PROFESSOR BRUCE MACFARLANE

FULL CURRICULUM VITAE

**Summary profile**

\* **Chair professor of educational leadership** at the Education University of Hong Kong who has held chairs at leading research universities in the UK and Hong Kong (ie Bristol, Southampton, and Hong Kong University)

**\*** An experienced academic leader nationally and internationally who is currently **Dean of the Faculty of Education and Human Development** at the Education University of Hong Kong (top 20 in QS World Rankings for Education)

\* **An internationally recognized researcher** who has developed key concepts such as academic integrity, intellectual leadership, academic citizenship and student academic freedom. His work has been translated into Spanish, Chinese and Japanese.

(Google scholar H index = 37; iH-index = 73)

**\* A highly motivated and creative person** with strong interpersonal and communication skills, expert knowledge of international higher education, the academic profession and research ethics, and with an outstanding track record and commitment to mentoring and developing others

\* **An adaptable and mobile academic** with professorial level experience in a range of international contexts including the UK, Hong Kong, South Africa, Japan, and Australia

**Index Page**

1. **Personal details 3**
2. **Academic qualifications 3**
3. **Awards, Fellowships and memberships 3**
4. **Employment record 4**

**5.0 Academic leadership – institutional 4**

**6.0 Academic leadership – professional 6**

**7.0 Research and scholarship 9**

**8.0 Invited keynotes and lectures** **23**

**9.0 Applied research and/or knowledge exchange 30**

**10.0 Doctoral supervision and examination experience 32**

**11.0 Teaching and curriculum design experience 35**

**1.0 Personal details**

Name: Bruce John Macfarlane

Nationality: British

Address: Flat 1205, Senior Staff Quarters, The Education University of

Hong Kong, 10 Lo Ping Road, Tai Po,

New Territories, Hong Kong

Personal mobile: +44 (0)7789555846 or Hong Kong +852 8192 8806

Personal e-mail: profbmac@gmail.com

Twitter: @profbmac

**2.0 Academic qualifications**

Institute of Education, PhD Higher Education 04/1993 – 10/1997

University of London

University of Kent MA in Curriculum Studies 09/1989 – 06/1992

University of Leicester Postgraduate Certificate in 09/1986 – 06/1987

Education (Further Education)

University of Essex BA (Hons) Government (2:1) 09/1980 – 06/1983

1. **Awards, Fellowships and Memberships**

2021 Guest Professor, University of, Sweden (2021-present)

2015 Distinguished Visiting Professor, Al Mazrui Centre for Higher Education,

University of Johannesburg, South Africa (2015-2020)

2015 Editorial Board member, *International Journal of Educational Integrity*,

Springer (2015-present)

2015 Editorial Board member, *Active Learning in Higher Education*, Sage (2015-present)

2014 Editorial Board member, *Higher Education Research & Development* (2014-present)

2013 Visiting Professor, Centre for Higher Education and Equity Research, University of Sussex

2013 Visiting Professor, King’s Learning Institute, King’s College, London

2012 Fellow, Society for Research into Higher Education

2012 Visiting Professor, L.H. Martin Institute, Melbourne University

2011 Visiting Professor, King’s Learning Institute, King’s College, London

2011 Co-editor, *Higher Education Research & Development* (2011-2016)

2008 Visiting Professor, Nagoya University, Japan

2008 Editorial Board member, *Higher Education Quarterly* (2008-2021)

2008 Editorial Board member, *Journal of Academic Ethics* (2008-present)

2007 Senior Fellow, Higher Education Academy

2003Editorial Board member*, Business Ethics: A European Review* (2003-2008)

##### 2003 Editorial Board member, Journal of Business Ethics Education (2003-2006)

2001 Editorial Board member, *Teaching in Higher Education* (2001-2013)

2000 Fellow, Institute for Learning and Teaching

1993 Member, Society for Research into Higher Education

**4.0 Employment record**

09/08/2021 – Education University of Hong Kong, Hong Kong SAR

Post: Dean of the Faculty of Education and Human

Development & Chair professor of Educational Leadership and

Equity

10/2017 – 08/2021 University of Bristol, UK

Post: Professor of Higher Education & Head of School of

Education (2017-2020)

12/2014 – 10/2017 University of Southampton, UK

Post: Professor of Higher Education, School of Education & Director, Centre for Educational Policy

09/2010 – 12/2014 The University of Hong Kong (Hong Kong)

Post: Professor of Higher Education (06/2013 – 12/2014)

& Associate Dean (Learning & Teaching), Faculty of Education

Associate Professor for Higher Education (09/2010 – 06/2013)

04/2008 – 09/2010 University of Portsmouth, UK

Post: Professor of Higher Education and Head of Academic Development

05/2004– 04/2008 University of West London, UK

Post: Professor of Education, Director, Centre for Research in Tertiary Education and Head of Educational Development

09/2000 – 04/2004 City University, London, UK

Post: Senior Lecturer in Educational Development (2000-02) Reader in Higher Education & Acting Co-Director, Educational Development (2000-04)

09/1989 – 09/2000 Canterbury Christ Church University, UK

Post: Lecturer (1989-1992), Senior Lecturer (1992-1997), Principal Lecturer (1997-2000) in Business & Management & Director of the Centre for Studies in Higher Education (98-00)

09/1987 – 09/1989 Mid-Kent College of Further & Higher Education, UK

Post: Lecturer in Law

09/ 09/1985 – 09/1986 Kiangsu-Chekiang College (Hong Kong)

Post: Teacher of English & History

09/ 09/1983 – 06/1985 Lloyds Bank plc

Post: Management trainee

**5.0 Academic leadership - institutional**

Dean of the Faculty of Education and Human Development (Education University of Hong Kong, 2021 - present)

I lead the largest education faculty in Hong Kong ranked within the top 20 for education by the QS World University rankings.

Head, School of Education (University of Bristol, 2017-2020)

Between 2017 and 2020 I led one of the world’s best Schools of Education (top 5 in the UK REF 2014; top 50 QS World Rankings) which includes 75 academic staff and a further 25 professional services staff. I developed a more robust and collaborative approach to the strategic planning process and focused on international postgraduate recruitment. This enabled to School to move back into surplus (from c. 1.6 million deficit to c. 2 million surplus) and financed a significant strengthening of the staff base in preparation for the upcoming REF (2021). My other achievements have included reforming the workload model to introduce a scholarship component for teaching-only contracted staff and improve support for early career researchers. I have also overseen a proactive approach to promotions by identifying and mentoring women academics resulting in a significant upswing in the number of female associate and full professors.

Director, Centre for Educational Policy (University of Southampton, 2015-17)

I led a research centre focused on research with implications for educational policy at all levels and across all phases including school, further education, higher education and lifelong learning. This brought together colleagues across a spectrum of interests from school effectiveness and improvement with mainly quantitative approaches to policy sociologists with qualitative backgrounds.

Associate Dean (Learning & Teaching) (Hong Kong University, 2013-14)

I re-developed the Faculty’s assessment policy, introduced a new teaching award based on student feedback, made awards open to part-time faculty, and prepared the Faculty’s submission for the institutional QAC audit in 2015. I also worked closely with the Dean in investigating perceptions of collegiality within the Faculty through a survey tool and led initiatives to improve communication within the Faculty on the basis of this information including developing the Faculty’s 6 core commitments. I led a team of Assistant Deans and a senior administrator in this role.

Research co-ordinator (Policy and Social Science Education Division, Hong Kong University, 2011-14)

I co-founded the Community for Higher Education Research (CHER) as a focal point for higher education researchers across the University of Hong Kong and other Hong Kong universities. In this role I also supported colleagues in selecting and developing their submissions for the 2014 HK RAE working closely with the Associate Dean for research, mentored less experienced colleagues, and organised research retreats.

EdD Programme Director (Hong Kong University, 2011-13)

I focused on enhancing the completion rate (a major challenge in all professional doctoral programmes) through seeking to improve peer support mechanisms and developing early exit routes to improve the flexibility of the award. As a result of my innovations the completion rate improved from 34% to 46% over the 3-year period I was programme director.

Director, Centre for Research in Tertiary Education (University of West London, 2004-08)

I established a research centre, obtained research funding from HEFCE for an international project on dual sector management, supervised doctoral students, provided research seminars and workshops, helped to build research capacity across the institution and developed an education submission for the RAE in 2008.

Head of Academic Development (University of Portsmouth, 2008-10) & Head of Educational Development (University of West London, 2004-08)

I am committed to the enhancement of the student experience and believe in the central importance of encouraging all academics to see teaching as a process of continuous improvement throughout their careers. In these roles I gained extensive institution-wide leadership and managerial responsibilities for the enhancement of learning and teaching including developing and implementing learning and teaching strategies, establishing and managing reward and recognition schemes, development and management of faculty development programmes, event organisation and management, chairing committees of the university and managing staff in educational development units (normally between 5 and 10).

Programme management (1989-2000)

During the early part of my academic career, I gained considerable experience in managing large business and management programmes at undergraduate and postgraduate level as a founding member of a new business school. I was central to founding business and management provision at the institution, starting a degree programme in business studies and a variety of other undergraduate, postgraduate and post-experience programmes. Student numbers grew from 36 students in 1989 in our first year to over 1000 when I left in 2000.

**6.0 Academic leadership - professional**

Editorships

Joint editor, *Policy Reviews in Higher Education* (2015-2017)

Routledge/Society for Research into Higher Education

Special issues editor, *Higher Education Research and Development* (2011-2017), Routledge and Higher Education Research and Development Society of Australasia. In this role I was responsible for commissioning, overseeing (and editing indicated with a \*) the following

* Special issues:
  + Anniversary Issue (30 years of HERD journal) (2012) \* (with Barbara Grant)
  + Development of HE as a research field (2012) \* (with Barbara Grant)
  + Theory-method relations (2012)
  + Alternative Methodologies in HE (2013)
  + Leading the Academy (2014) \*
  + Queering the Academy (2015)
  + Space in HE (2016)
  + Academic life in the measured university (2017)
* Virtual Issues:
  + Tribute to Alison Lee (2016)
  + From identity to identities: a story of fragmentation (2016) \*
* Symposium:
  + Southern Theory (2017)

Founding co-editor and editorial board member, *The Journal of Business Ethics Education*, Senate Hall Academic Publishers (2004-2016)

Co-editor of special issues of *Higher Education Policy* (in 2017), *Journal of Business Ethics* (in 2003), *Teaching Business Ethics* (in 2002), Kluwer Academic Press

Memberships of Editorial Boards

*Current:*

*Active Learning in Higher Education,* Sage (2015- present)

*ECNU Review of Education* (2017- present)

*Higher Education Research and Development,* Routledge (2014-present)

*International Journal of Educational Integrity*, Springer (2015-present)

*Journal of Academic Ethics*, Springer (2008-present)

*Malaysian Journal of Learning and Instruction* (2011-present)

##### Past:

*Higher Education Quarterly*, Wiley-Blackwell (2008-2021)

##### Journal of Business Ethics Education, Senate Hall (2003-2016)

*Teaching in Higher Education,* Carfax Publishers (2001-2013)

*Business Ethics: A European Review*, Blackwell (2003-2009)

Contribution to Research Societies and other public bodies

*Advance HE:*Advisory Group member, *Leadership Journeys: Tracking the Impact*

*and Challenge of the Top Management Programme* (TMP)

The *Philosophy and Theory of Higher Education Society* (PaTHES), member of this new academic society since its foundation in 2018

*Society for Research in Higher Education* (SRHE):

SRHE is the leading learned society in the field of higher education. I joined the

Society in 1993 and was awarded a Fellowship in 2012. I have made a number of

contributions to its activities and governance as follows:

Member, Research and Development Committee (2015-2017)

Member, Publications Committee (2015-2017)

Elected as Vice-Chair (2007-2010)

Elected as Member of Governing Council (2005-2010)

Appointed as convenor, Academic Practice Network (2005-2010)

Appointed as Chair, Annual Conference, Celtic Manor Wales (2009)

Appointed as Chair, Research and Development Committee (2010)

*Economic and Social Research Council*:

Member of ESRC Virtual College (2007-2010)

Member of Steering Committee member for Economic and Social Research Council Teaching and Learning research Programme Project entitled ‘Vicarious Learning and Case-Based teaching of clinical reasoning skills’, University of Sussex, 2004 - present

Reviewer of ESRC research applications in *Research Programme on Teaching and*

*Learning* (phase III), 2002

*British Academy*:

Reviewer for grant applications (2011-2012)

*Higher Education Academy*:

Senior Fellow (recognised in 2007)

Member/Fellow (2000-2007)

Accreditor (1999-2007)

Specialist reader, National Teaching Fellowship Scheme (2006, 2008)

Member, National Advisory Panel for the National Teaching Fellowship Project (2009-2010)

## External Examining (nb excluding doctoral examining)

External Examiner, Lancaster University, Taught PhD in Higher Education (2015 -2019)

External Examiner, Postgraduate Certificate in University Teaching, University of Edinburgh (2009-2010)

External Peer, King’s Institute of Learning and Teaching, King’s College London (April 2008 – July 2010)

External Examiner, Postgraduate Certificate in Higher Education Professional Practice and associated MA pathways, University of Coventry (2006-2010)

External Examiner, Postgraduate Certificate in Learning and Teaching, University of Sheffield (2004-2008)

External Examiner, Certificate in Academic Practice, King’s College, London

(2002- 2006)

External Examiner, Postgraduate Certificate in Higher Education, Middlesex

University (2001- 2006)

##### Conference, network and symposium convenor

Chair of symposium: Critical perspectives on student engagement, Society for Research into Higher Education Annual conference, Celtic Manor, Wales, December, 2015

Co-founder and co-convenor, Community for Higher Education Research (CHER), Hong Kong (2010-2014)

Chair, Roundtable on Intellectual Leadership (Contributors: A. Goodall, D. Watson, MJC Crabbe, and R. Deem), Society for Research into Higher Education Annual conference, Celtic Manor, Wales, December, 2010

Chair, Society for Research into Higher Education Annual conference, Celtic Manor, Wales, December, 2009

Network convenor, Academic Practice Network, Society for Research into Higher Education (2005 - 2010)

This involved the organisation of around 3/4 seminars annually across locations in the UK and the leading the reviewing and selection of papers for the ‘academic practice’ stream at the SRHE Annual Conference

Symposium entitled ‘Further, Higher, Better? International perspectives on dual

sector education’, SRHE Annual Conference, 12-14 December, 2006, Brighton

(Panel: R. Stumpf, Nelson Mandella Metropolitan University, South Africa; L.

Triplett, Kwantlen University College, Canada; N. Garrod , Thames Valley

University, UK; G. Parry, University of Sheffield)

Teaching track at European Business Ethics Network 17th Annual Conference, ‘Ethics and Entrepreneurship’, University of Twente, The Netherlands, 24-26 June, 2004.

Teaching business ethics2: technology and innovation, Brunel University, 12-

13 December, 2002 in collaboration with the European Business Ethics

Network (with Spence, L., Brunel University)

Teaching business ethics: Perspectives on best practice, City University,

London , 1st June, 2001, in collaboration with the European Business Ethics

Network (UK), the Institute of Business Ethics and Teaching Business Ethics

(Kluwer Academic Publishers)

Review work for publishers

I regularly review book proposals on behalf of Routledge (Higher education list) and, on occasion, for other publishers including Blackwells, Sage and McGraw-Hill.

**7.0 Research and scholarship** (Orcid number: 0000-0002-9399-6155)

Single authored monographs (5)

SBS-6. Macfarlane, B. (2022) *Freedom to Teach in Higher Education: reclaiming real university teaching.* Routledge/Society for Research into Higher Education, New York/Abingdon. (in development)

SBS-5. Macfarlane, B. (2017) *Freedom to Learn: the threat to student academic freedom and how it can be reclaimed*, Routledge/Society for Research into Higher Education, New York/Abingdon. (Translated into Spanish and published by Narcea de Ediciones [http://www.narceaediciones.es](http://www.narceaediciones.es/" \t "_blank))

SBS-4. Macfarlane, B. (2012) *Intellectual Leadership in higher education: renewing the role of the university professor*, Routledge/Society for Research into Higher Education, New York/Abingdon. (Currently being translated into Japanese, to be published by Tamagawa University Press)

SBS-3.Macfarlane, B. (2009) *Researching with Integrity: the ethics of academic enquiry*, Routledge, New York/Abingdon, pp 190. (Book sales of over 1000 copies)

SBS-2. Macfarlane, B. (2007) *The Academic Citizen: the virtue of service in university life*, Routledge, Abingdon, 2007, pp. 201.

SBS-1. Macfarlane, B. (2004) *Teaching with integrity: the ethics of higher education practice*, RoutledgeFalmer, London, 2004, pp. 184. (Book sales of over 1000 copies)

Co-edited books (3)

SBC-3. Garrod, N. & Macfarlane, B. (Eds.) (2009) *Challenging Boundaries: managing the integration of post-secondary education*, Routledge, New York/Abingdon.

SBC-2. Ottewill, R., Borredon, L., Falque, L., Macfarlane, B. and Wall, A. (2004) (Eds.) *Educational Innovation in Business and Economics Education VIII: Pedagogy, Technology and Innovation*, Kluwer Academic Publishers, Dordrecht, pp. 399.

SBC-1. Macfarlane, B. & Ottewill, R. (2001) *Effective Learning and Teaching in Business and Management*, Kogan Page, London, pp 208.

Chapters in books (25)

BC-27. Macfarlane, B. (2021) Re-framing the freedom to teach, In Olssen, M.,

Watermeyer, R. and Raaper, R. (eds) *Handbook on Academic Freedom*, Edward

Elgar. (awaiting publication).

BC-26. Macfarlane, B. (2021) The distrust of students as learners: myths and realities, in P. Gibbs and P. Maassen (Eds.) *Trust in Higher Education*. Dordrecht: Springer. (awaiting publication)

BC-25. Macfarlane, B. (2018) The paradox of collaboration: a moral continuum, In Peseta, T., Barrie, S. and Mclean, J. (Eds.) *Academic Life in the Measured University: Pleasures, Paradoxes and Politics* (Routledge). ISBN: 978-1-138-36953-5. Webpage: [https://www.routledge.com/products/9781138369535](https://www.routledge.com/products/9781138369535" \t "_blank) (A reprint of

Macfarlane, B. (2017) The paradox of collaboration: a moral continuum, *Higher Education Research and Development*, 36:3, 472-485)

BC-24. Macfarlane, B. (2017) ‘Publication and Performativity’, in Postiglione, G. & Jung, J. (eds) *The Changing Academic Profession in Hong Kong: Governance, Productivity, and Global Integration*, Springer, Dordrecht, pp. 97-108. 9 May 2017. DOI. 10.1007/978-3-319-56791-4\_5

BC-23. Macfarlane, B. (2016) ‘If not now, then when? If not us, who?’ Understanding the student protest movement in Hong Kong, IN Brooks, R. (Ed.) *Student Politics and Protest: International Perspectives*. London & New York: Routledge, pp. 143-156.

BC-22. Chen, S. & Macfarlane, B. (2016) ‘Academic Integrity in China’, IN Bretag, T. (ed.) *Handbook of Academic Integrity*, Springer, Dordrecht, pp. 99-106.

BC-21. Macfarlane, B. (2015) ‘Opinion Piece: On Academic Identity’ IN Lea, J. (ed) *Enhancing Learning in Higher Education: engaging with the dimensions of practice*. Maidenhead: Open University Press.

BC-20. Macfarlane, B. (2011) ‘Teaching, integrity and the development of professional responsibility: why we need pedagogical phronesis’, IN Sugrue, C. and Solbrekke, T.D. (eds.) *Professional Responsibility: New Horizons of Praxis?*, Oxford University Press, Oxford, pp. 72-86.

BC-19. Macfarlane, B. (2010) ‘Values and virtues in qualitative research’ IN Savin-Baden, M. and Major, C.H. (eds.) (2010) *New Approaches to Qualitative Research: wisdom and uncertainty*, Routledge, New York/Abingdon, pp. 19-27.

BC-18. Macfarlane, B. (2009) ‘Community as an academic ethic’ IN Strain, J., Barnett, R. and Jarvis, P.(eds.) *Universities ethics and professions: debate and scrutiny*, Routledge, New York/Abingdon, pp. 69-80.

BC-17. Garrod, N. & Macfarlane, B. (2009) ‘Careers’ IN Garrod, N. (first author) and Macfarlane, B. (eds.) *Challenging Boundaries: managing the integration of post-secondary education* Routledge, New York/Abingdon, pp. 3-12.

BC-16. Garrod, N. & Macfarlane, B. (2009) ‘Further, higher, better?’, IN Garrod, N. (first author) and Macfarlane, B. (eds.) *Challenging Boundaries: managing the integration of post-secondary education*, Routledge, New York/Abingdon, pp. 161-172.

BC-15. Macfarlane, B. (2008) ‘Academic Citizenship and University Life’, IN Robinson, S. and Strain, J. *Ethics for Living and Working*. Leicester: Troubador Publishing, pp. 89-107.

BC-14. Macfarlane, B. (2007) ‘Beyond performance in teaching excellence’ IN Skelton, A (ed.) *International perspectives on teaching excellence in higher education*, Routledge, Abingdon, pp. 48-59.

BC-13. Macfarlane, B. & Ottewill, R. (2006) ‘A ‘special’ context?: Identifying the professional values associated with teaching in higher education’, IN Parkis, AG. (ed) *Contemporary Ethical Issues*, Nova Science Publishers, New York, pp 113-127.

BC-12. Macfarlane, B. (2005) ‘Placing service in academic life’ IN Barnett, R. (ed.) *Reshaping the University: New Relationships between Research, Scholarship and Teaching*, SRHE/Open University Press, London, pp. 165-177

BC-11. Ottewill, R., Borredon, L., Falque, L. Macfarlane, B. & Wall. A. (2004) ‘A Preface’, IN Ottewill, R., Borredon, L., Falque, L., Macfarlane, B. and Wall. A. (Eds.), *Educational Innovation in Business and Economics Education VIII: Pedagogy, Technology and Innovation*, Kluwer Academic Publishers, Dordrecht, pp. x-xv.

BC-10. Macfarlane, B. & Ottewill, R. (2001) ‘Traditions and Tensions’ IN Macfarlane, B. & Ottewill, R. (Eds) *Effective Learning and Teaching in Business and Management,* Institute for Learning and Teaching/Kogan Page, London, pp. 3-15.

BC-9. Ottewill, R. & Macfarlane, B. (2001) ‘Understanding learners’ IN Macfarlane, B. & Ottewill, R. (eds) *Effective Learning and Teaching in Business and Management,* Institute for Learning and Teaching/Kogan Page, London, pp. 16-28.

BC-8. Ottewill, R. & Macfarlane, B. (2001) ‘Educational challenges’ IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective Learning and Teaching in Business and* Management, Institute for Learning and Teaching/Kogan Page, London, pp. 31-38.

BC-7. Ottewill, R. & Macfarlane, B. (2001) ‘Aims, objectives and learning outcomes’ IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective Learning and Teaching in Business and Management* (Institute for Learning and Teaching/Kogan Page, London) pp. 39-45.

BC-6. Ottewill, R. & Macfarlane, B. (2001) ‘Learning, teaching and assessment’ (with Ottewill, R., first author) IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective Learning and Teaching in Business and Management*,Institute for Learning and Teaching/Kogan Page, London, pp. 46-58.

BC-5. Macfarlane, B. & Ottewill, R. (2001) ‘Integration’ IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective Learning and Teaching in Business and* Management, Institute for Learning and Teaching/Kogan Page, London, pp. 59-66.

BC-4. Macfarlane, B. & Ottewill, R. (2001) ‘Reflection and evaluation’ (with Ottewill, R., second author) IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective learning and Teaching in Business and* Management, Institute for Learning and Teaching/Kogan Page, London, pp. 67-76.

BC-3. Macfarlane, B. & Ottewill, R. (2001) ‘Business Ethics’ IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective Learning and Teaching in Business and* Management, Institute for Learning and Teaching/Kogan Page, London, pp. 108-122

BC-2. Macfarlane, B. & Ottewill, R. (2001) ‘Anticipating the future’ IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective Learning and Teaching in Business and Management*, Institute for Learning and Teaching/Kogan Page, London, pp. 185-193.

BC-1. Ottewill, R. & Macfarlane, B. (2001) ‘Professional Development’ IN Macfarlane, B. & Ottewill, R. (eds) (2001) *Effective Learning and Teaching in Business and* Management, Institute for Learning and Teaching/Kogan Page, London, pp. 194-201.

Journal papers (67)

J-72. Macfarlane, B. **The inversion of Mertonian values in the neo-liberal university, in development**

J-71. Macfarlane, B. The academic sabbatical as a symbol of change in higher education: policy and ontological shifts over time**, in review with *Higher Education Policy***

J-70. Jefferson, A.E. and Macfarlane, B. Inside the journal special issue: narratives of privilege and guild power, in review with the *Journal of Academic Ethics*

**J.69. Macfarlane, B. W**hy choice of teaching method is essential to academic freedom: a reply to Finn, in review with *Teaching in Higher Education*

J-68. Macfarlane, B. (2022) A voyage around the ideological islands of higher education research, *Higher Education Research & Development*, accepted for publication.

J-67. Macfarlane, B. (2021) In praise of quiet leadership, *Universities & Intellectuals*, 1(1), 36-42.

J-66. Macfarlane, B. (2021) The conceit of activism in the illiberal university, *Policy Futures in Education*, 19(5), 594–606. DOI: 10.1177/14782103211003422

J-66. Macfarlane, B. (2021) Methodology, fake learning and emotional performativity, *ECNU Review of Education*, DOI: 10.1177/2096531120984786

J-64. Macfarlane, B. (2021) The spirit of research, in review with *Oxford Review of Education*, doi.org/10.1080/03054985.2021.1884058

J-63. Macfarlane, B. and Jefferson, A.E. (2021) The closed academy? Guild power and academic social class, *Higher Education Quarterly*, DOI: 10.1111/hequ.12305

J-62. Macfarlane, B. and Eriksen, M. (2020) The right to teach in higher education: A Humboldtian perspective, *Educational Theory and Practice in Education*, DOI: 10.1080/00131857.2020.1783245.

J-61. Macfarlane, B. (2020) Myths about students in higher education: separating fact from folklore, *Oxford Review of Education*, 46(5), 534-548.

DOI: 10.1080/03054985.2020.1724086

J-60. Macfarlane, B. (2020) The CV as a symbol of the changing nature of academic life: performativity, prestige and self-presentation, *Studies in Higher Education*, 45(4), 796-807. DOI: [10.1080/03075079.2018.1554638](https://doi.org/10.1080/03075079.2018.1554638" \t "_blank)

J-59. Macfarlane, B. (2019) Reclaiming democratic values in the future university, *Philosophy and Theory in Higher Education*, 1(3), 97-113.

J-58. Macfarlane, B. (2019) The neoliberal academic: illustrating shifting academic norms in an age of hyper-performativity, *Educational Philosophy and Theory,* 10.1080/00131857.2019.1684262

J-57. Macfarlane, B. and Burg, D. (2019) Women professors and the academic housework trap, *Journal of Higher Education Policy and Management*, 41(3):262-274. DOI: 10.1080/1360080X.2019.1589682

J-56. Macfarlane, B. and Burg, D. (2019) Legitimation, professionalization and accountability in higher education studies: an intergenerational story, *Studies in Higher Education,* 44(3), 459-469. DOI:10.1080/03075079.2017.1376640

J-55. Macfarlane, B. (2018) What does it mean to be a S.C.H.O.L.A.R.? Or, why a good teacher is no different from a good researcher, 23:8, 1011-1012, *Teaching in Higher Education*, 10.1080/13562517.2018.1498831

J-54. Macfarlane, B. (2017) The paradox of collaboration: a moral continuum, *Higher Education Research and Development*, 36:3, 472-485. DOI: 10.1080/07294360.2017.1288707

J-53. Macfarlane, B. and Tomlinson, M. (2017) Critiques of student engagement, *Higher Education Policy,* 30:1, 5-21.DOI: 10.1057/s41307-016-0027-3

J-52. Macfarlane, B. (2017) The Ethics of Multiple Authorship: power, performativity and the gift economy, *Studies in Higher Education*, 42:7, 1194-1210. DOI: 10.1080/03075079.2015.1085009 (reprinted IN Smart, B., Peggs, K. & Burridge, J. (eds.) *Social Research Ethics*, Sage, 2017 (ISBN: 978-1-4739-0757-7).

J-51. Macfarlane, B. (2016) The performative turn in the assessment of student learning: a rights perspective, *Teaching in Higher Education*, 21:7, 839-853. DOI: 10.1080/13562517.2016.1183623

J-50. Macfarlane, B. (2016) Collegiality and performativity in a competitive academic culture, *Higher Education Review*, 48:2, 31-50.

J-49. Macfarlane, B. (2015) Student performativity in higher education: converting learning as a private space into a public performance, *Higher Education Research and Development*, 34:2, 338-350. 10.1080/07294360.2014.956697

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3. Grant, B. & Macfarlane, B. (2012) 30th Anniversary issue, *Higher Education Research and Development*, 31:1, Routledge, ISSN 0729-4360.

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NA-12. Macfarlane, B. (2011) ‘Its time to stop winking at teacher-student affairs’, *South China Morning Post*, 17 July.

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R-2. Ottewill, R. & Macfarlane, B. (2004) *Explicit and Implicit Judgements of Quality: An analysis of the QAA Business and Management Subject Review Reports* (2000-2001), A Report for the Business, Management and Accountancy LTSN Subject Centre, University of East Anglia.

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R-1. Macfarlane, B. & Ottewill, R. (2003) *An investigation into the pedagogic challenges facing business and management lecturers working in UK higher education*, A Report for the Business, Management and Accountancy LTSN Subject Centre, University of East Anglia.

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Research grants (PI and Co-I)

12. Advance HE, Scoping of higher education leadership, Funding: £20,000. Role: Co-PI

11. Recognising and rewarding academic citizenship. April, 2017-February, 2018. Leadership Foundation for higher education, Funding: £8,000. Role: PI

10. Authorship integrity in humanities and social science journals. February, 2016- November, 2016. Consultancy project with the Taylor and Francis Group. Role: PI working with Taylor and Francis research team.

9. Women professors as intellectual leaders, Leadership Foundation for higher education. April 2016 - March 2017, Funding: £10,000. Role: PI

8. Knowledge creation in higher education studies: an intergenerational analysis, Society for Research into Higher Education Research Award, 2016. February, 2016 – February, 2017. £10,000, Role: PI

7. Academic integrity: an exploratory analysis of Faculty perspectives in Hong Kong and Mainland China, The University of Hong Kong Seed Funding, HK$102,820 Role: PI (Co-I: Dr J. Zhang, Beijing Normal University, China), July 2011-December 2012

6. Understanding intellectual leadership: an exploration of academic obituaries. The University of Hong Kong Faculty of Education Research Fund, HK$26,459, February-September, 2011. Role: PI

5. Professorial leadership: identifying, recognising and leveraging the organisational capacity of the professoriate. Funded by the Leadership Foundation for higher education. Sep 2008-Sep 2009, Funding: £14,450. Role: PI

4. Managing Change and collaboration in dual sector (HE-FE) institutions

Funded by the Higher Education Funding Council Leadership, Governance and Management Fund and matching institutional funding, January 2006 - January 2009. Funding: £172,500. Role: PI and project director

3. Universal Access and Dual Regimes of Further and Higher Education

Funded by the Economic and Social Research Council. 2005 – 2008, Funding:£240,000

Role: Co-I (PI: Professor Gareth Parry, University of Sheffield)

2. An analysis of QAA business and management subject review reports 2000-2001, Funded by BEST, the Business, Management and Accountancy LTSN, Institute for Learning and Teaching in Higher Education, January, 2003 – June, 2004. Funding: £10,000. Role: PI (with R.Ottewill, University of Southampton)

1. An investigation into the pedagogic challenges faced by business and management educators in UK higher education, Funded by BEST, the Business, Management and Accountancy LTSN, June, 2002 – December, 2003. Funding: £3,000**.** Role: PI (with R. Ottewill, University of Southampton)

**8.0 Invited keynotes and lectures**

I have given over 100 keynotes and invited lectures for numerous universities, research societies, NGOs, and governmental organisations in the UK, Japan, Hong Kong, Malaysia, the Netherlands, Ireland, Belgium, Denmark, Sweden, Germany, South Africa, Taiwan, mainland China, Australia and New Zealand. (This list excludes conference presentations.)

111. **Keynote address**: Faking close-up research? The risks of strategic compliance in a post-truth world, Critical approaches to close-up higher education research

Higher Education Close-Up Conference 10, University of Lancaster, June, 2022, forthcoming

110. **Keynote address**: The impact of COVID-19 and pandemic policies on the freedom to teach, Japan Association for College and University Education,

annual assembly, Japan. 27 November, 2021.

109. Global perspectives on research supervision, Makerere University, 24 June, 2021.

108. The impact of COVID-19 on the freedom to teach, Higher Education Research Association, Seoul National University, South Korea, 7 April, 2021.

107. Pandemic policies and the threat to the freedom to teach, National Chengchi University, Taipei, Taiwan, 21 December, 2020.

106. Student Activism and Academic Freedom, Philosophy and Theory of Higher Education Society webinar panel member, October 19th, 2020.

105. COVID-19 and the undermining of the freedom to teach at university, University of Durham, webinar, 23 June, 2020.

104. Featured speaker, Dual role of the academic, Advance HE webinar, UK, 24 April, 2020.

103. **Keynote address**: Has the impact of ‘student engagement’ been positive or negative for policy and practice in Higher Education?, 10th Anniversary RAISE Annual Conference: Exploring the Impact of Student Engagement, Newcastle University, UK, 4th September 2019*.*

102. **Keynote address**: Assessment, student performativity and the freedom to learn, Assessment in Higher Education Annual Conference, Manchester, UK 27th June, 2019.

101. Academic citizenship, National Cheng Chung University, Taiwan, 4 May, 2019.

100. **Keynote address**: Higher Education as a research field: its development across the generations, Higher Education Evaluation & Accreditation Council of Taiwan, (HEEACT), Taipei, Taiwan, 3 May, 2019.

99. Intellectual Leadership: re-claiming the role of the university professor, University of Nagoya, Japan, 19th March, 2019.

98. **Keynote address**: Restoring the freedom of students to learn in the peaceful university, Academic Identities Conference, Hiroshima University, Japan, 21 September, 2018.

97. **Keynote address**: Researching with integrity…or how to be a good researcher when no one is watching, Canterbury Christ Church University Research Conference, 6th July, 2018.

96. Freedom to Learn, Invited Lecture, University of Boras, Sweden, 30th April, 2018.

95. Freedom to Learn, Invited Lecture, University of Copenhagen, Denmark, 19th April, 2017.

94. **Keynote address**: How Student Engagement Policies Threaten the Freedom to Learn, Association for University Administrators Course and Module Evaluation Conference, Nottingham, 7 February, 2017.

93. **Keynote address**: Academic citizenship and higher education as a public good, Higher Education Evaluation and Accreditation Council of Taiwan, Taipei, Taiwan (R.O.C.), 18-20 January, 2017.

92. The paradox of collaboration, invited lecture, National University of Ireland, Galway, Ireland, 16th September, 2017

91. Collegiality and ventriloquism in the accelerated academy, ‘Working in Academia – Diversity, Collegiality, Productivity and Technology’, University of Southampton, 2 November, 2016

90. In whom should we trust? Speaking out for students, Trust, happiness and well-being in higher education symposium, Invited Lecture, New College, Oxford 1 September, 2016.

89. Critical perspectives on student engagement, Hogeschool van Amsterdam, Amsterdam, Netherlands, 11 July, 2016.

88. Multiple Authorship and the gift economy, Centre for Global Higher Education, Institute of Education, University of London, 19 April, 2016.

87. Multiple authorship: the role of power and the gift economy, University of Johannesburg, South Africa, 12 April, 2016.

86. Freedom to Learn at university, Public lecture, University of Johannesburg, South

Africa, 7 April, 2016.

85. Academic Citizenship: valuing collective contributions in a careerist

academy, University of Johannesburg, South Africa, 5 April, 2016.

84. The challenges of academic integrity and the responsibilities of academic citizenship, Nagoya University, 17 March, 2016.

83. Academic citizenship: what is it, why is it important, and should we try to measure it?, Seikei University, Tokyo, Japan, 11 March, 2016.

82. Do students have freedom to learn at university?, Glasgow Caledonian University, Glasgow, UK, CRLL Student Engagement Conference, 9 September, 2015.

81. Academic Citizenship: what is it, why it is important and how we can evaluate it,

University of Winchester, 21 January, 2016.

80. What does it mean to be an academic?, 50th Anniversary conference, Society for Research into Higher Education, 26 June, 2015.

79. Researching with integrity (or acting ethically when no one else is watching),

Professional Doctorate in Educational Psychology, University College London, 2

December, 2015.

78. Getting your research beyond the walls of the academy, University of Auckland,

New Zealand, 19 August, 2015.

77. The academic profession and the challenges of academic integrity, Hiroshima University, Hiroshima, 30 July, 2015.

76. Quality and the integrity of the academic economy, NIAD-UE Study Meeting, Tokyo, 28 July, 2015.

75. An integrated model of academic integrity, NIAD-UE University Quality Assurance Forum, Tokyo, Japan, 27 July, 2015.

74. Islands of Insularity? Mapping higher education as a research field, 19th Annual

Standing Conference on Academic Practice, University of Warwick, UK, 10 July

2015.

73. Are multiple authored publications a fair and accurate representation of who *really* contributed the most?, University of Portsmouth Business School seminar series, 17 June, 2015.

72. Are multiple authored publications a fair and accurate representation of who *really* contributed the most?, University of Hong Kong, 5th June, 2015

71. The ethics of multiple authorship: the case of Hong Kong, East Asian Collaboration Network, University of Hull, 17 March, 2015.

70. Virtue under pressure: publication and integrity in a performative age, World-class Universities, Publication and Research Assessment: Rethinking the Mission of Higher Education in the Global Age, Worldwide Universities Network, The Chinese University of Hong Kong, 11 July 2014.

69. Publication ethics and performative pressures, Hong Kong Institute of Education,

Hong Kong, 26th November, 2014.

68. Free to learn?, University of Kent, 11th October, 2013

67. Free to learn? Presenteeism, Learnerism and Soulcraft in an age of student

performativity, University of Bath, 2nd October, 2013.

66. Research ethics in the context of organisational research, International EdD

summer school programme, University of Sussex, UK, 24th June, 2013.

65. Virtue under pressure: reframing our thinking about research ethics, Research

ethics: from compliance to practice, Birmingham City University, UK, 20th June,

2013.

64. What is intellectual leadership? University of Bristol, Centre for East Asian

Studies seminar, 6th June, 2013.

63. Academic Integrity: a review of the literature and understanding the issues, Center

for the Advancement of Higher Education, Tohoku University, seminar held in

Tokyo, Japan, 22 October 2012.

62. Reviving the role of the professoriate in leading institutional change, La Trobe University, Melbourne, Australia, 23 August 2012.

61. Intellectual Leadership in Higher Education, Centre for Higher Education and Equity Research, University of Sussex, UK, 2 July 2012.

60. The rise of the para-academic, International conference on changing conditions and changing approaches of academic work, Berlin, Germany, 4 June 2012.

59. Student academic freedom and critical thinking, Higher Education & Development Society of Australasia Graduate Attributes Symposium, Wellington, New Zealand, 15 May 2012.

58. Intellectual Leadership in Higher Education, University of Otago, Dunedin, New Zealand, 16 May 2012.

57. The unbundled professor: the disaggregation of academic life, invited presentation

at international conference entitled ‘The Changing Roles of Academics and

Administrators in Times of Uncertainty’, Hong Kong Institute of Education,

Hong Kong, 4 November, 2011.

56. Intellectual Leadership in Higher Education, Institute of Higher Education, Beijing Normal University, China, 25 October, 2011.

55. The Higher Education Research Archipelago, Researching Higher Education

symposium, Higher Education Research and Development Society of Australasia,

AUT University, Auckland, New Zealand, 15 September, 2011.

54. The unbundled academic, Strathclyde University, Glasgow, UK, 12 July 2011.

53. Intellectual Leadership: definition and recovery, 15th Annual Standing Conference

on Academic Practice, University of Warwick, UK, 8 July 2011.

52. SRHE Academic Practice Network, Intellectual Leadership and the role of the

university professor, Holborn, London, UK, 6 July 2011.

51. Intellectual leadership, Centre for Equity Education Research, University of

Sussex, UK, 29 June 2011.

50. Intellectual leadership, 5th Annual Excellence in Teaching Conference, King’s

College, London, UK, 21 June 2011.

49. The end of the affair: the TVU story, FE-HE Network, SRHE Annual Conference,

Celtic Manor, Wales, UK, 15 December, 2010.

48. **Keynote address**: A voyage across the seascape of higher education research: forerunners, pathfinders and pathtakers, SRHE Newer Researchers Conference, Celtic Manor, Wales, UK, 13 December, 2010.

47. What is the role of a professor? Understanding intellectual leadership in university

life, University of Sydney, Australia, 2 November, 2010.

46. What does it mean to be an ‘ethical’ researcher? University of New South Wales,

Sydney, Australia, 1 November, 2010.

45. International Higher Education Scholars programme, Building a career in higher education research: a tour around the territory, Deakin University, Melbourne, Australia, 27 October, 2010.

44. Challenging Boundaries: International Perspectives, Inaugural Dual Sector Forum,

Rendezvous hotel, Melbourne, Australia, 28 October, 2010.

43. Researching with Integrity, Southampton University School of Medicine Research

Ethics Committee, Southampton, UK, 29 June, 2010.

42. Researching with Integrity, 5th Academic Practice Conference, Northumbria

University, UK, 28 June, 2010.

41. Academic citizenship and the hollowing out of academic life, Roehampton University of Surrey, UK, 23 April, 2010.

40. Researching with Integrity, The University of Edinburgh, UK, 22 March, 2010.

39. Researching with integrity, Researching in the Third Sector - an Ethics Symposium, Salvation Army headquarters, London, UK, 19 February, 2010

38. Researching with Integrity, Higher Education Research Group, University of Southampton, UK, 28 January, 2010.

37. Rethinking the curriculum: politics, purposes, principles and priorities, Centre for

Learning Enhancement and Research, Chinese University of Hong Kong, Hong Kong,

25 January, 2010.

36. Academic citizenship, performativity and the student experience, Annual Learning and Teaching Conference, Kingston University, UK, 13 January, 2010.

35. My career story, SRHE Postgraduate and Newer Researchers Conference, Celtic Manor, Wales, UK, 7 December, 2009.

34. Researching with Integrity, University of Strathclyde, UK, 29 October, 2009.

33. Understanding intellectual leadership, University College London, UK, 28 October, 2009.

32. Researching with integrity, Liverpool Hope University, Liverpool, UK, 8 October,

2009.

31. Understanding professorial leadership, Senior Academic Team Development

Conference, Middlesex University, UK, 16 September, 2009.

30. Research and integrity, Brighton University research conference, Brighton, UK,

29 May, 2009.

29. Values for the 21st century graduate: Freedom to learn, not governance of the soul,

Higher Education Colloquium, University of Edinburgh, Scotland, UK, 11-12 May,

2009.

28. Ethics, Leadership and the University, AKEPT Higher Education Leadership

Academy, Ministry of Education, Malaysia, 31 March - 1 April, 2009.

27. What does it mean to be a ‘good’ academic?: recognising the virtues and vices,

University College Marjon, Plymouth, UK, Learning and Teaching Conference, 26

March, 2009.

26. Researching with integrity: exploring the role of character**,** Oxford Learning

Institute, University of Oxford, UK, 26February, 2009.

25. **Keynote address**: A Leap of Faith: The role of trust in higher education teaching, Faculty of Humanities and Social Science, Annual Learning and Teaching Conference, University of Portsmouth, UK, 23 June, 2008.

24. The good professor, Nagoya University, Japan, 21 March, 2008.

23. Principles of faculty development and academic practice, Keio University, Japan, March, 2008.

22. Researching with integrity, Japanese-German Society for Applied Ethics, Nanzan

University, Japan, 16 March, 2008.

21. Policy, principles and politics: The development of initial professional

development qualifications in the UK, Nagoya University, Japan, 25 February, 2008.

20. Teaching with integrity, University of Essex, Colchester, UK, 6 November 2007.

19. Academic citizenship and graduate education, 2nd Annual Seminar of the

International Journal of Graduate Education, ‘Graduate education and the role of the

intellectual’, Edge Hill University, 28 September, 2007.

18. Researching with integrity, National University of Ireland, Galway, Ireland,

research seminar, 19 January, 2007.

17. Researching with integrity: the virtues and vices of academic enquiry, ‘Inquiring

with the Experts’ Seminar Series, Coventry University, UK, 18 October, 2006.

16. The virtue(s) of research, MPhil/PhD Conference, Thames Valley University, London, UK, 7 September, 2006.

15. Valuing the virtues of academic citizenship?, Joint research seminar for Napier

University and Strathclyde University, Edinburgh, UK, 9 May, 2006.

14. The virtues and vices of academic citizenship, The Philosophy of Education

Society of Great Britain, University of the West of England, UK, 1 March, 2006.

13. Academic citizenship and university life, Real World, Real People: ethics in a

virtual world, 2nd International Conference on Teaching Applied and Professional

Ethics in Higher Education, University of Roehampton, 1 September, 2005.

12. Effective Learning and Teaching in Business and Management, (with Ottewill, R), *5th International Conference on the Scholarship of Teaching and Learning: SoTL Past, Present and Future*, London, UK, 13 May, 2005.

11. ‘Academic citizenship’ and ‘Teaching with integrity’, Centre for Excellence in

Learning and Teaching, National University of Ireland, Galway, Ireland, 18 February,

2005.

10. Beyond teaching with integrity, Moray House School of Education, University of

Edinburgh, Scotland, UK, research seminar, 3February, 2005.

9. A personal journey across the silos of educational research, Institute of Education,

University of London, UK, PhD research seminar, 2 December, 2004.

8. **Keynote address**: The academic citizen, BEST Conference, 2004, Edinburgh, 15 April, 2004.

7. Teaching with integrity, Teaching Quality Enhancement Fund Annual Conference,

Nottingham, 4 November, 2003.

6. Redefining the scholarship of business ethics (with L.J. Spence), Brunel University Teaching and Learning conference, 1 May, 2003.

5. Pedagogic research: challenges and opportunities, St Mary’s College, University of

Surrey, 30 April, 2003.

4. Assessing the pedagogic challenges faced by business and management educators

in UK higher education, (with R. Ottewill) BEST Conference, 2002, Liverpool, UK, 6

April, 2002.

3. The virtues (and vices) of teaching in higher education, Chester College of Higher Education, Cheshire, UK, 18 September, 2002.

2. Ethics and Teaching in Higher Education, Canterbury Christ Church University, Canterbury, UK, 7 March, 2002.

1. The aims and challenges of business and management education, City University Business School, London, UK, 28 November, 2000.

**9.0 Applied research and/or knowledge exchange**

My research is concerned with the ethics and leadership in higher education and therefore I seek to influence policy and practice through my writing. My knowledge exchange activities include newspaper articles, articles in professional journals, lectures, seminars and workshops for local and overseas universities.

Newspaper and professional journal articles

I am regularly asked to contribute articles to the international news media concerning higher education and have written pieces for the *Times Higher Education, The Chronicle of Higher Education, The South China Morning Post and University World News*. I have also written for professional journals such as *Research Intelligence* (British Educational Research Association) and *Engage* (the magazine of the Leadership Foundation) as means of disseminating my ideas to a wider practice audience (see my publications for details).

Media coverage of my work (Examples)

# Grove, J. (2021) Professor: End ‘myth’ of marginalised early career researcher, Times Higher Education, 16 February, https://www.timeshighereducation.com/news/professor-end-myth-marginalised-early-career-researcher

Wanner, C. (2020) Bildung am Bildschirm, *Die Welt*, 23 May, <https://www.welt.de/print/die_welt/wirtschaft/article208169857/Bildung-am-Bildschirm.html>

Swain, H. (2019) Black academics bear brunt of university work on race equality, *The Guardian* 2 July. <https://www.theguardian.com/education/2019/jul/02/black-academics-bear-brunt-of-university-work-on-race-equality>

Else, H. (2017) All present and correct?, *Times Higher Education*, pp. 33-37. (nb coverage of research on co-authorship) [https://www.timeshighereducation.com/features/authorship-wars-academics-outline-rules-recognition](https://www.timeshighereducation.com/features/authorship-wars-academics-outline-rules-recognition" \t "_blank)

Pells, R. (2017) Senior academics ‘take too much credit’ in co-authorship, *Times Higher Education*, 2 November, pp. 11-12.

Lane, B. (2017) Ethical questions about senior researchers’ role, *The Australian*, 25 October, page 27.

Unnamed (2016), Academic citizenship and the pay gap, *Feminist Philosophers*, 14 December, https://feministphilosophers.wordpress.com/2016/12/14/academic-citizenship-and-the-pay-gap/

Grove, J. (2016) Female professors ‘pay price for academic citizenship’, *Times Higher Education*, 14 December, p. 15 https://www.timeshighereducation.com/news/female-professors-pay-price-academic-citizenship

Grove, J. (2016) Should we compel students to attend, or just grow up?, *Times Higher Education*, 20 October, p. 16

Havergal, C. (2015) Is academic citizenship under strain?, *Times Higher Education*, January 29.

Reisz, M. (2011) A plum role, but few have a clue what a professor is supposed to do, *Times Higher Education*, 14 July.

Consultancy and expert services

Oct, 2017 Panel reviewer for NordForsk re Nordic University Hubs

May, 2017 The curriculum in higher education challenged, Flemish Education

Council, Belgium

April, 2016 Authorship practices and ethics. Consultancy project with Taylor and

Francis

Nov, 2013 International advisory board, ‘Perspectives on Intellectual Leadership

in Higher Education’ book series, Bloomsbury

Oct, 2013 Expert peer review of draft submission of University of West London

to UoA 25 (Education, sub-panel C) in the UK Research

Excellence Framework, 2014

Feb, 2013 Expert peer review of draft submission of Glasgow Caledonian

University to UoA 25 (Education, sub-panel C) in the UK Research

Excellence Framework, 2014

2010 Invited member of the national review panel for the UK higher education professional teaching standards framework

March, 2009 Invited workshop facilitator, Ethics and leadership for the Akept

Leadership Academy (part of the Ministry of Higher Education),

Malaysia.

2008-2010 External peer for the King’s Institute of Learning and

Teaching (King’s College, London)

2009-2010 Member of the main panel for the National Teaching Fellowship Projects Scheme

2005-2006 Consultant on the development of values within the Higher Education Academy’s professional standards framework

2002-2008 External advisor for the award of the Henry Walpole prize for

Teaching and Learning at St Mary’s College

1999-2007 Accreditor, Higher Education Academy

In this capacity I participated in a large number of visits to accredit learning and teaching programmes at the universities of Aston, Cardiff, Bournemouth, Manchester Metropolitan, Plymouth, Essex, Sunderland, Heriot-Watt, Wolverhampton, as well as North East Wales Institute of Higher Education and the University of the Highlands and Islands Millennium Institute. I also reviewed several hundred individual applications.

2000-2001 Quality Assurance Agency for higher education (QAA, UK) business and management subject specialist reviewer

In this capacity I participated in visits to 4 institutions as part of the UK subject review of business and management studies.

I have acted as an advisor to the Association of Business Schools and undertaken

other *ad hoc* consultancy work, including numerous validations and major programme

reviews.

**10.0 Doctoral supervision and examination experience**

Current doctoral supervision (6 PhD; 9 EdD)

Wanangwa Chikazinga (PhD)

Al-Hashmi, Alyaa (PhD)

Salma Al Saifi (PhD)

Zhang, Xiaohan (Esther) (PhD)

Ran Qi (PhD)

Ying Yu (PhD)

Kai Kit NG, (Jack) (EdD)

Sze Pui Shan (Carol) (EdD)

Lin Tat Ha (‘Sunny’) (EdD)

Tse Hoi Lam (‘Karen’) (EdD)

Saud Albusaidi (EdD)

## Hilal Al Hajri (EdD)

PhD and EdD completions (as primary supervisor)

10. Yu Yip Lau (Joseph) *‘Across the waves: departmental leadership in higher education institutions’* (EdD), 2020

9. Lee, Joyce Lok Hin ‘*Perceptions of academic integrity among teachers and students in the EAP context at a self-financing tertiary institution in Hong Kong’.* University of Bristol (EdD), 2019

8. Joshi, Adesh, *Quality Assurance of Teaching and Learning in Indian Higher Education Institutes*, University of Southampton (PhD), September, 2017

7. Chen, Siaw Wee, *Beyond Consonance and Dissonance: A Model of Pedagogical Engagement with Critical Thinking*, The University of Hong Kong (PhD), December 2014

6. Ching Ka Wai, *Learning experiences of Hospitality and Tourism Management Students in Three Different Modes of Curriculum Delivery*, The University of Hong Kong, (EdD), July, 2014

5. Grey, Claire *Further/Higher Education Partnerships: A Street Level Perspective*, The University of Sheffield, UK (External primary supervisor), (EdD), July, 2014

4. Saraswat, Arti *The challenges of leading and managing dual sector institutions*, Thames Valley University, PhD, July, 2010

3. Rich, Martin *Information and Communication Technology in Management Learning*, City University, UK, PhD, May, 2004

2. Emberson, Michael *The equity theory of motivation: An ethnographic case study of a voluntary sector organisation,* University of Kent, UK, PhD, August, 2002

1. Stuart, Marion *Degrees of Differences: Influences on the development and control of Tourism as a subject in UK higher education*, University of Kent, UK, PhD, June, 2001

External examination of doctorates

21. PhD, Sisi Wang, A narrative inquiry into values about teaching and learning in higher education in Hong Kong: Teachers’ perspectives, University of Hong Kong (February, 2021)

20. PhD, Sofia Shan, The transformation of learner identity: exploring the transition of Chinese masters students into a Scottish university, University of Edinburgh (26 July 2019)

19. EdD, Abel Nyamapfene Teaching-only academics in a research-intensive university, University of Exeter (31 May 2018)

18. PhD, Rhiannon Birch, The Policy Work of the National Committee of Inquiry into Higher Education in the United Kingdom (the Dearing Committee, 1996-97). University of Sheffield (16 November 2017)

17. PhD, Vicki Trowler, Nomads in contested landscapes: Reframing Student Engagement and Non-traditionality in Higher Education, Edinburgh University (25 November 2016)

16. PhD, Jillian Carroll, Intellectual Collegiality and Leadership in the Neoliberal University Reflexive University, Victoria University, Melbourne, Australia (November, 2016)

15. PhD, Tashi Gyeltshen, The nature of academic leadership at the colleges of the Royal University of Bhutan, Queensland University of Technology, Australia (May, 2015).

14. PhD, Tatpol Vajarodaya, Strategic Leadership in UK Business Schools in Higher Education, University of Strathclyde (16 August, 2013).

13. PhD, Adisorn Juntrasook, Narratives of leadership in Academia, University of Otago, New Zealand (30 June, 2013).

12. EdD, Faraz Bughio, Improving English Language Teaching in Large Classes at university level in Pakistan, University of Sussex (11 January, 2013)

11. PhD (by publication), Janice Malcolm, Academic work, identity and culture, University of Brighton (September, 2011)

10. PhD, Jan Smith, Resonance, Dissonance, Rejection: Experiences of Probationary Academics in UK Higher Education, University of Strathclyde (11 July, 2011)

9. EdD, Jan Huyton, Individualized, invisible interactions: deliberate or default position for personal tutoring in UK higher education?, University of Edinburgh, (5 January, 2011)

8. EdD, Paula Crick, University of Sheffield, (10 May, 2010)

Exploring student nurses’ first assessment experience: An illuminative examination

7. EdD, John Galvin, University of Sheffield, (18 December, 2009)

Partnership Pedagogies: Family-School-Community Educational Partnerships in Disadvantaged Settings

6. PhD upgrade, Feng Su, Liverpool Hope University

Coping the unpredictable: The Chinese Undergraduate Student Experience at a UK University (16th June, 2009)

5. PhD, Simon Lygo-Baker, Institute of Education, University of London

Valuing Teaching in Higher Education: A study of academic developers' value development (7th April, 2009)

4. EdD, Carol Pook, University of Surrey

Peer observation: a paradox of professional practice (23 March 2009)

3. PhD, Guy Bohane, Roehampton University

How can I develop integrity in practice through the teaching and learning of ethics in management? An action research enquiry (15 October 2008)

2. EdD, Josephine Boland, University of Edinburgh

Embedding a civic dimension within the higher education curriculum: a study of policy, process and practice in Ireland’ (3 June, 2008)

1. EdD, Christine Porter, Institute of Education, University of London

Cultures of learning: a case study examining the relationship between international student achievement and student background on two post-graduate programmes in Business and Management (10 January, 2006)

**11.0 Teaching and curriculum design experience**

I have over 25 years teaching experience in a variety of contexts (both in the UK and abroad) at school, further education and higher education level. I have taught in higher education since 1987 and have extensive experience at both undergraduate and postgraduate level including the successful supervision of doctoral students.

1989-2000:

I helped to design, validate and teach a large range of undergraduate, postgraduate and bespoke programmes. I played a leading role in establishing quality assurance and staff development provision for an emerging Business School.

2000-2010:

Working at 3 UK universities I helped found 3 educational/academic development centres and offer strategic leadership across these institutions. My work included designing postgraduate programmes in teaching and learning, short courses and tailored provision for Faculties.

I have been a Fellow of the Higher Education Academy (UK) since 2000 and was

named as one of a select group of Senior Fellows of the Higher Education

Academy in 2007 in recognition of my teaching innovations in academic ethics and

leadership of teaching and learning.

2010 – 2014:

I taught a number of courses at the University of Hong Kong many of which I

designed:

1. Ethics and social responsibilities of states, corporations and individuals (BEd

Liberal Studies)

2. Professional ethics for teachers (PGDE elective)

3. Issues in Education (EdD)

4. The Aims of Higher Educaton (MEd in Higher Education)

5. School and Society (PGDE)

I received letters of commendation from the Dean of Faculty each year I worked at HKU on the basis of consistently high teaching effectiveness scores (+80%) resulting from student evaluation. I was ranked second out of 33 teaching staff on the basis of my teaching effectiveness score in 2014. I also undertook the supervision of masters’ and doctoral students.

At Southampton University I received consistently high teacher evaluation scores. For example, I scored 4.74 (scale of 1-5) for the MSc module Learning and Teaching in the 2015-16 academic year.

2014 – 2017:

The Philosophy of Social Science Research (Doctoral level training course)

MSc Learning and Teaching

BSc Contemporary Debates and Issues in Education

PhD and EdD supervision

*Ad hoc* contributions to other programmes

2017-present:

MSc Big Ideas in Education (MSc)

MSc The Dynamics of Global Higher Education

MSc Philosophy and Research Design in the social sciences

MSc The Philosophy of Higher Education

PhD and EdD supervision