought. It is, after all, the dialogic process that constitutes academic identities as a discipline or field of study. As participants in the 6th International Academic Identities Conference, we invite you to meet with us.

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Contact: t.peseta@westernsydney.edu.au

### Session 1B: 16:15-17:45

#### ROOM K109

#### ***Being an academic: Junior female academics in Korea in the current neoliberal context of higher education***

Yangson Kim<sup>1</sup> & SeungJung Kim<sup>2</sup>  
<sup>1</sup> Hiroshima University, Japan  
<sup>2</sup> Seoul National University, Korea

Paper: 30mins

The purpose of this study is to explore the lives of junior female academics in Korea, whose work environment embraces strong neoliberal principles (Shin & Jang, 2013). Underscoring a culture of achievement and efficient outcome of academics, coupled with the neoliberal policies of Korean higher education, junior academics work in precarious times. Universities expect academics to seek much of their funding from external sources, to teach their courses in English, to publish research output in international peer-reviewed journals, and to actively participate in various service activities in and out of university (Byun, 2008; Lee & Lee, 2013). In the neoliberal academic culture, it is to accommodate female academics who have multiple roles, including that of an academic, a caregiver of children or parents, and a wife (Williams & Ceci, 2012). The most serious problem facing junior female academics is that there are hardly any opportunities for them to enter academia (Howe-Walsh & Turnbull, 2016). Even though they have fortunately pursued their careers, the jobs they find mainly consist of short-term or part-time contracts, and the tasks they perform sometimes have a greater component of administrative work or other miscellaneous duties instead of teaching or research (Hancock, Baum & Breuning, 2013). If they cannot demonstrate visible performance prior to the end of their short contacts they cannot remain in the same institution or research center and can have no long-term plans for career development. Therefore, this study explores Korean junior female academics' experiences of three related challenges: the neoliberal academic culture, the patriarchal system, and limited employment opportunities. For this study, five female junior academics were interviewed using semi-structured questions. The interviewees are in academic fields that are relatively more generous to women than others.

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Contact: yskim@hiroshima-u.ac.jp

#### ***Illuminating academic subjectivities and practices using a critical discursive psychology approach***

Juliana Ryan<sup>1</sup>, Sophie Goldingay<sup>2</sup>, Susie Macfarlane<sup>2</sup>, Danielle Hitch<sup>2</sup>, & Greer Lamaro Haintz<sup>2</sup>

<sup>1</sup>RMIT University, Australia

<sup>2</sup>Deakin University, Australia

Paper: 30mins

In our supercomplex era (Barnett, 2009) the massification, internationalisation and marketisation of higher education have significantly changed universities, and the roles and practices of academics. To make sense of these changes we need research methodologies that can explain complexity, contradiction and uncertainty. In this paper we propose critical discursive psychology (CDP) as one such methodology (Edley, 2001; Reynolds & Wetherell, 2003; Wetherell & Edley, 1999). We use examples from a recent study into the influences of student diversity on teaching academics' roles and practices to show the value of a CDP approach in illuminating academic subjectivities and discursive practices.

CDP methodology focuses on 'interpretive repertoires', 'ideological dilemmas' and 'subject positions'.

Interpretive repertoires are the available linguistic resources that structure meaning-making practice (Reynolds & Wetherell, 2003). Ideological dilemmas relate to the tensions and contradictions that can arise when we draw on the everyday values and beliefs that shape 'lived ideology' to make sense of issues, people and events (Edley, 2001). Subject positions are the ways that we position ourselves and others in relation to the possible constructions of our given context (Reynolds & Wetherell, 2003).

In our study, a CDP approach shaped analysis informed by both structural factors and individuals' lived experiences. This supported insights into a variety of subjectivities that were shaped by discourses and individuals' agency, taking into account the influence of broader cultural discourses and the historical context (Edley, 2001). We identified 12 subject positions taken by 30 teaching academics from 19 Australian universities in relation to teaching diverse students,

including multiple and sometimes contradictory subject positions. These involved a range of interpretive repertoires and ideological dilemmas. Some dilemmas arose due to tensions between individual and institutional values. Our findings offer evidence of a range of strong academic identities, along with related possibilities and limitations for academic practice.

Based on analysis and findings from our study, we propose CDP as a methodology that can contribute to understanding the complex impacts of changes to higher education institutions. Such insights can be used to re-imagine the multiple and contingent presents and futures of academic work and to reconceptualise and reconstruct universities as more compassionate and inclusive spaces where the contributions of diverse students and academics are equally valued.

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Contact: juliana.ryan@rmit.edu.au

#### ***How to make an academic: a practical guide***

Bridget Hanna  
Edinburgh Napier University, Scotland

Paper: 30mins

How do we know we are academics? Partly we know this through what we do. Measures created through assessment at work aren't often thought of as creative but they are. Measurements are designed not only to measure behaviour but also to produce valued ways of being for specific purposes (Dean, 1999). This session builds on last year's conference theme of

measurement and extends it through to an exploration of how assessments of university work so we can reclaim this tool for ourselves. We can literally create.

Assessments, even self assessments, are forms of regulation. This current research utilises discourse analysis to examine both the content and forms of academic regulation nationally and locally within the UK. Nationally through the Teaching Excellence Framework, the Research Excellence Frameworks in the UK and the UKPSF (Professional standards Framework) from the Higher Education Academy (HEA). Locally promotions criteria from universities across the UK are being analysed. These assessments are linked to different conceptualisations of academic identity and a reciprocally influenced by and through issues of power (Foucault, 1986 & 1987), and the intersections of gender (Dick & Nadin, 2006), race and class.

The research identifies how we might use assessments more radically to promote our own visions of working in the academe. Rather than asking 'how did we do?' which is evaluative and backward looking we can ask 'how can we create the future' which is generative and forward looking (Gergen, 2015)

This session will focus on generating discussion and understanding around how we could produce systems of assessment that support diverse visions of the academe, create the sorts of colleagues we want, the leadership we need and the types of academics we want to be.

At an individual level this session goes to the heart of academic identity through examining what sort of future we want to produce for ourselves. Being in Hiroshima it is pertinent to think about how we might use this tool to reduce conflict by valuing ways of working that produce peace. With divisions across contract types and increasing distance between university leadership and staff reconciliation across functions seems an ever more important and urgent task.

At a national level we can give universities feedback on how they are performing on our own indices. What are the competencies university need in order generate an environment in which academic can thrive? We can influence through our own engagement with assessments and measurements in our work. We have a power that can be used productively (Foucault, 1986 & 1987). Through generating future focused assessments participants could bring into being ways of measuring in the university that influence everyone in the university, We can work to engender compassion, generosity, kindness, academic citizenship and engagement, resolve conflicts and work to create this future.



Dr Bridget Hanna is a Chartered Psychologist and a Lecturer in Work Psychology at Edinburgh Napier University and a consultant assessor for the HEA.

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Contact: b.hanna@napier.ac.uk

#### **Session 1B: 16:15-17:45**

#### **ROOM K113**

#### ***Learning Experience and Perceived Competencies of Doctoral Students in Hong Kong***

Jisun Jung

The University of Hong Kong, Hong Kong

Paper: 30mins

This study focuses on doctoral students' professionalisation as future academics across academic disciplines, using a Hong Kong research-oriented university as a case study. Doctoral students acquire the norms, knowledge/skills, and values required for the academic profession through their learning experiences. The study aims to explore how doctoral students perceive their professional competences and what are the major factors of learning experiences influencing perceived competencies among them. The research questions are as follows. To what extent do doctoral students in Hong Kong perceive themselves to be professionally competent? How do learning experiences influence the

perceived competencies of doctoral students? What factors influence the perceived competencies of doctoral students?

Based on a literature review, the current study conceptualised the competencies of doctoral students in three dimensions; task-oriented, idea-oriented and attitude-based. As Susskind and Susskind (2015) pointed out, professional competencies have been heavily standardised and systematised over the last five to six decades, and academic jobs also require standardized task-oriented competencies, such as problem solving, critical thinking and project management. However, although doctoral learning experience helps students to improve their task-oriented skills, critics have recently claimed that doctoral students lack competencies as original or independent thinkers (Bastalich, 2017). To be prepared for the future, doctoral students are advised to enhance their creativity and pursue innovation to generate original insights beyond their fields' institutionalised knowledge and methodology. Therefore, creativity and innovation were included as important idea-oriented competencies in this study. In addition, with the advancement of technology, ethics, responsibility and flexibility are becoming more important to researchers; the attitudes of people in academia are included here as an important dimension of competency. Mowbray and Halse (2010) highlighted the importance of personal resourcefulness and the ability to balance the competing claims of tasks. For example, cultivating a responsible and flexible attitude helps doctoral students to remain assiduous and resilient throughout the doctoral journey (McAlpine & Amundsen, 2012).

Data collection of the study is based on a questionnaire designed by international team members in a previous project entitled A Comparative Study of Doctoral Education in Asian Flagship Universities. Drawing on data from 490 respondents in Hong Kong, the current study uses descriptive and regression analyses to examine and compare the factors influencing doctoral students' perceived competencies in terms of tasks, ideas and attitudes. The results show that the competencies of doctoral students are influenced by various factors, such as curricular, supervision style and learning culture. Overall, the study suggests that the formal and informal learning experiences of doctoral students must be carefully designed and implemented to foster the development of their professional knowledge, skills and values.

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Contact: jjsun@hku.hk

***Becoming academics: producing an online academic persona as a postgraduate student***

Cally Guerin & Kim Barbour  
The University of Adelaide, Australia

Paper: 30mins

Producing and maintaining an online persona is not only ubiquitous, but becoming essential for both established and emerging academics (Barbour & Marshall 2012; Marshall, Barbour & Moore 2018). However, knowing how best to choose and use online platforms to present oneself to a diverse and collapsed audience is not straightforward. To address this, many universities offer workshops to postgraduates and faculty to support the development of an online presence, often dealing with specific platforms such as ResearchGate or Academia, or providing tips and strategies on how to present skills and strengths. These are often an inspiring beginning to the process of producing online personas, but as a one-off, do not provide ongoing support and advice as these strategies are put into place.

This Paper reports the initial findings of a participatory action research project, run with Faculty of Arts postgraduate students at the University of Adelaide, and building on a successful pilot project at Deakin University (Marshall et al. 2018). Participants are guided through the strategic creation of online personas. Working with the researchers, the students determine the type of presence they wish to develop and the amount of time they have available for the task. Drawing on the expertise of the researchers, and of others in the group, participants produce viable and sustainable academic personas using social and professional online networking platforms. The participatory action approach to the research “situates the researcher in a knowledge-attaining cross-position with the subjects” (Marshall et al. 2018), acknowledging that participants are experts in their

own experience, while enabling the researchers to gather a deeper understanding of the outcomes than observation alone would enable. Here, the student’s desired and anticipated outcomes are reported, drawing on their disciplinary backgrounds and future employment plans. Successes and challenges are also noted, along with the strategies the students have taken to produce an academic persona they feel will be valuable for their future careers, whether that lies within or beyond the academy.

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Contact: cally.guerin@adelaide.edu.au

***Pressed for time: Doctoral candidates and early career academics’ experiences of temporal anxiety***

Agnes Bosanquet<sup>1</sup>, Lilia Mantai<sup>2</sup> & Vanessa Fredericks<sup>3</sup>  
<sup>1</sup> Macquarie University, Australia  
<sup>2</sup> University of Sydney, Australia  
<sup>3</sup> University of New South Wales, Australia

Paper: 30mins

Lack of time and an accelerating pace of work seem to be near universal in academia. In a report on the attractiveness of the academic profession, Coates et al (2009) show that Australian academics have low levels of job satisfaction and “perceptions of increasingly unmanageable workload ... at all levels” (p 15). In a historical analysis, Tight (2010) found a significant increase in the proportion of time attributed to administration, fanning a perception that workloads are “at untenable levels” although they had not increased significantly since the 1970s (p 214). The issue of workload pressure is clearly complex, but the affective experience of academics is important. Academics are “stretching their time to accommodate the demands of their work” (Houston, Meyer & Paewai, 2006, p 23). Time pressure has a negative impact on academics’ well-being (Menzies & Newson, 2008).

We bring together the findings of two separate studies: (a) a survey of 522 early career academics (ECAs) from three Australian universities on factors impacting their

work experience and career trajectories, and b) focus groups and interviews with 64 higher degree research (HDR) candidates from two Australian universities on their doctoral experience and researcher identity development. While the two studies had different research questions, participants' experiences of time pressures and the impact of sessional employment reveal a common thread. We come to this study as doctoral and early career researchers whose own everyday experience of time is patchy and contaminated with multi-layered tasks and conflicting demands. We utilise Derrida's (1982) conception of time that emphasises deferral to explore the conditions of anxiety experienced by HDRs and ECAs, particularly as sessional staff members. This analysis offers insights into perceptions of time pressure, revealing that the PhD experience ill-prepares candidates for academic time, ECAs increasingly experience time contamination, and time pressure is a transmitted anxiety across the university.

There is hope: both HDRs and ECAs express love for academic work and imagine a brighter future. The findings demonstrate ways in which they are negotiating and resisting time pressure, and supporting one another to advocate for changing academic work practices.

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Contact: agnes.bosanquet@mq.edu.au

### Session 1B: 16:15-17:45

ROOM K115

#### **Reviewing the field: Mapping theorisations of academic identity**

Mark Barrow, Barbara Grant & Linlin Xu  
Faculty of Education and Social Work, University of Auckland, New Zealand

Paper: 30mins

Since the late 20th century, universities have been subject to wide-ranging structural, financial and ideological changes. Amongst their many effects, these changes have destabilised academic identity and the meanings it bears. Twenty years later, with rapid changes still affecting academic life and a substantial body of research into academic identity behind us, we think it is timely to examine how the idea of academic identity has been theorised to date. This may offer us a point of departure to reconceptualise the notion.

In this Paper, we critically review well-cited anglophone articles about 'academic identity', focusing on how the term is defined and/or theorised by the authors. To identify the articles under scrutiny, we used Google Scholar as the search engine, with the search criteria of (1) 'allintitle', meaning, 'find articles with all of the words occur in the title'; (2) 'any time', meaning, no time limitation; (3) 'sort by relevance'. These search criteria were applied six times, with different terms searched for each time: academic identity, academic identities, scholarly identity, scholarly identities, faculty identity and faculty identities. The choice of different wordings was to maximise the inclusion of literature from around the globe – varying terms are used by scholars in North American and Commonwealth countries. During the selection process, we excluded articles that focus on students' academic identity and overall identity embodied in academic writing by screening the abstracts. As a result, out of 3003 results, a set of the most cited articles were finally selected.

Our review suggests that academic identity is an area of increasing scholarly interest and international scholars have drawn on a wide range of theorisations of academic identity. Despite this, there is some agreement that the centrality of academic freedom or autonomy has been challenged (Billot, 2010; Clegg, 2008; Harley, 2010; Henkel, 2005). We also found that rather than clearly defining the notion of academic identity itself, scholars are inclined to characterise academic identity in relation to the local (e.g. the faculty and/or the university), national (e.g. the UK), disciplinary and global contexts.

In this Paper, we will describe a range of current theorisations of academic identity and propose some ways of new thinking going forward.

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Contact: m.barrow@auckland.ac.nz

**Academic identities, artistic selves and writing**

Cecile Badenhorst, Heather McLeod & Haley Toll  
Memorial University, Canada

Paper: 30mins

As university educators, we are aware of the constant negotiation of selves – home-identities, teaching identities, writing identities and professional identities – and, in our case, hidden artistic selves. While the systemic conditions in which many of us work provide strong pressures to produce a competitive neo-liberal self that becomes appropriated by others, we believe that being reflexive about the construction and re-construction of selves is an important part of our ethical practice. Indeed, an ethical practice that can lead to empathy and peace-building. Reflexive inquiry recognises our capacity to acknowledge the socialization processes we experience daily and to act with agency to resist these processes if need be. In addition, deepened self-knowledge and critical renegotiation contributes to further reconstructions of self (Lyle, 2013). Reflexivity allows us to view the intertwining of selves, to question how institutional demands shape our writing and often run counter to our values, and to scrutinize ourselves suspiciously for the things we have come to take for granted. At the same time, we recognise the impossibility of the self to be visible and observable to itself and the difficulty of seeing the fleeting, partial parts of ourselves. Identity is inevitably complex, multi-voiced and always under construction. Indeed, in a world which demands from us certainty and sureness, reflexivity is about learning how to bear the undoing of the self (Bride 2009).

In this presentation, we would like to explore the de/construction of our imaginative (artistic) selves in relation to our academic writing. Metta (2011) argues that imagination has a strong relationship to the assembly of self/selves even as it is part of that de/construction. We argue that imaginative processes of identity construction create the pathways for the possibilities of future selves while at the same time, they re-constitute our past selves. We believe that these imaginative selves are important for our outward identities as academics because they allow us to speak from different positions: imaginatively, creatively, artistically and peace-ably. As Foucault explains, these multiple selves exist in a state of interdependence that not only blur the lines between the professional and the personal, but actively contribute towards an ethical teaching identity (Allen, 2011).

Through narratives, images and a post-structural research lens (Koro-Ljungberg, 2016), we explore our “hidden” art hobbies – home-as-art and craft art – in relation to our writing selves. We suggest that the de/construction of our artistic selves is imperative for our epistemological expansion, and inevitably, for our engagement with writing. We narrate self-connections, unstable and fluid as they are within the discourses that privilege some identities/art and not others. These subjective incursions reveal contradiction and contestation but also sites of rebirth and rejuvenation – all of which are imperative for peace-building in higher education contexts.

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Contact: cbadenhorst@mun.ca

**Development of academic identity through a Faculty Learning Community in a Post-1992 University in Scotland**

Gráinne Barkess & Anne Tierney  
Edinburgh Napier University, United Kingdom

Paper: 30mins

Faculty Learning Communities (FLCs) (Cox, 2004) are a common occurrence in North American universities, where they are established to explore teaching and learning topics. Membership of a FLC can be seen as an indicator of esteem, enhancing the careers of early, mid- and late career academics (Blaisdell & Cox, 2004). They are used to develop a deep understanding of the scholarship of teaching and learning (SoTL) (Richlin & Cox, 2004) and to forge links between SoTL and scholarly teaching. This, in turn, improves teaching practice, which has positive effects on student learning and satisfaction, as teachers adopt a scholarly, evidence-based approach to teaching. However, FLCs are not so common in the UK, with one taking place in 2006/07 and another in 2016/17, both in Ancient universities (Bell et al., 2006; Shearer, Naughton, & Nairn, 2017). Both these FLCs investigated the value of belonging to a learning community, and the effect it had on confidence and academic identity.

In this Paper, we explore a Faculty Learning Community set up in a Scottish modern (Post-1992) university. This FLC had a dual purpose; supporting new academics in the period after completion of their postgraduate certificate, and supporting postgraduate students who teach and support teaching within the university. We look at the initial conception of the FLC; its purpose and composition, and recruitment strategies. We investigate the challenges of sustaining a commitment to the FLC through the ebbs and flows of the academic year, and how the members of the community supported one another. We explore the changes in academic identity experienced by the members of the community, both those participating and those facilitating. Finally we look at the issue of sustainability and how FLCs can be rolled out across an institution.

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Contact: g.barkess@napier.ac.uk

**Session 1B: 16:15-17:45**

**ROOM K114**

**Research education and care: the care-full PhD**

Robyn Barnacle  
RMIT University, Melbourne, Australia

Paper: 30mins

This paper imagines the role and value of the PhD through the lens of care. My question is this: what if research education and specifically the PhD were conceived as learning care: to think care-fully? I'm deliberately formulating this as 'care-full thought' rather than 'care-for-thought' because I want to allow sufficient scope for the idea of thought itself as care. To do this I draw principally on the work of Nel Noddings who argues for education to develop a capacity to care, drawing on notions of care from Martin Heidegger (1927/1962) and Carol Gilligan (1982). A capacity to care for Noddings is not intended in the narrow sense of a 'skill' but 'as a mark of personhood' (Noddings 2005, 24).

Noddings' account of care challenges us to develop a more expansive conception of the purpose of the PhD by reaching through and beyond the discipline to caring for others, things and ideas. In some ways this is nothing new, evoking as it does the ancient conception of philosophy as the love of wisdom. The notion that what you can do and who you are has a role to play in what it means to be a researcher or scholar is not new. It is there in the ancient conception of philosophical inquiry as philosophia - love of wisdom. The PhD – although multi-disciplinary – is a Doctor of Philosophy after all.

But Noddings also provides a more contemporary imperative: the need to make the world a better place. Anthropocentric climate change has consequences for life on earth that eclipse disciplinary boundaries. This doesn't render disciplinary knowledge and practice obsolete but it does suggest a need to question what is served by disciplines and educational programs. The notion of care-fully oriented thought highlights the need to direct thinking toward a more just and caring world. Given the context of contemporary challenges to universities, re-thinking the value of the PhD in these terms offers a fruitful way forward to issues such as what it means to be and become an academic as well as the purpose of the university. In addition, this work contributes to an increasing body of work that examines academic identities and socialisation into science and scholarly communities more broadly. The paper draws on my recent work on care and the PhD (2018) as well as previous work on engagement and care with Gloria Dall'Alba (2017).

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Contact: robyn.barnacle@rmit.edu.au

#### ***Overdoing it? Academic hunger games: burnout, personal and professional tensions and academic identities in the neoliberal university***

Gina Wisker  
University of Brighton, UK

Paper: 30mins

Burnout and mental health are much discussed issues in the context of the overdrive to visibly achieve and do more in the competitive, neoliberal university.

Increasingly, we are pressured by expectations of academic and other multiple outputs, corporate tactics aligning 'our university' with our persona, self-worth, aims, achievements and identity. The ever changing board game of rules, exclusions and demands to 'jump high' and even higher feed a dangerously internalised academic self-justification and reward system. Naturally hard working, over achieving (highly anxious) academics could find themselves torn between those very intrinsic and extrinsic drivers which have sustained them through being successful students and researchers/teachers/writers/managers. Excessive expectations of multiple outputs, desires to do everything well and more without honest recognition all add to the confusion. Meanwhile 'slow scholarship' or 'the slow university' lauded by many and a solution for some leaves other scrambling to keep up and fill the gaps in output and satisfy increasing expectations. We know academic careers are precious, rare, transitory (McAlpine, 2012; Acker et al 2016) It is not surprising that we now resemble insecure, de-skilled, disempowered, self-driven, industrial labourers in a de-industrialising society, or accidental/culpable participants in a form of academic institutional 'hunger games'.

Considering habitus, field, and capital, illuminating "the two-way relationship between objective structures (those of social fields) and incorporated structures (those of the habitus)" Bourdieu (1998 p. vii) can help us understand how some practices laid down in our own development give us a "feel for the game" (p. 25), here in the field of academic institutions, a game of players (Bourdieu & Wacquant, 1992, pp. 98–99). This illuminates the struggle between and the compliance with demands expectations and shifting rules. This paper looks at the real experiences and internalised responses to intensely demanding conditions and the tensions between personal and professional self-worth in a dehumanised neoliberal higher education context. It considers both the burn-out and some reasons for it, and questions demands that slowing down and resilience are satisfactory (though of course necessary and sane) self-help answers in the context of the manipulation rule changes and expectations of these external and internalised academic hunger games.

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Contact: G.Wisker@brighton.ac.uk

### **Exploring the factors of Pursuing Master's Degree in South Korea**

Soo Jeung Lee<sup>1</sup> & Jisun Jung<sup>2</sup>

<sup>1</sup> Sejong University, South Korea

<sup>2</sup> The University of Hong Kong, Hong Kong

Paper: 30mins

Master's education is rapidly changing with an increasing number of students including part-time and non-traditional learners, and diversified programs and modes of delivery, but it is an area that has rarely been studied in higher education. It is difficult to define the aim of master's education and what knowledge and skills a student will have upon completion of a master's program. It is also challenging to obtain exact figures on programs and students since they are diverse, even within one university (Monk & Foote, 2015).

Why are demands for master's programs increasing? Students seek the advanced degree with academic interests in specific fields, and they also undertake master's programs for better jobs and career opportunities and to aspire towards personal development, while some enroll in such programs as an alternative choice when they cannot find a job after completing a bachelor's degree (Solem et al., 2013).

Master's programs can be found with a variety of orientations, to either prepare students for further study in seeking an academic career, to serve as an independent training program such as issuing a license or certificate, or the applied-practitioner type for professional development (Molseed, 2009).

This study aims to analyse the determinants of pursuing master's degree in South Korea to answer this question. We first classify the factors to affect entrance into Master's programs into individual characteristics, academic preference, job preparation, disciplines and university characteristics. Individual characteristics such as gender, age, marriage, father's education, family's monthly income and student loan experience

are used. We focus on academic preference like college GPA, motivation for major selection and major satisfaction, and job preparation like internship experience, participation in various activities during study time. Disciplines are divided into humanities, social science, education, engineering, natural science and arts. University characteristics such as university prestige, institutional types and location are used in this study.

This study uses data from the Graduates Occupational Mobility Survey (GOMS) in Korea. The GOMS conducted by the Korean Employment Information Service, covers 4 percent of all college graduates from universities of applied science or four-year universities; for 2013, 18,160 graduates participated. For this study, we select data from respondents who graduated in 2013 in four year universities, and collects data from 18,160 respondents.

The study applies descriptive analysis and logistic-regression model to examine the factors of pursuing master's degree.

We will discuss Korean context related to master programs and determinants of pursuing Master's degree, and suggest policy implications for master program and academic career path. We contribute the study on academic careers for graduates focusing on master program.

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Contact: soojlee@sejong.ac.kr

## Abstracts – Day 2 Thursday

### Session 2A: 9:00-10:30

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ROOM K109

#### ***Student-Staff Partnerships: responding compassionately to 'big data'***

Sarah Parkes, Helen Bardy & Adam Benkwitz  
Newman University Birmingham, UK

Paper: 30mins

Some view University as a site for capacity-building to challenge or extend received understandings for the greater good (Collini, 2012, p 9). Others see it as crucial to a country's economy in a globalised market place through trading knowledges, rather than means of production (Organisation for Economic Co-operation and Development, 1996). Within this global context, English universities are compelled to attend to metrics that (re)shape conceptualisation of the student experience: a reshaping that requires monitoring student engagement and student retention that alters the nature of academic practices. Moreover, technologies such as learning analytics promise an ability to target personalised support to profiled 'at risk' students (Gordon, 2014) through mapping large-scale historic student engagement data such as attendance, library use and virtual learning environment activity to demographic information and student outcomes. Yet, serious ethical issues remain in the gathering, manipulation and deployment of such data (Prinsloo and Slade, 2013). Indeed, for Newman University Birmingham (UK), data-driven labelling of students as 'high risk', 'hard to reach' or 'vulnerable' creates conflict between promoting personal growth and human flourishing and treating people merely as data points.

Thomas et al (2017) identifies the importance of human relations in retention work to generate a student's sense of belonging. The challenge here then becomes how to mediate the pressures to embed technologies such as learning analytics along with maintaining and further developing meaningful student-staff interactions. Resisting an approach that

positions students as in deficit, Newman University chose to focus pilot work on learning analytics on only observable student behaviour once enrolled in order to drive supportive pedagogic activities. Hence, since 2016/17, staff and students from the humanities and social sciences have worked in partnership to design, implement and evaluate pedagogic interventions to support inactive students, helping to move further towards an inclusive approach to the deployment of learning from learning analytics.

The initial consultative projects established that students believe such activities should comprise tutor and peer-led activities; enable effective communication between staff/students and peers; be part of a wider mechanism for support; promote autonomy not dependence and be supportive not punitive. Thus, teams worked together to develop and evaluate pro-active tutor and group-led peer mentoring systems in 2017/18. From the perspectives of those involved, this paper will discuss how higher education institutions might respond to calls to deploy 'big data' whilst ensuring they remain centred on the person before them, alongside discussion on the emerging findings from student-staff partnership projects themselves.

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Contact: Sarah.parkes@newman.ac.uk

***Building powerful partnerships: considerations for the transformative potential of partnership work between staff and students***

Jennifer Fraser  
University of Westminster, UK

Paper: 30mins

Bell hooks makes a powerful case for learning in partnership and the potential that this mode of working holds to change how we experience learning. She argues that 'learning and talking together, we break with the notion that our experience of gaining knowledge is private, individualistic, and competitive. By choosing and fostering dialogue, we engage mutually in a learning partnership' (2010: 43). We also know from anecdotal evidence and published research that working in partnership has the potential to transform student and staff experiences of higher education (Cook-Sather, Bovill and Felten, 2014; Cook-Sather and Luz, 2015; Healey, Flint and Harrington, 2014; Peseta et al, 2016). But, what is it about these relationships and ways of working that make them transformative? What are the factors that make for successful partnerships? And, do the partnerships need to be successful to be transformative?

This Paper presents the results of a study in progress which explores the processes involved in building relationships of partnership between students and staff. The first part of the study brings together a group of students and staff who participated in the interdisciplinary Students as Co-Creators Programme at the University of Westminster (United Kingdom) to converse about their experiences of partnership, while the second part comprises a series of in-depth interviews with group members and other Co-Creators Programme participants. These methods were chosen specifically to bring hooks' argument that we must foster dialogue full circle and to create space for participants to reflect on the process of partnership. The group conversation will be captured by audio recording, transcript and drawn illustrations to ensure that the rich mix of voices and experiences comes through. This Paper will present some of the outcomes of the gathering and the interviews to explore what

makes for strong partnerships and what the necessary conditions may be to provide opportunities for transformative learning in partnership.

The Paper responds to the call for proposals from 'The Peaceful University' by considering the role that co-curricular and voluntary partnership learning plays in contributing to and interacting with the academic identities and subjectivities of the staff and students who engage in the Co-Creators Programme. More broadly, the project is interested in how in participating in partnerships we might interrupt some of the consumer and managerialist dynamics which are emerging in higher education.

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Contact: j.fraser@westminster.ac.uk

***Unionising Hope: Collective Subjectivities of Resistance in Higher Education***

Heather McKnight  
University of Sussex, UK

Paper: 30mins

The 2018 strike in UK universities brought students and staff together to oppose the proposed changes to the Higher Education pension scheme. Many see this

attack on university staff pensions as part of the deconstruction of the idea of a public university.[1] Trade Unions and Students' Unions up and down the country have worked together on strike action, pickets, marches, occupations, creating spaces for radical pedagogy as programmes of alternative lectures, seminars and workshops are held alongside the strike action. The reaction to government changes to Higher Education in the UK by Students' Unions and Trade Unions, views the government plan as a marketised edu-dystopia where people are reduced to their possible future salaries, with little space for risk, creativity, or new knowledge that does not have provable, risk-mitigated economic value, where assessing quality will focus on metrics and outcomes, not on the value of learning and the personal development of the students.

Through joint statements of intent, shared approaches to boycotts, and social media campaigns we are seeing allegiances being drawn between these potentially powerful partners of staff unions and students' unions. Edwards notes that "subjects seeking to contest the limits of an increasingly narrow political reality are continually in the process of being constituted... their diverse modes of subjectivity similarly need to be re-conceived in order for us to identify the ways in which they are constructing sites of political alterity against the state and its hegemonic cultural formations." [2] Places where trade unions and students' unions intercept can be read as narrative sites of potentiality, pivotal to the resistance of the increasing marketisation of the education system, that change how staff and students conceive of themselves and others. It considers how spaces of strike action provide sites of estrangement and connection that allow new communities to emerge between staff members and students. This, in turn, allows for the reformation of a community of academic practice that is based on a shared understanding of academic freedom and the public good.

This Paper uses the critical utopian philosophy of Ernst Bloch to locate and understand the shared yet conflicted utopian horizons between Trade Unions and Students' Unions in the UK today.[3] To identify the emergent 'paths in the midst of collapse' and to construct a collective resistance to the marketisation of education.[4] The agreement between the National Union of Students and the Trade Union Congress states they will work towards a "shared vision of a society based on the principles of social justice where all people have access to quality education, decent jobs, and individual and collective rights at work." [5] While understanding that these unions are themselves legislatively restricted, and also suffering from their own internal conflicts and contradictions, there are new spaces and structures breaking through at the

edges of these movements' realities. These may be able to reach beyond what we might see as mere resistance, into constructing ideas for an alternative future, an emergent pre-consciousness of a reimagined sector.

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Contact: h.mcknight@sussex.ac.uk

#### Session 2A: 9:00-10:30

##### ROOM K113

#### ***Intercultural thesis supervision in Thai higher education: The experiences of Thai students***

Puntaree Tantasuwana  
Faculty of Learning Sciences and Education,  
Thammasat University, Thailand

Symposium: 90mins

The study of phenomenon in counseling between different cultures has grown up in recent years. Because a number of students go to study abroad and a lot of scholars emigrate to other countries (Grant and Manathunga, 2011). From reviewing literatures, I found a foreign research from Manathunga (2007, 2014, 2015, 2017) that studied about thesis counseling and taking care of international students who were studying Master's degree and Ph.D. in Australia and New Zealand, for example, The counseling with Maori and Native American students studying in a university in Australia. A lot of them got good care and thesis counseling from foreign teachers who were not original from Australia (non-indigenous supervisors).

There are a small number of researches about thesis counseling in Thailand. A lot of them mention to the role of thesis advisors who are expected by students or

students' satisfaction toward their thesis advisors. Beside, those researches are not specific about thesis counseling in Master's degree or Ph.D. and they use quantitative data collection by collecting from the questionnaire and many researches are not the study of finding students' real experiences which can tell their feelings, surroundings, or occurrences. Moreover, those researches did not collect data from Thai students who got advice from foreigners or the counseling team with foreign teachers.

In addition, there is an international cultural research so it's related about an analysis of the research of foreign researchers with Thai researchers as assistant and others that study about the context of workers in intercultural areas. These researches show what is happening in the present society that has residential mobility from one country to another, and we can see both in students and workers.

It can be seen from many studies and researches in recent years that there are a lot of foreigners working as a part of organization. Although a lot of data in those researches were collected from people working with foreigners, there is a few of data collected from Thai students. Therefore, this research's purpose is to collect data in qualitative research in order to have important basic data to help people working in intercultural contexts to understand the adaptation, expression, using words, and intercultural communication. Besides, conducting research in this time will help these persons mitigate conflict from intercultural disagreement. This research will be focused on Thai students' experiences from thesis counseling by foreign teachers and the team. This will be a significant database about intercultural thesis counseling in Thailand which will use qualitative research methods in order to perceive problem, situation, and database from Thai students' true experiences from getting thesis advice by foreign teachers.

As a researcher, I hope that data taken from this research will help foreign teachers have primary information about working, teaching, and thesis counseling to students in Thailand. This information will be presented about thought, need, expression, and students' communication in order that foreign teachers will get prepared to work better as a scholar, teacher, or thesis advisor while they are working in Thai educational institutes. Moreover, foreign teachers will have good collaboration in learning with Thai students to achieve their goals and work more smoothly. About benefits for Thai students, I hope that they will get ready preparation when they understand about experiences and guidelines for writing thesis from their foreign teachers, advisors, or foreign scholars. In addition, cultural research in education will be

attached more significance and those institutes where foreign teachers working with will realize to the importance of intercultural work environment such as supportive factors and things to improve. These will assist them in building supportive learning environments, working, completing theses, and taking care of erudite foreign teachers in the long term.

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Contact: [puntaree@2015.teachforthailand.org](mailto:puntaree@2015.teachforthailand.org)

#### **Language and culture matter: intercultural team supervision of doctoral students in Australia**

Margaret Robertson & Minh Nguyen  
La Trobe University, Australia

Paper: 30mins

This paper reports on recent qualitative research into the impact of language and culture in team supervision of doctoral students. Since the early 21st century the number of doctoral students leaving their own country to study abroad has risen significantly (Manathunga, 2014) adding to swelling numbers of domestic students. The process of doctoral studies has been acknowledged as identity transformation, a process of 'becoming' for domestic students (Barnacle & Mewburn, 2010) and international students (Xu & Grant, 2017). Intercultural supervision adds the dimension of different understanding of power relationships, and these are deeply embedded in language and identity (Norton, 2000).

At the same time, policies for doctoral supervision

have changed across Australia and elsewhere to include at least two supervisors for each doctoral student (Manathunga, 2012). Power dynamics are complex in the traditional dyadic model (one student to one supervisor), it becomes a great deal more complex where there are two (or more) supervisors.

The complexity of intercultural team supervision carries the risk of miscommunication and misunderstandings that potentially affect the quality of the experience of supervision, with impacts in the development of academic identity for international doctoral students. Intercultural communication competence on the part of supervisors and doctoral student play a significant role in the experience of intercultural supervision. A lack of awareness and valuing of cultural difference on the part of supervisors contributes to deficit views of international students (Manathunga, 2014). These perspectives can lead to silencing doctoral student voice, and places constraints on academic identity development.

This study is small, drawing data from audio recorded semi-structured interviews with six Vietnamese recent doctoral graduates (three male and three female participants from north, central and southern Vietnam). Our study focuses on strategies that the students used to empower themselves and shape their academic identities.

The key research questions are:

1. Do cultural understandings of power (and the language where these concepts are embedded) have impact in team supervision of Vietnamese doctoral students? If so, in what way?
2. What strategies or approaches did you feel enabled you to engage fully with your thesis topic and as a research student?

The small size of the data set does not allow for drawing conclusions but some interesting issues have become apparent. There appear to be clear gender differences in the student's desires to interact assertively with supervisors, with the females relishing opportunities to exercise their agency in managing their supervisors and their thesis. The males found it more challenging to adjust to different power relationships with supervisors. They seemed more constrained by traditional cultural roles as head of their family that made adapting to living and studying in Australia less enjoyable than for the female participants. Generally the female participants reported much stronger identity development as independent researchers than the male participants. Where the male participants have returned to Vietnam to resume their positions in universities, the females have remained in Australia and found research positions in higher education or public service.

The data is currently in the process of full analysis (close repeated readings and thematic analysis) but already appears to offer some new perspectives on the Vietnamese doctoral student experience in Australia.

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Contact: mj.robertson@latrobe.edu.au

#### **Art meets science: Academic being and becoming across disciplines**

Kay Hammond & Amabel Hunting  
Auckland University of Technology, New Zealand

Paper: 30mins

Institutional values influence academic identities, especially for those in teaching roles (McNaughton & Billot, 2016). The development of academic identity is an ongoing evolution of cognitive, emotional and moral aspects of personal and professional identities (Sheridan, 2013). Therefore, shifts in an institution's values affect the academic identities of its teachers in many aspects.

One of the values at our university is for students who will work in interdisciplinary industries, such as healthcare, to work with peers from other disciplines in preparation for their future careers. This enables students to work more cooperatively and holistically to provide better care for people. We also offer specific interdisciplinary programmes, such as design for business, where business students learn to be more creative and develop a designer's mindset. Working across disciplines, students learn to challenge accepted assumptions from their own subject area, and develop

greater cognitive flexibility and emotional intelligence. Likewise, teachers could also benefit from working with peers from other disciplines. Another value of our university is emphasising the scholarship of teaching and learning to promote positive student experience and success, especially in the first year. Therefore, we are interested in how the values of interdisciplinary interaction with teaching and learning affect the ongoing development of our academic identities and the implications for our teaching practices with first year students.

Presenter A is a senior lecturer in a faculty of health and environmental sciences, while Presenter B is a senior lecturer in the school of art and design. Presenter A combines a personal skill of drawing and a professional skill of teaching and learning into a new teaching context in the school of design. Presenter B has expertise in business and design thinking, specialising in teaching creativity and design to non-designers. Therefore, we are forming a partnership across two very different disciplines – health science, with a focus on scientific evidence-based findings for treatments, and design, with a creative and experience-based focus on developing new products and services.

During the first semester of this year, we decided to work together by having Presenter A participate in the first year Design for Business course in two ways – 1) as a student and 2) as a guest teacher for a session on drawing skills. We will keep reflective journals, field notes and interview recordings of our experiences. In the first stage of analysis, we will conduct an auto-ethnographic analysis of our own experiences, followed in the second stage by a narrative inquiry of each other's narratives. In line with previous themes of academic identity (McNaughton & Billot, 2016), we examine our roles, values, disciplinary identities, beliefs about knowing, assumptions, and our personal versus professional aspects of our academic identities. We will also explore the constructs used in narrative identity (e.g. agency, meaning making and communion) as described by McAdams and McLean (2013).

This presentation will interest academics considering collaborating across disciplines to develop their academic identities and fostering more engaging and supportive learning experiences for first year students.

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Contact: kay.hammond@aut.ac.nz

### Session 2A: 9:00-10:30

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#### ROOM K115

#### ***Pushing Academic Identity Development Further: imagination, creativity and ensoulment***

Susan Carter  
University of Auckland, New Zealand

Paper: 30mins

New materialism has provided theories of embodiment that allow highly nuanced understanding of academic identities; I explore what the individualities of imagination can add to embodied ways of knowing. In this paper I am seeking not to problematize, but rather, to find new paths to sustain academic identity, or academic identities, since ‘the notion of a single “academic identity” may be obsolete in an environment in which the academic role is becoming increasingly diverse’ (Churchman, 2006: 3). From the kaleidoscopic diversity we hold within ourselves, academics self-fashion and shape careers. That work-in-progress is not always straightforward.

As an academic developer working with the reality of neoliberalism's 21st century pressure (Wright and Shore, 2017), I would like to trial an antidotal humanising approach to career and identity development. In this paper I draw on imagination theory for an approach based upon how as individuals we make and have worlds (Johnson, 1987). How firmly can we each acknowledge the strengths of our individual experience and resulting imagination in order to have compassion without despair and to model generosity in an age of often mean-spirited accounting? The paper folds theory around academic development for the purpose of scaffolding inner growth as a deliberate resistance strategy.

My presentation will be interactive in that I will pose a series of questions for discussion, seeking feedback to direct my academic developer teaching. I want to know from the community whether my proposed approach to academic citizenship, professionalism and selfhood looks viable and how I might take these ideas further.

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Contact: s.carter@auckland.ac.nz

***Learning from the outsider-within in the Japanese academy***

Momoyo Mitsuno

Oita College of Arts and Culture, Japan

Paper: 30mins

This paper provides a narrative approach to gaining a reflexive perspective on the changing academy by building on and extending Patricia Hill Collins' argument for learning from the outsider-within. It argues that mobility is closely related to the construction of meaning and value of academic work in the context of contemporary academic workers' identity formation. This is suggested by the rise of fixed-term contracts in higher education. These are not reduced to a single category as opposed to permanent/tenured posts, but are negotiated by those who have to construct a narrative toward becoming an academic worker before a trajectory as such shapes one's identity. Among such emerging academic workers are overseas-trained academic staff who occupy newly created short-term positions in the context of higher education reforms in Japan, such as teaching courses in English. They can be positioned as an outsider at the workplace to affect their experience of tensions.

As a case to illustrate how fixed-term contracts are not just assigned, but form part of one's learning process of working in higher education and intersect with other social conditions, I provide my personal account of finding employment at four different universities in Japan while writing and completing a PhD thesis at an Australian university. First, I describe how my experience of employment situations has been embedded in the process of changing academy in

Japan and overseas. Then, I draw attention to binary categories, such as us and them, old and new, or fixed-term and tenured, that frame both my career narrative and higher education policies. I analyse how mobility emerges at the intersection of multiple and competing constraints and opportunities, which short-term contracts afford, through my construction of a narrative. Fixed-terms positions and the internationalisation of the university curriculum in Japanese universities have allowed me to find a relatively easy entry into the academic job market whereas taking such positions seems to have made it increasingly difficult for me to become successfully integrated into the academy and further professional development.

The above case not only provides a micro snapshot of my career trajectory. This paper rather underlines the outsider-within status as an important source of knowledge that reflects personal and ethical dimensions in the changing academy. Subsequently, this suggests an implication for alternative views of engagement and change from within the academy to challenge dominant assumptions around the value of academic work in changing higher education workforce.

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Contact: mmitsuno@hotmail.com

***Using Multiple Methods to Examine Academic Identity***

Kelsey Inouye & Lynn McAlpine

University of Oxford, UK

Paper: 30mins

It is well-established that developing academic identity is a key outcome of doctoral study, as a primary aim of PhD programs is to produce skilled and independent researchers (Pearson & Brew, 2002). In this sense, academic identity represents how one positions oneself within the field as an autonomous researcher, reflected in the reading, writing, thinking, and speaking activities that make up academic work (see, e.g.,

Filipovic & Jovanovic, 2016; Guerin, 2013). Yet, although the concept of academic identity is not new, the specifics of how doctoral students develop the skills and thinking underlying changes in identity has remained under-researched. Thus, the purpose of this paper is to show how using multiple and creative approaches to qualitative data collection may result in a richness of data that allows for in-depth examination of academic identity development, thereby contributing to a more holistic understanding of the experiences of new researchers.

This paper approaches academic identity development from the context of writing, which is viewed as integral to the overall research process and a reflection of thinking (Kamler & Thomson, 2014). Drawing on two studies of how first-year social sciences doctoral students use supervisor feedback to develop their research proposals and build academic identity, this paper demonstrates how using multiple methods may aid in eliciting the kind of detailed data that sheds light on the micro-processes informing the individual identity-trajectories of PhD students. Data included drafts of the research proposal, supervisor feedback, and student-generated supervision notes, which allowed for textual construction of the writing process. These texts were complemented by semi-structured interviews tracking the reasoning behind accepting or rejecting feedback and making specific revision choices, showing how the text and the student-researcher's thinking evolved in tandem. In turn, journey plots and sentence completion exercises designed to identify key events in the early stages of research planning and how students feel about their progress, offer additional insight into the experiences that contribute to changes in academic identity within the context of preparing the research proposal.

These insights are revealed in the detail-rich results that, when put together, create comprehensive portraits of student growth. Situated with the framework of identity-trajectory (McAlpine, Amundsen & Turner, 2014), a theory of identity development in early career researchers, the results demonstrate how prior experience influences reflection upon and response to varieties of supervisor feedback with the goal to advance their research thinking and make the textual revisions that represent their interpretations of feedback. The results also emphasize the importance of individual agency in advancing academic growth and reflecting the students' degree of confidence in themselves as researchers. In short, by using and then integrating methods that step outside the box of traditional qualitative data collection, we may elicit more sensitive and individual portraits of doctoral student experience, thereby gaining insight into how to best support new researchers within the dynamic setting that is today's university.

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Contact: kelsey.inouye@education.ox.ac.uk

## Session 2A: 9:00-10:30

### ROOM K114

#### ***(Un)becoming academics: Stripping down and laying bare, to story spaces of hope***

Ali Black<sup>1</sup>, Gail Crimmins<sup>2</sup>, Linda Henderson<sup>3</sup> & Janice Jones<sup>4</sup>

<sup>1</sup>School of Education, University of the Sunshine Coast, Australia

<sup>2</sup>School of Communication and Creative Industries, University of the Sunshine Coast, Australia

<sup>3</sup>Faculty of Education, Monash University, Australia

<sup>4</sup>School of Linguistics, Adult and Specialist Education, University of Southern Queensland, Australia

Performance: 30mins (virtual presentation)

We are four women from three Australian universities in various phases of (un)becoming academics. One of us has moved from casual to “permanent” in the last year only, one is awaiting a probation review to secure permanency, one has been in academia for more than twenty years with “very little to show for it”, and one has recently walked away choosing voluntary retirement.

This virtually-delivered performance-based presentation draws on forms, expressions and traditions of arts-based inquiry as vehicles for exploring

our academic identities and unveiling our vulnerable, feminine/ist, embodied and multi-layered selves in our work and research (Black, Crimmins, and Henderson, 2017). Our performance includes a metaphorical enactment of our lived experiences of being, becoming and (un)becoming academics. Across this virtual presentation we include drama and visual/poetic representations of our experience, as well as oral vignettes from our (un)becoming stories. Within the performance we engage with autoethnography and collective memoir as feminist processes to explore and make manifest our lived experiences of academic measurement and constraint, and to illustrate the (contained) liberation that has accompanied the stripping away of academic 'agenders' and masculine matrices of success. We reveal to each other our 'tender pink underbellies' and offer to one another our 'landmarks of experience' (Black & Loch, 2014). These help us to understand the impact of the academic machine and inspire us to find new ways of becoming. Our storying has and is generating friendship, kindness and ethics of care and caring. Whilst the machine continues to influence our experience, we are creating spaces of pleasure and joy (Black, Crimmins and Jones, 2017). These storied, collaborative and kind processes have opened ways for us to respond to our in/vulnerable longings to *be* differently—more open, raw, exposed—in academia, and have facilitated the building of regenerative and restorative spaces for hope, agency, relationship and authenticity in the academy.

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Contact: [ablack1@usc.edu.au](mailto:ablack1@usc.edu.au)

### ***Bridges over troubled water: understanding the identity development of medical educators***

Jo Horsburgh  
Imperial College, London, UK

Paper: 30mins

In recent years, the concept of professional identity development has gained traction within medical education (Rosenblum et al, 2016). However, in contrast to the significant body of literature on teacher professional identity development (Beijaard et al, 2004), there is significantly less literature considering the professional identity of medical educators. This is despite the emphasis on the professionalisation of medical educators and specifically the significant increase in the number of medical doctors completing Master's level qualifications in education (Tekian and Harris, 2012).

This study aims to explore the professional identity development of these individuals who work across the differing communities of practices (Wenger, 1998) of medicine and education. It explores the diverse nature of both the medical and educational practices that these participants engage in and how this impacts on their identities as medical educators. In particular, it aims to explore the similarities and differences between different groups of medics in how they develop their medical educator identity including how participants from different medical specialities broker their identity between different communities of practice.

Drawing upon a social constructivist approach, 15 semi structured interviews were conducted with clinically qualified medical educators all of whom had completed, or nearly completed, a Master's in Education. The interviews were audio recorded and transcribed prior to being thematically analysed.

The data suggested that whilst studying for a Master's in Education was ultimately positive for many of the participants, engaging with education as a new field of study was challenging for most. These challenges included engaging with new ways of thinking, carrying out research in a new methodological paradigm, and using new terminology. Furthermore, participants often experienced tensions in brokering between education and medicine communities, and these tensions ranged in type and complexity given differences between and within these communities. Such tensions included the lower status of education experienced by some, but not all, participants, being unable to share new knowledge and understanding with colleagues, and finding the time for education



alongside busy clinical commitments.

Inspired by Wenger- Trayner et al's (2015) metaphor of landscapes of practice these findings therefore suggest that crossing between medicine and education involved crossing some 'troubled water'. However, it appeared from the participants' interviews that there were some 'bridges' that facilitated these crossings and therefore helped participants to develop their identity as an educator. Such bridges included how integrated their education and medicine roles were, completion of their MEd qualification and how this was viewed by others, and the amount of identity capital they held.

This research shows how developing a professional identity as a medical educator is complex and challenging, findings which may well have applicability to academics working across other disciplinary boundaries.

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Contact: j.horsburgh@imperial.ac.uk

#### **Co-operation and sharing: Teaching-focused academic identity in UK Life Sciences departments in a research-dominated culture**

Anne Margaret Tierney  
Edinburgh Napier University, Scotland

Paper: 30mins

The UK higher education landscape is increasingly dominated by research. In particular, it is influenced by the requirements of the Research Excellence Framework (REF), a national exercise which takes place every five to six years, examining the quality of

research being done at UK universities.

Teaching-focused academics exist as a consequence of REF, to allow Research-focused colleagues to maximise their efforts towards REF (Tierney, 2016). Employed to do the majority of teaching and administration, especially of large undergraduate courses, their role has expanded in scope, and they are recognised as an emerging and distinct academic identity (Hubbard, Gretton, Jones, & Tallents, 2015). This academic identity is characterised by a rejection of the competitive nature of disciplinary research, and an embracing of a co-operative, sharing model. In place of disciplinary research, the majority of Teaching-focused academics are required to engage in the Scholarship of Teaching and Learning, and develop expertise in an area of that as their career progresses (Bell et al., 2006; MacKenzie et al., 2010). Teaching-focused academics may come to the role via a number of paths, but what connects them is their sense of collegiality, both to their students, and to their colleagues (Garwood, 2011).

This Paper explores the perceptions and experiences of twenty-one teaching-focused academics, employed in Life Sciences departments in UK universities, specifically in the year preceding the last REF (2014). Employing narrative interviews, and thematic analysis, the findings expose the role of the Teaching-focused academic and their dedication to their subject, their colleagues and their students. The study also explores the place of the Teaching-focused academic within the organisation, and how policy and practices affect them.

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Contact: [a.tierney@napier.ac.uk](mailto:a.tierney@napier.ac.uk)

## Session 2B: 11:00-12:30

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ROOM K109

### ***Engaging place: Academic identity work in a (southern) settler colonial university***

Avril Bell

University of Auckland, New Zealand

Paper: 30mins

This presentation draws on academic identity literature and southern theory to reflect on my own late career academic identity work as a settler colonial academic. From academic identity literature, I take the key point that these professional identities are continually in process as we engage in identity work between our personal and professional biographies and the opportunities and constraints of the institutions within which we work (Pick et al, 2017). While much attention has been paid to the impacts on academic identities of the institutional shape of the university, especially in relation to managerialism and neoliberalism, far less attention has been paid to the opportunities and constraints arising from the specific histories and geographies of the particular universities within which we work. From southern theory, I take the foregrounding of the metropole (northern) -- periphery (southern) divide that shapes our academic lives (Connell, 2017), and particularly Hountondji's (1996) argument that the necessary attitude of intellectuals in the periphery is one of 'extraversion', that is, being oriented to sources of authority outside their own society. Overall, against such pressures, southern theory scholarship calls us to re-orient ourselves to the particular knowledges, geographies and histories of the places in which we work (Peace & Shearer, 2017).

While for much of my academic life I have been a compliant academic subject of the periphery, as I near career's end I am somewhat freed to rebel against the imperatives to speak to, and seek validation from, the metropolitan centres of knowledge production – both the personal imperatives of career advancement (and simple survival) and the institutional imperatives for 'world-class' (international) publications and status. In this liminal end-of-career spacetime I can contemplate new, 'risky minglings' (Sheridan, 2013) of the personal and the academic. For me, these arise from my academic identity as a scholar of settler colonialism and my personal identity as a settler descendant, and

within the context also of a slightly rebellious turn within universities of the periphery themselves, following calls to decolonisation of the academy and to curricular justice. In this presentation I will map some of broader ways in which the spacetime of our universities might become an active component of our academic identity work, drawing examples from my own negotiation of the personal and the academic in my identity work as a settler colonial academic of the periphery.

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Contact: [a.bell@auckland.ac.nz](mailto:a.bell@auckland.ac.nz)

### ***The academic identity of international junior faculty at Japanese universities: the importance of regional origin and tenure status***

Yangson Kim<sup>1</sup>, Christopher Hammond<sup>2</sup> & Thomas Brotherhood<sup>1</sup>

<sup>1</sup>Hiroshima University, Japan

<sup>2</sup>Rikkyo University, Japan

Paper: 30mins

This intensive qualitative study presents a new perspective on variations of academic identity in Japan by foregrounding the emerging differentiation among international junior faculty members at Japanese universities. Recent studies by Huang (2018a, b) have shown that significant divisions exist within the growing international community, suggesting there are clear divergences among foreign scholars moderated by differences in their regional origins and work roles. Among other key findings, it was shown that while all international faculty struggle to attain stable positions in Japanese universities, with tenure-track jobs remaining scarce for international applicants and subject to high competition, this problem was more

acute for faculty from Western countries. Furthermore, differentiation was evident in the manner in which scholars considered their professional priorities. Those from East Asian countries placed greater emphasis on their responsibility to research and teach in Japanese than their western counterparts who prioritized teaching in English and other internationalization activities. The present study builds on this existing research by engaging directly with these emerging differentiations and interrogating to what extent and how this may relate to the academic identities of different groups of foreign scholars. We consider two primary research questions, focused on investigating whether there is indeed a differentiation of academic identity among international faculty in Japan, before considering the processes that may underlie the relationship between their academic identity and their regional origins and work roles. To address these questions semi-structured interviews were conducted with junior faculty from across Japan, including those from each major geographical region and sector of Japanese higher education. Within this maximum variation approach, four target groups were identified for interview reflecting earlier research, differentiated by East-Asian vs Western origin, and tenure vs non-tenured status. Preliminary results suggest that there is a recognizable divide in international junior faculty members' academic identity, particularly apparent on a number of key points. Both language and perceived cultural affinities aid East-Asian academics in developing an academic identity that easily assimilates into the dominant academic culture of Japan, which matches the expectations of Japanese colleagues. Meanwhile, those from Western countries are more often expected to maintain a distinctly "international" academic identity, with potential consequences such as difficulties in meaningful integration with Japanese colleagues, and difficulties in obtaining tenured jobs. While these results are still preliminary and will become clearer in the process of preparing for publication, this study offers a unique intensive qualitative engagement with these issues, while giving voice to a group of academics who are relatively neglected by existing research in this field.

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Contact: yskim@hiroshima-u.ac.jp

#### ***International Colleges and the Cultivation of Social Capital in a Divided Thailand***

Matthew Ferguson

Mahidol University International College

Paper: 30mins

At a time of intense inequity in Thailand, education reform is at the top of the agenda for fostering reconciliation in the country. Since higher education reforms in 1999, universities have purposefully instituted internationalization strategies that on one hand have aimed to prepare Thai students for the opportunities that globalization brings to the country, but on the other hand at the college level, have had the equal aim of drawing on students from middle and upper class Thai families to meet a market niche demand. Many would say that IE in Thailand has gone a long way to modernizing curriculum and instruction in the country. However, to date as it has been understood, IE has been implemented with the effect of bolstering the social capital of the Bangkok middle class and elite. From this perspective, the 1999 reforms and the development of IE may be in part contributing to the classist divide that marks regional relations in Thai society today. If it could be better understood how policy-makers in Thai higher education conceptualize the role and potential of IE, then it may help to illustrate to what extent the implementation of IE is consistent with historical and classist narratives that reaffirm existing inequities in Thai life. Therefore, the purpose of this narrative study is to understand how the leadership team of an esteemed international college in Bangkok and others in the distinct regions (in the South, the North, and the Northeast) all characterize the role, the mission, and the ambitions of IE in their respective contexts. The ultimate aim is to formulate a critique of how prejudicial narratives are reinforced in higher education, and inhibit the project of reconciliation in Thailand. This presentation shall share preliminary findings and analysis of an ongoing critical study.

Contact: matthew.fer@mahidol.ac.th

#### **Session 2B: 11:00-12:30**

**ROOM K113**

#### ***English-Medium Instruction and Professional Identity of Faculty Members***

Yukako Yonezawa

Tohoku University, Japan

Roundtable: 60mins

This roundtable session deals with English-medium instruction (EMI) from the viewpoint of professional identity of faculty members. The provision of university education through EMI has been rapidly introduced in many non-English speaking countries since the 2000s (Bradford and Brown, 2017). In European higher education institutions, EMI programs have expanded by 1,000 per cent from 2001 to 2014 (Galloway et al., 2017). Some East Asian countries and regions, such as China, Taiwan and South Korea, have also been strongly promoting the introduction of EMI in their tertiary education institutions through governmental and institutional initiatives (Bradford and Brown, 2017). Japan is not an exception: According to a MEXT survey in 2015, 41% of universities in the country have introduced EMI courses at the undergraduate level and 37% have done so at the graduate level (MEXT, 2017).

This initiative has affected university education in a number of ways. For example, in many Japanese universities, the introduction of EMI courses and full degree English-taught programs has led to a drastic reform in education management, from admission procedures (Ota and Horiuchi, 2017) to curriculum internationalisation to professional development for teaching staff who encounter students from different cultural and linguistic backgrounds and with different learning styles. These shifts have invited various changes in the higher education scene. While we see both beneficial and challenging aspects of EMI in university education, trends in university internationalisation in the next decade (British Council, 2018) predict that the growth of EMI in non-English speaking countries will accelerate further. Given this prediction, the focus should now be on how we integrate the EMI initiative in a proper way into university education for the betterment of its provision.

As universities are not self-sufficient, isolated agencies but institutions that play a role in societal development from an academic perspective, the impact of EMI on university education should be discussed in its relationship with the global society. Based on this concern, the following question is raised for discussion: "How can faculty members define their own professional identity being faced with the growth of EMI?" This issue attracts the concern of not only education stakeholders from non-English speaking countries but also of those from English speaking countries, because universities in the twenty-first century are interrelated worldwide through the internationalisation of higher education as a response to globalisation. In order to bring the discussion to this question, the first half of the roundtable will collect opinions from the various participants from different cultural, linguistic, geographical and /or nationality

backgrounds about the effects of providing EMI in their individual contexts. I hope that this topic will lead to active discussion among the participants.

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Contact: yukako.yonezawa.a7@tohoku.ac.jp

#### ***Identity and body work in academia – the present and the future***

Nicole Brown

University College London Institute of Education, UK

Paper: 30mins

In this Paper, I explore how academic identity is an active project requiring conscious identity and body work.

Traditionally, work in academia has been associated with huge amounts of flexibility, autonomy and freedom, balanced workloads and thus few stressors (Watts and Robertson, 2011). Within the last two decades, higher education has seen significant changes. Academics are faced with increased pressures to perform and be successful (Gewirtz and Cribb, 2013). Against this backdrop, chronic health concerns and mental health issues amongst academics are becoming more prevalent, and stress-related illnesses, burnout

or mental health conditions are on the rise (Darabi et al., 2017). Due to the variability and contested nature of invisible illnesses, disclosure of such conditions is often difficult. Within academia, in particular, there is a culture of “ableism” that does not allow for open disclosure. Active identity and body work are therefore required to manage hidden struggles.

Drawing on my research into academic’s lived experiences of fibromyalgia, I present what identity and body work mean in the current climate of Higher Education: The data demonstrates the difficulty of defining academic identity. However, there are tendencies and differences noticeable between established or early-career academics and doctoral researchers. Where participants discuss their illness experience, they comment on the difficulty of disclosing illnesses. This is more relevant with fibromyalgia as their concerns around stigma and embarrassment due to the somatoform nature of the condition. Those diagnosed with other health conditions in addition to fibromyalgia, actively use their "other" conditions when completing forms and disclosing medical issues. Academics take active steps to manage their fibromyalgia bodies. Participants present specific examples of adjustments such as heating pads, special support cushions or items of clothing. These treatment approaches and management strategies represent active body work. However, due to these visible, material representations of the illness, they strongly impact the academics' identity.

My Paper shows that academics do not necessarily openly disclose their health issues, and as such there are marginalised and unheard voices within academia. My presentation of present attempts at managing bodies and body work in academia based on the example of fibromyalgia, will lead to the discussion of what the future should or could bring, which approaches to research are required and which kind of steps Higher Education needs to take in order to ensure that academics are willing and able to open up about their difficulties. This section will link to the wider debate of “ableism” and will provide practical strategies universities can take to ensure a more levelled and fairer environment for academics.

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Contact: nicole.brown@ucl.ac.uk

**Session 2B: 11:00-12:30**

**ROOM K115**

***Academic work and embodied practice***

Jennifer Leigh  
University of Kent, United Kingdom

Paper: 30mins

My approach to researching embodied academic identity is authentic to my background and training as a somatic movement therapist and practitioner. As a methodology it has evoked honesty and openness with strangers, and created a fertile ground for expression of experience, feeling, and constructions of identity. However, it challenges traditional ideas of what counts as rigorous methodology and practice within higher education. As such it serves to disrupt the traditional hegemony of the Cartesian disembodied body/mind (Russell, 1946). What else could this approach bring to the academy?

Many academics enjoy an embodied practice of some kind outside of work, in addition to those who explicitly engage in one as part of their academic practice. Embodiment is a contested concept (Sheets-Johnstone, 2015). When I use it, I mean both a state of being and an on-going process of bringing conscious self-awareness to the body, mind, feelings, images, thoughts and emotions. I use the word embodiment as a signifier, as it is understood as a meaningful word (though that meaning may be different depending on disciplinary perspective). It is commonly understood to concern the mind/body connection, or the presence of the meaty, fleshy, breathing body in the world. My understanding came through the practice of yoga, integrative bodywork and movement therapy, and authentic movement over the last 30 years. In this Paper I set out how I came by this understanding, and how it influences my approach to and analysis of research into embodied academic identity. Although this approach has similarities to posthumanist work (Barad, 2007) it draws on philosophical and practical theory grounded in the bodily and embodied experience.

Many Western somatic approaches are connected to, or influenced by the practice of yoga or martial arts (Johnson, 1995). Cultural differences have led to diverse systems of thought in the East and the West,

and different holistic and analytical approaches to movement and the body can be explained in part by these (Bailey, 2001). If embodied practice is understood as any practice that leads to an increased conscious self-awareness, then by extension there are many different forms of embodied practice. In my study I asked participants to self-identify as having an embodied practice, so my own interpretations and definitions did not limit who might take part. Meetings took place in studios, and were on average two hours long. I asked the participants to reflect on their academic identity, to share their embodied practice with me, and to reflect on what it meant to them through drawing, talking, moving and sharing. The data were multimodal and included video footage, drawings, representations, transcripts and my own reflective journal. I took an autoethnographic stance, as I was very aware that my own understanding and positionality were very much a part of the stories I would see and tell in the data. This allowed me to begin to process my own story of being an academic, having a movement practice, being ill, and coming to terms with the constraints and pressures of operating within the academy.

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Contact: j.s.leigh@kent.ac.uk

#### ***Academic identity and performativity: confessions of an insecure academic and the adventures of a highly cited Paper***

Alistair McCulloch  
University of South Australia, Australia

Paper: 30mins

'Publish or perish' has become more than a cliché in recent years. Academics' identities have always been coupled in large part to their publications but, in a higher education world in which performativity and measurement have become the norm, the two have increasingly become more closely entwined. Knights and Clarke (2014, p. 338) cite Gabriel (2010, p. 769)

who says he 'doubt(s) that there are many professions whose members are so relentlessly subjected to measurement, criticism and rejection as academics, exposing them to deep insecurities regarding their worth, their identity and their standing.' In their Paper examining 'how insecurity is variously manifested and coupled with conceptions of identity', Knights and Clarke suggest that our 'identities are fragile to the extent that they are routinely subject to the potential of being socially denied or disconfirmed..., while simultaneously we are seduced by aspirations of success and threatened by apprehensions of failure.' (p. 336) These insecurities increase with the increase in performativity in the contemporary university where academics are increasingly valued by their outputs as these outputs are described by metrics. Two of the key indicators of research performativity in higher education are citations and impact metrics which serve to reduce an academic's identity to simple numbers (Mingers and Willmott 2013).

However, my identity as an academic is formed by more than mere numbers, it is also formed by the way others use my work and how they relate to it and this Paper examines the uses to which a highly cited Paper authored by me and published in *Studies in Higher Education* (Anonymous XXXX) has been put. (The Paper was the second most cited Paper in Vol XX [XXXX] of the journal, a volume which contained 61 articles, and is by far this author's most cited output.) In doing this, the Paper explores the way in which others (mainly, but not exclusively academics) have related to this Paper and, by extension, to me. This exploration discusses the ways in which these others have contributed to the development of my identity as an academic.

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Contact: alistair.mcculloch@unisa.edu.au

#### ***'You do not know my story': analysing tales of transitions into higher education teaching told from an academic development perspective***

Catriona Cunningham & Mary McCulloch  
University of Stirling, UK

Paper: 30mins

Changes in the numbers and the diverse range of students in higher education today have changed perceptions and expectations of the role of the academic (Weller, 2015; Barnett & Di Napoli, 2008) yet we know less about the impact of the changes taking place for the academics. What are their expectations and assumptions about the often under-explored teacher part of their academic identity? Academic developers are responsible for supporting their colleagues as they explore these differences and identify disciplinary and thematic strategies that will in turn enhance the learning experiences of their students, regardless of their background. In our small academic development team of two at the University of Stirling, we have been delving into the teaching stories of our probationary early career academic staff in our Postgraduate Certificate of Learning and Teaching in Higher Education, the first module of which is mandatory for all new academic staff on probation. Recent research provides evidence for how the massification of higher education in the UK is shaping what teachers do in their classrooms in terms of negotiating the many differences between their students (Gunn et al., 2016; Weller, 2015; Carroll, 2015; Killick, 2015). We believe that by exploring individual assumptions and values about teaching in higher education, we are then able to support staff as they navigate the diverse and changing landscape of their own classrooms. By modelling and embedding interculturalism in the curriculum of our own programme, we hope that our participants in turn create their own inclusive and intercultural curricula. This is a collaborative and reflective process that pushes for a change in the way academics move beyond their disciplinary 'tribes and territories' (Becher & Trowler, 2001) into a more plural and holistic view of themselves as teachers.

This paper, a work in progress, will share early analyses of the critical reflections and artefacts of an intercultural and multidisciplinary body of early career academic staff to explore the ripple effect of change in the higher education sector. Through a critical analysis of these micro 'single stories' firmly set in the literature of learning and teaching, we hope to offer a plural narrative of the positive effect of the impact of change on early career academic staff. This work is based on an evaluation of a project that analysed how academics new to the University of Stirling developed the teaching aspect of their professional context as teachers in higher education through the interdisciplinary and intercultural environment that is the classroom of the PG Cert in learning and teaching

in higher education (PGCLTHE). In order for Academic Development to meet the needs of the institution as a whole, we are exploring the complexities of lived context in academic practices, their own stories, to enable us to support them in developing strategies to negotiate the diverse and complex demands of their roles and therefore their own students in turn. The richness of the diversity of staff and students means that arguably now more than ever before, higher education has the power to transform and educate for life, provided the institutional culture established principles of openness, curiosity and where difference is celebrated rather than feared.

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Contact: [catriona.cunningham@stir.ac.uk](mailto:catriona.cunningham@stir.ac.uk)

#### Session 2B: 11:00-12:30

#### ROOM K114

#### **Academic identity in doctoral thesis acknowledgments: Formations in place, space and time**

Barbara Grant<sup>1</sup>, Frances Kelly<sup>1</sup>, Catherine Manathunga<sup>2</sup>, Cally Guerin<sup>3</sup> & Machi Sato<sup>4</sup>

<sup>1</sup>University of Auckland, Aotearoa/New Zealand

<sup>2</sup>University of the Sunshine Coast, Australia

<sup>3</sup>University of Adelaide, Australia

<sup>4</sup>Hiroshima University, Japan

Invited Symposium: 90mins

This three-part symposium considers the formation of academic identity by tracing the presentation of an academic self in doctoral thesis acknowledgements from universities in New Zealand, Japan and Australia.

We explore how emerging academic identities are constructed in acknowledgements as entangled with people, places and knowledges, and within a field of identifications (Green, 2005) that has social, spatial and epistemological dimensions.

### **‘A flight over the study area’: Identity orientations in doctoral thesis acknowledgments 1980**

Frances Kelly & Catherine Manathunga

In this presentation, we analyse thesis acknowledgments from 1980 from three institutional sites in Japan, Australia and New Zealand, focusing on the spatial dimension. Analysis to date shows that thesis acknowledgements offer a glimpse of the academic ‘world’ (Pietsch, 2013) in 1980, revealing ways that the individual doctoral scholar orients themselves (and their work) in relation to local, national and international networks of knowledge. We trace the ways in which knowledge and doctoral scholars travel, charting movements from the periphery to the centre and across diverse places like universities, libraries, industries, businesses, hospitals, government departments and field sites. We examine spaces such as reading, sporting, social and religious groups and references to landscapes and seascapes. This spatial mapping allows us to develop knowledge and identity cartographies that demonstrate the ways in which geographies and spatial mobility transforms the formation of ideas and academic subjectivities (Barnes & Abrahamsson, 2017).

### **Guidance on the journey from ‘curious student to researcher’**

Cally Guerin

This presentation explores the web of relations in which contemporary academic identities are formed during doctoral study. I analyse acknowledgements from theses submitted to an Australian university in 2017 and focus group discussions with current students to identify social and spatial elements in ‘becoming doctor’ (Barnacle & Mewburn, 2010; Mantai & Dowling, 2015). Within the established conventions of the acknowledgments genre (Hyland, 2004), complex identities and stories are hinted at in the liminal moment between thesis submission and examination outcome. The resulting insights into ‘academic identity’ help us critique understandings of that identity in 21st century universities.

### **Minding the gap: Draft acknowledgments and their authors’ commentaries**

Barbara Grant & Machi Sato

In this presentation, we look at draft doctoral thesis acknowledgments and their accompanying commentaries, both of which were produced in workshops with current (in 2017) doctoral students. We are interested in ‘minding the gap’ that opens up in the middle of the process of writing acknowledgments

concerning who and what students decide not (or maybe not) to include in the final version. Focusing on the social dimensions of identity construction, we will discuss this data in relation to the emergence and/or representation of academic identity as one identity among others that is made visible intentionally – and otherwise – in acknowledgment writing.

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Contact: [bm.grant@auckland.ac.nz](mailto:bm.grant@auckland.ac.nz)

## **Session 2C: 15:00-16:00**

### **ROOM K109**

#### ***Negotiating multiple forms of stigma in the Australian academy: A charismatic call to action***

Melinda J Lewis<sup>1</sup> & Rosanne Quinnell<sup>2</sup>

<sup>1</sup> Charles Sturt University, Australia

<sup>2</sup> The University of Sydney, Australia

Roundtable: 60mins

The notion of stigma, including the types and dimensions of stigma (Goffman, 1963; Jones and colleagues, 1984) offers conceptual groundwork supporting a discussion on the future of academic work and the university. Adopting theorists’ notions of stigma as a social, interpretive, or cultural process, this presentation adopts the notion of stigmatisation in higher education to explore its impact on academic



identities and practices. We acknowledge that relationships between individuals and groups are characterised by dominance and resistance, and from this stance we explore stigma in the Australian academy.

Firstly, we reflect on our academic biographies, including turning points and navigational strategies, to better understanding our identity politics, dispositional stances, and deeply felt disruptive dynamics between the individual and the academy. For example, accounts of flexibility stigma in particular, (Cech & Loy, 2014) evidenced through requesting flexible work arrangements, evoking remote work agreements, requesting work from home, or reduced academic contracts, can present a form of bias amongst academics and university workers and can be viewed as a weakening of commitment. As a collective consequence, work choices in an era of labour precarity often reside in lower-level, task-based and procedural activities, as opposed to the full height of academic research, scholarship and writing for publication. Therefore, recognition and appreciation of multiple forms of disciplinary, pedagogical, identity, social, cultural and political stigmatisation in the academy (McLean, Abbas & Ashwin, 2015) have been lacking.

Secondly, we examine stigmatisation at the so-called 'teaching-research' nexus (TRN) (e.g. Neumann, 1992), drawing on a doctoral study exploring research and teaching relationships for academic health professionals in a research-intensive institution in Australia. As academic storytellers, we surface participant stories of their ways of navigating forms of stigmatisation which resided in work choices, blended academic and disciplinary identities, gendered strategies, and career building alliances and isolation. For example, the consequences of working in a tight TRN environment also held demands of curriculum innovation and management, student advocacy and care, high allocations of teaching and committee work. Excessive time in these activities were found to constrain time available for scholarship and research, reduce access to study leave known to gain research traction, and offered fewer opportunities to work at higher responsibility levels to contribute to organisational governance. All these factors work to narrow the perception of an individual's scholarly capacity, resulting in diminished career momentum and closing off access to promotion.

Therefore we concur with the idea that stigma exerts its core effects by not acknowledging or respecting the lived value and individual worth of all members operating within the academy. There is a pivot point of choice, affecting academic identities through recurring, disturbing and repeated patterns, continuing to silence

those affected, limiting their career choices, impeding career progress to only well-trodden pathways and so maintain vexed and often polarised positions that compromise authentic scholarly identities. This is our call for reimagining and reconceptualising the nexus between teaching, research and service missions and the impacts on academic identities accounting for the increasingly stigmatised higher education sector. Finally we offer a departure towards forms of charisma in the academy.

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Contact: melewis@csu.edu.au

#### Session 2C: 15:00-16:00

##### ROOM K113

##### ***Doctoral supervision: identities, influence and 'becoming'***

Gráinne Barkess  
Edinburgh Napier University, United Kingdom

Roundtable: 60mins

The doctoral supervisor is a key figure in the doctoral research student experience. Supervisory quality and a strong supervisory relationship have been identified as critical to the successful completion of a doctorate (Jones 2013). Traditionally, only a small proportion of supervisors have received formal training and development in the supervisory role, and many new doctoral supervisors tend to base their practice on

their own experience of supervision as a student (McAlpine and Amundsen 2011).

Since the early 2000's educational researchers have attempted to create frameworks to support supervisors in understanding supervisory practice and many universities now run dedicated programmes of supervisory development (Kiley 2011, McCulloch & Loeser 2016). Since 2012 I have led on a supervisory development programme which is now aligned to the Higher Education Academy's UK Professional Standards Framework (UK PSF). The course explores institutional regulations, development of supervisory practice, and the creation of a supervisory community of practice.

Halse (2011) argues that supervisory training and development should focus on the on-going process of 'becoming a supervisor'. This leads to the question that once you have 'become' a supervisor has that led to a change in identity, or even the creation of a specific supervisor identity? The literature also points to the key influence of supervisors on the emerging academic identity of doctoral students, and raises the issue of how we are preparing doctoral students for the future world of academia.

This round table discussion will explore three questions:

1. Do doctoral supervisors develop a distinct 'supervisor identity' within their wider academic identity?
2. Do training and development programmes for doctoral supervisors support the development of a 'supervisory identity'?
3. What influence do doctoral supervisors have on the emerging 'academic identity' of doctoral students?

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Contact: g.barkess@napier.ac.uk

### Session 2C: 15:00-16:00

#### ROOM K115

#### ***Research into Academic Profession at the RIHE***

Futao Huang, Tsukawa Daizen & Yangson Kim  
Hiroshima University

Invited Presentation: 60 mins

The purpose of this joint talk is to present what research has been undertaken by core members at the Research Institute for Higher Education (RIHE) into the academic profession and what research outputs have been accomplished in this regard since 1992. The joint presentation is mainly concerned with three aspects of the research in the academic profession at the RIHE. Firstly, it analyzes what national surveys of the academics at Japanese universities have been implemented since 1992 as parts of international research projects. They include the 1992-93 international survey of the academic profession which was initiated and partly funded by the Carnegie Foundation, the Changing Academic Profession (CAP) project in which 18 countries and Hong Kong participated in, the Academic Profession in Asia (APA) in which 8 Asian countries and systems are involved in, and the 2017 national survey of Japan's faculty members based on the APIKS project in which more than 30 countries engaged. Secondly, it makes a brief introduction to what international conferences and publications have been made based on main findings of these national surveys. They refer to all the international conference and workshops which were organized by the RIHE since the start of the research projects mentioned above. Also a comprehensive analysis of main publications made at Springer and by the RIHE based on the projects will be made. Finally, the joint talk concludes by discussing key research findings in collaboration with international researchers since 1992 and offering implications for research, policy and institutional practice. For example, in terms of new findings in the APA project, first of all, it seems there are many variations within the academy of the participating teams. With respect to the main demographic profiles (when looking at preference for teaching or research, academics' views of overall working conditions, and administration and management), despite minor variations existing between the participating teams, two broad groups

could be identified. One group includes Japan and Taiwan, while Cambodia, China, Malaysia, Singapore and Vietnam belong to the other group. Although detailed argument is made in this regard, the origins and traditions of national higher education, the political, social and economic contexts and the values of culture could be considered to contribute to diverse characteristics of the academy in the participating teams. This suggests that not only do the roles and functions of the academy vary across the participating systems, but also that the academy in a number of countries and systems in East and Southeast Asia has become been more diversified in many aspects. Further, although a regional phenomenon was not fully discussed, the study explicitly suggests that not only did the academy in emerging systems (such as Cambodia, Vietnam, China, Malaysia) find itself amid a difficult process of change that will obviously have an impact on academic identities and futures, but also that the academy in matured systems like Japan, Singapore and Taiwan faced various challenges.

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**Session 2C: 15:00-16:00**

**ROOM K114**

***The Art of Generous Scholarship and the Japanese Tea Ceremony***

Sally Knowles<sup>1</sup> & Barbara Grant<sup>2</sup>

<sup>1</sup> Edith Cowan University, Australia

<sup>2</sup> The University of Auckland, Aotearoa/New Zealand

Performance: 60mins

Through two entwined monologues we present an elusive aspect of academic identity: the neglected and

awkward notion of imperfection. The performance addresses the conference themes of compassion, generosity, imagination, and creation to highlight how generous scholarship can celebrate and embrace imperfection.

Our entwined monologues illuminate the ethos of the academic writing retreat communities we have seeded together since 1997 in order to propose cooperative models of “generous scholarship” (Knowles, 2017; Knowles & Grant, 2014). Generous scholarship is conceived as a transformative process, a conscious way to counter dominant academic cultures of hyperperfection and hyperperformance.

We use a central feature of the writing retreats — the work-in-progress presentations in which participants present unfinished or raw writing and thinking while “purposely leaving something unfinished for the play of the imagination to complete” (Kakuzō, 1906, 181) — to reflect on the principles of generosity and imperfection. Sally explains her understanding of these principles as embodied in the Japanese tea-ceremony (Saito, 1997) while Barbara articulates her and Sally’s thoughts about how these principles are enacted during work-in-progress presentations.

Particularly salient is the way reciprocity embodies the core principles of generosity/hospitality and contributes to the writing community’s growth and building of trust (Grant & Knowles, 2000). Hospitable communion between ‘host’ and ‘guest’ is enacted by attentiveness to putting the writer-presenter at ease, thereby enhancing the potency of the pedagogy and embracing imperfection. When exposing one’s unfinished texts, showing the technical flaws and imperfection of our authorial selves, there is potential for harm and/or shame. The care-full structure of the work-in-progress process supports both writer and responders by appreciating the potential of the flawed quality of each other’s unfinished work. The process utilises both ceremony and opportunity to think together and learn from each other.

Likewise, the tea ceremony ritual demonstrates participation and enjoyment through awakened sensibilities. It is based in the principles of wabi-sabi which include transience, imperfection, impermanence and incompleteness. Wabi-sabi characteristics include “humility, restraint, simplicity, naturalism, profundity, imperfection, and asymmetry [while] simple, unadorned objects and architectural space” are emphasised and the “mellow beauty that time and care impart to materials” is celebrated (Urasenke Foundation of Seattle, 2012, np). Thus wabi-sabi also emphasizes what is “worn”, “weathered”, or “decayed”.

Embracing imperfection can be understood as “a healthy reminder to cherish our unpolished selves, here and now, just as we are — the first step to ‘satori’ or enlightenment” (Urasenke Foundation of Seattle, 2012, np). In the tea ceremony, the tea bowl (chawan) embodies such a form of haphazard beauty, even ugliness, that is associated with antiquity or primitiveness, uncouthness, or rustic unpretentiousness (Sen, 1983). Such definitions can contradict a narrow and conventional Western emphasis on intellectualism as the life of the mind, refinement, perfection and high ideals. In a similar way, the work-in-progress process draws out the perplexities of imperfection and highlights a vital “principle of artistic creation” (Saito, 1997, 378). Our entwined monologues invite participants to reflect on the potential for work-in-progress spaces — and others like them — in which imperfections can flower in productively unpredictable ways.

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Contact: s.knowles@ecu.edu

### Session 2D: 16:15-17:45

#### ROOM K109

#### ***“I mean, I’m still going to talk to academics ...”: Who will educational developers be in a technology-driven future?***

Claire Aitchison<sup>1</sup>, Cally Guerin<sup>2</sup>, Rowena Harper<sup>1</sup> & Negin Mirriahi<sup>1</sup>

<sup>1</sup> University of South Australia, Australia

<sup>2</sup> University of Adelaide, Australia

Performance: 30mins

This presentation speaks to the idea and purpose of the future university and the role of its workers from the perspective of staff charged with the responsibility of supporting those designated as ‘teaching academics’. This window into the future is drawn from a research project that explored the experiences of three groups of educational development workers; that is, in Australia at least, staff often separately referred to as ‘academic developers’, ‘language and learning advisors’ and ‘online educational developers’. While there is already a reasonable and growing literature the role of academic developers and academic language and literacy advisors, we know less about online educational workers that are increasingly central to developing the skills of teaching academics. What makes this contribution even more special is that there is the relative absence of combining together the experiences of these three key educational developer groups.

This Paper presents, through the live performance of interview transcripts, the voices of these academic support workers. Often indistinguishable from each other, these educational developers share many commonalities in regard to their working lives, beliefs and identities. The transcripts reveal passionate beliefs about teaching and learning futures in higher education and about the changing roles required for developing teacher skills and student experiences in the online environment.

As ‘peripheral to the main game’ of disciplinary teaching and knowledge work, these workers experience a sense of self that is dominated by the positioning and identity others construct of, and for, them. More often than may be the case for traditional disciplinary academics located in faculty, their work, skills and expertise, is defined by project work arising from institutional strategic policy initiatives. In addition, as relative new-comers to the academy, these workers are less likely as a group to have a shared career trajectory or cannon of knowledge and skills that define (and protect) them and their expertise.

The voices of these educational developers display the contradictions and uncertainties they predict for themselves and higher education learning and teaching. The forecast of a shift in responsibility from people to product development and the incorporation of learning analytics into course design and maintenance were considered central influences on their future working lives. At the same time, there was wide agreement about the ongoing importance of both technology and soft skills for the success of these roles, which they note as likely to become increasingly

merged and redefined under the influence of technological change.

For some, digital education disrupts former ways of working and confidences, necessitating a refiguring of identity; for others, technological futures create a sense of security in an otherwise precariat world. Some foresee bright futures for themselves and students, who, positioned as discerning consumers, will have more control over their learning. For others, teaching and learning futures seem less positive where Netflix versions of online learning dominate, and tutors are “performance coaches and ... guides” – and universities as we’ve known them won’t exist.

Contact: [claire.aitchison@unisa.edu.au](mailto:claire.aitchison@unisa.edu.au)

### ***Fashioning the Academic***

Emma Davenport  
London Metropolitan University, UK

Paper: 30mins

Drawing upon the theme of being and becoming an 'academic', there has been very little research and critical discussion on the role of dress in the lived experiences of academics. Yet, the practice of dressing, whether it be considered fashionable or not, is a rich and textured process where choices about garments, accessories and adornment interact with the everyday material world, particularly that which relates to our daily occupational lives, in order to communicate and imagine our professional practices and philosophies at an individual, social and institutional level. As Barnard (2002) suggests, clothes are never merely representational or functional but complex locales for a range of intentions, affiliations, ideals, subversions and desires. Furthermore, the academic body is rarely encountered unclothed but, rather, as a dressed entity, located in time and space, where social, historical and cultural relations are ascribed to both getting dressed and being dressed. As such, dress is a critical technology available to academics as a way to facilitate and negotiate their multi-faceted professional lives, as scholars, pedagogues, representatives of their employer institution and envoys to the nonacademic worlds.

And yet, the clothed academic body is often invisible, both to itself and others, whether colleagues, managers or students. Reasons for the lack of enquiry into the ‘sartorial consciousness’ (Entwistle, 2000) of academics include intellectual concerns about fashion as superficial and consumer driven, increasing emphasis on student centered learning and continued support for a transmission model of knowledge

transfer within higher education. As a result, any suggestion concerning the role of dress in the becoming of academic identity is shortlived, both from a theoretical and methodological perspective. But, clothes, what we wear to work everyday, is something all academics share and while in of themselves, they may have little significance, when dress interacts with the routines, responsibilities and relationships that make up an academic's professional life, they provide the means through which we can think through what it means to be an academic today, in the past and in the future.

With this in mind, my paper will make a case for using dress, in particular the 'wardrobe approach' (Tseelon, 2010), and oral history (Slater, 2014) as a mode of enquiry into the lived and living experiences of academics that allows the shared subjectivities of professional identity to come centre stage for a moment. Many practices associated with academic research and teaching tend to take place, whether reading in the library or lecturing in the hall, in isolation. And when these practices are highlighted, it is for the performative purpose of institutional scrutiny rather than for the empathetic purpose of educational progress. By inviting academics to consider their lived experiences through their sartorial lives, I argue that we will be better placed to understand their current aspirations and future wishes for academic life.

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Contact: [e.davenport@londonmet.ac.uk](mailto:e.davenport@londonmet.ac.uk)

### ***The lecturer's new clothes: an academic life, in textiles***

Frances Kelly  
University of Auckland, New Zealand

Paper: 30mins

This presentation draws on the field notes of an academic woman to reflect on the complexities of an academic life and identity through the medium of clothing. While academic dress is a topic popular with women bloggers (Floral Manifesto, Thesis Whisperer and Tenure, She Wrote), researchers in higher

education seldom acknowledge the existence of clothing for academics, as if in acknowledging our state of dress (reversing the Emperor's dilemma) we might risk undermining the status of our elevated minds in the rational university. Yet clothing is integral to the experience of being and dwelling in academia, and while it undoubtedly links to age-old issues of the relationship between body and mind in the university, or to gender and sexuality, it also lends itself to a phenomenological account (Franklin, 2014) of academic life. Ahmed (2012) argues for phenomenological enquiry in the university because it highlights how something becomes 'given' when it is not the object of direct enquiry. So, although phenomenology can be associated with the discarnate, as philosophy often is, seeming removed from the everyday world, it can be utilised to bring attention to the ordinary 'things' (Arendt, 1958) of life that go unnoticed yet which form part of our existence – including clothes. This Paper, which draws on a forthcoming chapter, utilises vignettes drawn from journals that each reflect on a specific garment (shown in images) in relation to transitional moments in the working life of an academic woman. As the vignettes convey, clothes are not only felt in material or bodily terms, they are thought about, and carry ideas and associations. Through examining the combination of association, memory and imagination that goes into choosing and wearing clothes in the university, this tale of an academic woman's life lived in textiles not only demonstrates that clothing does matter but also tests the possibilities that it presents to examine the complexities of the lived-and-imagined experiences of women in academia.

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Contact: f.kelly@auckland.ac.nz

### Session 2D: 16:15-17:45

#### ROOM K113

#### ***Being a teacher in the academy: Mentoring doctoral candidates in allied health to be disciplinary stewards***

Tracy Fortune, Jeanette Fyffe, Sarah Barradell & Chris Bruce  
La Trobe University, Australia

Paper: 30mins

Being a teacher in the academy: Mentoring doctoral candidates in allied health to be disciplinary stewards  
This presentation involves a collegial sharing of a work in progress. We will outline a collaborative action research project co-led by 4 experienced teaching and learning scholars (mentors) and a group of sessionally employed doctoral students (mentees), which sets out to support mentee participants to be and become teaching and research academics. We draw from the intent and momentum created through the Australian OLT project - Reframing the PhD for Australia's future universities (Barrie et al., 2015) to consider a form of teaching development for doctoral candidates that goes beyond the traditional "bolt-on" approach by shifting the intention of the project to producing not just effective university teachers but 'stewards of the discipline' (Golde & Walker, 2006).

Securely employed academics have access to professional development and teaching support from the community of teacher scholars with whom they work. These opportunities are not so readily available for sessional academics, an increasing number of whom are doctoral candidates seeking to forge a career as teaching and research academics. For these sessionally employed doctoral candidates there is rarely the opportunity for their emergent researcher identity to find expression in their teaching practice and vice versa.

This project is a counterpoint to the work of Fortune et al (2016) and Ennals et al (2016) who worked with teaching focused academics to develop their researcher identities, while considering the importance of and fostering an ethos of care and collegiality in the discipline of occupational therapy. Building on this earlier work this project will integrate a community of practice and mentoring approach to look beyond skill development and completion of the PhD toward how we might help impart a sense of deep care for the discipline within the role of a health sciences scholar ready to act as a steward of the discipline.

We will present initial findings from autoethnographic narratives written by our participants at the point of stepping into the project, revealing early aspirations, perceived challenges and hopes for the future. We will also present our challenges and dilemmas as researcher/co participants with the intention of stimulating a wider discussion on the ways and means of bringing into being a disciplinary steward.

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Contact: t.fortune@latrobe.edu.au

### **Identity and Continuing Professional Development for Teaching and Learning in Further and Higher Education A case study in Wales and Scotland**

Charles Buckley<sup>1</sup> & Gary Husband<sup>2</sup>

<sup>1</sup> Liverpool University, UK

<sup>2</sup> Stirling University, UK

Paper: 30mins

The importance, scope and requirements of continuing professional development (CPD) courses for lecturers working in post compulsory education have, in recent years, come under considerable scrutiny. This partly reflects the discourse around developments in higher education (HE) such as the Teaching Excellence Framework (e.g. Canning, 2017) and further education (FE) colleges undergoing mergers to regionalise provision and the blurring of boundaries between schools and colleges, and colleges and universities. There have traditionally been marked differences in the ethos and mission of FE and HE sectors. For example, FE lecturers do not normally carry out or have as a part of their contract, research related activities (Husband & Jeffrey, 2016); in contrast, although there are some teaching focused lecturers in HE, the requirement to engage in research is far more common. However, in recent years, there has been a convergence of priorities.

In the rapidly changing post-compulsory education landscape, there continues to be an interest in lecturer identity (e.g. Boyd and Smith, 2017). However, there is a paucity of research comparing identity in both FE and HE settings. This Paper draws together some of the findings of two separate studies carried out by the authors in different locations within the UK. Both

researchers were interested in investigating CPD provision for teaching and learning in each setting and its relationship with lecturer identity. Buckley's research focused on HE provision in Wales and Husband's investigated the FE context in Scotland and Wales.

In the HE sector respondents were positive about the opportunities CPD had afforded them to become part of a network and become accepted into university life, both from their interactions with colleagues and students. For those with a professional background new to academic life, their CPD was often viewed as a rite of passage into university and they had reconfigured their view of themselves to one of a university lecturer. In the FE context, research suggested that lecturers were aware of the importance of their dual professional status and also of engaging with CPD to develop and maintain their skill set in all aspects of their work. A sense of professional change and becoming was evident in both communities and perhaps indicates that the effects of individuals undertaking to complete an award in teaching and learning has a more profound impact than changes to their pedagogical practices.

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Contact: Charles.Buckley@liverpool.ac.uk

### **Mainstreaming Research and the Changing of Academic Career in Indonesian Higher Education**

Abdul Hamid

Sultan Ageng Tirtayasa University, Indonesia

Paper: 30mins

Indonesian academia faces the facts that higher education in the country has been changing since 2012. Since that year, the Ministry of Research and Higher Education of the Republic of Indonesia encouraged lecturers to be more productive in producing scientific publications with research-based career policies.

Furthermore, the ministry punished lecturers who were unproductive in producing scientific Papers. In fact, the ministry's policy was driven by awareness that Indonesian higher education was lagging neighboring countries. The striking evidence was a fewer scientific publication compared with other countries. In the past, the focus of Indonesian lecturers' performance was more on teaching. Lecturer did research, yet it was more appraised as a project resulted with report stored in libraries without being widely publicized. This Paper described the various efforts to mainstreaming research and publications as well as changes in the academic career of lecturers in Indonesia. However, there were some obstacles:

bureaucratic-based-recruitment of lecturers, an undeveloped academic culture, strong bureaucratic culture, low-attractive lecturers' salary, low lecturer mobilization and low international engagement. Thus, the ministry's efforts were necessary but not sufficient to solve these obstacles and make Indonesia's higher education able to compete with other countries.

Contact: [abdul.hamid@untirta.ac.id](mailto:abdul.hamid@untirta.ac.id)

## Session 2D: 16:15-17:45

### ROOM K115

#### ***Generosity and Kindness in the academy: What keeps us in academia?***

Martha Caddell & Anne Tierney  
Edinburgh Napier University, Scotland, UK

Roundtable: 60mins

Modern academic life is a complex series of competing pressures. In the context of the UK, metrics and league tables have overwhelmed the sector. Unsustainable workloads, diminishing pensions, increasing class sizes and increasing research expectations all combine to make academia one of the most stressful careers. All of this contributes to decreasing morale within the academy ("Staff morale 'low' at university," 2015; Weale, 2017). And yet, we remain, coping with the day-to-day pressures of academic life. The UK is 14th in the European Equality Index (The Happiness Research Institute, 2015), which leaves much room for improvement. With the current situation, what keeps us going as academics, when we feel disheartened? Watson (2009) discusses the importance of support; from 'a local team, a department or a disciplinary or professional "tribe"' (p. 133). Becher and Trowler (2001) warn of changes to 'the higher education system, the internal character of universities and to the very meaning of higher education' where the "'special' significance of disciplinary knowledge has been

diminished' (xii-xiv). Faced with these mounting challenges, where do academics draw their happiness from?

This Roundtable Paper looks at the lived experience of academics through the lens of kindness. Combining two studies, we explore the nature of kindness within the university – who, what, where and when. Who lifts our spirits when we are overwhelmed? What makes us happy at work? Where do we look for kindness within the university? And when do we need it most? We uncover simple generous acts which keep us human, and keep us in the jobs we love. Accounts of the support of colleagues and students paints a picture of kindness in a profession which, at times, may seem battered and bruised. We wish to open up discussion around where you find kindness in your university, and what we all can do to nourish and support it.

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Contact: [m.caddell@napier.ac.uk](mailto:m.caddell@napier.ac.uk)

#### ***Exploring embodied academic identity through creative research methods***

Jennifer Leigh & Catriona Anne Blackburn  
University of Kent, United Kingdom

Performance: 30mins

This video essay draws from a study funded by the Society for Research into Higher Education that used visual and creative methods to explore embodied academic identity. Jennifer met with 12 academics from a variety of disciplines including sociology, maths,



drama, dance, music and anthropology, with a range of seniority from PhD student to professor. Each self-identified as having an embodied practice and reflected on their experiences of academic life and work (Malcolm & Zukas, 2009). Each meeting was filmed in a studio, with access to high quality art materials, and the data include video footage, drawings, reflective representations and interview transcripts.

In the context of investigating sensitive issues such as those around embodied identity, these methods, which use embodied methods to explore embodied research questions, may feel the most appropriate (Brown & Leigh, 2018). These approaches lie along the boundary of therapy and research, asking much of both researcher and researched (Leigh, 2018). Similarly, the data themselves lie on the boundary of art and research, in that they can be seen as more than a tool to facilitate reflection, but as artifacts in their own right. Should they be exhibited as art, or analysed and reported on in traditional peer-reviewed journal articles?

This video essay was edited from over 18 hours of footage as a collaboration with a visual anthropologist filmmaker. It takes an anthropological perspective to provoke questions around identity, embodied practice, creative methods and the vulnerability of researchers and researched (Csordas, 2002). It tells a different story from the more conventional outputs that have been written about this study (Wilson, 2018).

Does the use of film along with the other creative approaches provoke more honesty in research participants? Does a film screening allow more emotional connection with its audience? How does this kind of research approach and dissemination compare to more traditional forms – is it riskier? If so, for whom?

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Contact: j.s.leigh@kent.ac.uk

#### Session 2D: 16:15-17:45

#### ROOM K114

#### ***What do we share as academics? Constructing 'academicness' as a new concept to capture shared values, identity and culture among diverse academic professions***

Machi Sato<sup>1</sup>, Shinji Tateishi<sup>2</sup>, Masaaki Sugihara<sup>3</sup> & Kazuaki Maruyama<sup>4</sup>

<sup>1</sup> Hiroshima University, Japan

<sup>2</sup> National Institute for Educational Policy Research, Japan

<sup>3</sup> University of the Sacred Heart, Japan

<sup>4</sup> Nagoya University, Japan

Invited Symposium: 90 mins

Recent structural changes in higher education systems have led to emergence of diversifying academic posts, such as a fixed term positions, positions attached to a particular project, and positions specific to defined roles such as teaching-only, research-only and management. Those who are in non-traditional academic posts inevitably raise questions about their position and identity within higher education. As a result, an increasing number of studies attempt to capture lived experiences of these academics to make sense of changing academic professions (Henkel 2000, Whitchurch 2008).

Among others, Boyer's four scholarships model is perhaps one of the most influential for recapturing academic professions. These are: the scholarship of discovery, integration, application, and teaching. His purpose was to 'define scholarship in ways that respond more adequately to the urgent new realities both within the academy and beyond' (Boyer, p.3). It brought legitimacy to the full scope of academic work, especially in relation to teaching. However, it never mentions what drives academics to engage with these scholarships and how we become a 'scholar'. In other words, we still do not know what bring us together as academics, regardless of the various functional roles we play in the university.

'What do we share as academics?' With this question in mind, this symposium suggests a new concept that captures elements that diversified academic professions may still share, which we call 'academicness'. In this symposium, we will first present two studies and offer a working definition of 'academicness'. Paper 1 introduces perceptions from

within and Paper 2 shows perceptions of the general public. We then invite the audience to discuss the usefulness of 'academicness' as a concept.

### **Paper 1: 'This is how I see my work' – exploration of academic identity through photographs**

Masaaki Sugihara & Machi Sato

This first symposium paper presents an in-progress qualitative study looking at how academics themselves project their idea of being an academic to a photograph.

In Japan, much of the work on academic professions adopts a sociological approach and explores the division of academic work and conflicts among different roles, by focusing quantitatively on time allocation to various activities and their perception of status quo (e.g. RIHE Hiroshima University 1995). These studies often use the categories of teaching, research, service, and management to differentiate academic activities, therefore participants of such a survey are forced to reply within this frame. Thus, we lack insight into how faculty members themselves identify and frame the various tasks they do, the extent of their engagement in a range of activities, and the driving force for their decision-making or their agency.

The purpose of this study is to capture the value of academic work from the perspectives of faculty members. We asked participants to take photo of one activity that they think is the most suited to the term "academic work" and conducted an interview. In this symposium, we present some of the findings from our preliminary analysis.

### **Paper 2: Images of the academic profession according to the general public – analysis of Internet survey data**

Kazuaki Maruyama

This second symposium paper presents an Internet survey study exploring how the general public sees the academic profession in Japan.

Much work on the academic profession focuses on perspectives from within, and 'far less attention has been devoted to the connection between these internal characteristics of the academic profession and the academy, on the one hand, and the broader society on the other (Rhoades 2007, p.117).' Considering how a professional identity is constructed by responding to expectations and pressures from outside, and balancing with internal values and beliefs, it is important to investigate how the general public see the academic profession.

In this study, we used an Internet survey (1,032

respondents who hold a university degree) to ask the general public about their perceptions of the academic profession. In the symposium, we will introduce simple tabulation of data to illustrate how the general public in Japan see the academic work and characteristics of the academic profession.

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## Abstracts – Day 3 Friday

### Session 3A: 9:30-11:00

#### ROOM K109

#### ***Blurring the boundaries: academic staff as doctoral candidates***

Jan Smith<sup>1</sup>, Virginia King<sup>2</sup>, Lynn Clouder<sup>2</sup> & Jennie Billot<sup>3</sup>

<sup>1</sup> Independent Researcher, UK

<sup>2</sup> Coventry University, UK

<sup>3</sup> Auckland University of Technology, New Zealand

Paper: 30mins

“If you’re doing these two things you never feel you’re doing either of them right, or giving enough time to them.”

This paper explores the tensions experienced by a group of mid-career academic staff as they undertake a doctorate in their home institutions. As higher education becomes increasingly metricised globally, mandatory reporting on doctorally- and teaching-qualified academic staff takes place in the UK but the experience of academics undertaking doctorates whilst simultaneously in university employment is under-researched. Our interest is in how individuals negotiate this ‘dual status’ from a third-generation cultural historical activity theory (CHAT) stance (Engeström, 2015) exploring how rules, tools, community and divisions of labour, and interacting activity systems, shape their doctoral experiences. In this study, we do not distinguish between forms of doctoral programme, except to note that all participants, regardless of enrolment status, work towards their doctorates in a part-time fashion.

We suggest that to understand dual status doctoral candidates, three interdependent activity systems should be considered: that surrounding the thesis itself, as in classical activity theory, the institutional – particularly where the doctorate has become mandated (Dann et al., 2018) – and the ‘life’ sphere. Prevalent in our data, generated through narrative interviews, we note the indivisibility of family and

caring responsibilities from doctoral or academic identities. We find that even establishing a doctoral identity is problematic for this group of candidates, causing dissonance in their experiences as time expended on any one activity negatively impacts on the others. Unsurprisingly, as highlighted by the quote at the head of this paper, two aspects of time – actually having enough, or protecting that which is meant to be devoted to the doctorate – can cause considerable difficulty and stress.

Iterative thematic analysis of our transcripts shows that the politics of academic life can also interfere. We build on the work of Dann et al. (2018), who foreground emotive journeys of a group of staff in one institution by widening our scope to include the stories of 10 academics in three institutions on two continents. We also pay attention to the work of Watson (2012) on the potential tensions presented by the concept of ‘colleague supervision’ and extend this to include ‘colleague support’ as our data suggest this is not always forthcoming. A previously-favoured narrative of academic collegiality is eroding in an increasingly-commodified university (Collini, 2015), and from our study we see, even where doctoral candidates can suggest benefits to their teaching, their students and their departments, little value is attached to their endeavours. There is a range of particularities – from easy access to resources/supervisors, to inflexible institutional regulations – applicable to this group of doctoral candidates, suggesting that generosity in academic life can be mediated by conflict and is in need of further exploration.

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Contact: jansmith.glasgow@gmail.com

### **Scholarship as collaboration: Towards a rhetoric of generosity**

Anthony Paré

University of British Columbia, Canada

Paper: 30mins

Who is the speaker of academic texts? What is their relationship to readers? With what authority and conviction do they speak? Is their task to contest, criticize, and rebuke, or is it to cooperate, assist, and collaborate? In our own practice, and in the training of our students, is academic discourse treated as a field of combat, where opponents’ positions are attacked and our own arguments advanced triumphantly? Or do we approach academic writing as a fundamentally social act through which understanding and knowing are built collectively?

Although scholarship is profoundly collaborative, there are hints of a conflictual rhetoric in much academic discourse (Tannen, 2004; Tompkins, 1988). Such combative writing often seeks to dismiss another’s efforts as a means of promoting the author’s own work, often by mis- or under-representing the other’s position (the “strawman argument”), or by boosting the author’s questionable or unfounded claims over their supposed “rivals.” Students, in particular, seem susceptible to this tendency, perhaps because their status as neophytes makes them over-state their case as a means of obtaining an authoritative voice.

This presentation draws on theory, research, and pedagogy to propose a scholarship of generosity and cooperation, in which each writer joins an ongoing, disciplinary conversation as a respected and respectful peer. The roots of such a collaborative rhetoric are deep in the study of writing, and extend back to classical rhetoric and the notion of ethos – which may be understood as both the character of the speaker and the character of the community. For a text to be effective, its voice, style, values, and claims must be consonant with those of the community to which it is addressed, even when proposing new, alternative, or challenging perspectives. Truth, always provisional, advances through this exchange of perspectives. We all stand on the shoulders of giants, as the cliché notes.

More recent rhetorical theory echoes this idea of writing as a profoundly social act. Borrowing from such disparate fields as literary criticism (e.g., Bakhtin, 1986) and psychology (e.g., Vygotsky, 1986), and drawing on theory and research in writing studies from the 1970s onward (e.g., Berlin, 2003), scholars and teachers of writing have portrayed academic discourse as a multi-voiced, regulated practice that allows disciplinary communities to work together to promote inquiry and to advance thinking on their topics of interest. This presentation will offer a theoretical framework for a generous rhetorical scholarship, and describe a pedagogy designed to encourage students to see themselves as collaborators rather than combatants.

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Contact: anthony.pare@ubc.ca

### **Collegiality as resonance with ‘worlds for’ academics – beyond tradition vs. managerialism**

Giedre Kligyte

The University of Sydney & University of Technology Sydney, Australia

Paper: 30mins

Much of higher education (HE) research tends to centre on the antagonism between the traditional academic and new managerial cultures. In neoliberal universities where individualism and competition are promoted as indisputable virtues, collegiality emerges as a surprisingly persistent feature of contemporary imaginaries about academic work (Spiller 2010). In this paper I examine collegiality practices through interviews with individuals situated in various sites of academic practice and offer a more ‘peaceful’ reading of academic relations, transcending the typical portrayal of a clash between managerial and academic values. I analyse academics’ accounts of their practices drawing on aspects of Deleuze and Guattari’s (1988) theorizing and non-representational theory (Thrift, 2008) to conceptualise collegiality as pre-subjective

relatedness and interconnectedness that is conducive to academic work. In doing this, I depart from viewing the academy as a fixed singular system with rigid structures and rules and examine it as overlapping multiplicity of 'worlds for' (Umwelt) that entwine various subjects in academic endeavor. I explore how collegiality enables attunements within and between the multiplicity of academic worlds, including instances where these worlds remain opaque and inattentive. In particular, I explore accounts of collegiality practices that highlight a feeling of direction and flow, but also loyalty and commitment arising from a sense of togetherness and responsibility, well beyond the boundaries of the academy. I explore the role collegiality plays in achieving such 'moments of sudden rightness in an ultimately bewildering world' (Thrift, 2008:52) and propose a new reading of collegiality understood as attunement or resonance with academic contexts, identities and worlds. This understanding of the role of collegiality plays in academic work might allow us to reimagine more desirable futures for universities we wish to dwell in.

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Contact: giedre.kligyte@sydney.edu.au

### Session 3A: 9:30-11:00

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#### ROOM K113

##### ***On Holistic Admissions***

Julie Posselt<sup>1</sup> & Casey Miller<sup>2</sup>

<sup>1</sup> University of Southern California, USA

<sup>2</sup> Rochester Institute of Technology, USA

Paper: 30mins

Evaluations of quality permeate academia, and are critical to opportunities and advancement therein. We evaluate quality in admissions, peer review, hiring, and more. Given evidence that conventional definitions of

excellence used in such evaluation contexts tend to privilege already advantaged populations, formal and informal academic evaluations can be a mechanism that institutionalizes socioeconomic, gender, and ethnoracial inequalities. Our paper proposes a new paradigm for evaluation, especially for selective doctoral admissions, that centers on holistic review. We describe our research with professors and higher education administrators to identify, refine, and encourage more effective and equitable methods for identifying talent.

We begin from two premises: 1.) A more just university will be inherently more humane and peaceful by attending to a fuller scope of human capabilities than one governed by a standard social contract (Nussbaum, 2003). 2.) Justice is compromised by gatekeeping practices that privilege socially advantaged groups. We close with concrete recommendations and tools, such as evaluation rubrics, for those in gatekeeping positions to consider as we strive for just, humane universities.

Any call to peace and justice in universities carries an obligation to enact the principle of equal educational opportunity. Institutions can pursue this principle by combining inclusive definitions of merit with equitable evaluation processes. Present academic gatekeeping systems in doctoral admissions, however, more often create barriers to realizing the peaceful university. Our research has found, through both quantitative and ethnographic methods, that admissions to influential US PhD programs reinforces social inequalities by requiring applicants to possess very high standardized exam scores and/or college grades from elite universities, which are both disproportionately found among wealthy, white, and male applicants (Miller & Stassun, 2014; Posselt, 2016). This narrow interpretation of merit thus undermines equal educational opportunity, especially given that recent studies have called admissions exams' validity into question. Current research thus challenges both admissions exams' justice and utility as selection tools.

We propose a framework for holistic admissions in doctoral admissions (but with wider applicability implied) that is anchored by several qualities:

1. In evaluating and selecting prospective students, holistic review recognizes value in the multiple identities and capacities that human beings bring to academic communities. Merit will thus be thought of as dynamic, contextualized, and multifaceted, not immutable or singular in meaning. As society and the labor market for graduate and professional students change, so too should our means of selecting and educating students.
2. Holistic review does not rely upon qualities or measures that are concentrated in privileged populations. A wide range of qualities must be

considered. There is no evidence, for example, that elite college affiliations increase the probability of PhD completion. Socio-emotional/non-cognitive skills not correlated with social background (such as conscientiousness and creativity), however, are desirable qualities because they promote persistence and success in research.

3. It attends not only to student accomplishments, but also includes assessments of students' potential for growth. This balance of considerations underscores and safeguards the educational, developmental mission of doctoral education.

4. When prior grades, coursework, or standardized test scores are included in the review process, a holistic approach calls for contextualizing these metrics with additional information about a.) the environments in which they are earned and b.) known variation in their distributions by sub-populations.

5. Acknowledging that reviewers and applicants are susceptible to unconscious biases, holistic admissions should proceed using tools and checks that circumvent the risk that these biases will contaminate evaluation. Evaluation rubrics offer one means of promoting systematic, flexible review centered on multiple, shared criteria.

Contact: [posselt@usc.edu](mailto:posselt@usc.edu)

***On being reviewed: From ghosts that haunt in isolation toward connection and unexpected agency***

Cecile Badenhorst, Sarah Pickett, Christine Arnold, Leah Lewis, Jan Buley, Jennifer Godfrey, Karen Goodnough, Kimberly Maich, Heather McLeod, Sharon Penney, Gabrielle Young & Dorothy Vaandering  
Memorial University, Canada

Paper: 30mins

In this presentation, we draw attention to the peer review process in academia and our experiences of being reviewed. As women positioned as early and mid-career faculty members in a mid-sized Canadian university, we tackle the invisible, hidden and silent spaces of critique, review and rejection. Many faculty writers continue to find writing, publishing and peer review challenging despite the widespread assumption that these struggles only occur in the graduate years. Yet, research shows that writing identities and practices are complex, and the nonlinear recursive nature of writing means that writing experiences often change across the lifespan of careers (Bazerman, Applebee, Berninger, Brandt, Graham, Matsuda, Murphy, Rowe & Schleppegrell, 2017). Some challenges we overcome, others continue with us, some we circle back to as new writing demands, different subject positions and unexpected discursive

practices unfold. The impact of peer review of journal articles can be severe and can feel highly personal. Some writers are so daunted by rejection that they face a crisis of confidence in themselves as researcher/writers. This is problematic when faced by a neoliberal context that measures academic productivity largely in terms of peer-reviewed published articles (Nygaard, 2015). Peer review is the "cornerstone of academic publishing" and "fundamental to the development and integration of new research" (Paltridge, 2017, p.22). This system, however, contains many assumptions that create conditions for misuse. For example, the system assumes that reviewers have expertise and a shared conception of what constitutes quality scholarly work in a field of study, that reviewers will be supportive and intellectually ethical, and that reviewers will recognise and encourage innovation or boundary-crossing. While some reviewers do, there are many others who are harsh, biased and play staunch gate-keeping roles (Lee, Sugimoto, Zhang & Cronin, 2013). In exploring our experiences of peer review, we hope to contribute to a more peaceful higher education context by focusing on collaboration and relationship-building. Drawing on collaborative autoethnography (Chang, Ngunjiri & Hernandez, 2013) as a methodology, and narrative and poetic inquiry as data as well as methods of analysis, we engage with what it feels like to be reviewed. Collaborative autoethnography allows us to study the self in the company of others while narrative and poetic inquiry draws on the literary arts to authentically express human experiences (Faulkner, 2018). We use these methods to examine our individual and collective experiences of being reviewed, and to make visible and render anew experiences that are often hidden and secreted away. Our findings show that while experiences of being reviewed varied considerably, many in our group 1) felt isolated in that peer review was not necessarily something one could share easily; 2) that specific review experiences became ghosts that continued to haunt writers even if they later became successful at publishing; and 3) that incidences of perceived failure undermined individuals to the extent that they questioned their worth as academics. All felt, however, that collectively sharing and using a poetic lens did much to rebuild connections, reassert relationships and repair damages. We conclude that sharing our experiences in this way provided an unexpected source of agency.

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Contact: [cbadenhorst@mun.ca](mailto:cbadenhorst@mun.ca)

### ***The solace of slow academia (or breathing room)***

Agnes Bosanquet  
Macquarie University, Australia

Paper: 30mins

This Paper presents an autoethnographic meditation on academic motherhood and a critical analysis of writing on 'slow academia' as a response to the challenges of work and life in the contemporary university.

Autoethnography is an autobiographical research method for writing affectively. Ellis, Adams and Bochner (2011) write of the autoethnographic focus on "epiphanies" or "remembered moments perceived to have significantly impacted the trajectory of a person's life ... times of existential crisis that forced a person to attend to and analyse lived experience ... and events after which life does not seem quite the same" (n.p.). By contrast, this Paper examines everyday mundane artefacts that make visible the messiness and fractured identities of academic motherhood.

I use Luce Irigaray's writing on breath to theorise the pressures and conflicts of academic motherhood. In "The Age of Breath" Irigaray (2004) writes that breathing corresponds with interiority and autonomy; the woman who cultivates her own breath gives weight to her own subjectivity and spirituality. Irigaray's writing on breath assumes a familiarity with the practices of yoga. In *Between East and West*, she outlines what yoga has taught her—"the importance of breathing in order to survive, to cure certain ills, and to attain detachment and autonomy"—and what it has not given her, namely a means to explore "a sexuation of breathing or of energy". The latter she has needed to explore alone "by practicing, by listening (to myself), by reading, by awakening myself" (2002, 10). Irigaray expands on this work in "To Begin with Breathing Anew" (2013).

I bring together breath, motherhood and academic work through a discussion of feminist writing on slow academia, which opens up alternative and creative ways of thinking and being in—and making peace with—the university. This Paper reveals that the academic self and the idea of the university are imaginary places. By this, I mean the academia is performative. To borrow from Butler's (1990) radical rethinking of sex and gender, the academic self is illusory, a stylization, a regulatory fiction, a strategy for survival which is reinforced through repetitive practices.

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Contact: agnes.bosanquet@mq.edu.au

### **Session 3A: 9:30-11:00**

#### **ROOM K115**

#### ***Internationalisation and academic mobility in Thai higher education***

James Burford<sup>1</sup>, Harald Kraus<sup>2</sup>, Mary Eppolite<sup>2</sup> & Thornchannok Uerpairojkit<sup>2</sup>

<sup>1</sup> Thammasat University, Thailand, and La Trobe University, Australia

<sup>2</sup> Thammasat University, Thailand

Symposium: 90mins

International mobility has been an enduring feature of universities since at least the 'wandering scholars' of Mediaeval Europe, with versions of this figure reappearing across multiple historical periods (Altbach, 1989; Bridges & Bartlett, 2008; Pietsch, 2010). Today, mobility is part and parcel of an increasingly networked higher education sector that expects both academic and student bodies to travel. Transnational educational mobility encompasses the movement of academic and student bodies for short periods of research, conference attendance or study, as well as longer periods of mobility such as academic expatriation. This Symposium examines particular figures of international education and academic mobility that surface in Thai universities including the ajarn tangchart (foreign academic), the ajarn farang (white academic), and the international student. The Symposium is set in context by histories of European imperialism in Southeast Asia (Rhein, 2016; Winchakul, 2000), Thai policymakers pursuit of internationalization since the 1990s (Lao, 2015), and a disconnected archive of writing and representation about the work and lives of foreign academics (e.g. Juntrasook & Burford, 2017) and participants of international education (Ferguson, 2011) in Thailand. Foregrounding questions of subject formation and ethics, the Symposium considers how

privilege is distributed to various kinds of raced and professionalized international identities in Thailand, as well as how it shapes representations of international higher education. Drawing on both empirical data and media texts, the Symposium opens up thoughtful encounters with the human subjects of international education and academic mobility in Thailand.

### **Paper 1: Marketing international higher education in Thailand: An analysis of 'internationalisation' in university promotional videos**

Harald Kraus & James Burford

Internationalisation has become an increasingly prevalent object of both educational practice and scholarship in Thai higher education over recent years (Ferguson, 2011; Lao, 2015; Lao & Hill, 2017; Rhein, 2016). The origins of international education in Thailand can be traced back to the late nineteenth century, as Siam/Thailand defended itself against European threats to its sovereignty by engaging in processes of 'modernisation' and 'Westernisation'. Since these beginnings Thailand has continued to participate in the international exchange of students, teachers, policies and practices, in what Lao and Hill (2017) characterise as the 'periphery looking abroad, searching for civilisation and "excellence"' (p. 70). Lao and Hill (2017) identify three key periods of 'externalisation' in the country: the European period (from the late 1900s-WWII), the American period (WWII-1990s) and the 'globalisation' period (1990s-present). Our present study is firmly located in this current historical period of internationalisation in Thai higher education - one which has not only continued to look abroad for excellence but has also seen Thailand increasingly position itself as a destination for both domestic and international students via the establishment of numerous international colleges and programs (Rhein, 2016). In this Paper we aim to investigate how 'internationality' is framed by a particular institutional genre, the promotional video. Promotional videos are ubiquitous across the institutional web pages of international programs in Thailand, and are also shared on various social media sites, such as YouTube. The key question taken up in our Paper is to ask: who are students and their teachers imagined to be(come) as they engage with international higher education in Thailand? In order to answer this question we conduct a semiotic analysis which focuses on aspects of national, institutional and academic identity that are promoted and given salience in these texts. While we argue that it is clear that Thailand HEIs are rapidly positioning themselves as 'destinations' for international education, we also trace other kinds of positioning work set in motion by the videos, such as the identities of students and faculty members involved in international education in the country.

### **Paper 2: Bitter, Twisted, and Half Insane: Narratives of Thai Foreign Academics (Ajarn Tangchart)**

Mary Eppolite & James Burford

Within the domain of foreign academics in Thailand there are particular tropes that seem to haunt the field, and call into question the professional identities of its members. These shadowy figures may be described as the untrained and unprofessional professor, the impermanent 'short-timer', the backpacker, the maladaptive expat, or a combination of these often overlapping descriptions. The presence of these avenues of imagining foreign academics in Thailand exists in a context where whiteness and the ability to pass as a native speaker have allowed some people access to the academy despite sometimes having limited disciplinary expertise. This Paper reports on an empirical study with 28 expatriate academics working in Thai universities conducted between 2017-2018. Participants came from a diverse range of academic fields and from a broad sample of Thai Institutions. Discourse analysis was undertaken on transcripts generated by this project in order to identify the various positionings (Harré, Moghaddam, Cairnie, Rothbart, & Sabat, 2009) observed in the talk of participants. Initial analytic work reveals multiple positions of concern within the profession. The main aim of our Paper is twofold. First, we seek to uncover the shadow figures surfaced in the talk of our participants and then, we seek to understand the effect of these figures on the identity negotiations of the foreign academics we interviewed. By providing a set of frames of the common shadows that appear to haunt the professional identities of Thai foreign academics, we hope to highlight both embedded cultural norms and positioning practices around academics, and understand how these narratives impact the identity work of professionals within the field.

### **Paper 3: Interrogating whiteness as a structuring force for academic mobility to Thailand**

James Burford

In Thai universities the term ajarn farang is common, while the term ajarn tangchart is not. While the word ajarn in these constructions indexes 'university teacher', the words farang and tangchart gesture to 'white' and 'foreigner' respectively. The way that whiteness muscles in to the ordinary construction of foreignness in Thai academia is telling. Such slippage illuminates underpinning cultural values that construct whiteness as a desirable and preferred feature of the foreign academic body. This raises the question of the reception extended to academic bodies that are raced other than white. This Paper reports on an empirical study with 28 expatriate academics working across multiple disciplines in Thai universities. We identify race as a key position of social difference that shapes both the capacity to be mobile, as well as subsequent



experiences of mobility in Thai universities. In recruiting participants for our study we were struck by absences of non-Thai academics of colour, noting instead the high prevalence of white and masculine academic subjects. In line with earlier reports of racism in the Thai education sector (Murray, 2017), across interviews with white academics and academics of colour we uncovered stories of inequitable hiring practices, and differentiated treatment based on race. These differences appeared to be heightened for academics whose identities are forged at the intersection of categories of difference (e.g. women of colour). Given the positive effects that can accrue for mobile academics, the preference for whiteness and exclusions experienced by academics of colour in Thai universities represents a significant area of concern.

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Contact: J.Burford@latrobe.edu.au

#### Session 3A: 9:30-11:00

#### ROOM K114

#### ***Stewardship as the heart of the future doctorate: exercising care in becoming academic for the university, and beyond***

Simon Barrie<sup>1</sup>, Tai Peseta<sup>1</sup> & Jeanette Fyffe<sup>2</sup>

<sup>1</sup> Western Sydney University, Australia

<sup>2</sup> La Trobe University, Australia

Invited Symposium: 90mins

This symposium draws on the context, theorising and insights from the Australian national project 'Reframing the PhD for Australia's future universities' (Barrie et al., 2015) and its efforts to harness Golde & Walker's (2006) notion of 'disciplinary stewardship' to reanimate the Australian PhD. As in other countries, the Australian PhD has been the subject of many comprehensive reviews over many years. The most recent Australian Council Learned Academies (ACOLA, 2016) review, perhaps unsurprisingly, confirmed what has long been suspected about the PhD: that it needs to be reframed to meet the demands of industry based knowledge work, particularly given the limited availability of continuing academic work; that research training is not focused enough on innovation for commercialisation; and that it does not prepare students adequately for the future challenges of academic work, especially university teaching (Probert, 2014). Under assault from several quarters, the PhD it seems, is struggling, and in need of renewal. Understandably, governments and institutions have responded in a range of ways. They have diversified the types of doctoral degrees available to prospective candidates, increased industry collaboration on research projects, and made efforts to 'pack' more into the degree itself via both optional and mandatory programs: ethics and integrity training, communicating with the media, teaching development, provided commercialisation modules, all the while attempting to preserve the doctorate as the primary training ground for the future academic workforce. The 'original contribution to knowledge' criterion that has long-defined the doctorate now sits alongside a view that graduates ought to be resilient, savvy, contemporary, innovative and entrepreneurial. Yet paradoxically, the thesis itself remains as the artefact intended to capture knowledge contribution, the

transformations experienced by the doctoral student, and readiness for employment anywhere.

In this Symposium, we make the case that Golde & Walker's (2006) notion of stewardship has been under-utilised in Australia as an integrating narrative for the PhD. While stewardship's North American origins speak to a more structured doctoral program, the papers that follow interrogate how the 'idea' of stewardship returns us to thinking about the intention, spaces, pedagogies, and outcomes of the PhD at a time when the academy itself is unbundling (Macfarlane, 2011) and industry is positioned - by governments at least - as the employment destination of future doctoral graduates.

### **Paper 1: The concept of Stewardship reimaged for the future PhD**

Simon Barrie

Like many nations, Australia has seen a dramatic rise in the number of PhD graduates in Australia. In 2013 alone, 8236 students graduated with research higher degrees from Australian universities, a 31% increase since 2004 (6238 PhD graduates) (Guthrie, 2014). The striking growth in numbers of PhD graduates, as well as employer feedback about their career preparedness, has prompted considerable discussion about employability (DIISR 2011). Until recently, that discussion has focused almost exclusively on employability outside of academia, noting a concern that the PhD research project, in its current form, is poor preparation for the broader research agendas of industry and contemporary society (ACOLA, 2012). However, recent HE reports are also suggesting that the PhD also in its current form, has an equally poor track record at preparing research graduates for the realities of employment in the rapidly changing environment of today's universities (Coates & Goedegeburre, 2010; Probert, 2014). Given the multiple work destinations that PhD graduates now face, what can enable the doctorate a coherent rationale or purpose if it is not 'research' alone?

This first Symposium paper (Barrie) revives Golde & Walker's (2006) notion of stewardship for an Australian higher education in which graduates face a disrupted future of work. It argues that supporting research students to be 'stewards' of their discipline would mean that: "[a] PhD holder should be capable of generating new knowledge and defending knowledge claims against challenges and criticism, conserving the most important ideas and findings that are a legacy of past and current work, and transforming knowledge that has been generated and conserved by explaining and connecting it to ideas from other fields. All of this implies the ability to teach well to a variety of audiences, including those outside formal classrooms (p.10)". For us, the responsibility of the steward is not

solely to defend the discipline or to conserve the status quo necessarily; it is that students engage in learning experiences that support them to exercise informed and scholarly judgment about taking the discipline forward into new territories (including industry), and for the discipline (and the student) to be changed by those encounters. In other words, advancing the discipline depends on knowing it well enough to recognise that its future is filled with precisely the kind of challenges that are not easy to resolve. Given these debates, this paper makes a case for stewardship as an organizing narrative for reimagining the future PhD.

### **Paper 2: A doctoral curriculum reinvigorated by Stewardship**

Tai Peseta

Writing in an Australian context, McWilliam and Singh (2002) speculated that one of the reasons why 'curriculum' has seemed such an ill-fit for doctoral education is that in taught coursework contexts "curriculum's imperative is to contain knowledge" ... while the "imperative of research is to discover new knowledge" (p.3) – that is, one specifies what is to be learned, while the other is engaged in the act of creating it. Their argument is that changes to the nature of knowledge production in and outside of universities, is bringing curriculum into the doctoral conversation in ways that are designed to satisfy demands for increased order, accountability and quantification - a form of surveillance imposed by external bodies. In other words, the move to curriculum in doctoral education derives in part from a logic that resources are being wasted. Yet there are other conversations about doctoral curricula that are perhaps less cynical, less inclined to conflate coursework with curriculum, and more holistic. Hopwood argued that curriculum constitutes "the whole pedagogical environment, the collection of things and practices that shape students' learning" (p.85-86); Kiley adds more specific components such as candidates, supervision, environment, examination, outputs, transparency and clear expectations, while Lee held that any serious view of a doctoral curriculum needed to account for philosophy and purpose, learning outcomes, and the activities of learning, teaching and assessment (in Hopwood et al., 2010).

In this second Symposium paper (Peseta), we add a new dimension to the doctoral curriculum conversation than currently exists in the prevailing scholarship. We make the argument that a doctoral curriculum might also be conceived as four intentionally designed learning spaces that coalesce around the research project, supervision, intellectual climate, and courses/workshops. While these four learning spaces can each be animated by stewardship as a pedagogical intention relatively easily, if designed purposefully and in relation to each other, together,

they can offer a robust foundation for a coherent doctoral learning experience. One way we have been working with this view of a doctoral curriculum is through a re-examination of candidature milestones. Instead of front-loading milestones in the pre-confirmation stage, curriculum conceptualised as learning spaces and informed by stewardship (Golde & Walker, 2006) invites institutions to be more intentional, 'designerly', and 'integrative' about the learning experiences doctoral students engage in, especially given the destinations of their future careers.

### **Paper 3: The intellectual environment understood as Stewardship: conceptualising its material forms**

Jeanette Fyffe

In Australia, the main national survey of PhD graduates - the Postgraduate Research Experience Questionnaire (PREQ) - reports that the 'intellectual climate' that doctoral students have access to, is variable, frequently wanting, and in need of serious attention (see Kiley, 2005 for a summary). Leaving aside the reliability of the PREQ (Marsh, 2000) and its assumptions about research and its development, the diversity of the doctoral student cohort and the reality that many students must now be in paid work in order to eke out something of sustainable life, suggests that these sentiments ought to continue to be wrestled with. The situation is not aided by academic and research cultures that are increasingly competitive, audit focused and funding starved. As a result, taking advantage of the intellectual climate on offer and contributing to it is often left to chance. Apart from the odd departmental seminar, reading group, and journal club, there is much design work to be done in conceptualising a contemporary approach to the question of intellectual climate.

This third Symposium paper (Fyffe) takes up the challenge of articulating and extending the domains and elements of intellectual climate when it is informed by the three facets of stewardship: generation, conservation and transformation (Golde & Walker, 2006). In addition to the wealth of initiatives on developing research cultures around the world (for example, Solem & Foote, 2009) the paper also builds on the interview data generated as part of the 'Reframing the PhD for Australia's future universities' project (Barrie et al., 2015) to offer something akin to a curriculum - broadly defined - for shaping students' engagement and participation in the intellectual climate.

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Contact: t.peseta@westernsydney.edu.au

## Session 3B: 11:30-13:00

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ROOM K109

### ***Engaging academic librarians in the idea of the university: identity, collaboration and ruminations on the 'third space'***

Fiona Salisbury<sup>1</sup> & Tai Peseta<sup>2</sup>

<sup>1</sup> University of Sydney, Australia

<sup>2</sup> Learning Transformation, Western Sydney University, Australia

Paper: 30mins

Scholarly conversation on the idea of the university haunts its the past, persist in the present, and will likely extend into the future (Newman, 1899/1996; Barnett, 2016;). This continuing and dynamic conversation underpins both the evolving idea and identity of the university in society, and also the practices of academics working inside the walls of the institution itself. Understandably, this conversation has been led and sustained by academics, and as such, there are clear overlaps and parallel tropes within the literature focused on academic identity. Yet one thing is clear: the nature of academic work is changing, unbundling, evolving (Macfarlane, 2011), and academics are now working in new spaces across traditional boundaries, in many cases, more closely with professional staff (Whitchurch, 2013). There is now a need to take the scholarly conversation which theorises the idea and purpose of the future university to new audiences - especially to professional staff - whose work inhabits and crosses the multiple and liminal spaces that characterise the complexity of university life. Working in these fluid and collaborative spaces affects the identities of academics, professionals and institutions, and there are compelling contemporary reasons for professional staff to engage critically with the interdisciplinary scholarship surrounding the future 'idea of the university'.

Among the diverse cohort of professional staff, this Paper focused on academic librarians. They are one group of professional staff that labour in (and out) of third spaces and bring with them a defined and strong existing identity. Academic librarians' identity is firmly attached to the university library. The library has long represented scholarly knowledge and communities, and it is often described as the heart of the university (Weiner, 2009). It is an enduring part of institutional landscapes. Yet despite the library having a noble purpose that reaches back to the earliest universities and its resonance with academics' care for knowledge in the broadest sense, academic librarians as professional staff, have not yet explicitly engaged with the discourse around the idea of the university.

While there may be understandable reasons for this, the new institutional collaborations demanded by a 'third space' way of working (Whitchurch, 2013) suggests that the future university will need staff that understand its past, present and future.

This Paper argues that academic librarians must have access to opportunities to engage with, and critically reflect on, their ideas of the university and links with identity and collaborative spaces. It draws on a doctoral study focused on unearthing academic librarians' ideas of the university utilising the conceptual insights of Barnett (2016) and Whitchurch (2013). The study situates librarians' ideas in the institutional, conceptual, discursive, imaginative, collaborative and overlapping spaces that the future idea of the university inhabits. By bringing those views to the dialogue on the future university, it highlights a role for professional staff, alongside their academic colleagues, in the current scholarship on the changing idea of a university. As a result, the idea of the university becomes an expanded conversation representative of the diverse communities invested in its future.

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Contact: fsal4924@uni.sydney.edu.au

### ***How can reviving the 'idea of the university' through a reading group bring forth a future university we want to inhabit?***

Jeanette Fyffe<sup>1</sup>, Tai Peseta<sup>2</sup>, Fiona Salisbury<sup>1</sup>, Matt Brett<sup>1</sup>, Giedre Kligyte<sup>3</sup> & John Hannon<sup>1</sup>

<sup>1</sup> La Trobe University, Australia

<sup>2</sup> Western Sydney University, Australia

<sup>3</sup> The University of Sydney & University of Technology Sydney, Australia

Paper: 30mins

In 2007 US academic and literary critic Jeffrey J. Williams called for scholars to 'teach the University' (Williams, 2007) so students can learn, test, and critically question the institutional conditions that structure how they accomplish their future selves. While Williams' focus was on mobilising students and revealing to them "the ways and means of the world they are in, and what it does to and for them" (Williams, 2007:26), we suspect there is a similar challenge that has yet to be adequately conceptualised or addressed for university staff. As a result, many are left unsupported in developing knowledge of debates about their own universities, let alone the historical and scholarly debates about universities themselves as specific kinds of institutions that inhabit and contribute to public life. Our response to this gap was to set up a Reading Group.

By reading together, we aim to take seriously the scholarly task of schooling ourselves in the scholarship about the university as its own distinct field of critical inquiry. The Reading Group functions as a pedagogical space that keeps in play a dialogue between what Barnett (2016) refers to as the 'institution' of the university (the form it appears to us now) and the 'idea' of the university (knowledge that it is always in formation). The Reading Group has provided us with occasions to inspect, test, and keep open our views on the purposes of the university at the very same time we are embroiled in its politics, machinations, contradictions, strategic agendas and future visions. By resurrecting a commitment to deep, scholarly reading, we are signalling that there is an historical and scholarly conversation that is crucial to our 'being' in the university and crucial to our shaping of its future. As a group of academics, professionals and PhD students engaged in reading together, our intention is to lay open to each other how our individual views and positions are influenced by local contexts and attachments to our institutional, academic and professional identities.

In this Paper, we build on our earlier work together (Peseta, Fyffe & Salisbury, forthcoming) to theorise how the Reading Group acts as a material interlocutor for rethinking who we are, how we interact with others, and what we do and produce in, for, and about our institutions. We draw on reflective data, collectively produced by members of the Reading Group to interrogate how the idea of the university has come to be drawn and redrawn for many of us with different kinds of academic identities: a doctoral student whose thesis explores academic collegiality, an academic librarian whose research focuses on engaging librarians' ideas of the university, an equity policy practitioner who researches higher education systems, an independent scholar outside the formal university system, and two higher education researchers - one in

researcher development and the other in teaching development. It is the Reading Group that brings these dispositions into critical dialogue. In this paper, we demonstrate how the discussion and debates we participate in can be traced into the routine practices that permeate our ways of being in the university.

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Contact: j.fyffe@latrobe.edu.au

#### ***New lecturers' journeys and the formation of the academic in higher education: a new model for academic identity***

Rebecca Hodgson  
Sheffield Hallam University, UK

Paper: 30mins

How do new academics form their professional identities within the complexities of the current higher education context, alongside a pervasive discourse of 'excellence' as both expectation and aspiration for individuals and institutions? What do their experiences look like? In the shifting cultural and political landscape of higher education today, understanding how new academics can be supported to develop and inhabit a stable and confident academic identity is essential for both individual well-being, career development, student achievement and institutional success.

This Paper explores the formation of academic identities and is based on longitudinal research within in a large, modern UK university. The background to the work includes Clegg's (2008) notions of 'hybridised academic identities', and Smith's (2010) ideas in relation to resonance, dissonance and rejection as responses to becoming an academic. The commonality of imposter phenomenon is central, linking to Ennells et

al (2016) work exploring the challenges of experts becoming novices for new 'professional' academics, and the importance of 'doing and becoming'.

The research participants were academics who were undertaking or had recently undertaken a Post Graduate Certificate in Learning and Teaching in Higher Education. Longitudinal semi-structured interviews were carried out over the course of a year, together with a separate set of one-off interviews with course alumni. The research is situated within a constructivist paradigm and adopted a reflexive, interpretative approach to data collection and analysis, with both the voice of the researcher and participants remaining visible throughout.

Thematic analysis of the data and theorising of emergent concepts resulted in the development of a new framework, which provides a distinctive contribution to knowledge in the field of professional identity formation. This framework includes the new concept of pedagogical agency, and highlights previously unexplored interdependencies between self-efficacy, pedagogical agency, mattering, and belonging, as factors influencing the development of academic identity and practice. Key literature used to theorise individual components of the model included Bandura's (1997) research into self-efficacy and agency, and May's (2011) work in relation to belonging. However, whilst the existing literature enabled theorising of the individual concepts in relation to identity, the findings from this study identified the crucial intersectionality of the concepts as embodied or experienced by new academics. This model, the 'new academic identity nexus' has significant implications for leaders and managers in academic institutions, as well as for new academic staff themselves as they attempt to make sense of their experiences in becoming academics.

This 30 minute session would present the background to the research, the research process, analysis and outcomes (20 minutes). The remaining 10 minutes would be focused on the new model of academic professional identity formation and engage the audience in comment and critical discussion.

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Contact: r.hodgson@shu.ac.uk

#### Session 3B: 11:30-13:00

#### ROOM K113

#### ***Conditions for doctoral creativity: envisioning paths for future academics and universities***

Liezel Frick<sup>1</sup> & Eva Brodin<sup>2</sup>

<sup>1</sup>Stellenbosch University, South Africa

<sup>2</sup>Lund University, Sweden

Paper: 30mins

The World Economic Forum (2017) predicts that complex problem solving, critical thinking, and creativity will be the top three skills people need by 2020 to cope with the Fourth Industrial Revolution. Since doctoral creativity plays a vital role in extending the boundaries of what we know, it should arguably be an essential component of the current knowledge production system within universities. Yet, Bosch (2018: 277) argues that currently PhD programmes fail “to nurture the big thinkers and creative problem-solvers that society needs”. In addition, the prospects for doctoral creativity development do not look too promising as some studies point out that scholarly creativity is not always encouraged in doctoral education (Brodin, 2017), and rarely manifests in an explicit statement of the resultant original contribution a doctoral thesis is supposed to make (as we found in a recent analysis of 1566 doctoral theses across disciplines – see Frick, in press). These findings are worrying should we consider the idea and purpose of the future university and the role of academics therein. Doctoral students as scholars in the making will provide the energy to drive the higher education engine of the future, thus there is a need to reflect upon the current conditions for doctoral creativity, and envision possible future paths to achieve that goal. In our earlier work, we have shown that creativity links ontological, epistemological, methodological and axiological dimensions of doctoral education (Frick, 2010), and that specific pedagogical strategies could foster doctoral creativity (e.g. Brodin & Frick, 2018). In this Paper, we go further to reflect upon the past, present, and possible future conditions for the development of doctoral creativity as an essential component of academic identity formation.

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Contact: blf@sun.ac.za

### **Doctoral students' experiences of publishing and identity formation**

Linlin Xu & Barbara Grant  
University of Auckland, New Zealand

Paper: 30mins

Although the practice of “publish or perish” has long been controversial, it still prevails in many academic contexts. In recent decades, the pressure to publish has been filtered down to doctoral education. Marked by regimes of performativity, publishing in peer-reviewed journals during doctoral students' candidature has gradually become a key factor for those students to secure an academic position after graduation. In some regions, publication even becomes a requirement for degree conferment.

Being high stakes and vital to doctoral students, there is a growing body of research into doctoral publication (Jalongo, Boyer, & Ebbeck, 2014; Lee & Kamler, 2008; Lei & Hu, 2015; Li, 2016). However, little is known regarding how publishing influences and contributes to doctoral students' identity formation: What does

publication mean to them in relation to the identities of being a doctoral student, an emerging researcher, a member of the disciplinary community? How do the students see themselves when they attempt to publish, write and submit a manuscript, respond to reviewers' comments and when their manuscript is finally published? We believe that looking from perspectives of doctoral students on their understandings of publishing and its relations to their academic identities can help unpack the baggage of publication and, therefore, offer some insights into the complexity of the students' academic identity formation. As part of a large comparative study of the experiences of doctoral students in Education among several contexts (China, Cyprus, Ireland, New Zealand and the USA), this study focuses on those students in the Faculty of Education and Social Work of a New Zealand research university. Two phases of this study have been completed: 1) A short online questionnaire (less than five minutes) was administered to all 355 doctoral students in the Faculty of Education, to obtain preliminary information of the doctoral students' publishing experiences and to form the basis for a series of one-off semi-structured interviews; 2) a follow-up semi-structured individual interview (30-60 minutes) was carried out with 20 doctoral students who had filled in the questionnaire, to gain an in-depth understanding of how they perceive publishing with regard to their academic identity formation. The findings and their implications for both the doctoral students and their supervisors will be discussed.

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Contact: linlin.xu@auckland.ac.nz

### **How PhD advisors and students cope with the creativity-governance nexus**

Marc Torka  
WZB Berlin Social Science Center & University of

Sydney, Australia

Paper: 30mins

Scientific work is increasingly subject to two seemingly conflicting trends. It should be creative and yet predictable. The advancement of knowledge requires willingness to pursue intellectual risky and potentially transformative research projects. Yet in many cases academic reward, funding and governance structures implement strict time limits that may discourage high-risk research projects (Torka 2018). Only few studies address this governance-creativity nexus, even though creativity is indispensable for academic careers, identity and research (Krücken, Engwall and De Corte 2018). Most relevant studies claim that academics adjust their practices to the requirements of timely completion and ultimately risk unpredictable creative work (Neumann 2007, Grant 2010).

This presentation explores how PhD advisors and students cope with the contradiction between innovative and predictable projects differently. It draws on a current research project on the “International comparison of doctoral training practices” (German Research Foundation, 2018-2020) in the context of German, Australian and US graduate programs in the social sciences and physics. I will show that research field specific models of coping with the contradiction between predictable as well as creative, risky and original PhD projects emerge. These models can be described as creating and planning individual PhD projects from the outset, developing own ideas in initial projects, providing predefined work packages or constructing individual PhD projects ex post. Each model is tightly linked to disciplinary research cultures and conceptualizes creativity differently. Thus, the converging trend towards increasingly “managed academics and PhD students” (Kehm 2009) has systematic limits.

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Contact: marc.torka@wzb.eu

#### Session 3B: 11:30-13:00

#### ROOM K115

#### ***Academics ageing (dis)gracefully: pleasures and pains***

Claire Aitchison<sup>1</sup>, Cally Guerin<sup>2</sup>, Anthony Paré<sup>3</sup> & Helen Benzie<sup>1</sup>

<sup>1</sup> University of South Australia, Australia

<sup>2</sup> University of Adelaide, Australia

<sup>3</sup> University of British Columbia, Canada

Roundtable: 60mins

In this round table a group of academics share end-of-career stories, rich in passion, disappointment and new beginnings. The stories are both hope-filled and hope-less, tinged with disappointment and loss, desire and inspirational reimagining of selves. End-of-careerers, with their lengthy contribution and deep disciplinary knowledge, should, potentially, be amongst the most influential and valued members of an institution/discipline – but are they? How have the changed institutional purposes and values of the contemporary neoliberal enterprise university (Deem, Hillyard, Reed 2008; Winter and O'Donohue 2012) impacted the lives and desires of these knowledge workers? What place can they carve out for themselves and their disciplines in these changed circumstances? What are the options for a re-imagined identity – within or outside the neoliberal enterprise? And, finally, in this panel we reconsider Louise Archer's provocative query about the possibility of doing academic work without being an academic neoliberal subject.

From individual stories of dashed hopes and ambitions, brought about by changing contexts and values, restructures, managerial mismanagement or worse, some end-of-careerers leave before they are ready – choosing to flee rather than remain. Others, perhaps less able or less willing to go, find new ways of ‘hanging on’, reconfiguring their subjectivities in order to reconcile conflicted personal values and beliefs with those of the new enterprise university. While particular instances are deeply personal, individuals share common experiences of mismatched expectations and realities, luck, disappointment and unexpected delights. Whether choosing to stay or go, these academics need to reconcile their new and emerging realities and



reimagine their life in ways that honour their intellectual capabilities and desires to contribute, and their personal futures.

These tales reveal as much about affronts to individual identity and subjectivity as they do about the state of the contemporary university, and education more generally. Thus, the stories also throw out confronting moral and aspirational challenges to those in power in higher education – as well as those who seek a future as knowledge workers.

#### References

- Archer, L. (2008) The new neoliberal subjects? Young/er academics' constructions of professional identity, *Journal of Education Policy*, 23:3, 265-285, DOI:10.1080/02680930701754047
- Deem, R., Hillyard, S., & Reed, M. (2008). *Knowledge, higher education, and the new managerialism: The changing management of UK universities*. Oxford, UK: Oxford University Press.
- Winter, R. P & O'Donohue, W. (2012) Academic identity tensions in the public university: which values really matter?, *Journal of Higher Education Policy and Management*, 34:6, 565-573, DOI:10.1080/1360080X.2012.716005

Contact: [claire.aitchison@unisa.edu.au](mailto:claire.aitchison@unisa.edu.au)

### Session 3B: 11:30-13:00

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#### ROOM K114

#### ***Transforming identity through authentic collaboration***

Caroline Clewley, Monika Pazio & Martyn Kingsbury  
Imperial College London, UK

Symposium: 90mins

Imperial College London is a leading science, technology engineering, maths and medicine (STEMM) focussed research-intensive university. The majority of academic staff are research active, and in the last Research Excellence Framework exercise over 90% of College research activity was judged as 'world-leading' or 'internationally excellent'. Some argue that 'strong orientation towards research often reveal a weak emphasis on teaching' (Gibbs, 2010: p.29). However, Imperial also has an institutional commitment to offering a 'world-class education'. Indeed; Imperial gained a Gold award in the UK's recent teaching excellence framework (TEF) process.

An example of positive teaching and research links, Imperial's Undergraduate Research Opportunities Program (UROP) was the first of its kind in the UK

(starting in 1980). It provides an opportunity for around 300 undergraduates to join a research group for a voluntary 6-12 week placement that generally does not carry any academic credit.

This Symposium will discuss data from two studies that examine legitimate peripheral participation (Lave & Wenger, 1991) in research and in innovative educational design. One of the studies examines the influence of UROP on 'research identity' and trajectory while the other looks at UROP students' authentic participation in the generation of innovative teaching material and their subsequent perception of and attitude to 'educational identity'. We suggest that placements where students collaborate as partners with faculty in an authentic context, research and educational, are transformative and potentially influential in developing future academic identity and trajectory. Furthermore, this represents a significant extra influence over and above that provided by the curriculum, even in a 'high quality' research intensive institutional environment.

#### **Paper1: Keep it real: the transformative potential of authenticity in undergraduate research opportunities**

UROP placements in authentic disciplinary research groups have long been established at Imperial, with students collaborating in 'real research' that aims to answer meaningful research questions, is potentially publishable and is not conflated with issues of assessment or curriculum.

This study used a mixed methods approach, examining data from an extensively piloted questionnaire that collected quantitative and, to a lesser extent, qualitative data from UROP participants over two academic years across all STEMM disciplinary boundaries. There were around 300 completed questionnaires, representing a 60% response rate from participating students. This was followed by open ended semi-structured interviews with a small purposeful sample (n=6) to probe their views of the benefits of the scheme more deeply.

The data show that participants are very positive about their UROP experience overall, and report a broad range of benefits. These can be framed as providing perceived 'advantage' concerning things such as preparing for final year projects, strategic career enhancement, providing relevant experience for a CV and to a much lesser extent pragmatic benefit such as receiving paid work to stay in London for a summer.

Analysis revealed evidence of legitimate peripheral participation in disciplinary research communities, and while participants didn't necessarily recognise this as such, they did recognise their UROP experience as being different from, and more 'real' than their degree

studies.

Contact: c.clewley@imperial.ac.uk

We suggest that this legitimacy is key for both the reported 'advantages' and the strategic career enhancement valued by participants. We argue this authentic, legitimate peripheral participation in a research community is potentially transformative, illuminating and informing identity and onward career trajectories.

### **Paper 2: What difference does it make? - navigating the shift in power, identity and self-efficacy in staff-student partnerships**

UROP staff-student partnerships have been a long standing tradition at Imperial, and these are currently being extended from disciplinary research to pedagogy. 'Imperial Visualisations' was one of the first such projects that focussed on staff student collaboration to produce educational resources for teaching complex Physics concepts.

Measures of success of a true partnership are a shift in perceptions and a change in identity of the students involved (Healey et al., 2014). Evaluation of students' reflective accounts suggests changes in their self-efficacy in relation to both their technical and transferrable skills and greater appreciation of the complexity of educational design. This recognition was linked to the authenticity of the experience and the skills developed throughout the project. We believe that changes in self-efficacy are the first step in shifting identity. In this presentation, using in-depth interviews, we explore further the extent to which students' identity was augmented as a result of participating in 'Imperial Visualisations'. We examine how students perceived the distribution of power within the project, i.e. to what extent they felt like they were truly collaborating with staff members and to what extent they felt they were delivering a service. Further, we explore how this affected the students' perceptions of self, i.e. whether they saw themselves as students, partners and/or educators. Through this we consider the broader question – what difference do partnerships make? - adding to the much needed evidence base around the impact of staff student partnerships.

#### References

- Gibbs, G. (2010). *Dimensions of quality*. York: Higher Education Academy.
- Healey, M., Flint, A., and Harrington, K. (2014). *Engagement through partnership: students as partners in learning and teaching in Higher Education*. York: HEA.
- Lave, J. & Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge University press, Cambridge.

# Internet Access Guide in public area For Guests

Hiroshima Univ. 2017 Version

We provide wireless(Wi-Fi) and Wired-LAN internet connection services at the many public areas in Hiroshima University.

- The posters and logos indicate the locations where you can access the Internet.
- For Guest members, we provide **SSID [eduroam]** (Wi-Fi).
- Carrier Wi-Fi services (docomo/au/Softbank/Wi2)



For more information, you can get the following site.


Information Media Center top page → “HINET WiFi/Guest”

<http://www.media.hiroshima-u.ac.jp/services/hinet/access-point>

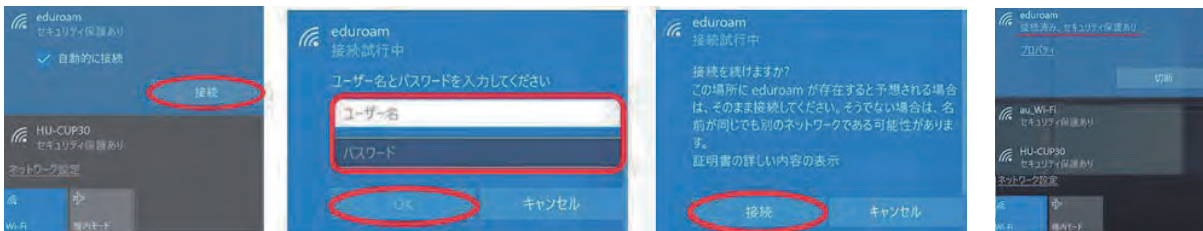
## ◆ Access Procedures [eduroam] ◆

- Configure your computer for automatic IP address acquisition (DHCP).
- In case of ‘Guest Account’  
Please select SSID : eduroam, enter User name : “**Guest Account@hiroshima-u.ac.jp**” and Password.
- In case of ‘eduroam ID’  
Please select SSID : eduroam, enter your eduroam ID and eduroam Password.


### 【Windows OS】

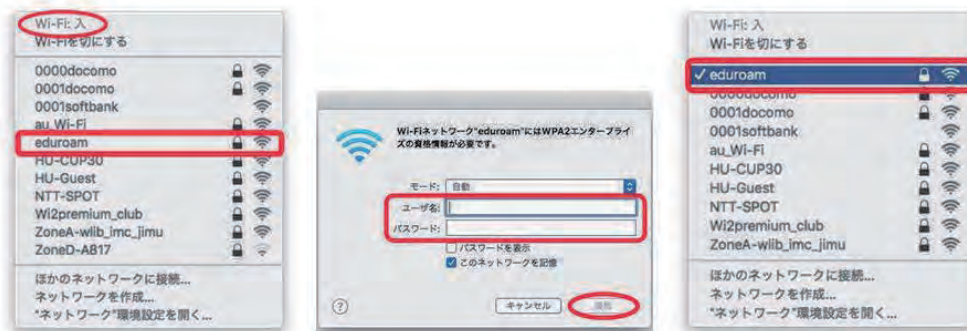
Click the wireless icon (  Windows 7/8.1,  Windows 10), and select **eduroam** , and then click *Connect*.

In the dialog box that follows, enter User name and Password, and click *OK*. After the *Verify Certificate* dialog box appears, click *Connect*.



### 【Mac OS】

Click the wireless icon  , and turn *AirPort on*, and then select **eduroam**. In the dialog box that follows, enter User name and Password, and then click *Connect*.



**【iOS (iPhone/iPad)】**

Click the *setting menu*. Select *Wi-fi*, and select *eduroam*. In the dialog box that follows, enter User name and Password, and then click *Connect*. After the *Verify Certificate* dialog box appears, click *OK*.



**【Android】**

Click the *setting menu*. Select *Wi-fi*, and select *eduroam*. In the dialog box that follows, select EAP : PEAP, and enter User name and Password, and then click *Connect*.



◆ **Wired-LAN in Hiroshima University Faculty Club** ◆

When you open your web browser (Internet Explorer, Firefox, Safari, etc), User Authentication site will appear automatically.  
 → <http://hinet.hiroshima-u.ac.jp>



In case of GakuNin Account, click ①.  
 In case of Guest Account, click ②.

② **Login with Guest Account**



- 1) Enter your **Guest Account** and **Password**, and then click **LOGIN**
- 2) It is network connection completion, if displayed saying "**Login succeeded** "

① **Single Sign-On GakuNin**



- 1) Select your organization.
- 2) Enter your organization Account and Password ,and then click Login.
- 3) It is network connection completion, if displayed saying "**Login succeeded**"

For Inquiries

● For questions about using Internet Access Points:

Information Media Center Hiroshima University

URL: <http://www.media.hiroshima-u.ac.jp/helpdesk/>

Office hours: [Monday-Friday:8:30-16:30]

Main Office Tel: 082-424-6252 Ext: (Higashi-Hiroshima) 84-6252

West Branch Tel: 082-424-6325 Ext: (Higashi-Hiroshima) 84-6325

Kasumi Branch Tel: 082-257-1580 Ext: (Kasumi) 83-6033

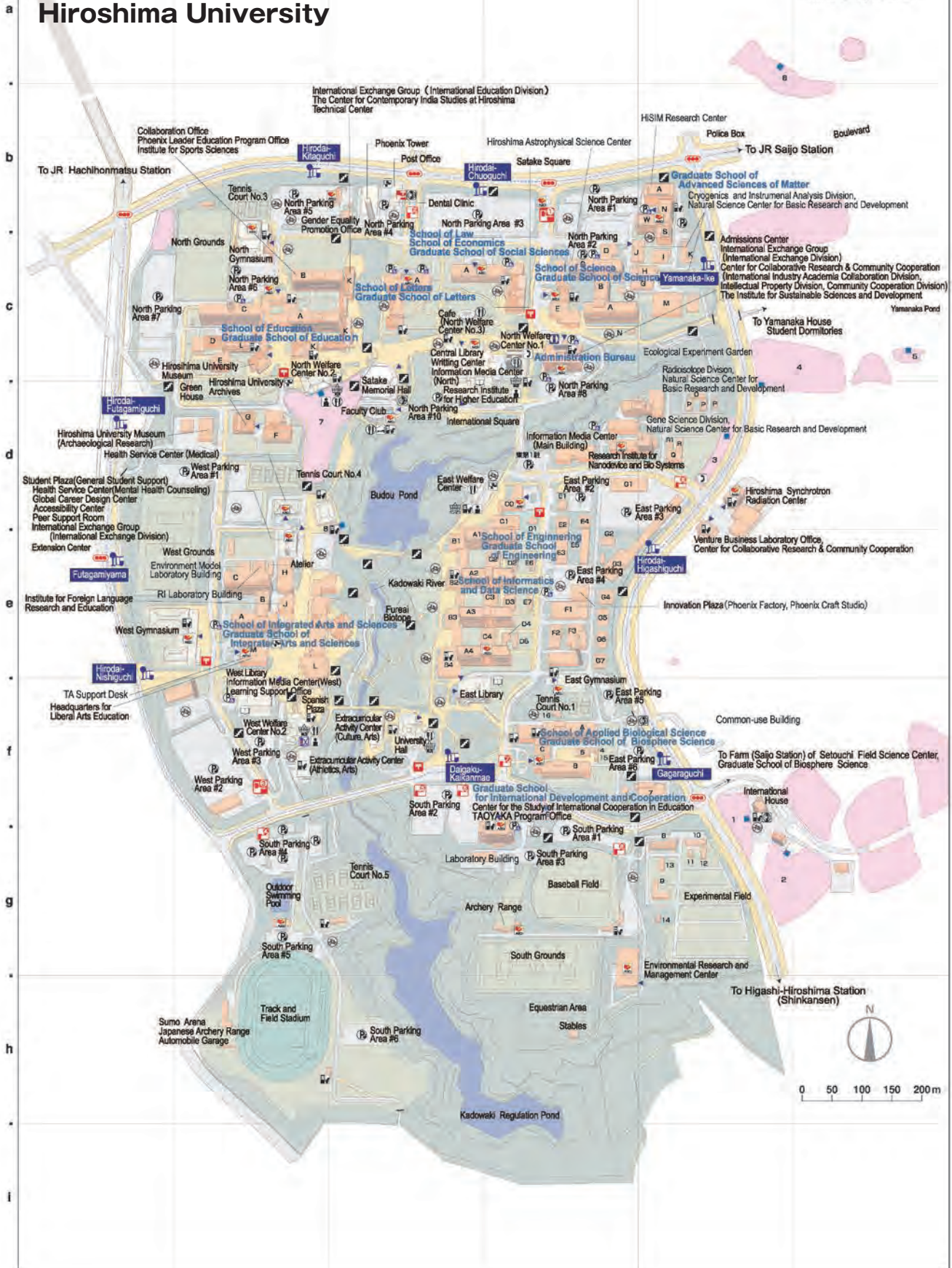
Nightshift hours: [Monday-Friday:16:30-20:45] [Saturday:10:00-16:45]

[Only for the semester period, the student staff answers a telephone in this time.]

West Branch Tel: 082-424-6325 Ext: (Higashi-Hiroshima) 84-6325

# Higashihiroshima Campus Hiroshima University

※As of Apr.2018



## Conference Participants

AITCHISON, Claire	University of South Australia	Australia	alistair.mcculloch@unisa.edu.au
ANGERVALL, Petra	University of Borås and University of Gothenburg	Sweden	petra.angervall@ped.gu.se
BADENHORST, Cecile	Memorial University	Canada	cbadenhorst@mun.ca
BARDY, Helen	Newman University	UK	H.Bardy@newman.ac.uk
BARKESS, Gráinne	Edinburgh Napier University	Scotland, UK	g.barkess@napier.ac.uk
BARNACLE, Robyn	RMIT University	Australia	robyn.barnacle@rmit.edu.au
BARROW, Mark	The University of Auckland	New Zealand	m.barrow@auckland.ac.nz
BELL, Avril	University of Auckland	New Zealand	a.bell@auckland.ac.nz
BLACK, Ali	University of the Sunshine Coast	Australia	ablack1@usc.edu.au
BOSANQUET, Agnes	Macquarie University	Australia	agnes.bosanquet@mq.edu.au
BROTHERHOOD, Thomas	Hiroshima University	Japan	tbrotherhood@hiroshima-u.ac.jp
BROWN, Nicole	University College London Institute of Education	UK	nicole.brown@ucl.ac.uk
BUCKLEY, Charles	The University of Liverpool	UK	Charles.Buckley@liverpool.ac.uk
BURFORD, James	La Trobe University (Formerly Thammasat University)	Australia	J.Burford@latrobe.edu.au
CADDELL, Martha	Edinburgh Napier University	Scotland, UK	m.caddell@napier.ac.uk
CARTER, Susan	University of Auckland	New Zealand	claire.aitchison@unisa.edu.au
CLEWLEY, Caroline	Imperial College London	UK	c.clewley@imperial.ac.uk
CUNNINGHAM, Catriona	University of Stirling	UK	catriona.cunningham@stir.ac.uk
DAIZEN, Tsukasa	Hiroshima University	Japan	tdaizen@hiroshima-u.ac.jp
DAVENPORT, Emma	London Metropolitan University	UK	e.davenport@londonmet.ac.uk
EPPOLITE, Mary	Thammasat University	Thailand	maryepo@gmail.com
FERGUSON, Matthew	Mahidol University International College	Thailand	matthew.fer@mahidol.ac.th
FORTUNE, Tracy	La Trobe University	Australia	t.fortune@latrobe.edu.au
FRASER, Jennifer	University of Westminster	UK	j.fraser@westminster.ac.uk
FRICK, Liezel	Stellenbosch University	South Africa	blf@sun.ac.za
FUJIMURA, Masashi	Hiroshima University	Japan	mfujimura@hiroshima-u.ac.jp
FYFFE, Jeanette	La Trobe University	Australia	J.Fyffe@latrobe.edu.au
GRANT, Barbara	University of Auckland	New Zealand	bm.grant@auckland.ac.nz
GUERIN, Cally	The University of Adelaide	Australia	cally.guerin@adelaide.edu.au
HAMID, Abdul	Sultan Ageng Tirtayasa University	Indonesia	abdul.hamid@untirta.ac.id
HAMMOND, Kay	Auckland University of Technology	New Zealand	kay.hammond@aut.ac.nz
HANNA, Bridget	Edinburgh Napier University	Scotland, UK	b.hanna@napier.ac.uk
HATA, Takashi	Hiroshima University & Tohoku University	Japan	hata@m.tohoku.ac.jp
HO, Swee Lin	National University of Singapore	Singapore	sochsl@nus.edu.sg
HODGSON, Rebecca	Sheffield Hallam University	UK	r.hodgson@shu.ac.uk
HORSBURGH, Jo	Imperial College London	UK	j.horsburgh@imperial.ac.uk
HUNAG, Futao	Hiroshima University	Japan	futao@hiroshima-u.ac.jp
INOUE, Kelsey	University of Oxford	UK	kelsey.inouye@education.ox.ac.uk
JUNG, Jisun	The University of Hong Kong	Hong Kong	jisun@hku.hk
KATSUNO, Kiiko	Seikei University	Japan	kiiko@ejs.seikei.ac.jp
KELLY, Frances	The University of Auckland	New Zealand	f.kelly@auckland.ac.nz
KIM, SeungJung	Seoul National University	South Korea	edusj@snu.ac.kr

KIM, Yangson	Hiroshima University	Japan	yskim@hiroshima-u.ac.jp
KINGSBURY, Martyn	Imperial College London	UK	m.kingsbury@imperial.ac.uk
KLIGYTE, Giedre	The University of Sydney & University of Technology Sydney	Australia	giedre.kligyte@uts.edu.au
KNOWLES, Sally	Edith Cowan University	Australia	s.knowles@ecu.edu.au
KOBAYASHI, Shinichi	Hiroshima University	Japan	shinichk@hiroshima-u.ac.jp
KRAUS, Harald	Thammasat University	Thailand	haraldkrs@gmail.com
LEE, Soo Jeung	Sejong University	South Korea	soojlee@sejong.ac.kr
LEIGH, Jennifer	University of Kent	UK	j.s.leigh@kent.ac.uk
LEWIS, Melinda	Charles Sturt University	Australia	melewis@csu.edu.au
MACFARLANE, Bruce	University of Bristol	UK	bruce.macfarlane@bristol.ac.uk
MALLAN, Vijay	University of Otago	New Zealand	vijay.mallan@otago.ac.nz
MANATHUNGA, Catherine	University of Sunshine Coast	Australia	cmanathu@usc.edu.au
MARUYAMA, Kazuaki	Nagoya University	Japan	maruyama@cshe.nagoya-u.ac.jp
MARUYAMA, Fumihiko	Hiroshima University	Japan	fmaruya@hiroshima-u.ac.jp
MCCULLOCH, Alistair	University of South Australia	Australia	alistair.mcculloch@unisa.edu.au
MCKNIGHT, Heather	University of Sussex	UK	h.mcknight@sussex.ac.uk
MCLEOD, Heather	Memorial University	Canada	hmcLeod@mun.ca
MILLER, Casey	Rochester Institute of Technology	United States of America	cmilleratphysics@gmail.com
MITSUNO, Momoyo	Oita Prefectural College of Arts and Culture	Japan	mimitsuno@hotmail.com
MURASARA, Masataka	Hiroshima University	Japan	mrswm@hiroshima-u.ac.jp
Nomura, Tomoe	Hiroshima University	Japan	nomura-tomoe@hiroshima-u.ac.jp
OBA, Jun	Hiroshima University	Japan	oba@hiroshima-u.ac.jp
O'BOYLE, Aisling	Queens University Belfast	UK	a.oboyle@qub.ac.uk
PAN, Qiuqing	Hiroshima University	Japan	panqj2017@hiroshima-u.ac.jp
PARÉ, Anthony	University of British Columbia	Canada	anthony.pare@ubc.ca
PARKES, Sarah	Newman University	UK	Sarah.parkes@newman.ac.uk
PAZIO, Monika	Imperial College London	UK	m.pazio@imperial.ac.uk
PESETA, Tai	Western Sydney University	Australia	t.peseta@westernsydney.edu.au
POSSELT, Julie	University of Southern California	United States of America	posselt@usc.edu
QUINNELL, Rosanne	The University of Sydney	Australia	rosanne.quinnell@sydney.edu.au
ROBERTSON, Margaret	La Trobe University	Australia	mj.robertson@latrobe.edu.au
RYAN, Juliana	RMIT University	Australia	juliana.ryan@rmit.edu.au
SAI, Asako	National Institute of Technology, Hachinohe College	Japan	sai-g@hachinohe.kosen-ac.jp
SALISBURY, Fiona	University of Sydney	Australia	fsal4924@uni.sydney.edu.au
SATO, Machi	Hiroshima University	Japan	machi@hiroshima-u.ac.jp
SMITH, Jan	Independent researcher	UK	jansmith.glasgow@gmail.com
STRACKE, Elke	University of Canberra	Australia	Elke.Stracke@canberra.edu.au
SUGIHARA, Masaaki	University of the Sacred Heart	Japan	msugihara@u-sacred-heart.ac.jp
TANTASUWAN, Puntaree	Thammasat University	Thailand	puntaree@2015.teachforthailand.org
TATEISHI, Shinji	National Institute for Educational Policy Research of Japan	Japan	stateishi@nier.go.jp
TIERNEY, Anne	Edinburgh Napier University	Scotland, UK	a.tierney@napier.ac.uk
TORKA, Marc	WZB Berlin Social Science Research Center	Germany	marc.torka@wzb.eu
TSUKAZAKI, Kaori	National Institute of Technology, Kagoshima College	Japan	tukazaki@kagoshima-ct.ac.jp
WATABABE, Satoshi P.	Hiroshima University	Japan	sw259@hiroshima-u.ac.jp
WISKER, Gina	University of Brighton	UK	G.Wisker@brighton.ac.uk
XU, Linlin	University of Auckland	New Zealand	linlin.xu@auckland.ac.nz
YAMAMOTO, Yohsuke	Hiroshima University	Japan	yohsuke@hiroshima-u.ac.jp
YONEZAWA, Yukako	Tohoku University	Japan	yukako.yonezawa.a7@tohoku.ac.jp

