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**A CASE STUDY OF ACADEMICS' EPISTEMIC-
PEDAGOGIC IDENTITY
IN THE CONTEXT OF NEOLIBERALISM**

A thesis submitted in fulfilment
of the requirements for the degree
of

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by

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ABSTRACT

This thesis explores academics' epistemic-pedagogic identities in the context of neoliberalism. Specifically, the research investigates different academics' experiences of change in relation to their ways of knowing (i.e., epistemologies) and teaching (i.e., pedagogies). There are four research questions: (1) What is neoliberalism in the context of higher education? (2) Why are epistemological and pedagogical dimensions important in understanding academic identity, within the context of neoliberalism? (3) How do different academics' experience neoliberalism in relation to their epistemic-pedagogic identities? (4) How can epistemic-pedagogic identities develop to engage more adaptively but critically in higher education? The purpose of this research is to explore new directions in today's higher education environment, and to represent and interpret diverse academics' responses to the epistemic drift represented by neoliberalism. This study fills a gap in the literature by offering a unique relational and contextual insight and consequential representation of academic experiences.

The research study consists of a single ethnographic case study of academics (n = 70) in one institution in New Zealand. Data collection was carried out for 6 months in 2013 and involved questionnaires, semi-structured interviews and artefact collection. Data interpretation and analysis was informed by a synthesis of complementary models of epistemological development (Haerle, 2006; King & Kitchener, 1994; Perry, 1970) and pedagogical styles (Mosston & Ashworth, 1990), to enable an inductive thematic process using theory-led coding. Findings were synthesised and represented using thematic interpretative vignettes and visualised in a conceptual model.

The findings revealed academic identity within the neoliberal environment is suffering from unrest; essentially it is "squashed," "hindered, and constrained." The right to academic freedom, as mentioned in The Education Act 1989 in Aotearoa/New Zealand, seems to be curtailed, with participants stating "that they stay out of harm's way," "there is no point in questioning or challenging the status quo because you would not be thanked for it," and also that stating unpopular opinions is frankly and openly mentioned as a "no, no." This could be attributed to not just the institution but societal change towards a lack of trust that has permeated alongside the neoliberal way that no

establishment (or institute) has complete freedom or trust within a democratic society. It could be said that historically there was once an unquestionable respect for institutional establishments (for example, the banks, the Church, the medical profession, teaching profession). Even though this is the current situation within society, recruiting and taking into account experienced academics' voices within the neoliberalised higher education sector is vital for educational change.

The primary conclusions are that a) neoliberalism is understood and experienced by some academics as a form of organisational epistemic drift that influences their ways of knowing and teaching; b) academics' experience this drift in various ways, for example many try to resist, others feel strongly about the changes but state the best way to address them is to "fly under the radar"(become invisible) or ignore the changes while others have chosen to be silent getting on with their work quietly; and c) the recent epistemic changes have caused what the researcher has coined a 'loud disquiet' (strong educational commentary that could also be described as silent screams'), through hearing voices from participants' narratives in relation to their epistemic-pedagogic identities within higher education.

The study contributes to a broader professional conversation concerning the changes experienced by academics in a rapidly evolving higher education environment. The study argues for a curriculum review in professional development training courses for experienced academics, to not only have a safe space to articulate and hear others' voices and provide support, but also to provide a conduit to filter views to the institution, government and society at large. The study acknowledges that neoliberal hegemony threatens epistemological diversity and desirable dialectics in the academy. Therefore, the response to the impact of epistemic changes (the *loud disquiet*) could be better heard and disseminated thus providing essential considerations and review in the future for the professional educator programme.

ACKNOWLEDGEMENTS

This project would not have taken place without many lovely people who walked beside me through this academic journey. It is difficult to put into words the gratitude I have for Russell who has encouraged me, listened patiently at various times of the day and night, plus given me the strength to keep going even when grieving. His love, patience and understanding about missing numerous events ‘to study’ leave me acknowledging I have been truly blessed with a wonderful husband. I know I have not thanked him enough so I take this opportunity to do so in a public domain. *Thank you Russ, for your unending love and support in our 30 glorious years of marriage.*

A specific mention must go to my father Richard (died on 25th February 2013, aged 83). Without him my identity would not be what it is today, he provided a great role model. I miss him every day... he would be so proud to see the completion of this study.

Special thanks go to my three supervisors at James Cook University. Dr. Raoul Adam and Dr. Margaret-Anne Carter who challenged me, made me laugh, stretched me and without all this the thesis would not have been completed; Associate Professor Hilary Whitehouse (Director of Research) thanks for your support and suggesting the full time stipend Australian Government scholarship which changed everything; the meticulous feedback from all three was deeply appreciated.

United Kingdom: Andrea L. T. Rayner, professional editor – many thanks to Andrea for assistance, timeliness and patience; New Zealand: Anne Plank, my dear friend who constantly listened and provided the necessary hug (of which there were many); Associate Professor Suzanne Henwood thank you for the informal mentoring, especially with public presentations; Professor Michael Peters and Professor Cris Shore, thank you both for pointing towards new uncharted waters by suggesting different readings; lastly I have a deep gratitude to academics who willingly gave up precious time to generously allow me into their private world: I wholeheartedly thank them and wish them an enjoyable and happy future.

DEDICATION

I dedicate this thesis to the memory of Catherine, a wonderful sister-in-law who served as a missionary for 21 years in Uganda with my brother Richard, who sadly lost her life after approximately 40 days to a diagnosis of cancer, on 14th January 2013, aged 51 yet Cathy remained positive, knowing she had a few days left, interested and encouraging until she passed away, a truly incredible individual.

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TABLE OF CONTENTS

Abstract.....	i
Acknowledgements.....	ii
Dedication.....	iv
Table of Contents.....	v

CHAPTER ONE: INTRODUCTION

1.0	Research Overview and Aims	1
1.1	Background and Relevance of Study	3
1.2	Questions guiding the Research Study	9
1.3	Gap in the Research	9
1.4	Structure of the Study	10

CHAPTER TWO: CONTEXT AND LITERATURE REVIEW

2.0	Introduction	13
2.1	Structure of Literature Review	13
2.2	Context of Key Constructs	14
2.3	Neoliberalism in Higher Education	15
2.4	‘Epistemic Drift’ in Higher Education	19
2.5	Origins of the ‘Drift’	21
2.6	Neoliberalism in the Aotearoa/New Zealand Context	22
2.7	An Institution in Aotearoa/New Zealand	27
2.8	Epistemic Climate and Identity	33
2.9	Academic Identity	36
2.10	Ways of Knowing – Personal Epistemology	43
2.11	Ways of Teaching – Pedagogy	57
2.12	Epistemic Climate and Institutional Documents	65
2.13	Chapter Summary	79

CHAPTER THREE: RESEARCH METHODOLOGY

3.0	Introduction	81
3.1	Research Context	82
3.2	Research Ethics	85
3.3	Research Paradigm: Critical Realism	87
3.4	Research Methodology: Qualitative Ethnographic Case Study	88
3.5	Introduction to Data Collection Techniques	90
3.6	Phase one: The Questionnaire	94
3.7	Phase two: The Interview	95
3.8	Phase three: The Artefacts	98
3.9	Data Analysis Techniques	99
3.10	Triangulation	108
3.11	Conclusion	109

CHAPTER FOUR: ANALYSIS AND RESULTS

4.0	Introduction	111
4.1	Phase one: The Survey Questionnaire	111
4.2	Phase two: The Interviews	150
4.3	The Vignettes	153
4.4	Summary of Interpretative Vignette and Artefact	233
4.5	The Development of the Study	234
4.7	Conclusion	236

CHAPTER FIVE: RESEARCH DISCUSSION

5.0	Introduction	237
5.1	Research Question One	240
5.2	Research Question Two	249
5.3	Research Question Three	259
5.4	Research Question Four	266
5.5	Conclusion	271

CHAPTER SIX: CONCLUSION

6.0	Introduction	277
6.1	Meeting the aims of the Research	278
6.2	Reflexivity	279
6.3	Epilogue	281
6.4	Limitations and Recommendations of Study	283
6.5	Future Research	285
6.6	Last word	287
	References	293

APPENDICES

Appendix A Informed Consent Form	340
Appendix B Information Sheet	342
Appendix C James Cook Ethics Approval Document	344
Appendix D Organisational Consent Form	348
Appendix E Ways of Knowing and Teaching Questionnaire	349

TABLES

Table 2.1 King and Kitchener Reflective Judgment Model	49
Table 2.2 Characteristics of T&L Document	72
Table 3.1 Interview Guiding Questions	96
Table 3.2 Iterative Process one	101
Table 3.3 Iterative Process four	106
Table 4.1 Distribution by Faculty	112
Table 4.2 Teaching Experience	113
Table 4.3 Part time or full time employed	114
Table 4.4 Gender	114
Table 4.5 Age group	115
Table 4.6 Qualifications	115
Table 4.7 Reflections Stewart	155
Table 4.8 Reflections Emilia	162
Table 4.9 Reflections Richard	166
Table 4.10 Reflections Mark	171
Table 4.11 Reflections Ron	176
Table 4.12 Reflections Sharon	180
Table 4.13 Reflections Georgina	187
Table 4.14 Reflections Malcolm	190
Table 4.15 Reflections Don	194
Table 4.16 Reflections Cassandra	199
Table 4.17 Reflections Nelly	204
Table 4.18 Reflections Nathan	208
Table 4.19 Reflections Norman	212
Table 4.20 Reflections Jasmine	218
Table 4.21 Reflections Linda	223
Table 4.22 Reflections Henry	227
Table 4.23 Reflections Walter	231

FIGURES

Figure 1.1 The Study's Conceptual overview	8
Figure 2.1 The EMPE	35
Figure 2.2 Epistemic Development Trajectory	56
Figure 2.3 The Epistemic Spectrum	57
Figure 2.4 Pedagogic Development	62
Figure 2.5 The Pedagogic Spectrum	63
Figure 2.6 The Study's Conceptual Model	65
Figure 3.1 Overview of Research Design	81
Figure 3.2 Iterative Process two	104
Figure 3.3 Iterative Process five	108
Figure 3.4 Visual Summary of Data Collection	109
Figure 4.1 Artefact: Union Handshake	156
Figure 4.2 Artefact: Michelangelo 'Ancora Imparo'	190
Figure 4.3 Artefact: Janet Rand 'Risks'	218
Figure 4.4 Artefact: Seasonal flowers	224
Figure 4.5 Artefact: Proust	231
Figure 5.1 The Conceptual Model and Position of Power	275

CHAPTER ONE: INTRODUCTION

1.0 Research Overview and Aims

Beliefs about learning and teaching are related to how knowledge is acquired, and in terms of the psychological reality of the network of individuals' beliefs, beliefs about learning, teaching and knowledge are probably intertwined (Hofer & Pintrich, 1997, p. 116).

Research/scholarship about the changes and challenges to academic work and identities is everywhere now. In the neo-liberal academy, under the spotlight of audit and the exigencies of bureaucracy, there is a sense that academic identity is ruined, that the sort of work academics want to do and feel committed to doing is becoming harder to undertake with any real ownership, joy or pleasure (University of Auckland, 2012).

Higher education is undergoing significant changes as a result of the rise of neoliberalism. This research provides a case study of changes in one higher education institution (HEI) in Aotearoa/New Zealand, where in order to keep the institution anonymous; the institutional name is not mentioned in this thesis. My research explores different academics' experiences of change in relation to their ways of knowing (i.e., epistemologies) and teaching (i.e., pedagogies). This study contributes to an important dialogue concerning the nature of higher education and the contemporary role of academics as practitioners and communicators, custodians and co-creators of knowledge. The aim of this study is to gain deeper understanding of the “way things are, why they are like that” and “how” academics “perceive them” (Gay, Mills, & Airasian, 2011, p. 16). In doing so, this research study provides one way to think about higher education in Aotearoa/New Zealand, to understand the problems within it and discuss the issues for a better future. The key definitions of terms which form the foundations for this study are explained next.

Working Glossary

At the outset, it is important to distil some of the more complex and esoteric concepts elaborated in this research.

- **Neoliberalism:** A political and economic philosophy that proposes human well-being can be best advanced through privatisation, reduced expenditure on social services, and marketisation as a means to increased productivity and quality through competition. In higher education this move is represented by knowledge productivity through the commodification and marketisation of knowledge enabled by managerial, audit and accreditation practices (Fish, 2009).
- **Epistemic Climate:** In Higher Education's Institution's (HEI's) and classrooms, an epistemic climate is the knowledge environment that is felt and experienced (captured in experiences) by academics as research participants (Haerle, 2006).
- **Epistemic Drift:** Significant changes or movement (seen, in a behavioural response, can be unseen, thinking) in the dominant representation of knowledge and ways of knowing in HEI's (Elzinga, 1985).
- **Academic Identity:** Academics' personal understanding and expression of their individuality (i.e., values, beliefs, actions, dispositions) in the context of higher education (Archer, 2008).
 - **Epistemic identity** a dimension of academic identity, namely *ways of knowing* (specifically Aotearoa/New Zealand academics' stance on knowledge).
 - **Pedagogic identity** a dimension of academic identity, namely *ways of teaching* (specifically Aotearoa/New Zealand academics' stance on teaching practice).
- **Personal Epistemology:** Academics' stance on knowledge, especially in relation to teaching and learning, encompassing belief, perceptions and meanings (King & Kitchener, 1994).
- **Institution:** The noun *Institution* is distinguished with a capital *I*, when discussing the tertiary place this study is conducted in. However, when

referring to *institution(s)* in general terms, a lower case is used.

This research explores the implications of change in a neoliberal philosophical and practical environment using an ethnographic case study. The culture and character (called epistemic climate) of one Aotearoa/New Zealand tertiary Institution is examined alongside the effects of educational changes (called epistemic drift) on academics' own stance on knowledge (personal epistemology) and teaching practice. Tertiary education institutions in Aotearoa/New Zealand encompass post- compulsory education for adults. Universities, polytechnics, private training establishments and Wānanga (tertiary institutions was established under The Education Act (1989) to cater for all of society including Aotearoa/New Zealand Māori (indigenous) learning requirements). The challenge today is how those who are part of higher education negotiate a vastly complex and contradictory environment to one that existed only a short time ago. The international discourse on higher education indicates there are sweeping changes affecting the sector, associated with a broader ideological movement known as 'neoliberalism' (Peters, 1996). The purpose of this research is to represent and interpret diverse academics' responses to this epistemic drift towards neoliberalism in higher education. As Boote and Beile (2005) advise, "neoliberalism and education researched collectively will advance the importance of educational issues" (p.11). The research offers a small and yet significant contribution to academics' professional development in the higher education to a broader discussion on the role of academics and HEI in contemporary times.

1.1 Background and Relevance of Study

Understanding changes in higher education by exploring different academics' epistemic-pedagogic identities can inform teaching and practice in higher education. For example, curriculum content in tertiary teaching training programmes (e.g., Post Graduate Certificate in Tertiary Teaching; Graduate Diploma in Higher Education) could help new and established academics to explore and understand their own epistemic-pedagogic identities in relation to their teaching, their interactions with fellow academics and their Institutional identity. Beliefs about knowledge are related to effective pedagogy and learning. As Hofer (2002) theorises: "in our mundane

encounters with new information and in our sophisticated pursuits of knowledge, we are influenced by the beliefs we hold about knowledge and knowing ... we need better understanding of personal epistemology and its relation to learning” (p. 3, 4). Hofer offers a general rationale for my research, which investigates the epistemic constructs of academic identities during a period of rapid change in higher education.

A place for safe, open and informed reflection on academic identity seems particularly important in the current increasingly neoliberal context of higher education, which some (e.g., Archer, 2008; Bleiklie, Hostaker, & Vabo, 2000; Henkel, 2005) meaning the sector is also undergoing what can be labelled an ‘epistemic drift’ (Elzinga, 1985). Failure to address the epistemic-pedagogic dimensions of academic identity can exacerbate epistemic conflict among academics and between academics and their broader Institutions (Bleiklie, Hostaker, & Vabo, 2000). This research is a qualitative study of the interface between personal epistemology and pedagogy and the construction of academic identity in one urban tertiary Institution in Aotearoa/New Zealand.

The Researcher

I have had several years’ experience as a senior lecturer working in England and in Aotearoa /New Zealand. My position on higher education is simple; higher education is a human right that should be open to all. I am passionate about academics continued growth and development, including my own. I completed my first adult education certificate programme in 1986 in Plymouth University in England. I realized straight away that education was not required purely to do my job, but something to be lived and breathed. I am especially interested in studying how to reach students using alternative pedagogies. At the time of this study I was the Programme Director (also called Programme Leader) in the Graduate Diploma in Higher Education, in the Institution where the research was conducted.

My academic role had many dimensions but primarily one key area was teaching lecturers to think about position or stance in relation to their epistemic-pedagogic academic identity. This has become a passion over a period of time. As a practitioner working in the field, I became research active in the area of how academics’ stance on knowledge is connected to how they teach. In my HEI I experienced substantial change

in a relatively short period of time, in areas including, institutional policies, expectations of teaching and required research outputs, how to do things in the classroom, more specific instruction on the structure of teaching, new Governmental regulations, all changed rapidly due, in part, to the global expansion of neoliberalism. The influence of these critical changes on academics' ways of knowing and teaching practice emerged as a timely topic plus a huge motivating factor for research within a specific context Aotearoa/New Zealand higher education.

I acknowledge at the start the consideration to write the study in the third person was a deliberate choice after discussions with supervisors; to thus attempt to maintain professional position in this research writing. Researching academic identities within the Institution in which I worked as an academic, may cause, or be seen to be a position of conflict or a bias. However, as I describe in the methodology chapter, the necessity for rigour, validity and trustworthiness were constant elements running through the research process. In order to keep a sense of perspective and not to be seen as too close to the subject matter, it seemed most appropriate to write in the third person. As I describe in the methodology chapter, the necessity for rigour, validity and trustworthiness were constant elements throughout the research process. I do address, the ethical dilemmas, reflexivity and several issues associated with the research in the final chapter.

The Higher Education Context

Changes in the last several decades in the higher education sector have been critiqued both within and outside academia (Barnett, 1999, 2000, 2003, 2005). How educational changes have impacted upon academics' identities, within the environment in which they work are of interest both globally and locally to those associated with higher education institutions, including employers, trade associations and advisory groups. According to Careers in Research Online Survey (CROS) in 2013, 77% of research staff in the United Kingdom in academia are on temporary, fixed-term contracts, of which 87% are contracted for less than three years (The Guardian, 2014). Academics worldwide are leaving the profession due to high stress levels and unhappiness (Katsari, 2013). Redundancies and a financial cull in academic positions means there is a constant need for HEI's to be advertising, recruiting and inducting new staff; the cost in recruiting, time, training, attendance and funding, has a considerable effect on the

institution. The impact of turnover and the internal loss of historic institutional memory, the aging workforce, the redundancies, and the lack of funds for professional training all raise serious concerns for the future for higher education (Reisz, 2013). Writers have described academics experiencing distress and disillusionment (Davies & Peterson, 2005a), and alienation and anomie (Archer, 2008; Beck & Young, 2005) as a result of epistemic drift in a period of neoliberalism. These discoveries warrant further study within the broader knowledge environment to understand the ‘epistemic climate’ (Haerle & Bendixen, 2008). The currency of this research has global significance as there is an urgent need to understand what is happening in the higher education sector and its impact on academic identities.

Personal Epistemology and Pedagogies

Until recently, academics’ personal epistemology received nominal theoretical or empirical attention (Chan & Elliot, 2010). Research (e.g., Brownlee, Purdie, & Boulton-Lewis, 2001; Schraw & Olafson, 2008; Tsai, 2002) does reveal a relationship between ways of knowing and beliefs about knowledge (epistemology) and ways of teaching (pedagogies). A theoretical assumption increasingly borne out by empirical research is that academics’ ways of knowing and beliefs about knowledge are intricately related to their ways of teaching. Researchers in epistemology (e.g., Brownlee, 2001a: 2004a; Fang, 1996; Richardson, Anders, Tidwell, & Lloyd, 1991) argue that a focus on academics’ beliefs about knowledge can inform more effective teaching and learning in higher education. However, this exploration cannot be undertaken without consideration of individual academics’ identities in the context of the changing nature of the Institutions and paying attention to the broader socio-cultural milieu.

Neoliberalism

While somewhat ill-defined in the social sciences (Mudge, 2008), neoliberalism is essentially an ideology of increased productivity through government deregulation, privatisation, managerialism and marketisation (Caffentzis, 2004) and a set of economic policies that have become well entrenched in Western countries well beyond their origins (Martinez & Garcia, 1998). As an ideology, neoliberalism represents a way of knowing and has an ‘epistemic identity’ that is present in its ways of doing.

Berry (2008) identifies neoliberalism as “knowledge structures of empiricism, rationalist scientism and productivity” (p. 8), “hard-and-fast quantification’ and “rubrics of efficiency and standardisation” (p. 6) and argues that “the dominant knowledge system is indissociable from the neoliberal agenda that facilitates it” (p. 3). Hunter (2002) associates neoliberalism with a positivist epistemology. Elzinga (1985) and Henkel (2005) identify the ‘epistemic drift’ towards neoliberalism in academia with “externally defined rules and evaluative criteria, utility and value for money, as well as scientific excellence” (p. 167) in contrast.

Governments described as part of the “western international competitive global nations” need to produce, local employable workers for industries, as part of the “supply side of neoliberal economic strategies” (Clegg, 2008, p. 330). Have academics’ attitudes toward knowledge and the way they teach changed because of the evolving global and institutional changes adapted within the higher education? This study research focus explores academics’ ways of knowing (i.e., personal epistemology); academics’ ways of teaching (i.e., pedagogies), and the ‘epistemic drift’ (impact of knowledge changes seen or felt) represented by neoliberalism in higher education.

Figure 1.1 represents a model that is conceptual and made up of the study’s key constructs. This is in order to give a conceptual overview of where the study fits within the constructs. This is seen in detailing the two main constructs, (neoliberalism and academic identity); two dimensions of academic identity, ways of knowing (personal epistemology) and ways of teaching (pedagogy); the theories and concepts the study embraces and the intersection called *research interface* which is where this research study sits.

By using a conceptual model, understanding the intended exploration within this study can be formed right at the start. The conceptual model shows the relationship of the constructs to each other, ie, they all overlap within the academics’ world. Another way to put it is, the representative system the participants work in can be narrowed or funneled within what could be considered major constructs, or topics that are vast within the quantity of studies that have been carried out on each of the constructs. The conceptual model below provides a point of reference and begins to gather together the four constructs for a start of what is a large exploration of study. Conceptual models

provide a development trajectory for this study. The conceptual model here expands in chapter two with the aid of the literature review, to continue to represent and narrow the exploration of study. The conceptual model moves through what is known in chapter two and what needs to be further explored, in the study. There are clear linkages between the conceptual model below and the development throughout the study of the study’s conceptual model. Without the conceptual model the study would struggle with the conceptual framework and moving the study forward.

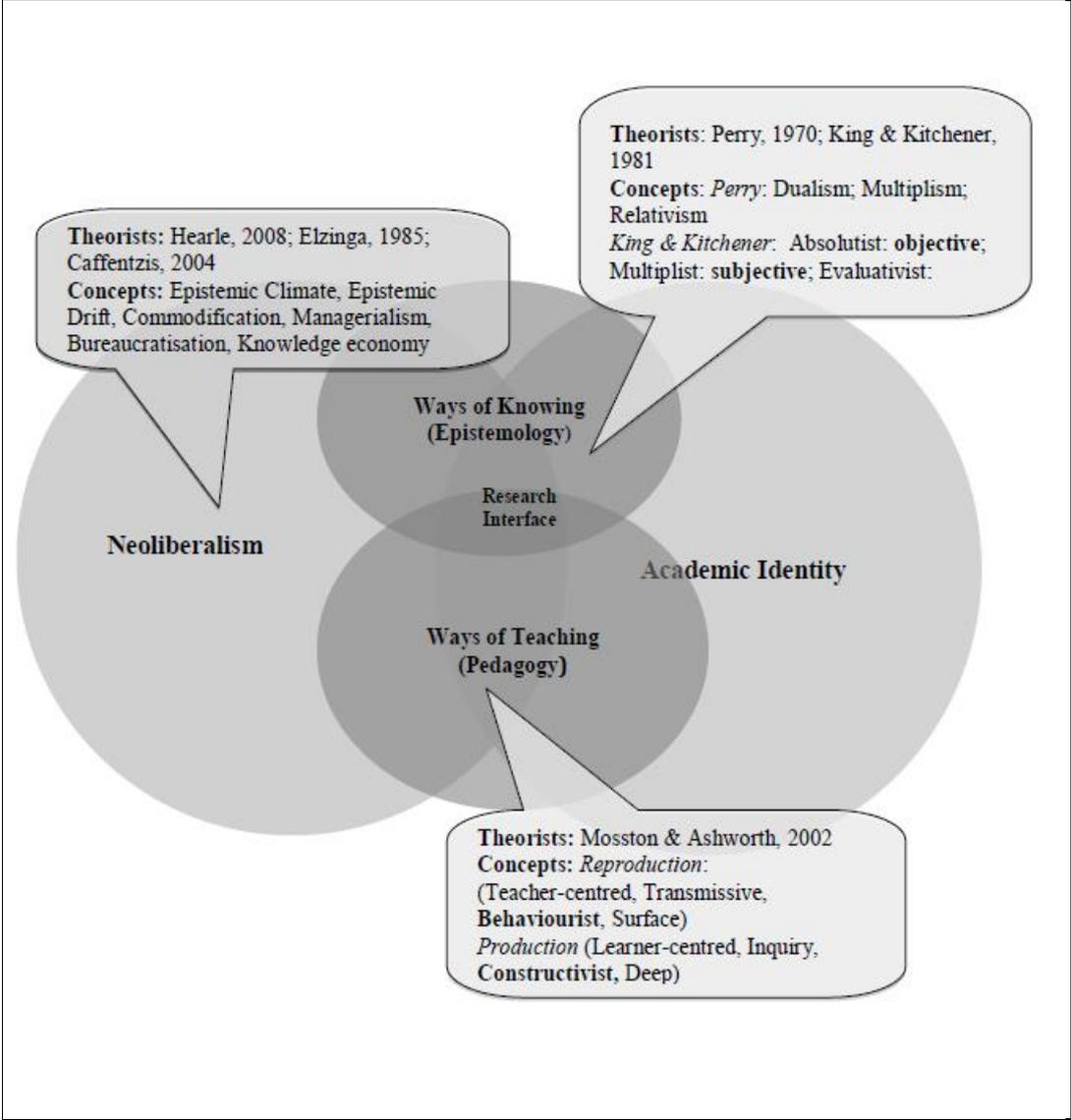


Figure 1.1 *The Study’s Conceptual overview*

1.2 Questions guiding the Research Study

Pedagogy is a term used widely in higher education though technically it refers to ways of teaching children, whereas androgogy (Knowles, 1980) refers to teaching adults. Pedagogy is used here as a more comprehensive term that describes teaching in general. Personal epistemology and pedagogy are investigated as ‘ways of knowing and ways of teaching.’ In order to fulfil the aims of the research study and “obtain” understandings of “the way things are” (Gay, Mills, & Airasian, 2011, p. 16) the research was framed on four primary questions:

1. What is neoliberalism in the context of higher education?
2. Why are epistemological and pedagogical dimensions important in understanding academic identity in the context of neoliberalism?
3. How do different academics’ experience neoliberalism in relation to their epistemic-pedagogic identities?
 - (a) How are academics’ epistemic-pedagogic identities demonstrated in their academic roles?
 - (b) How do academics’ identities relate to Institutional and global epistemic drift?
4. How can epistemic-pedagogic identities develop to engage more adaptively but critically in higher education?

The data gathered in this study allow for a “reflexive moment of engagement” with those at the centre of higher education (Clegg, 2008, p. 330), the academics as research participants who provided the core information for the research and to whom I am profoundly grateful.

1.3 Gap in the Research

The nexus between the context of neoliberalism at higher education and the constructs of ways of knowing and ways of teaching were explored directly in relation to academics’ identity. More empirical investigations and conceptual understanding that

represent these were identified as a significant research gap. Having a research model in this study conceptualised main themes of (a) the existence and nature of ways of knowing and ways of teaching, (b) the existence and nature of epistemic-pedagogic conflicts and co-operations between different academics and (c) the existence of epistemic-pedagogic conflicts and co-operation between individual academics and their institutions. As stated previously, understandings of this nature are important in the light of current neoliberal changes in higher education that were being seen and felt by the researcher each day.

1.4 Structure of the Study

This thesis comprises six chapters parts of which have been published and presented at tertiary conferences by the researcher and an overview has been published thus informing the development of the study further (Miller, 2012a; 2012b; 2012c; 2013a; 2013b; 2014a; 2014b; 2014c). This chapter describes the topic under exploration, defines the terms and working glossary, the significance of the research, and the motivation of the researcher to undertake it because of an identified gap in the field and a general concern for the impact of significant changes on academics' identity: The researchers' passion for making the HEI a happier work place and her role in the Institution meant she often searched for the answer 'if the formation of academic identities has been impacted by neoliberal agendas, what can I do in training, regarding the impact on their ways of knowing and ways of teaching?'

Chapter two defines and describes the context for the study and presents a review of a literature review undertaken before embarking on data collection. Parts of this chapter were presented and published in conference proceedings and journals (Miller, 2013a; 2013b; 2014d). The higher education landscape is explained with analysis, synthesis **and** evaluation of key literature related to academic epistemic-pedagogic identity and neoliberalism.

Chapter three sets out to describe the research design methodology for the study, which also has been presented and published (Miller, 2014a; 2014b). The research study was designed to uncover participants' views on their academic identity and investigate what

this might mean from their own experiences within academia. Ethical implications are also addressed. A case study using a qualitative ethnographic approach (Creswell, 2012) within the research paradigm of critical realism was employed to explore academics' epistemic-pedagogic identities.

Following this, chapter four presents the results and analysis drawn from participants. The chapter begins with individual comments from the questionnaires. This chapter also presents seventeen interviews which form the interpretative thematic vignettes (short descriptive overviews). This way of presenting the data aids academics' voice to be heard in relation to the research questions. This is carried out by participants responses aligned to the concepts and themes ascertained from literature. These themes are depicted in the conceptual model, which enabled the analysis of the data gained in questionnaires, interviews and collection of artefact, by exploring participants' experiences in higher education, in particular the impact of neoliberalisation in ways of knowing and ways of teaching.

Chapter five revisits the research questions and the development of a new conceptual model gained from the main themes that emerged from analysis. The findings are that

- a) neoliberalism is understood and experienced by some academics as a form of organisational epistemic drift that influences their ways of knowing and teaching;
- b) academics' experience this drift represented by neoliberalism in various ways, for example many try to resist, others feel strongly about the changes but state the best way to address them is to 'fly under the radar' (become invisible) or ignore the changes and some have become silent; and
- c) the recent epistemic changes have caused a 'loud disquiet' within higher education.

The investigation emphasises the importance of recruiting and taking into account academics' voices as an important part of a neoliberalised higher education sector. Currently, academics are considered separate to decision making. This study concludes

they need to be encouraged to be engaged in the complex, diverse and dynamic changing epistemic environment.

Concluding this thesis is chapter six with a summary and recommendations, including a discussion on meeting the aims of the study and its further implications. This study contributes to the broader conversation of professional development, the nature of academic work and academic identities (Harley, 2002) in a disrupting higher education. The study argues for a need for a curriculum review in professional development training courses for academics, to have a safe space to articulate and hear others' voices, and receive valid support with the development and delivery of bespoke educator programmes.

A pertinent finding of this research is the essential need for enabling academics' voice to have a place in the future changes of HEI so a conduit is formed to filter back to the institution, government and society at large. But, neoliberal hegemony threatens epistemological diversity and dialectic in the academy. Therefore, the response to the impact of epistemic changes (the *loud disquiet* being felt) as depicted by participants requires dissemination to promote change. This would provide essential consideration and review in the future for 'oldbies' (for academics that have been in the higher education sector for some time), because engagement matters now more than ever. Finally the epilogue denotes the researcher's reflections, specifically the emotional side, on engaging colleagues in the research site in which she worked limitations and suggestions for future study.

CHAPTER TWO: CONTEXT AND LITERATURE REVIEW

2.0 Introduction

All existing research notwithstanding, epistemological belief research remains at the edge of an unexplored frontier (Schommer, 2004, p. 28).

The purpose of this literature review is to frame the study within a growing body of scholarship that relates to epistemic-pedagogic identity in higher education. The review identifies a gap in the literature, on how to adequately theorise and illustrate the importance of academics' ways of knowing and teaching in the "transition to the new higher education environment" (Harman, 2003, p.121) represented by neoliberalism. Accordingly, this review is structured to analyse and synthesise the influence of neoliberalism on the epistemological and pedagogical dimensions of academic identity to inform this single case study.

2.1 Structure of Literature Review

The literature review starts with higher education, the context for the study and an exploration of neoliberalism and epistemic drift, contextualising 'drift' in higher education (global) and a particular Institution (locally). The review discusses academics' ways of knowing and ways of teaching within the construct of academic identities in order to identify key themes and frame a case study of diverse responses to neoliberalism. The review enables the themes to be mapped, so that finally the conceptual model that informs the research can be revisited again after the exploration gained from the literature review and document exploration. An exploration of institutional documents, in connection to epistemic climate within the Institution is also carried out, after the literature review. The complex constructs of personal epistemology and pedagogy need to be simplified for ease of understanding both for the study participants and a thorough understanding of the key theorists and their empirical studies. The constructs examination includes developments, history and proponent aims thereby providing the conceptual foundation for this research.

2.2 Context of Key Constructs

Academics in western society work in a stratified and radically different educational context from the one that existed four decades ago. Henkel (2010), found that, “all these developments – massification, universalism, neoliberalism, new public management and globalisation – brought various forms of external regulation, a new phenomenon for many institutions, and a greatly enhanced burden for others” (p.5). Such large changes have had a strong influence on academics’ beliefs and practices (Shore, 2010). As ways of knowing and ways of teaching are of particular importance to my study, this review focuses on neoliberal changes influencing academics’ ways of knowing and teaching. The term neoliberalism ‘speaks’ to individuals in different ways. This is borne out in the conversation using a probing question posed to senior academic colleagues at a senior educational leadership team meeting, by the researcher, “What does neoliberalism in higher education mean to you?” The replies although anecdotal are varied and demonstrated neoliberalism as having a unique epistemic identity for individuals characterised by the institution’s own epistemic climate:

It’s about the perish or publish fiasco

It’s about quantification of research outputs versus quality of teaching

Money

It’s about everything we do, we are measured against

Innovation and productivity

Government expecting, wanting more

Serving the needs of society

Quantity not quality

Doing what we are ordered to do, teach this way, talk this way, lose who you are

It’s about at last acknowledging Māori have been disadvantaged and need support.

In the context of this conversation some participants view neoliberalism as positive some as negative. Bourdieu, (1998) defines neoliberalism pejoratively, as a “programme for destroying collective structures, which may impede pure market logic.”

The focus on knowledge (personal epistemology) and teaching in this thesis in the context of neoliberalism stems from the view that the service that higher education

provides is the creation and distribution of knowledge (O.E.C.D., 1996). A core part then of academic identity is the conceptualisation of knowledge and knowing. Any way of doing things in higher education, including neoliberalism, involves ways of knowing that interact with different academics' ways of knowing and teaching. Thus, knowing and teaching are key dimensions of academic identity related to neoliberalism. Accordingly, this review serves the methodical collection and exploration of academics' ways of knowing and teaching in the context of neoliberalism, at one Aotearoa/New Zealand HEI.

2.3 Neoliberalism in Higher Education

Higher education institutions and their knowledge practices stand out as particularly interesting sites of investigation (Nerland, 2012, p. 8).

Neoliberalism began as political orientation in the 1960s, although it may be argued neoliberalism was formulated earlier than this (Hayek, 1954). Neoliberalism is a philosophy in which the existence and operation of economic markets are valued in themselves, separately from any previous relationship with the production of goods and services and where the operation of a market or market-like structure is seen as an ethic in itself, capable of acting as a guide for all human action, and substituting for all previously existing ethical beliefs (Fish, 2009). Neoliberalism followers still advocate economic growth as fundamentally essential for society to be successful, stating “we know that education research is a multifaceted phenomenon,” therefore neoliberalism and education researched collectively “will advance the importance of educational issues” (Boote & Beile, 2005, p. 11). Neoliberalism as a phenomenon is depicted as being able to “encompass a variety of economic, social and political ideas, and practices, functioning on both individual and Institutional levels” (Saunders, 2010. p. 45).

Higher education worldwide has undergone significant changes, which cannot but impact upon academics' role. A significant effect of neoliberalism in higher education is that institutions are institutions are facing higher expectations from students, and more intense pressures on academics (Davies, 2005). Increased research effort is needed on

how people participate in knowledge cultures in HEI under such changes. Learning sites in higher education have always coexisted within communities and comprise a multitude of practices; they interact in complex ways that increasingly have global connections and outreach. In addition, a “new brand of liberalism...a revival of the central tenets of classical liberalism (Olssen, 2001, p. 1) has evolved and subsequently has impacted on the practices of HEI’s.

Neoliberalism, as a noun, is described as, “political economic practice which proposes human well-being, can be best advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong property rights, free markets and free trade” (Harvey, 2009, p. 2). The neoliberal impact in areas of massification, diversification, and globalisation means higher education can be viewed as a consumer’s right and an education as a product to be consumed, ‘a pill to be swallowed’ by the ‘buyer,’ the student (McArdle-Clinton, 2008). There are tensions, polarities, contrasts, but also complementarities seen and felt within an academia distinguished by neoliberalism, which have impacted higher education from a global perspective to a more local, or institutional perspective. By talking to “neoliberal subjects” (Gill, 2010, p. 232) namely academics, about what has contributed to their changes in the working environment, and the impact of these changes, or the “new modernities” (Beck, 1997), informs academics’ professional understanding of their job. Discourse about teaching practice and beliefs need illuminating as neoliberalism is intangible and difficult to make sense of but we know neoliberalism “works through” academics (Davies & Bansel, 2007, p.247).

A research synthesis of epistemology and pedagogy (dimensions of academics’ identity) is timely and topical in the light of neoliberalism and associated epistemic drift. This research increases not only our currency but also our understanding of how these changes influence academics’ ways of knowing (epistemology), and ways of teaching (pedagogy) in the context of neoliberalism. The purpose of higher education is increasingly debatable, depending on who is arguing the purpose and why. Is it to provide students with an academic pathway, which, if they are successful, in turn can assist the economic future of the country and importantly, financial and job security? Most institutions have within their mission statement a comment about the purpose of

higher education from the institutional standpoint. Neoliberal thinking suggests that higher education endeavours to add value to the quality of life enjoyed by potential students in the future, and to add to the strength of the country's economy and the wellbeing of communities. The words 'social' and 'value' are closely linked and are often mentioned when reading about neoliberalism (see Clarke, 2005; Harvey, 2009; Rawls, 1993).

One of the impacts of neoliberalism is that we are now considered to be living in a knowledge era, and knowledge production is linked with economic outputs. The concerns of money, economy and value are reiterated in the higher education literature, (Bekhradnia, 2013; Öniş & Güven, 2010). Social scientists see that the way the knowledge production is linked to the economy means that advancements in knowledge emerge from numerous sites within and beyond educational institutions and research communities (Bechmann, Gorokhovand, & Stehr, 2009); meaning that knowledge production does not come from one place. However, with knowledge production emanating from various quarters, new insights and new doubts have arisen; new questions have emerged about this new knowledge era, with no conclusive answers; the new questions require further advancement (Knorr Cetina, 2007). Knowledge from many and differing sites – often termed 'epistemic fluency' (Goodyear & Zenious, 2007), is not generic across the education sector and not assumed under educational policies, but is specific to each organisation and domain-specific (Brint et al, 2008; Jones, 2009). This is an important point for this research study, hence the exploration of knowledge from one group of participants, academics in one higher education organisation as a single case study.

Neoliberal impacts are sometimes overt but can also be subtle. The need to compete with other institutions and the introduction of comparisons such as league tables has meant that marketing and branding of programmes and the institution has a high importance for institutional managers. Marketing information is readily available on the benefits and disadvantages of gaining a higher education qualification, but this does not seem to impact the ongoing growth in the increase in global higher education. The percentage of global spends per capacity by governments in higher education in both the private and public sector continues to increase (Bekhradnia, 2013). Marketing content

advertises the environment that institutions aim to create at a time when competition is rife, and with the many choices that students now have on one hand and on the other, institutions' paramount need to gain more Equivalent Full Time Students (E.F.T.S.) enrolments. Some of the demands of higher education, according to an educationist theorist, is the pressure to 'sell' education (part of the neoliberal agenda) to the prospective student, disguised as increasing the economy and therefore a public good,

Changing trade patterns influence the productive possibilities of the economy and thereby the demand for education, the uses put to education, and the demands made on education for tailoring the workforce to those demands (Riddell 1996, p. 1363).

Not all evidence points to the positive aspects of gaining a higher education. With the global downturn in Western economies, some countries are disinvesting in higher education, which is problematic for two main reasons. First, noninvestment in higher education means not investing in research, innovation, discovery, workforce preparation and the growth of intellectual capital, all prominent features of Western ingenuity. Secondly, to not invest in higher education means to not invest in the "potential for economic recovery and growth" (Öniş & Güven, 2010, p. 4). Higher education institutions are critical drivers of the economy, whether one is an advocate for neoliberalism or not. The economy and government intervention affect the social milieu in which the academia works. As evident in Hunter's (2002) post-critical response to neoliberalism: "Neo-liberal understandings of positivism and the institutional power that perpetuates them are criticised in favour of epistemological diversity in the academy" (p. 119). Despite neoliberalism's actualisation in higher education being widely accepted, as a doxa, its impact is not well understood, in particular how the neoliberalised higher education environment shapes academics' lives. Neoliberalism represents an epistemic drift that affects how academics know and teach i.e., ways of knowing and ways of teaching.

2.4 'Epistemic Drift' in Higher Education

The neoliberal philosophy in education is connected to the era of postmodernism and has been represented as an 'epistemic drift' (Elzinga 1985). Researchers (Archer, 2008; Elzinga, 1985) acknowledge an 'epistemic drift': as a slow movement of change connected to knowledge in higher education. Henkel (2005) doubts epistemic drift has had a significant negative impact on academics' identities. The descriptions and metaphors for describing the higher education landscape are, 'mapping out complex terrain,' 'positionality,' 'stance,' 'details on a map of latitudes,' 'compass points' and degrees of 'difference.' All tie in with descriptions about the depictions of epistemic drift and movements. Harman (2003) suggests the influence of neoliberalism represents an epistemic drift that strongly impacts on academic identity; 'epistemic drift' signifies cognitive belief changes that are driven along by a movement seen and felt by academics in everyday surroundings. He states quite clearly, "The transition to the new higher education environment has been painful and damaging for the profession, with many academics feeling deeply frustrated, disillusioned and angry" (p. 121) but he also goes on to write, "Many have made successful transitions to productive involvement in research links with industry and in other entrepreneurial activities without jeopardising their academic integrity" (p. 121). This is but one example that there are contrary views about neoliberalism and epistemic drift. The question of why there are contrary views is investigated in this research.

A growing body of literature (e.g., Archer, 2008; Elzinga, 1985) acknowledges an 'epistemic drift' (Elzinga, 1985) towards neoliberalism in higher education that has a significant impact on academics' identities (Henkel, 2005). Commentary depicts this drift pejoratively in areas of bureaucratisation, economic rationalism and micro-managerialism (Bleiklie et al., 2000). Personal epistemology can be summed up simply as the study of people's thinking about knowledge and about how people know (Hofer & Bendixen, 2012; Hofer & Pintrich, 1997; Kuhn, 2001), or as taken in this study, the stance academics take on issues related to knowledge and knowing.

Periods of change are associated with epistemic drift which can produce epistemic conflicts (Doise & Mugny, 1984). Elzinga (1985) is renowned for his work on 'epistemic drift.' Henkel (2005) discusses an "epistemic drift" which has "externally defined rules and evaluative criteria, utility and value for money, as well as scientific excellence" (p. 167). There are in particular notable benefits to students, for example accountability for an education they are paying a good deal of money for. But views on neoliberalism are mixed, some believe that the whole structure of "neoliberal thought is a fraud," as Monbiot explains,

The demands of the ultra rich have been dressed up as sophisticated economic theory and applied regardless of the outcome. The complete failure of this world-scale experiment is no impediment to its reputation. This has nothing to do with economics. It has everything to do with power (Monbiot, 2013).

In the United States, Troen and Coles (2004) claimed the outcome of an epistemic drift is described by the statement, "Teachers have operated for so long under this cultural dysfunction that many regulate themselves with their own bureaucratic chains" (p. 7). Changes increase academics' stress levels, a feeling of suffocation which has potentially contributed to academics leaving the profession. We know, "there is a substantive body of evidence to suggest compliance stifles creativity and initiative and that consensus can close down creative alternatives" (Surowiecki, 2004, p. 8). Higher education growth is so fast and the environment is so pressurised, it can be easily felt that individuals are part of a global machine and individuality is not possible. Unless research studies like this name the perceived problem, investigate and articulate the possible doubt, and have in-depth discourse with those at the centre of this higher education environment the problem may remain undefined. " 'Rumpelstiltskin philosophy' reminds us that the fundamental requirement is to name the problem. Only then does it cease to have power over us" (McArdle-Clinton, 2008, p. 233). Next empirical and theoretical research about the connection of higher education within today's neoliberal environment and how this in turn impacts on how higher education organisations create an epistemic drift is considered.

2.5 Origins of the 'Drift'

The term 'epistemic drift' was named by the Swedish social epistemologist Aant Elzinga in 1985. Epistemic drift is described as the tendency for epistemic criteria to drift from criteria likely to "push back frontiers of knowledge to one that is likely to serve some socially desirable ends" (Fuller, 2002, p. xxii). The term was introduced to illuminate potential perversions to research agendas that "result from the existence of a state monopoly on research funding" (Fuller, 2002, p. xxii). Like the word drift infers (slow movement), the actual current situation as predicted (Elzinga, 1985) has been far subtler within the higher education sector. The movement of epistemic criteria has also become entrenched in politics.

This subtlety can be interpreted as a shift from disciplinary control and previously traditional control systems (i.e., by disciplinary bodies, registration organisations, professional organisations) having complete control over what is deemed as necessary knowledge (and what students should be taught) within any specified discipline, to external regulation imposed by governmental or managerial policies, (Scott & Gini, 2010). Bureaucracy thereby influences, for example, standards of performance and research, and has significant disciplinary input in the educational field. Epistemic drift has become a possible rather than a necessary consequence of change because of the change of control. The new systems mean epistemic drift "can and does take place in several directions simultaneously" (Kennedy, 1997, p. 16), affecting a wide band including bureaucracies and research communities:

Epistemic drift may be interpreted as a shift from a traditional reputational control system associated with a disciplinary science to one that is disengaged from disciplinary science, and, thus more open to external regulation by governmental and managerial policy impositions. The norms of the new system seen today have strong relevance component, transmitted from the bureaucracies to which the hybrid research community is linked. The bureaucracy thereby influences not only the problem selection but the standard of performance of research, standards of significance and territorial definition of the field or specialty in question (Elzinga, 1985, p. 209).

As predicted in the 1980's, the last few years have seen an almost imperceptible exertion of influence by policy-makers, producing powerful periods of change in higher education called 'periods of drift' (Adam, 2012). How is the global phenomenon of epistemic drift represented by neoliberalism affecting a small country of 4 million? This will be addressed in the next section by pinpointing some key growth within Aotearoa/New Zealand and the notion of epistemic drift in more detail.

2.6 Neoliberalism in the Aotearoa/ New Zealand Context

New Zealand as it turned out was an important 'experiment' of the internationalization of neoliberalism (Peters, 2011, p. vii).

Aotearoa/New Zealand's geographical location within the South Pacific region has meant there have been major educational influences from the United Kingdom (motherland), the United States and Australia in the last 100 years. Until the latter half of the 20th century, higher education was confined, for the most part, to universities and was available only to an élite group. Since then Western governments, like that of Aotearoa/New Zealand, have encouraged a move towards mass higher education, part of a global education movement. Increasing competition from developing economies means that not just Western (or 'First World' countries') nations are increasingly focused on developing people with high-level skills and knowledge, China and India are also undergoing massification. Free trade, marketisation, corporatisation, privatisation and globalisation have become common terms since this time. The term 'knowledge economy' Lovat suggests is neoliberalism by another name (2003, p. 1).

A number of researchers situate the start of the political movement of neoliberalism before the latter half of the 20th century, as early as 1947 (Mirowski & Plehwe, 2009). The influential Mont Pelerin Society stated in the aftermath of the World War II that:

The central values of civilization are in danger. Over large stretches of the earth's surface the essential conditions of human dignity and freedom have already disappeared. In others they are under constant menace from the

development of current tendencies of policy. The position of the **individual and the voluntary group** are progressively undermined by extensions of arbitrary power. Even that most precious possession of Western Man, freedom of thought and expression, is threatened by the spread of creeds which claiming the privilege of tolerance when in the position of minority, seek only to **establish a position of power** in which they can suppress and obligate all views but their own. [Researchers' emphasis] (The Mont Pelerin Society, 2013)

This contrary position of the individual and the community represent polar opposites in the use of the terms *individualism* and *communitarianism* described as a position of opposing power shifts by critical theorists (Bourdieu, 1998; Brookfield, 2008; Freire, 2000; Giroux, 2005; Peters, 2011). Again this term 'epistemic drift,' this movement of epistemic fluency is articulated to consist of opposing or contrasting polarities, criteria that impact our global society at large and the individual that make up society.

In the late 1980s in Aotearoa/New Zealand the term neoliberalism began to be cited in the disciplines of politics, education and philosophy (Peters, 2011). New Zealand in the 1980's was implementing a model that became known as "The New Zealand Neoliberal Experiment" (Kelsey, 1998, p.62), an ambitious attempt to construct a free market as a social constitution (Gray, 1999). It was heralded as an example for the rest of the world by the World Bank and the Organisation of Economic Cooperation and Development (as cited by Kelsey 1998, p. 62). Neoliberal reform swept many governments from this time on, and "the notorious shortage of checks and balances" in the Aotearoa/New Zealand political system meant that what for the rest of the world was a "fad", in Aotearoa/New Zealand became a "fetish" (Belich, 2001, p. 412). Neoliberal reform was advocated for by the Labour government (Kelsey, 1995) in Aotearoa/New Zealand, but it was a time of Thatcherism, in the United Kingdom, Reaganism, in America and in Aotearoa/New Zealand Rogernomics, where tight fiscal restraint, privatisation of state assets and deregulation of labour markets swept the globe. Aotearoa/New Zealand identity was moving towards an economically driven, socially acceptable and regulated society (Shore, 2010), with more open social and economic borders.

By 2002, the Prime Minister, Helen Clark (2002), the then Labour Leader, had declared "neoliberalism era was now over." In her speech to the London School of Economics,

she talked about the New Zealand experiment, “fifteen years of neoliberalism” (Clark, 2002). We might ask what she meant by this? Explaining further she said that “New Zealand was failing to adapt to changing world condition and was falling rapidly behind,” (Clark, 2002). Through her time in government Helen Clark describes her style as representative of inclusivity her government style she describes as one of inclusivity, engaging conversations and partnerships with different sectors which “differs a great deal from the general indifference neoliberals tend to display to civil society” (Clark, 2002). This style is opposed to neoliberal changing policies and currently happening within HEIs in Aotearoa /New Zealand, scrutinizing what is the spaces for engagement, conversation and partnerships.

The word itself, ‘neoliberalism’, ‘neoliberalisation,’ ‘neoliberalise,’ ‘neoliberal’ can be used as a verb not a noun and is sometimes used as passive tense, thus can become very confusing, depending on who and what context it is being used. Shore’s (2010), opinion is that “neoliberalisation generally refers to a multifaceted and continually changing set of processes, which assume different forms in different countries” (p.2).

Cogitations about the mix of education, politics and social policy continue. A heading in the *New Zealand Herald* on 5 March 2014 laments, “The Government has put the needs of industry at the top of its new tertiary education strategy” (Dougan, 2014). Following this announcement the Tertiary Education Union (TEU) and Radio New Zealand had a flurry of discussions about the announcements from Steven Joyce, Tertiary Education, Skills and Employment Minister. Speaking at the Higher Education Summit in Auckland on 7 March 2014, Joyce set out the following key priorities of the new higher education strategy:

- Getting at-risk young people into careers
- Boosting achievement in Māori and Pasifika communities
- Strengthening research-based Institutions
- Growing international links
- Providing students with the skills needed in the workplace
- Helping older workers improve their skills and education (Dougan, 2014)

‘Epistemic drift’ infers movement of emphasis within society with a combination of the terms *individual* (‘young people’, ‘students’ and ‘older workers’), and *community* (‘research-based Institutions,’ ‘Māori and Pasifika,’ ‘international links’ and the ‘workplace’) prominent in the discussions of neoliberal ideals. The terms have been called “highly charged metaphors ... [which] have defined the ideological space within which competing conceptions of the state, of welfare, and of education have been articulated” (Peters, 2001, p. 1). The movement of neoliberalism and the impact of the epistemic drift emerge in this article with neoliberalism taking different forms, sometimes opposing views, in a changing process.

According to Dougan, Joyce went on to explain the six key criteria at the Higher Education Summit in Auckland by commenting about the ideological space. “Our tertiary education sector must continue to adapt and change to provide the skills and qualifications New Zealanders will need to contribute in the labour market in innovative and competitive ways” (Dougan, 2014). This comment raises concerns regarding academics working within these epistemic climates, such as, how do academics change and adapt within a changing and fast moving environment? The higher education sector is demanded to be more ‘outward facing’ in the future plans and interact more with business, communities and the world economy. The national president of the TEU, Lesley Francey, responded to plans by saying:

Steven Joyce’s Tertiary Education Strategy is a narrow and limiting view of tertiary education. It sees tertiary education’s main role as simply providing a free, publicly trained workforce and free publicly funded research to private businesses. There is little space in the strategy for tertiary education’s many other roles such as giving local people lifelong learning opportunities, supporting democracy, strengthening our communities and standing up as a critic and conscience for important issues we need to debate as a community (Dougan, 2014).

In contrast to the TEU, Business New Zealand says it focuses on the skills needed for a healthy economy. TEU responded by stating that it “cannot come at the cost of the other

duties tertiary education has to our communities and society” (Dougan, 2014). The topics of money, value, commodification of education, marketisation, and emphasis on knowledge economy are all noteworthy attributes to neoliberalism in a global financial downturn, whereby society needs are changing. The future needs to change to adapt to the then Global Financial Crisis (GFC), according to the government. The general consensus was the Aotearoa/New Zealand needs to grow a healthy economy but disagrees about how this is to be achieved. Lesley Francey (2014) continued:

His narrow focus on the private returns business can gain from universities has significant implications for our future education and research. The Tertiary Education Commission will use this strategy to direct more money from a shrinking funding pool to only that education that matters to business. All other education disciplines which businesses do not want will be left with a smaller pool of funding as a result (Dougan, 2014).

HEI’s are expected to concentrate on budgets and one consequent of this has been bureaucratisation. Administration is changing, with increased specialisation of varying forms and financial functions, the requirement to adhere to fixed rules, and a hierarchy of authority and delegated power (Olssen, 2007). Increasing bureaucratisation can be seen and felt as epistemic drift in a local context.

A business focus has emerged as closely aligned to an education purpose, leading, Joyce to argue: “It’s time for tertiary education providers to refocus their outcomes for students,” (Dougan, 2014). Stronger links to industry enable students to leave university with skills as employer’s desire, because “the world is becoming a more competitive place” (Dougan, 2014). Such comments from Joyce are aligned with the neoliberal agenda which advocates that we are living in an audit culture (Sparkes, 2007), that neoliberalism “is a doctrine that is held together by a set of epistemic commitments” (Mirowski, 2009, p. 147), which over time has impacted academics’ function and ability to do their job.

Interestingly the international students mentioned in Joyce's announcement bring in four times the enrolment fees as domestic students (skeptics would say, *it's all about the money*). Joyce said that, in comparison with domestic students, Aotearoa/New Zealand is "increasing the number of international students enrolled to Aotearoa/New Zealand universities, [which] not only helps the local economy, but helps push the Government's aim of improving trade and business links around the world" (Dougan, 2014). The enrolment of international students also helps with the financial pressures faced by institutions to receive money from the government in order to meet their required quota for EFTS.

Joyce announced a change to the Performance Based Research Funds (PBRF), in line with international practice, following a 2012/13 review. The current 'complex' system would see some changes to cut compliance costs and increase future research performance, he said. But Clegg (2008) warns "[...]detailed attention to how changes are being experienced is an important element in theorising what is happening inside the university sector, and need to resist over-simple derivations from what might be seen as global trends" (p.234). This is a statement that supports this thesis' argument that there is a need for detailed attention, instead of a sweeping global acceptance of what is happening elsewhere.

One significant change in Aotearoa/New Zealand tertiary research has been described as the unacceptable face of the global knowledge economy (Jesson, 2010). The introduction in 2009, of the management system for collating and identifying research, called ROMS, short for Research Operations Management System as part of the PBRF. The ROMS process is still current and designed to assign scores to researchers for publications, journals, books and generally anything they have 'produced, through research' which in turn gives the academic and therefore the institution an allocation of points, an allocation of Aotearoa/New Zealand Government money for the institution. Every five years the announcement is made as to which university has scored highest in production of research in various disciplines; Jesson aptly describes this as 'churn' (Jesson, 2010). Scores allocated to individual academics are confidential, but the process has an inevitable distrust. Some describe this process as an income generating activity, others welcome a measure of excellence based not on teaching alone (Shore, 2010). The introduction of ROMS can be analysed as the consequence of epistemic drift

causing an epistemic climate of distrust by those who are part of the research processing system. Institutional rivalry has caused divisions between internal staff as well as oppositions against other institutions all vying for the same pot of money. The preparation for the PBRF process is time consuming and invents a new form of intense colleague rivalry, in that the institutions are reclassifying non research staff as ‘teaching only’ to avoid them being included in the end tally and thereby lowering the overall potential score (as described by Shore, 2007). An overall lower score in the PBRF system means marketing departments are unable to use results from research league tables as justification for new potential students to enrol.

Exploring neoliberalism in higher education and academics’ ways of knowing and teaching requires part of the discussions in the data collection process to cover the significance of the *neoliberal effect* on academics’ identity. These types of institutional changes maybe a necessary result of global financial pressures and the consequential change in the way society now views education (Giroux, 2014; Peters, 2011; Shore 2010).

Governments are requiring increased accountability in tertiary education (Hill, 2011; Shore & Wright, 2004) to provide the knowledge economy means a return for funding (Zepke, Leach, & Prebble, 2006), with the emphasis on completion of courses (Zepke et al, 2005). The Aotearoa/New Zealand budget in 2013 had two key areas previously highlighted in the MoB 2011 document, outlined in the Ministry of Education’s 2013 announcement:

1. Over \$130 million in extra investment to maintain and strengthen the quality and relevance of tertiary provision by focusing on those areas that are vital for improving New Zealand’s economic growth.
2. Further improving the value of student support expenditure, and redirecting savings from lower value expenditure to our tertiary education priorities (The Ministry of Education, 2011b).

The revised forecast for Government expenditure on tertiary education in 2014-2015, including student support, is \$4.150 billion. When comparing this amount to other countries in the OECD:

New Zealand spends slightly more on tertiary education than most other OECD countries, as a proportion of GDP, but this has been declining a little over the past three years, as we have worked to bring the costs of student allowances and the interest-free student loan scheme under more control. When public subsidies to households are excluded (including student loans, scholarships and grants) New Zealand's public expenditure on tertiary education as a percentage of GDP (1.1 per cent) is currently the same as the OECD average (The Ministry of Education, 2013b).

The focus on gaining this return has shifted from encouraging students to enrol to ensuring completion of the programme: the Government pays the institution on completion rates, not on enrolments. A culture of performativity and Institutional ratings and rankings (Hill, 2010) has taken precedent to everything else, *excellence* is the foremost importance. It is not clear what sort of excellence is being measured. But there are financial penalties from the Aotearoa/New Zealand Government for non-completion. The power is with the government in regards to gaining money (Shore, & Wright, 2000). This shift is part of the epistemic drift directly changing the landscape of tertiary education in Aotearoa/New Zealand.

The new guiding institutional principle is the political, economic, value added vision for the higher education sector to “help maximize wealth and minimize social and environmental risks” (Duncan, 2004, p. 4). This principle is seen by the focus on the institutional brand, institutional autonomy, scrutinising institutional documentation, increase accountability, increase measures in performativity and surveillance, which all lead to the potential of academics’ identities leaning toward, de-professionalisation and proletarianisation (Radice, 2008). This constant observation of academics’ work does influence the academics’ sense of self, their academic identity. Foucault (2008) talks of the “new neoliberal governmentality” (Ball, 2003), where the neoliberal subject (called in this reference “the individual practitioner”) is “required to organise themselves as a response to targets, indicators and evaluations and also to set aside personal beliefs and

commitments and live an existence of calculation” (Ball, 2003, p. 215; Foucault, 1980). Removing academics’ identities (specifically the epistemic- pedagogic dimensions) and expecting them to constantly respond to targets is not only stressful but can produce the opposite to the intended notion of increasing accountability and transparency. It produces a contradictory pull in various directions and what Shore (2010) aptly describes a “schizophrenic academic subject” (p. 28).

The Tertiary Education Strategy for 2014-2019 developed jointly with the Ministry and Education and Ministry of Business, Innovation and Enterprise encourages Aotearoa/New Zealand citizens to have a tertiary education as this “offers a passport to success in modern life. It helps people improve their lives and the lives of those around them. It provides the specific tools for a career and is the engine of the knowledge creation” (Draft Education Strategy, 2013). This new strategy has been developed jointly by the Ministry of Education and Ministry of Business, Innovation and Employment.

Aotearoa/New Zealand HEI’s are under increasing pressure to meet outcomes or risk financial penalties. This is also reflected globally where Tinto (2005) found that in some cases institutions are not only financially accountable for completion rates but are publicly ranked on quality. If the ranking is not good, HEI’s know that this will negatively affect their enrolments. Tertiary institutions have a responsibility to provide quality teaching and learning and are expected to produce students who are equipped with the skills, knowledge and qualifications that are considered valuable to society (Scott & Smart, 2005). Accountability may be viewed as part of the neoliberal agenda, but very few could dispute that if education is providing a service, then surely the service providers should be accountable. Yorke and Longden (2004) note that resources put in place to recruit and enroll students are wasted when students do not complete their studies. HEI’s enroll with the intention of passing them within minimal grades thus ensuring student retention rates remain strong. This means that the cost of attrition and non-completion is high for all concerned.

A specific example of the how epistemic drift has slowly but clearly been manifested in a tiny antipodean county like Aotearoa/New Zealand is provided by a 2012 conference held at the largest and internationally ranked University in Aotearoa/New Zealand, the

University of Auckland. The conference theme was ‘Thinking, Researching and Living Otherwise.’ On the conference website was the admonition, “Today’s lesson for academics is to learn how to be flexible, enterprising, efficient and effective and to carry out teaching, research and service under taxing conditions of rapid change and significant contradiction” (The University of Auckland, 2012). This description fits well with this research project’s aim of exploring academics’ ways of knowing and teaching within the Institution and the inextricable links to power relations. The hallmark of a neoliberalised environment in one Institution is examined in the next section.

2.7 An Institution in Aotearoa /New Zealand

Unusually Aotearoa/New Zealand government has directed tertiary institutions emphasis on gaining more graduates from the indigenous peoples of New Zealand, the Māori. The urban Institution in the city of Aotearoa/New Zealand, selected as the site for this study, is committed to increasing the participation of Māori students and to incorporating a bicultural perspective into all its courses. This remit makes up the cultural identity of most HEI in Aotearoa/New Zealand today. All HEI’s have Investment Plans which indicate that a unique partnership between Māori and Pākehā (non-indigenous people of New Zealand, not having Māori blood lines) and provide key strategic direction.

Writers on Māori issues such as, Bishop, (2010a) and Smith, (2012), consider neoliberalism to be a form of capitalism. The Treaty Settlement (Govt. New Zealand, 2013) is an agreement between the Crown and a Māori claimant group (indigenous Māori *iwi* tribes) to settle all of that claimant group’s historical claims (The Treaty of Waitangi signed in 1842) against the Crown. With Treaty settlements recently having reached over two billion New Zealand dollars there is much criticism about these changes, describing the new positioning of Māori in society as “becoming brown capitalist[s]” (Smith, 2012, p. 17). This could be seen as a negative comment about neoliberalism, but there is another side to it. Since the 1980s, neoliberalism has enabled Māori to gain a voice in society never seen before. “In many ways, neoliberalism has been instrumental in the rise of Kaupapa Māori, because Kaupapa Māori developed in speaking back to neoliberalism. In gaining from neoliberal philosophy and politics, as well as in our critique of it, Kaupapa Māori has possibly been strengthened” (Smith,

2012, p.17). Kaupapa Māori theory is based on a number of key principles (Smith, 1992). This means in turn that Māori in the cultural context in Aotearoa/New Zealand is changing in a complex post-Treaty settlement era connected to neoliberal and epistemic drift. The uniqueness of being a bicultural country means often there seems to be opposing pulls with what Māoridom need and what the government is providing. Clark, mentions “Māoridom has undergone a renaissance in New Zealand and its drive for self determination sees it wishing to develop its own approaches to economic and social development, generally at iwi (tribal) or hapu (sub-tribal) level” (2002). But overall it is generally accepted in Aotearoa/New Zealand by the general populace, that Kaupapa Māori contradicts the epistemology of neoliberalism (Bishop, 2010a; Smith, 2012). The Institution in this study, like other institutions, gives an important role to Māori within teaching and learning, as after all Aotearoa/New Zealand is a bicultural nation having English and Te Reo (official Māori language) as its two official spoken languages and Sign language as its third official language.

With the focus on cultural identity being embedded throughout its courses, the Institution emphasises the importance of students being able to analyse, understand, assign significance and interpret through developing intellectual skills like problem-solving, logical thinking and information gathering. In other words, the emphasis is on *knowing how* rather than *knowing what* as they progress towards independent learning, necessary for becoming the “critical conscience of society” (Bridgman, 2007, p.126). The shift in emphasis from ‘knowing what’ to ‘knowing how’ is happening simultaneously with a greater emphasis on integration between the world of work, the economy and education, since neoliberalism has embedded itself into higher education (Boud, 1996).

The holders of higher education qualifications are also expected to be able to (according to Institutional documents) “demonstrate intellectual independence, critical thinking and analytical rigour” (Miller, & Ayling, 2014; Tertiary Action Group, 1996, p. 23). The aim of such processes are to transform the individual, freeing him or her from “the bondage of ignorance or received opinion” (Lucas, 1996, pp. 148 - 149) and “from the authority and dogmas of others” (Marshall, 1996, p. 111). We have seen above that an individual with an education is more likely to achieve some measure of personal

autonomy, and therefore may become a ‘better’ citizen in society. But, this seems to be a dichotomy for academics who are striving themselves in their academic roles to have autonomy and yet be accountable, fulfil measurements of tick boxes and cope with the ambivalence of neoliberal epistemology, where in HEI, it is generally accepted that the knowledge economy equates to the knowledge society (Davies & McGoey, 2012).

The Institution acknowledges the increasing diversity of the student population and the requirement to cater for their learning needs. The Institution programmes are to provide a challenge for students throughout their study, in whatever the discipline, to consider a Māori dimension in both direct and indirect ways. This Māori strategy sets an epistemic climate to be achieved alongside a unique Institutional identity. The Institution programmes emphasise aspects of bi-culturalism pertaining to the educational needs and aspirations of students. Organisational identity creates a climate that impacts those working in that site. The composition and delivery of the programmes at the Institution reflect national and Institutional commitment to The Treaty in particular and to partnership issues in general. A bicultural perspective manifests itself in the management of Māori equity issues and in teaching. Programmes are required to uphold such values and support initiatives in the organisation to foster the bi-cultural partnerships. Within the Institution in this study, there is a Māori strategy for teaching and learning that specifies how this should be done. The Institutional documents are examined to frame the epistemic climate within the study’s context at the end of this chapter (Fitzgerald, 2007).

2.8 Epistemic Climate and Identity

This research explores the epistemic climate within a HEI, which includes the teaching practice in classrooms. The area of neoliberalism within higher education has various levels of epistemic context and epistemic identity. We know epistemic communities are more than just higher education classrooms because epistemic communities “work through connectivity, perhaps not so much by connecting people, but by connecting objects and subjects, people and places, production and distribution, individuals and collectives, histories and futures, the virtual and the concrete” (Meyer & Molyneux-

Hodgson, 2009, p. 14). This study explores epistemic-pedagogic identity and academics' epistemic connectivity (epistemic drift and neoliberalism); connecting people (specifically higher education academics) and places (within the Institution and the classroom). The cement that holds this all together is the academic working within a specific environment.

The term '*epistemic climate*' became known through Bendixen and Rule's (2004) work. Epistemic climate has been researched through analysis of epistemic aspects of education in the classroom (Feucht, 2010). The Educational Model for Personal Epistemology (EMPE) describes three operational aspects required to gain an understanding of epistemic climate (or prevailing feeling, trend or opinion), namely, 'epistemic knowledge representations' (i.e., educational materials used within a classroom, within ways of teaching); epistemic instruction (i.e., the instruction method used or teaching methodology); and epistemic beliefs (i.e., the teacher's own epistemic-pedagogic beliefs, which make up his/her identity). Feucht's Educational Model of Personal Epistemology (EMPE, Feucht, 2008) provides a foundational base to explore epistemic climate in neoliberal environments. The model fulfils two purposes. The EMPE aspect creates links with this study's key constructs, neoliberalism as the context in higher education, academics' identity working within this, of which identity is made of two dimensions of ways of knowing and ways of teaching. Secondly, the EMPE, also provides a good 'marriage' for connections to the other empirical studies. Five aspects are mentioned in the EMPE model; however, only three of these are used in this research study, for coding analysis purposes. These are the neoliberal environment (epistemic climate/drift) in the three categories of, 'teacher's personal epistemology' relates to academics' own beliefs about knowing and knowledge (ways of knowing); 'epistemic knowledge representations' relates to educational teaching (pedagogy) used in the classroom, alongside messages from the environment, for example in curricula (ways of knowing); and 'epistemic instruction' relates to teaching methodology (ways of teaching).

The EMPE model provides an educational analysis framework, so that synthesis and theoretical foundation can be further explored in connection to answering the research questions. However, more than the main constructs from this model were needed, so

secondly, well-known models from relevant empirical studies were chosen for best fit purpose, key terms and understanding for general consensus. These then gives further parameters that could connect the research reflectively and critically to the aspects in the EMPE for the study to develop. Three empirical models are selected for this study to provide the researcher with theoretical support in order to explore ways of knowing and teaching for the key constructs of neoliberalism, academic identity and the epistemic and pedagogic dimensions. The foundation of the EMPE model allows for connection to the theoretical models' frameworks from the work of renowned authors, so that the start of the analysis could begin and develop into four main iterations. With the base understanding, concise steps were able to be designed. From these three aspects (Figure 2.1 below) the “nature of knowing and knowledge emerges from the three components and the reciprocal relationships” (Haerle, 2006, p.31)

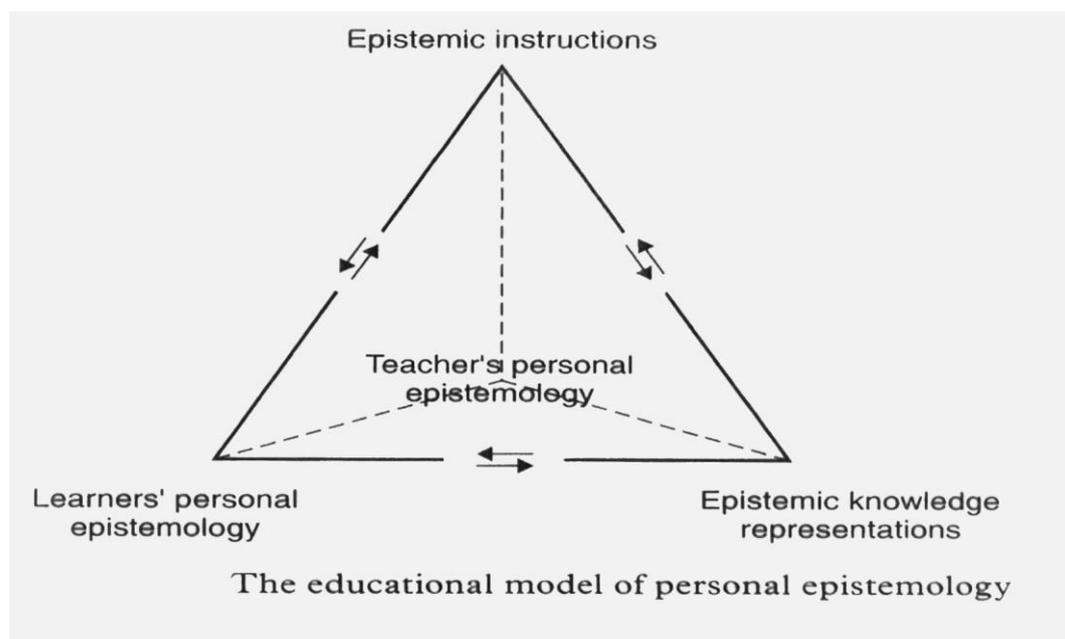


Figure 2.1: The *EMPE* (Haerle, 2006, p. 231).

There are empirical and theoretical studies into epistemic climate but these are limited (Bendixen, & Feucht, 2010; Kline, 2007; Muis, & Duffy, 2013). “The vast majority of studies have isolated aspects and processes of epistemic climate in their research and, therein, provided only partial insights into what constitutes epistemic climate” (Feucht, as cited in Brownlee, Schraw & Berthelson (Eds), 2011, p. 233). This research study

addresses a current epistemic climate within an Aotearoa/New Zealand Institution, not by taking an atomistic approach to investigation but by holistically linking key themes within the research context, not previously seen in any other published empirical or theoretical study. The Educational Model for Personal Epistemology together with other selected empirical studies provides the research framework for the study.

All empirical models discussed in this literature review cannot be used directly within the conceptual model and research framework. Theoretical knowledge gained from reviewing empirical models informs and gives deeper understanding to this study. Because this study is seeking an understanding of the way things are, there is a requirement to begin with recognizable concepts the research participants will understand. Therefore, general terms (in relation to the conceptual themes) used in everyday academic speech, will enable ease of communication with participants. In order not to have a lack of understanding or a mismatch of the subjects (neoliberalism and academic identity) and objects (aim of gaining current understanding of the ways things are, impacts and influences of neoliberalism) the main constructs for both the researcher and participants needs to be clear.

An academic as teacher may shift epistemic authority in the classroom not merely by privileging various sources of information (e.g. policies or procedures from the Institution's managers) but by privileging outside Institution sources of knowledge in the classroom (Towndrow et al, 2010). However, it is only rarely that teachers recognise students' opinions or judgments as sources of knowledge, for example, as sources of "legitimate, truthful and factual information" (Raviv et al, 2003). Given the current emphasis on neoliberal agendas, standardisation and examinations, any "shift in attitude may be difficult to achieve" (Hussain et al, 2011, pp. 3993-4002).

2.9 Academic Identity

This study attempts to explore the academics' personal epistemology and teaching practice. There is significant literature on the neoliberal changes within higher education and their impact on academic identities (Barnett & di Napoli, 2008; Deem,

Hillyard, & Reed, 2007; Henkel, 2000; Holligan, Wilson, & Hulmes, 2011; Kogan & Teicher, 2007; Rose, 1996; Shore, 2008; Sparkes, 2007; Strathern, 2000). Academic identity is therefore an especially important construct in this study, because the changes within higher education are not only significant but the impact of these changes has not been explored within an Aotearoa/New Zealand institution to date.

Academics' identities are complex, made up of various dimensions, and can stem from various sources, for example, environment and upbringing. Anecdotally, identity can be fluid; identity can morph and continually evolves changes. Clegg (2008) states: "Identity is understood not as a fixed property, but as part of the lived complexity of a person's project and their ways of being in those sites which are constituted as being part of the academic" (p. 329). This article about academic identity states "paying personal detailed attention to how changes are being experienced is an important element in theorising trends in the [higher education] sector" and "[...] having an identity as an academic, this multiple and shifting term exists alongside other aspects of how people understand their personhood and ways of being in the world" (Clegg, 2008, p. 329). Within academics' identities there are epistemic identities (i.e., dispositional beliefs about their stance on knowledge and the nature of knowledge) that generate an ongoing process of change within higher education. Identities both generate change and identities iteratively form change through a process of "deconstruction, construction and reconstruction" (Barnett & di Napoli, 2008, p. 6). We also know epistemic identities are influenced by periods of epistemic drift (Elzinga, 1985) in which the epistemic climate (Haerle & Bendixen, 2008) changes. Not addressed in the empirical literature are studies that show: how academics' epistemic- pedagogic identities are demonstrated in their academic roles and how do academics' epistemic-pedagogic identities relate to both institutional and global epistemic drifts.

The speed and scale of societal and consequent institutional changes over the last 40 years have resulted in different responses by academics. This no doubt impacts academics' identities and in particular their ways of knowing and ways of teaching. Henkel (2010) remarks:

There has been no shortage of research or scholarly study of the almost seismic changes that have occurred in the world of higher education and academic research during the past forty years, changes in the conception of these activities, in the Institutions through which they are pursued, in their governance, and administration, and in the political, economic, social, technological, and ideological contexts within which they work (as cited in Gordon & Whitchurch (Eds), 2010, p. 3).

Academics have left the field of education because of stress and being uncomfortable with acute changes. Higher education academic conferences such as The Academic Wellbeing Conference in Sydney, Australia, May 2013, are addressing the impact of change on academics' identity and neoliberalism; academics' stress and strategies to cope in a neoliberal context; also why change is happening and what institutions can do to help.

Academic identity is given various definitions depending on context. The term is used frequently in literature in higher education often as a "known and fixed thing" (Quigley, 2011, p. 21). Identity may be defined as the distinctive characteristic belonging to any given individual, or shared by all members of a particular social category or group. The term is thus essentially comparative in nature, as it emphasises the sharing of a degree of sameness or oneness with others in a particular situation or on a given point. The formation of one's identity also occurs through one's identifications with significant others, "parents, other individuals during one's experiences, and also with groups" as they are perceived (Weinreich & Saunderson, 2003, pp. 54–61). Quigley (2011) describes, academic identity as complex and "is composed of many competing influences. At best one can describe academic identity as a constant shifting target, which differs for each individual academic" (p. 21). Academic identity in this study is taken to mean personal understandings and expressions of individuality (i.e., values, beliefs, actions, dispositions) in the context of higher education. This description would include individuals' stances about knowledge and teaching as important dimensions of academics' identity.

Policy changes have meant that reforms have greatly influenced academics' work environment and the formation of academic identity. It can be assumed that changes, representing a "system in transition" (Henkel, 2000, p. 263), have influenced how academics develop or alter the relationship with others and with their institutions. This research study is based on the need to hear academics' voices, and their epistemic views on identity and their reflections on their academic lives and situated in one place in one set period of time (two dimensions of academic identity within place and time); otherwise we could fall into as described in the quote below, living in silence.

Living in a culture of silence, people do not make their lives an object of reflection. They just act without reflecting on the reasons for their actions ... They are objects of history as opposed to being subjects of history. They do not make history; history makes them (Spring, 1994, pp. 160-161).

This reference was written decades ago but it still valid for today's description of higher education environment. This research investigates notions of self, identity and institutional community knowing that as knowledge is socially constructed, the way in which our subjective viewpoint shapes our institutional community is a worthy subject for research. Living in a silence within educational settings could be viewed as an irony, as the educational setting is usually viewed as a centre for communication for constructing meaning and knowledge creation. Miranda Fricker's 2007 book *Epistemic Injustice: Power and the Ethics of Knowing* discuss hermeneutical injustice theory which "occurs when persons and groups are unable to participate in the formulation and construction of meanings" (p. 129). Investigating personal epistemology and pedagogy by exploring academics' views on epistemic identity and pedagogic identity within a specific epistemic climate is an attempt to break this silence.

Academic identities are formed from a number of dimensions that are multi-faceted, and subject to social movements (reforms, neoliberalism) that occur in different ways, at different rates and in various contexts. "Yet, teaching is not what it used to be. Not because the impulse to teach has diminished but because teachers now have to deal with pressures qualitatively different to ever before" (Galton & MacBeath, 2008, p. 5). The

new pressures pose a number of challenges relating to the ‘classical’ notion of academic identity, the paradoxical ideal of strong individuals within a community of equals, and this study explores how much this is reflected in reality, in an organisational study. Arguing that reforms in higher education have created a more structured environment prompts the critical question, which some may feel uncomfortable to ask, as to whether the reforms have made the Institution more important than the disciplines and the disciplines more important than the academics? After all, “It’s extraordinary how easily one can become a pariah in an academic community, where everyone is supposed to be so broad-minded” (Alcorn, as cited in Engvell, 2003, p. 22). ‘Identity’ cannot be singular in focus; it is formed (Barnett & di Napoli, 2008). Research considers academic identity in higher education in relation to a structured changing environment, described as both “rich and nuanced” and providing “fresh insights” (Barnett & di Napoli, 2008, p. 3). As Mohanty (1997) states:

If the academy, the classroom and the other educational contexts are not mere instructional sites, but are fundamentally political and cultural sites that represent accommodations and contestations over knowledge by differently empowered social constituencies, then the processes and practices of education lead to profoundly significant notions of self, identity and community (p. xvi).

Teaching has changed in one generation and the pace, nature and contexts of learning have been radically transformed. The term ‘intensification’ has become familiar in Hong Kong, Japan, North America, the UK, Australia and Aotearoa/New Zealand when describing work in educational systems. Shimahara (2003) defines intensification as: “the loss of autonomy, caused by prescribed programmes, mandated curricula, step by step methods of instruction combined with pressure to respond to various innovations and diversification of students’ academic and social needs” (p. 3). When descriptions of instructional and educational sites are accepted by those involved in education alongside descriptions of self, identity and community are shaped by accommodations and contestations, this impacts academics’ teaching and their ability to interact appropriately with learners, within the pedagogical conditions of the classroom. Realisation of subjectivities enables considerable moves forward in understanding academic identity.

‘Individual communities’ are not fixed but are in a constant state of flux (Barnett & di Napoli, 2008). Arguably a new academic identity is in the process of construction in higher education, in which institutions are often referred to as “communities of identities” (Barnett & di Napoli, 2008, p. 4). All these communities aim to contribute to their own time and place whilst acknowledging that they are “identities in the making,” (Barnett & di Napoli, 2008, p. 5) where identities make up a key component of higher education alongside voice. A common affiliation that most would readily name is the relationship between academics and their institution, and between individuals and their disciplines.

Affiliation is shown to be an enormously influential source of identity and value in contemporary academic culture, while its mechanisms remain largely explored ... we understand little about how academic affiliations work. Affiliation in American academic culture is for the most part excluded from public discourse and unarticulated in metadiscourses on the professions (Di Leo, 2003, p. 1).

Higher education has changed significantly and with this change new affiliated groups have become part of the social milieu, and at the centre of all this is the academic. *Reconstructing Identities in Higher Education* (Whitchurch, 2013) is a book dedicated to the ‘third space professionals’ that make up the institutions of today, comprising 50% of the workforce but classed as non-academics, who may have Doctorates, are classed as managers and are involved with students and academics. Academic identities have been described as being in a historical process or a cycle of three phases, owing to the changes mentioned previously by Henkel, that of “deconstruction, construction and reconstruction” (Barnett & di Napoli, 2008, p. 6). Arguably, amid all the changes that have so far been summarised, spaces for academic identities have actually widened and new kinds of academic identity have begun to emerge, made up of various dimensions. The new higher education environment is made up of a patchwork of communities of identities. These communities are fluid in many ways and forms they can become contested, more proliferate, or more or less fluid. They can comprise Government bodies, stakeholders, professional bodies, registration bodies, employers, and Industry

Training Organisations (ITOs). This formulation of various parties' means, "as knowledge has come to be increasingly fissiparous, in turn, its stakeholders have multiplied" (Barnett & di Napoli, 2008, p. 7). The Institution closely aligns with these groups, their voices are supposedly listened to and the curriculum is supposedly shaped by these groups' perceptions and positions. At the core of all this activity is the academic, who is trying to etch his/her knowledge stance and teaching practice in everyday institutional life. Not only do some academics struggle with their own academic identity but the institution can struggle too. What may eventuate is a major collective identity crisis as described: "The university has irretrievably lost its monopoly over knowledge in the broad sense of education" (Delanty, p.133 as cited in Barnett, & di Napoli, 2008). If this is the case, where and how does knowledge reside? Peters (2001) attributes this loss of knowledge to postmodernism, in which students may seem entrenched, as opposed to modernism, in which some lecturers may be rooted: "Postmodernism has infiltrated society in the past number of decades. The most striking aspect of this perspective is its overturning of modernism which has in the past, traditionally provided underpinnings for our institutions and our thinking" (McArdle-Clinton, 2008, p. 5).

This pulling in different directions greatly impacts on individual academics' identities, with a postmodern shift in society from 'production to consumption.' Education is viewed as nothing more than a commodity, whereby, "the concepts of education as product and students as consumers, impact on education, on students and on educational practitioners" (McArdle-Clinton, 2008, p. 6). Although the shift to postmodernism means education is seen as open to all and not an élitist privilege, many believe this is not achievable: As Halsey (1992) describes, "A great number of people will, one hopes, remain able to observe that most people, in any nation, are simply not capable of the intellectual effort to take in the stuff of higher education and would therefore be much better off without being dragooned into it" (p. 39).

This study invites academics to be heard for their voice – to contribute to the "communities of identities" that Barnett and di Napoli, (2008, p. 5) describe, since "for any identity there is a characteristic voice" (2008, p.198). The individual voice varies

and depends on what platform they are speaking on, “but the script of different settings sets the voice: the score is written to a significant extent” (Barnett & di Napoli, 2008, p. 199). With all the changes, it is little wonder that the ‘academic being’ has undergone subtle and rapid changes. However, “if changes are too rapid, stress may result and even a personal breakdown” (Barnett & di Napoli, 2008, p. 204) may occur. This study aims to hear academics’ voices (not merely superficial prolegomena), talking about their own identities, in their personal context of the two specific dimensions. In order to answer the research questions for this project, the researcher engaged with deeper discourse as required with specific aims, however, personal epistemology needs further examination.

2.10 Ways of Knowing – Personal Epistemology

Personal epistemologies or ways of knowing have a significant influence on how different academics create, perceive, and respond to ideological or philosophical movements such as neoliberalism. Epistemic identity and ways of knowing cannot be explored in isolation; rather, their roots in personal epistemology will be considered first. The aim of this section is to consider how theoretical and empirical research explores ways of knowing, a dimension of academic identity. A large amount of writing about personal epistemology is dedicated to students in children education. Although a growing body of research is to be found regarding personal epistemology and its importance to learning, there is little specific empirical and theoretical evidence on this area of the conceptual changes within higher education, the ensuing epistemic drift and how this change is impacting on academics’ epistemic-pedagogic identity within both the classroom and institution.

Personal epistemology is, in this study, discussed under the domain of epistemic identity. Personal epistemology has referred for approximately four decades to an area pertaining to beliefs about knowledge and the nature of knowledge (Kitchener, 2002; Sandoval, 2005). Epistemic identities are influenced by periods of epistemic drift in which the epistemic climate changes (the context of climate varies: e.g. in this study, from the classroom right through to the Institution). Researchers (Chan & Elliot, 2004a) suggest that the understanding of aspects of personal epistemology is limited because academics’ personal epistemology has received very little theoretical or empirical

attention. A gap in the research is being filled by addressing this very topic in this research.

The experts in the field of personal epistemology divide their writing into theories about various paradigms, the main ones being epistemological development and personal epistemology (Chan & Elliot, 2004b; Hofer, 2004a; Hofer, 2004b; King & Kitchener, 1994; Kuhn, Cheney, & Weinstock, 2000). Personal epistemology is taken to be more about the individual and cognition rather than the philosophical nature of beliefs. Although there is much writing about personal epistemology “there is still no definitive view whether personal epistemology as a construct reflects beliefs, attitudes, knowledge, ways of knowing, or reasoning skills, there is overall support for the notion that personal epistemology involves an individual notion about knowing” (Pintrich, 2002, as cited in Brownlee, Schraw, & Berthelsen (Eds.), 2011, p. 5).

The conceptualisation of the global ‘epistemic drifts’ (e.g. neoliberalism) and the ‘epistemic identity’ of an organisation (e.g. the Institution used in this study), a sector (e.g. higher education) and/or the individual academic forms the basis of this research. Within a single organisation there exist individuals who see themselves as having different professional identities; this can create operational and even policy complexities that have to be managed at both unit/department and all levels (Whitchurch, 2013). Meaning there are tensions associated with the neoliberal changes for the academic; and within the institution, challenges arise from the inherent tension traditionally associated with institutional ‘complexity’ (Barnett, 2000). Although there is plenty of literature to describe pedagogical identities, epistemic-pedagogic identities needs closer consideration in the construction of academic identity within the realm of neoliberalism. Once academics’ personal epistemology and teaching has been established, the better understood the impact of the neoliberal changes are by gaining new up to date, current foundational empirical evidence (Churchman, 2006).

The justification for this study is found in empirical and theoretical studies. Hofer (2001) remarks that we do not, “know enough in the area of personal epistemology and teaching practice” (p. 6). She argues that “challenges in the field lie in how broader

contexts impact personal epistemologies and practice” (Hofer, 2001, p. 4). Very little research has been carried out specifically on personal epistemology and teaching in today’s neoliberal higher education context (Kang, 2008).

Many new higher education teachers are encouraged to take up a socio-constructivist approach to teaching but the default teaching practice after a few years teaching often remains the same old traditional practice (lecture-style methodology (Rosenfield & Rosenfield, 2006)). Much literature discusses pre-service teachers’ or student teachers’ epistemological beliefs and concepts about teaching and learning. Hofer (2001) talks about the individual’s personal epistemology and what beliefs these constitute; she includes some or all of the following aspects: beliefs about the meaning of knowledge; the way knowledge is constructed and evaluated; where knowledge resides and how knowing occurs (processing of knowledge). We also know that teachers’ and thus academics’ epistemological beliefs are connected to teaching practices (Lawrence, 1992; Pajeres, 1992), for example, instructions and curriculum implementation (Hofer & Pintrich, 1997). Contextual influences impact on how academics’ view the role of authority in knowledge building in the teaching and learning environments (Johnston, Woodside-Jiron, & Day, 2001; Kang & Wallance, 2005). A little research about academics’ ways of knowing and ways of teaching (Schraw & Sinatra, 2004) has occurred but not in connection to neoliberalism. Personal epistemology in this study is defined as academics’ ways of knowing. Hofer (2002), argues “we need better understanding” (p. 4) of how ways of knowing is related to the educational process.

The next section briefly examines key historical models and associated research that have made personal epistemology a field of study, to give a foundation to the research questions, provide background information of key concepts to aid the formulation of themes and data to be sought.

Studies of Personal Epistemology

Perry’s Theory of Epistemological Development

William Perry’s model of epistemological development (1970) became a foundation for later theories that can be used to understand epistemic and pedagogical identity. Perry’s

model identifies nine epistemological positions consolidated as *dualism* (1-2), *multiplism* (3-4), *contextual relativism* (5), and *commitment within relativism* (6-9). In general, these positions represent a development from a view of knowledge as absolute and right or wrong, to a view of more complexity associated with knowledge. In fact, Perry explicitly argues that the theory has educational implications and applications related to academics' pedagogy (1968 & 1999). Perry does not explicitly consider how academics' own epistemologies may reflect different epistemological positions and related pedagogies. Furthermore, Perry's (1970) emphasis on the student experience tends to de-emphasise the influence of organisational identity and epistemic climate. He does emphasise the "distance between the ideal and current practice [of pedagogy]" in the context of a liberal arts college (p. 241).

The current study utilises Perry's (1970) clear and simple epistemological positions (below) to provide a base, within a conceptual model to explore dominant epistemologies within individual academics' identity and the Institution in the context of neoliberalism. In so doing, a connection to pedagogies can be achieved, not to pigeonhole academics' diverse responses but to underpin the study with a theoretical understanding of Perry's (1970) framework:

- Dualism: right/wrong – absolute truth;
- Multiplism: actively and personally constructed (context);
- Relativism: personal interpretations, commitment.

Women's Ways of Knowing

Following in the same vein as Perry (1970), but in a gender-specific context, an epistemological study by Belenky, Clinchy, Goldberg, and Tarule was published in 1986. This model, named the Five Stages of Knowing, is distinctive because it focuses on women's unique epistemological perspectives. The perspectives inform personal epistemology with the description of 'Ways of Knowing' drawn from Belenky et al (1986), used in the current study. Five stages are described: *Silence*, *Received Knowledge*, *Subjective Knowledge*, *Procedural Knowledge* and *Constructed Knowledge*, and new terms such as 'connected knowing' and 'separate knowing'

(Belenky et al, 1986, pp. 12-16). These perspectives and terms will not be examined atomistically as in the case of *Women's Ways of Knowing* (by examining one gender) but by holistically incorporating the perspectives within the academics' interview questions and by exploring the connection to the epistemic climate of the Institution. *Women's Ways of Knowing* was not only gender-specific; it also had a main focus on students' learning and, again, omitted academics' ways of knowing.

King and Kitchener Developing Reflective Judgment Model

King and Kitchener's model (1994) is very similar to Perry's Model of Epistemological Development (1970), in defining personal epistemology as epistemic cognition, (i.e., "cognitive process superior to, and influential on, both cognition and meta-cognition" (Feucht & Bendixen, 2010, p. 6)), with seven stages summarised by three developmental stages. Both Perry's (1970) and King and Kitchener's (1994) research can be identified as late onset developmental epistemic frameworks, focusing on late adolescents and adults going from college to higher education. Up to this point most models focused on elementary or secondary students (Chandler et al, 2002), which would show dualistic and pre-reflective beliefs about knowledge. King and Kitchener's (1994) table below (Table 2.1) shows responses to Perry's model with what could be said as everyday paradigms in vocal views in each stage represented in quote marks. The information in the table demonstrates the division of the three main reflective thinking stages defined in Perry's (1970) model, a key theory for the upcoming analysis stage for this study.

'Absolutist' teachers who may view knowledge as right or wrong and who may believe teaching is about transferring knowledge (teachers are experts and students are passive and naïve learners) – as represented by stages 1-3 in the King and Kitchener (1994) study and the first stage of Perry's model (1970); while "evaluativist teachers promote learning activities" as constructivists and their students are expected to be "able to justify their knowledge" (Feucht & Bendixen, 2010, p. 7). Personal epistemology does influence academics' choices of instruction and use of educational materials, and this will impact on epistemic development and professional development, as many studies indicate this phenomenon (Feucht, 2008; Feucht & Bendixen, 2010; Patrick & Pintrich, 2001; Schraw & Olafson, 2002; Tsai, 2002). Recent research has also connected

epistemological views to disciplinary fields (Chang & Tsai, 2014; Schraw, & Olafson, 2003).

This study continues the direction of research by forming a theoretical framework, for furthering development for teaching programmes and informing the field of professional development in higher education. Perry's (1970) and King and Kitchener's (1994) models provide this study with a theoretical base together with a research framework.

Table 2.1: *King and Kitchener Reflective Judgment Model*

Summary of Reflective Judgment Stages
<p>Pre-Reflective Thinking (Stages 1, 2, and 3)</p> <p>Stage 1: Concept of justification: Beliefs need no justification since there is assumed to be an absolute correspondence between what is believed to be true and what is true. Alternate beliefs are not perceived. “I know what I have seen.”</p> <p>Stage 2: Concept of justification: Beliefs are unexamined and unjustified or justified by their correspondence with the beliefs of an authority figure (such as a teacher or parent). Most issues are assumed to have a right answer, so there is little or no conflict in making decisions about disputed issues. “If it is on the news, it has to be true.”</p> <p>Stage 3: Concept of justification: In areas in which certain answers exist, beliefs are justified by reference to authorities’ views. In areas in which answers do not exist, beliefs are defended as personal opinion since the link between evidence and beliefs is unclear. “When there is evidence that people can give to convince everybody one way or another, then it will be knowledge, until then, it’s just a guess.”</p>
<p>Quasi-Reflective Thinking (Stages 4 and 5)</p> <p>Stage 4: Concept of justification: Beliefs are justified by giving reasons and using evidence, but the arguments and choice of evidence are idiosyncratic (for example, choosing evidence that fits an established belief). “I’d be more inclined to believe evolution if they had proof It’s just like the pyramids: I don’t think we’ll ever know. Who are you going to ask? No one was there.”</p> <p>Stage 5: Concept of justification: Beliefs are justified within a particular context by means of the rules of inquiry for that context and by the context-specific interpretations as evidence. Specific beliefs are assumed to be context specific or are balanced against other interpretations, which complicates (and sometimes delays) conclusions. “People think differently and so they attack the problem differently. Other theories could be as true as my own, but based on different evidence.”</p>
<p>Rejective Thinking (Stages 6 and 7)</p> <p>Stage 6: Concept of justification: Beliefs are justified by comparing evidence and opinion from different perspectives on an issue or across different contexts and by constructing solutions that are evaluated by criteria such as the weight of the evidence, the utility of the solution, or the pragmatic need for action. “It’s very difficult in this life to be sure. There are degrees of sureness. You come to a point at which you are sure enough for a personal stance on the issue.”</p> <p>Stage 7: Concept of justification: Beliefs are justified probabilistically on the basis of a variety of interpretive considerations, such as the weight of the evidence, the explanatory value of the interpretations, the risk of erroneous conclusions, consequences of alternative judgments, and the interrelationships of these factors. Conclusions are defended as representing the most complete, plausible, or compelling understanding of an issue on the basis of the available evidence. “One can judge an argument by how well thought-out the positions are, what kinds of reasoning and evidence are used to support it, and how consistent the way one argues on this topic is as compared with other topics.” (King, & Kitchener, 1994, pp.14-16).</p>

Schommer Beliefs Model

Marlene Schommer (1994), inspired by Perry (1970), proposed a multi-dimensional model understanding students' epistemological beliefs and how these beliefs are related to cognition and academic performance. Schommer (1994) described personal epistemology:

As a system of more or less independent beliefs, which are not inborn, unchanging characteristics of the individual. Further, she claimed that they evolve over time due largely to educational experiences. These beliefs concern the simplicity, certainty, and source of knowledge, as well as the control and speed of knowledge acquisition, and are conceptualised as varying along a continuum from naïve to sophisticated (Kokkinos, Stavropoulos, & Davazoglou, 2012, p. 48).

Schommer (1994), was the first to develop purely a quantitative research study, there were qualitative or mixed methods previously, uni-dimensional and developmental in nature. She developed an Epistemological Beliefs Questionnaire. Her questionnaire examined five dimensions of belief: the structure of knowledge, the stability of knowledge, the source of knowledge, the speed of acquisition of knowledge, and the control of knowledge acquisition. Researchers vary in views (Howard, McGee, Schwartz, & Purcell, 2000; Schommer, 1990/1994) some concluded that learning is a gradual and largely based on reasoning processes, yet others consider knowledge to be contextualised and is a continuum.

Kuhn and colleagues Three-point scale and Epistemology (Critical) Thinking

Kuhn and colleagues' three-point scale and Epistemology (Critical) Thinking (2000) developed another view, a model of personal epistemology, but this time the focus was on children and adults, with three general developmental levels (known as the three-point scale) of epistemic thinking identified (Kuhn & Weinstock, 2002). At level one, *absolutism*, a person perceives "knowledge as an objective entity", located in "the external world" that can be known with certainty. Level two, *multiplism*, identifies an "internalised knowledge source"; at this level subjectivity of knowing and "uncertainty

of knowledge are important characteristics.” Level three, *evaluativism*, has both subjective and objective “aspects of knowing when making knowledge claims with knowledge perceived as uncertain and validated within its context” (Feucht & Bendixen, 2010, p. 7). This can be summed up as absolutist: objective; multiplist: subjective; evaluativist: argument and evidence.

Epistemic Beliefs

Epistemic beliefs refer to beliefs about knowledge including its structure and certainty and knowing, including sources and justification of knowledge, (see, Buehl & Alexander, 2001; Duell & Schommer-Aikins, 2001; Hofer, 2000; Hofer & Pintrich, 1997, 2005). Epistemic beliefs include beliefs about “the definition of knowledge, how knowledge is constructed, how knowledge is evaluated, where knowledge resides, and how knowing occurs” (Hofer, 2001, p. 355). There are several conceptualisations of epistemic beliefs. Early research tended to see epistemic beliefs as domain-general (e.g., Baxter Magolda, 1992; Belenky, Clinchy, Goldberger, & Tarule, 1986; Kitchener & King, 1981, 1990; Kuhn, 1991; Kuhn & Weinstock, 2002; Perry, 1970). Thus, epistemic beliefs were thought to influence the treatment of knowledge across contexts or domains in a fairly uniform fashion, although researchers working within these frameworks conducted studies largely in academic settings and in regard to academic knowledge. Most theorists (e.g., Buehl & Alexander, 2005; DeBacker & Crowson, 2006) described developmental changes in epistemic beliefs with stage-like descriptions. Although there is a general consensus on the content, sequence and direction of ‘epistemological development’ these descriptions demonstrated some differences and variance in (1) the number of stages (e.g., as few as four [Baxter Magolda in 1992] or five [Belenky et al in 1986] to as many as nine [Perry in 1970]), and (2) the characterisation of stages (e.g., as intellectual and ethical development [Perry, 1970], epistemological reflection [Baxter Magolda, 1992], reflective judgment [Kitchener & King, 1981], or as argumentative reasoning [Kuhn in 1991]). Researchers used interviews and laboratory tasks to reveal the nature of epistemic beliefs and their development. Such studies focused on students’ learning and beliefs and tended to use quantitative analytical techniques.

Perry's (1970) early work (derived from a developmental perspective) was with Harvard male students (n=313) and is the most often cited research, pinpointed as the beginning of the study of personal epistemology. His findings affected subsequent major studies that show that personal epistemological beliefs can develop along two lines: (1) sources of knowledge and (2) nature of knowledge. People who are new to studying a discipline are deemed to be less mature in the field and therefore situate themselves as having beliefs that rely on expert knowledge. But this outlook changes as the person as learner develops and matures. The person comes to acknowledge that the source of knowledge is within the self and therefore is relatively uncertain and evolving (Belenky, Clinchy, Goldberger, & Tarule, 1986; Hofer & Pintrich, 1997; King & Kitchener, 1994; Schommer, 1990). A final stage or phase is when the person comes to appreciate the relative and contextual nature of knowledge and knowing and is characterised by a sort of 'commitment in relativism' (Perry, 1970) and is often described in Kuhn and Weinstock's (2002) research related to the subjective/objective distinction. As summarised by Wildenger, Hofer and Burr (2010):

The absolutist sees knowledge from an objective perspective, the multiplist takes a subjective view, and finally, the evaluativist achieves a mature balance of the two, coordinating a personal and subjective frame of knowing with an awareness of how knowledge can be verified (pp. 222-223).

More recent theorists have conceptualised epistemic beliefs as a set of beliefs about knowledge and knowing. Each of these beliefs has its own developmental trajectory, and the trajectory may vary across the range of individual epistemic beliefs (Schommer, 1990; Schraw, Bendixen, & Dunkle, 2002; Wood & Kardash, 2002). Also, some researchers suggest that epistemic beliefs may be domain or discipline specific rather than general (Buehl, Alexander, & Murphy, 2002; Hofer, 2000; Jehng, Johnson, & Anderson, 1993; Paulsen & Wells, 1999; Schommer & Walker, 1995). Theorists (Clark, 1988; Cole, 1989; Fenstermacher, 1986; Nespor, 1987; Pintrich, 2002; Pajares, 1992) working from this multidimensional understanding of epistemic beliefs have developed various ways of measuring including paper and pencil self-reporting measures to assess a variety of epistemic beliefs.

There is growing consensus that some of the beliefs originally included in measures of epistemic beliefs are not, themselves, epistemic in nature (Bendixen & Rule, 2004; Hofer, 2000; Hofer & Pintrich, 1997). Hofer (2000) and Pintrich (2002) have suggested that epistemic beliefs include beliefs about knowledge, the simplicity and certainty of knowledge and beliefs about knowing, source and justification of knowledge, but not beliefs about learning or the nature of ability. Schommer-Aikins (2004) recently made a similar distinction, separating beliefs about knowing (e.g., fixed ability, quick learning) from beliefs about knowledge (e.g., knowledge is simple and certain). This research drew on the general consensus of theory on epistemological development (e.g., subjective/objective; universal/relative; interpretivist/positivist distinctions) to explore academics' ways of knowing and ways of teaching.

Summary of Personal Epistemology

The terms associated with personal epistemology can be confusing. As academics we can be said to be in the 'knowledge business.' Therefore, knowingly or unknowingly personal epistemology impacts on our everyday thinking. For example, how we decide whether an item we hear on the news is correct or not, means we appraise each circumstance through our beliefs about knowledge. The terms used within personal epistemology, from naïve to sophisticated, from absolutist to evaluativist, cover a large range within personal epistemology studies as described above (Pintrich, 2002). Also,

[...] how the individual develops conceptions of knowledge and knowing and utilizes them in developing an understanding of the world. This includes beliefs about the definition of knowledge, how knowledge is constructed, how knowledge is evaluated, where knowledge resides, and how knowing occurs (Hofer, 2002, p. 4).

In this study the researcher did not intend to categorise academics according to a developmental framework, as Perry (1970) and Belenky et al (1986) did. But the examination of models informed and enabled the researcher to relate the empirical

models and theoretical understanding to the research questions. One size does not fit all, and there is a “serious possibility that the sweep of development is more spiral than linear,” and that similar claims about the course of epistemic development have been made for widely varying ages (Kitchener & King 1981, p. 24). This research extends beyond simple categorisations of personal epistemology. As Duell and Schommer-Aikins (2001) state, “in short, we suggest that future epistemological researchers attempt to look beyond their own personal framework and beyond the conventional” (p. 446). King and Kitchener (1994; Kitchener & King, 1981) observed that epistemic assumptions do change over time in a developmental fashion from early adolescence to adulthood. Furthermore, research suggests that “people’s concepts of how to justify beliefs when faced with ill-structured problems change concurrently as part of an underlying developmental structure” (p. 38). Studies have examined the difference between transmission beliefs and facilitation beliefs among students (Fang, 1996; Richardson, 2003). Students who attended tutorials reported a more constructivist view of knowledge for example, believe that knowledge that is tentative, flexible and constructed by the individual (Muis, 2007). Marra and Palmer’s study (2004) students’ perceptions of pedagogy and personal epistemologies. Further studies, (e.g. Schommer, Crouse, & Rhodes, 1992) report that students with less sophisticated epistemological beliefs use their time ineffectively to study. Paulsen and Wells (1999) report too that students with less sophisticated epistemological views use less regulated ways for learning with less motivated strategies for learning in their repertoire for study. These studies demonstrate the two constructs have a reciprocal relationship which influences each other in different contexts and at different times (Muis, Bendixen, & Haerle, 2006). Little is known about academics’ ways of knowing and teaching in the neoliberal higher education context, for example whether academics’ with less sophisticated epistemic beliefs spend less time in preparation for their teaching.

The literature review thus far can be viewed as a process for mapping out the current theoretical terrain, exploring detail which can be described as latitudinal and longitudinal information, which then allow comparison and further discussions about degrees of difference. A study of this nature cannot be conducted without an adequate review of historical theoretical studies, how they developed and how they fit into the continued growth of knowledge yet to be conducted in this study. Analysis cannot be adequately conducted without a solid framework of theoretical understanding. Once this

mapping process is achieved, language can be used, to gain a common thread that can be linked to the conceptual model and applied to data, to hang together or fit like a jigsaw puzzle.

To do this the study selected the forefather and expert of epistemology Perry's (1970) model as it is at the heart of most epistemic models and it sits within King and Kitchener's (1994) developmental reflective model. Reviewing academics' stance on knowledge can be distinguished as one of the three positions or on the trajectory from the Reflective Judgment model. The knowledge gained in general from reviewing these empirical models provides the basis on which to analyse further, not to categorise, mimic, repeat empiricists' way of doing so, but to provide terms that are familiar. Using familiar terms creates a currency of understanding for ways of knowing and ways of teaching within the changing neoliberal higher education environment.

Within the last few decades personal epistemology has developed using various nouns and descriptions, "Beliefs, knowledge, skills, strategies, processes, reflections, stances, and more, have often been associated with the general label of "personal epistemology," resulting in considerable confusion" (Barzilai & Zohar, 2014, p.28) and personal epistemology has developed in numerous and sometimes conflicting ways (Bendixen & Rule, 2004; Hofer & Bendixen, 2012; Hofer & Pintrich, 1997). Notwithstanding, the field of personal epistemology has been growing rapidly as significant links between students' "personal epistemologies and learning practices are discovered" (Barzilai & Zohar, 2014, p.14). The field of personal epistemology and its debates have been reviewed extensively elsewhere (Bendixen & Rule, 2004; Buehl & Alexander, 2001; Greene, Azevedo, & Torney-Purta, 2008; Hofer & Bendixen, 2012; Hofer & Pintrich, 1997; Lim'on, 2006) but not linked to academics' pedagogic academic practice within a specific context. This research explores the epistemic-pedagogic dimensions of academic identity within the neoliberal milieu of higher education. It represents a case study and conceptualisation of the relationship between 'epistemic drifts' (e.g., neoliberalism) and individual academic identities.

Ways of Knowing Summary

The study's conceptual framework for the epistemic construct is drawn from two main models Perry (1970) and King and Kitchener (2004) Perry's model of: dualism: right/wrong- absolute, truth; multiplism: actively and personally constructed (context); relativism: personal interpretations, commitment; King and Kitchener's (2004) below (in Figure, 2.2) absolutism relates to objective; multiplist relates to subjective and evaluativist relates to argument and evidence. In Perry's study there is a developmental trajectory shown on diagram below showing the start of how knowing develops to the next stage of developmental trajectory. Perry states that the start of knowledge begins with a black/white understanding of knowledge, or a right/wrong. This then progresses to changing your understanding of knowing as you develop to having not purely two ways of knowing but multiple ways of knowing underlying this with personal context, called in his study multiplism. Lastly, on the trajectory is relativism. Perry's study (1970) revealed his Harvard students once they had studied for some time on their postgraduate course came to the understanding that knowledge was relative and variable due to your own personal take on it. King and Kitchener in 2002 followed Perry's study (1970) closely in their own study but used slightly different terms. Where Perry's first stage for intellectual development was called *dualism*, they used *absolutism*, or objective next stage where Perry used *multiplism* they used *multiplist* for subjective ways of knowing; and lastly where Perry called this stage *relativism* King and Kitchener (2002) used the term *evaluativist*, needing argument and evidence.

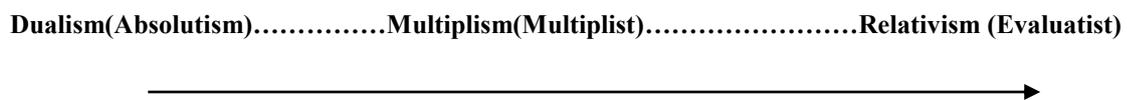


Figure 2.2 *Epistemic Development Trajectory*

A spectrum that represents the *subjective* ways of knowing and *objective* ways of knowing are in Figure 2.3 below, which will be used for theoretical analysis in the study. Using well known terms within empirical models allows representation of the epistemically and pedagogically diverse terrains of higher education. This spectrum

depicts (Figure 2.3) the two main categories for ways of knowing or dominant epistemologies, namely subjective and objective.



Figure 2.3 *The Epistemic Spectrum*

Both terms are in common usage, for example Kuhn and Weinstock (2002) describing the relationship between the two as

Initially, the objective dimension dominates to the exclusion of subjectivity. Subsequently, in a radical shift, the subjective dimension assumes an ascendant position and the objective is abandoned. Finally, the two are coordinated, with a balance achieved in which neither overpowers the other (p. 123).

A summary of the epistemic construct could be described as starting with a basic *objective* understanding of knowing and developing to a *subjective* ways of knowing on a spectrum. These two dimensions provide key terms for the conceptual model, to be utilised in the analysis of the data. The general overview in the literature for developmental theories demonstrates a “movement from absolutist, to multiplist, to evaluativist ways of knowing” (Tabak & Weinstock, 2008, p. 178). This study argues understanding more about academics’ ways of knowing and teaching in the neoliberal context will aid the future direction of teaching training programmes and enhance the professionalisation of academics. This is not achieved in isolation of exploring ways of knowing but ways of teaching is combined within this conceptual model, because these two dimensions make up academics’ identities within their academic role in higher education.

2.11 Ways of Teaching – Pedagogy

[...] *academics’ perceive a substantial change in their job roles. They see a gradual loss of professional autonomy, a stronger pressure to take into account*

external societal expectations, a decline of possibility to shape their organisational environment, and an increasing control of their performance (Kogan & Teicher, 2007, p. 14).

Successful teaching performance has become a condition for academics' institutional promotion processes and teaching quality is continually examined and formally assessed in various formats. Academics' beliefs about their roles and understanding of their institutional profile naturally influence what they as teachers do and the pedagogical choices they make. Many academics in higher education do not have formal teacher training qualifications. In the Institution in this study less than 50% of academics have completed formal adult education qualifications. It is assumed those lecturers' who do not hold formal adult education qualifications teach as they were taught as students (Nespor, 1987; Pajares, 1992; Zheng, 2009). There are no formal requirements in Aotearoa/New Zealand to attain a formal teaching qualification in the tertiary education sector, but it is a condition for promotion and also there are increasing pressures for ensuring public accountability for the quality of the education that institutions provide. This fits in well with the neoliberal agenda; students or consumers of education pay highly for an education. In Aotearoa/New Zealand 2012 approximately 35,000 Full Time Equivalent Student (EFTS) employed academics made up the workforce in the neoliberal higher education system fits (Ako, 2014). It is this context in which this study. Tertiary teacher qualification completions in 2009-2012 averaged 1,800 per year for a formal teaching qualification, of which only 400 were at degree level or higher. The student-staff ratio (SSR) has increased from 17.8 to 18.1, in the same time period which has contributed to increased workloads. With increased workloads comes increased responsibilities and accountability.

Teaching beliefs have been studied for several decades in the field of educational psychology, alongside different belief systems (e.g. Kane, Sandretto, & Heath, 2002) and epistemology beliefs (Schommer, 1990). This interest in pedagogical beliefs stems from an "assumption that beliefs affect how people teach and learn" (Braten, 2010, p. 410).

Once academics examine past theoretical and empirical studies in this area they may become more conscious of how their beliefs affect their learning and teaching. Personal reflection and experiential work will assist academics' understandings of their their own epistemic-pedagogic identity. This emphasis on reflection is not usually a significant part of the curriculum design within higher education, specifically within professional academic training programmes.

Beliefs are considered more affective and evaluative, more resistant to change (Eichenbaum & Bodkin, 2000) than knowledge based on episodic (sporadic) memory (Kane et al, 2002; Nespor, 1987; Pajares, 1992). Calderhead (1996) argues that beliefs are "suppositions, commitments and ideologies" whereas knowledge is "factual propositions and understanding" (p. 715). Not all researchers have the same differentiated opinion of beliefs and knowledge and some say that the two concepts do overlap (Abelson, 1979; Pajares, 1992). Belief is said to guide behaviour and to be more difficult to articulate or discuss, less organised than knowledge (Conway, 2008).

Chan and Elliot's research study (2004a) concluded that teachers' epistemological beliefs about teaching are belief-driven, in that our ways of knowing are based on our own intrinsic belief. Although research has classified two types of teachers' epistemological beliefs connected to teaching styles, it has been shown that teachers may possess both and reflect both in their teaching. Knowledge transmission (through the teacher-centred teaching style or traditional model of teaching style) and constructivist-orientated teaching style (the student-centred style and postmodern model of teaching style) are closely connected to the teaching choices and epistemological beliefs, and can both be practiced by one individual.

Pedagogical identity and pedagogical teaching style are well-researched constructs in educational literature. The Teaching Practice inventory developed by Mosston and Ashworth (2002) represents a typical inventory of teaching styles, defined in teaching programmes at the Institution as 'teaching methodology' or 'ways of teaching.' Teaching styles (also called pedagogical teaching style) are more often cast in broad epistemic-pedagogic oppositions between construction and transmission of knowledge

(e.g., Teo, Chai, Hung , & Lee, 2008; Wong, Chan, & Lai, 2009). Mosston's (2002) spectrum of teaching styles provides a comprehensive framework that does not place emphasis on any one of the eleven teaching styles, but considers each to have its place. These teaching styles are described to assist the higher education teacher to use a variety of teaching strategies.

This spectrum of teaching styles (Mosston & Ashworth, (2002) is selected for this study as it is well known and well tested; applicable to higher education (although designed originally for teaching physical instruction at schools); accommodating various diverse learning styles and academics' teaching styles; and allowing for a wide range of freedom whilst not prescribing 'right' or 'wrong' teaching style/methodology to one discipline. Two main categories exist in the typology that Mosston and Ashworth study lists (1966). The first category, A-E represents a type of reproductive teaching style called, *Command, Practice, Reciprocal, Self-Check, Inclusion* and the second category, F-K represents a productive teaching style *Guided Discovery, Convergent Discovery, Divergent Discovery, Learner-Designed Individual Program, Learner-Initiated Style, Self-Teaching*. A statement from Mosston that "teaching behaviour is a chain of decision making" (Mosston & Ashworth, 2002, p.xv) underlays research principles. By introducing pedagogical teaching styles (ways of knowing) the researcher is able to be informed with key themes to build the conceptual model and thereby depict ways of teaching.

Research in the area of pedagogical beliefs (Liu, 2011) tends to focus on school teachers and pre-service teachers' beliefs. For example, a study on pre-service teachers' relativistic epistemic beliefs, (opposite to absolutist epistemic beliefs), shows that there is no one correct epistemic standard (belief about ways of teaching) therefore there is more than one correct epistemic ways of teaching (Luper, 2004). The connection in this study of constructivist pedagogical beliefs, the belief that knowledge construction is made together and built upon, (Liu, 2010) is explored and again no one set standard is gained. Schraw and Olafson's (2008) study found that 23 of 24 practicing adult education teachers held constructivist-oriented pedagogical beliefs and relativistic epistemic beliefs, in a HEI. Chan and Elliot's (2004a) research showed that pre-service teachers in Hong Kong were epistemically relativistic, but did not demonstrate an

inclination towards constructivist pedagogies. However, Richardson (2003) suggested that although pre-service teachers might express a relativistic epistemic belief, they might also view teaching as knowledge transmission. The evolving field reveals the complex relationships and dynamics between ways of knowing and ways of teaching that could be influenced by context.

While early research (Pajares, 1992) focuses on either students' epistemic identity or teachers' pedagogical identity, more recent research has begun to draw attention to the relationship between teacher or pre-service teachers' ways of knowing and ways of teaching, arguing that the two constructs relate to each other (e.g., Brownlee, 2004b; Sinatra & Kardash, 2004). However, epistemic and pedagogical identity needs more attention, in relation to *academic* identities, as distinct from (though possibly very similar to) teacher and pre-service teacher identities.

Questions remain as to the extent to which academics' ways of knowing (personal epistemology) and ways of teaching (teaching styles/pedagogical styles/teaching methodology) can be altered in teacher training programmes. A study by Stanton (1996) found that teacher training programmes may lead to more sophisticated epistemologies, but failed to report significant changes in student teachers' epistemologies. Interestingly, an epistemological beliefs study found "when preservice teachers respect their teacher educators and are strongly challenged and are attracted by ideas that better explain their experiences, they are able to modify their beliefs" (as cited in Kokkinos, Stavropoulos, & Davazoglou, 2012, p. 50). There are large conceptual differences from previous studies; we need "to enrich our understanding of personal epistemology, [which] merits more discussion among researchers" (Hofer, 2000, p. 403). This study provides a space to explore these constructs empirically by beginning to flesh out the epistemic-pedagogic dimensions which impact academics' identities, within a set context.

Ways of Teaching Summary

The study's conceptual framework for the pedagogic construct (ways of teaching) is drawn from the main model from theorists Mosston and Ashworth, (2002). The features of the spectrum simply divides the teaching styles into two main groups A- E are part of "reproduction" and F-K are used when the teaching lesson aims at "production," the discovery and "creation of new knowledge" (Mosston & Ashworth, 2002, p.xv). The first category consisted of five areas where maximum teacher but minimum learner participation is needed, whereas the second category was the opposite whereby minimum teacher participation is required but maximum learner participation. The reproduction segments (A-E) are also called by other theorists teacher-centred, transmissive, behaviourist and traditional, production is also known in the literature as learner-centred, inquiry, constructivist and progressive (Corder, 2002; Galton & MacBeath, 2008; Race, 2014). These more common terms are in the conceptual model below. The start of the projectory in Mosston and Ashwoth's Typology (2002) is teacher centred (called 'reproduction') which indicates a maximum teacher, minimum input needed from the learners. A more student centred approach (Production) is highlighted as the contrasting position of pedagogic development, as depicted in Figure 2.4. It is these terms the researcher used in the data collection as the well known and used more commonly by participants.

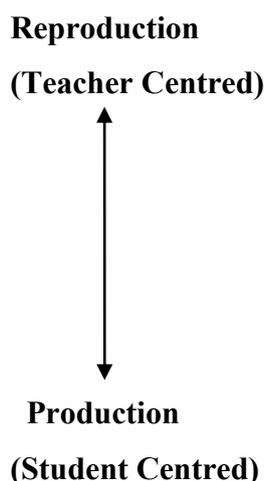


Figure 2.4 *Pedagogic Development*

What does this all mean? In summary, absolutist teachers (view knowledge as right and wrong/black and white/those that may have idealist belief) may believe teaching is about transferring knowledge (teachers are experts and students are passive and naïve learners), (see first part and section 1-3 on King and Kitchener (1994) and Perry's (1970) model); while "evaluativist teachers promote learning activities" as constructivists and their students are expected to be "able to justify their knowledge" (Feucht & Bendixen, 2010, p. 7), suggesting a theoretical affinity. To simplify this, the main spectrum this study will use for ways of teaching is illustrated in Figure 2.6. This spectrum depicts the two main categories for ways of teaching used in the data collection as the well-known terms within the Institution.

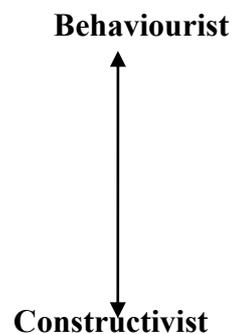


Figure 2.5 *The Pedagogic Spectrum*

This study explores epistemic-pedagogic dimensions of academics' identities in a neoliberal context of high education. It is with using these terms, *constructivist and behaviourist* in discussion for ways of teaching, *objective and subjective* in discussion for ways of knowing, that this study now has a theoretical foundation and therefore able to understand the two constructs and acknowledge the associated axes within a set context.

In the next stage of this study's progression, the data gathering process will be to explore how the mapping continues now the theoretical base is set, with the utilisation of the diverse academics' responses, understanding academics' own narratives about

neoliberalism in their knowledge environment. This is in order to not dictate binary simplistic positioning but to move beyond what we already know from the theorists in the conceptual models, overlapping and furthering the conceptual model into new areas of exploration. As there is no shared conceptual framework describing the interface of personal epistemology, a “known complex construct” (Barzilai & Zohar, 2014, p. 13) and pedagogy in the context of neoliberalism at higher education, it is useful to explore these constructs for a clearer understanding, within a changing higher education environment. A contrast of difference in the use of constructs represents a spectrum of positions showing infinite differences between polarities and where neoliberalism may fit as demonstrated in Figure 2.6.

After much consideration and discussion with supervisors and academics in the field, the terms that were generally familiar and uniformly accepted, or well known, were identified. The need to simplify the vast literature and associated theories to synthesise definitions and approaches to ways of knowing and ways of teaching enables academics’ personal epistemology and teaching styles to be understood in the depiction of the conceptual model (Figure 2.6). This is achieved by utilising terms from Hearle’s EMPE Model (2006) synthesising themes from Perry (1970); Kitchener and King (1981); King and Kitchener (1994); Mosston and Ashworth (2002); Corder, (2002); Galton and MacBeath, (2008) and Race, (2010).

Perry’s (1970) model describes epistemological development towards a balance of power between different ways of knowing (e.g. subjective/objective; positivist/interpretivist; absolutist/relativist) and will be utilized in this study’s analysis. Similarly Mosston’s and Ashworth’s (2002) typology of pedagogical styles implies a balance of power between styles of teaching (e.g. transmissive/constructive; teacher-centred/student-centred). With power seen and felt (epistemic drift) somewhat uniquely for knowledge communities, and individuals this shift in power will be seen on the conceptual model in various places depending on the individual diverse academic view. This is due to neoliberalism being seen and felt by individuals as wholly subjective impacted by contextualised factors. The literature examined in this chapter reveals a significant imbalance, disequilibrium or ‘disturbance’ in an otherwise sustainable power relationship in higher education. But the literature reviewed thus far has demonstrated not only are personal epistemology and pedagogy

extremely complex and potentially confusing constructs but also that ways of knowing can be depicted at their core as the axis of subjective and objective and ways of teaching can be depicted at its core as shown below as behaviourist and constructivist. This gives a theoretical base for the study to grow and explore its fundamental aim of understanding academics' identity in the context of neoliberalism at higher education; and lays a platform for the mapping to continue. The literature review has revealed there are infinite understandings, terms and descriptions depending on the authors and or individuals. This means any placement for where neoliberalism sits within the conceptual model (Figure 2.6) at this moment is uncertain. The next section explores the epistemic climate, in which the participants work, by exploring the Institutional policy documents under which the academics are employed.

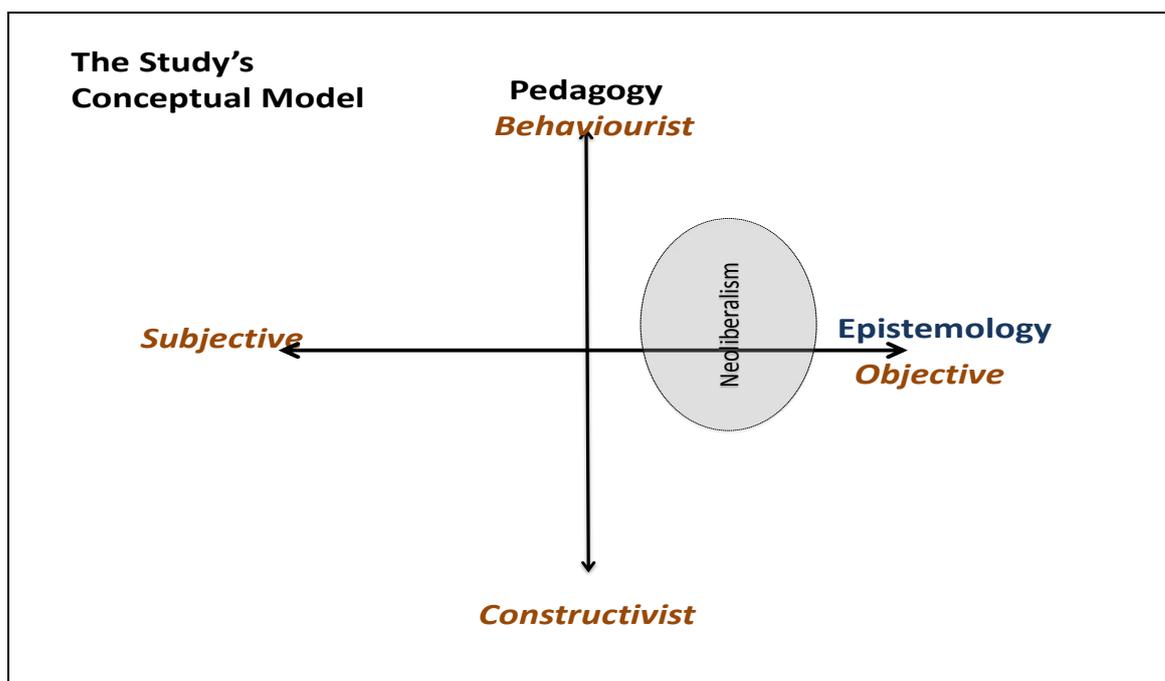


Figure 2.6 *The Study's Conceptual Model*

2.12 Epistemic Climate and Institutional Documents

Understanding of theory of the empirical studies is vital to be able to ascertain key themes not to apportion, atomise, pigeonhole or divide academics' responses to neoliberalism, but to view participants' input individually and atomistically, by exploring academics' ways of knowing and ways of teaching, within their academic

environment, alongside the parallel theory from empirical models. Without these studies the research would have no boundaries, or foundation. Therefore, identifying characteristics of academics' identity within their own neoliberal experience can be achieved within a foundation of empirical research examining 4 research questions:

- Research question one (RQ1); epistemological and pedagogical dimensions of academic identity
- Research question two (RQ2); academics' experience of neoliberalism
- Research question three (RQ3) reviews how different academics' experience neoliberalism in relation to their epistemic-pedagogic identity,
- Research question four (RQ4) academics' future development of epistemic-pedagogic

In order to develop a conceptual model, a theoretical foundation is needed. The main constructs under investigation in this study are neoliberalism and academic identity, within academic identity two dimensions of ways of knowing and ways of teaching are explored. To investigate neoliberalism, the literature review has explained research on epistemic climate and epistemic drift, two concepts associated with neoliberalism at higher education. Epistemic climate is the knowledge of HEI's that is felt and experienced by this study's research participant's academics. The literature included a review of Institutional documents to explore at a more local level the feel of this knowledge environment at a HEI. The EMPE study (Haerle, 2006) aids the exploration of neoliberalism by placing epistemic environment called climate at the centre of aspects within the knowledge environment numbered 1-5. Although Haerle's study (2006) focusses on 4th graders, it has value for this study since the "nature of knowing and knowledge emerges from the three components and the reciprocal relationships" (Haerle, 2006, p.31), are aspects explored in this research. For a research study of this nature more was needed than purely the EMPE model for the theory led coding process and analysis to occur. Nevertheless, aspects from the EMPE model (Haerle, 2006) are reviewed within the study as they connect with the key empirical models.

An exploration of the four Institutional documents was carried out to establish what instructions staff had received pertaining to creating an epistemic climate through the narratives of the documents. Acknowledging that the Institutional documents do not use the term ‘epistemic climate’, the researcher scrutinized these policy documents to gain an understanding of the ethos and environment. Within the documents it is easy to identify the possibility of knowledge being viewed as part of a massification process. This in turn may cause teaching quality to suffer alongside academics’ feeling constrained. Quality versus quantity is part of the massification process within the neoliberal agenda. The climate becomes one of intense stress with quantification, and evidence of it becoming paramount with academics increasingly suffering from disillusionment and stress. Finding a space in which trust, collegiality, and collaboration can be practiced may be increasingly difficult within a challenging neoliberal climate, although collaboration is mentioned in all four Institutional documents, trust is a prerequisite for genuine collaboration.

The policy documents are prescribed, concise (Fitzgerald, 2007) and contain detail accounts of compulsory elements the academics within the Institution have to adhere to. For example, a tick boxes system and a process whereby programmes have to fit a system into their ways of knowing and teaching can be viewed as a part of a neoliberal agenda (Davies & McGoey, 2012). The drive to have a tick box process can be linked to funding and a need to ensure value for money in relation to measureable outcomes (Clegg, 2014). This type of administration and monitoring tends to produce an environment of surveillance and can also increase academics’ workloads, thereby potentially increasing academics’ stress levels whilst decreasing their autonomy. On one hand these documents advocate productive conversations with all parties, while on the other hand set out defined “efficiencies” (Davies & McGoey, 2012, p. 71). Conformity seems to lie at the heart of the documents policy, constituting a possible removal of academic freedom (Duncan, 2004). The documents fit with the idea of neoliberalism being about a free market and also advocate a pick and mix option of teaching and learning.

The disparity of embracing context and diversity but quantifying knowledge means the Teaching and Learning policy document and implementation of process can be seen as having a commodifying function. Students are positioned as consumers of tertiary

education. Is this a naïve neoliberalisation that emphasises performativity and an audit culture? Is *that* the academics' experience if the policy set out in the documents becomes the lived reality? It is evident from the writing that “academic work and the day to day practices, academic identities, has yet to be adequately researched” (Davies & Petersen, 2005a, p.33) and yet it could be said the descriptions of the disillusioned and stressed academics (Davies & Petersen, 2005b), are a familiar depiction for academics in a neoliberal environment.

The EMPE model (Haerle, 2006) established potential key themes for this research. Bendixen and Rule's (2004) work prior to the EMPE model describes the ‘epistemic climate’ as the institution's prevailing feeling, trend or opinion. The four aspects are not mentioned within the four documents, rather inferred with terms and the descriptions in eLearning, Problem based and Teaching and Learning documents. The description of the Institution's identity in the documents is seen in the use of the term ‘collaborative’ to describe the approach to learning and teaching. In this teaching and learning process the documents also prescribe having ‘conversations’ with all stakeholders (parties) in order to meet their needs. The stakeholders are predominantly referring to students and all those associated with the Institution, including academics and their colleagues.

The links with ways of teaching using a student-centred approach is mentioned in all policy documents. The constructivist mode of teaching is inferred with the points on the Principles of the Teaching and Learning document. ‘Ways of knowing’ is broadly defined and encourages problem solving and reflection, so a more evaluativist approach is encouraged, but with such statements on ways of teaching and ways of knowing, can the staff of the Institution interpret their own ways of teaching and knowing? The documents can be seen as atomistic (reductive) on the one hand and holistic (interpretive) on the other; as integrating with other Institutional documents, but isolating with process; they can be seen as quantitative (tick box) and qualitative (rich conversations); they can be seen as realistic (the need to be pragmatic) and naïve (one size fits all). Relatively positivistic, more objective ways of knowing (faulty perceptions should be challenged in ‘conversations’) and a mix of ways of teaching are contextualised in the documents with an emphasis on practice in the Practice-Based document, and diversity with a bicultural aspect in the Māori document. The researcher is aware of a diversity of views about neoliberalism and that “nor should the pressures

of massification and creeping managerialism be interpreted purely negatively” (Becher & Trowler, 2001, p.8.). The researcher therefore explores participants’ views on their working environment but first exploration of the policies within the documents are examined.

Institutional Documents

Teaching and personal epistemology are examined in this study to discover “how what we do as an institution interacts with and potentially builds upon or detracts from lecturers’ personal epistemology” (Marra & Palmer, as cited in Brownlee, Schraw, & Berthelsen (Eds), 2011, p. 137), which in turn assists in formulating academics’ identity. The four key documents selected were identified by the senior executives at the Institution as compulsory policy documents all staff need to be familiar with as they state the guidelines for epistemic climate in the Institution. Interestingly these documents were frequently referred to by six of the academics in the pilot study conducted prior to the main study. Each Institutional document title has been changed to de-identify the Institution. Quotes from Institutional documents have been followed simply by the year, missing a full reference to avoid identification. The descriptive information in the following pages are direct quotes or paraphrased

The pilot allowed for testing the clear articulation of questions, the clarity of explanations and the format of the questionnaire, the flow of questions, length and timing of completion of questions by participants and synthesis potentially required by researcher to answer the responses. Feedback from the pilot study was reflected upon and discussed with the JCU advisory team.

The purpose of the document exploration was to analyse whether the key constructs of this research study had any relevant standing in Institutional documents. If so, what type of epistemic climate was being described? What, if any was the Institution trying to create in their official academic teaching policy? Have these documents potentially provided dominant epistemologies for academic staff to adhere to? The purpose of the document analysis is also to examine the Institution’s intended teaching initiatives and

teaching practices expected of academics. The next section introduces the documents used in the Institution.

Document One: Teaching and Learning document

For an institution to be able to address personal epistemologies in its instruction, it needs to understand how academics' pedagogical choices may affect student learning, both intentionally and unintentionally (Nuthall, & Alton-Lee, 1997). To do this the Institution attempted to address what academics should be doing by introducing an overarching new teaching strategy called the Teaching and Learning document. The latest and biggest policy change at the Institution was the implementation of this document in 2012.

The Institution's Teaching and Learning Committee framed a vision of an epistemic climate the Institution aimed to create by compulsory implementation. The Institution is striving to establish a unique position in the educational marketplace, rebranding and advertising on television, on buses and in print across Auckland. The Institution is marketed using, 'handles' such as 'local roots matched with global aspirations'; 'learning experiences aim to give the students the skills to succeed in the workplace,' 'creating real value for employers and the community.' Newly appointed academics are inducted into the following ideas in compulsory workshops delivered by the Teaching and Learning manager's office at the start of their contract:

Innovation in teaching and learning requires:

- Relook ... at what it takes to succeed in the modern environment.
- Rethink ... our approach in response to our students' needs for tomorrow.
- Redesign ... and revitalise our learning curriculum using inside, outside and worldwide points of view to continuously adapt and improve.

The Institution positions teaching practice (ways of teaching) as predominantly active (not purely reproductive but productive, with a more student centered focus), and

introduces ways of knowing (epistemic and conceptual changes) with which new academics may not be familiar. The relationship between pedagogical practice and academics' personal epistemologies within the Institution are core constructs of this study. An intensive administrative process was needed to complete the Teaching and Learning document strategy; this was to create the Institution's intention of creating a unique identity and a positive epistemic climate. This formation of an epistemic climate within the Institution mean long hours for staff, to complete the administration process of providing evidence for several (over 30) criteria. The document is the means by which the Institution aims to continuously reframe the nature, context and concept of learning, to meet the changing needs of society and meet the needs of the student's workplace.

Finding out how professional development teaching programmes for new or established academics can be improved, is part of the purpose of this research study. The Institution under investigation does not include academics' individual identity in the policy documents when considering its own Institutional identity, although instructions on what and how to teach must be included in academics' repertoire. There are however explicit references to ways of teaching and ways of knowing in the Institutional documents. It was agreed by the Directorate that all programmes in the Institution were required to reflect the characteristics of the Teaching and Learning document by the end of 2012. The Learning and Teaching Committee was responsible for oversight of implementation. All courses from one-day workshops to PhD programmes at the Institution had to go through a rigorous process of compliance to receive a programme tick when the two phases were complete. The next section describes the actual process of gaining 'The Tick' as outlined in the document.

The main criterion for gaining 'The Tick' is for academics within each programme is to demonstrate what their students experiences were in the classroom for example; what pursuits the students were given (the curriculum design), provide example of assessments and to demonstrate that the programme aimed to stimulate curiosity and are open to questions by students. This requirement fits with a strategic alignment with student profile, pedagogical policies, Institution profile, learning objectives,

Institutional policies and practice all of which are deemed to be transparent. A review of the required criteria needed for Teaching and Learning document is in Table 2.2. below:

Table 2.2 *Characteristics of the Teaching and Learning Document*

The Curriculum must demonstrate students pursuit of the following
Involve complex conversations <ul style="list-style-type: none"> • with (and among) teachers • among students – face-to-face and online – with class peers and with others • with practitioners • with partners – Te Noho Kotahitanga, employers, the world • with texts – what is the text saying? What do we have to say about the text? • with self – critical self-reflection
are curiosity/inquiry led, and stimulating
are practice-focused – educating students ‘for work, in work, through work’
are socially constructed – self-sufficiency and collaboration are equally valued, and together they help nurture resourcefulness and resilience
blend face-to-face and web-based learning
are research-informed
have a discipline base, and are also interdisciplinary
develop literacies for life-long learning
include embedded assessment
Active and responsive interaction with industry, professional and community groups shapes content, curricula and delivery modes

Summary of ‘The Teaching and Learning document’

Once the examples have been shown and evidence collated the next phase is bringing in a ‘critical friend’ to examine and monitor developments. Every programme needs to demonstrate evidence to an external ‘critical friend’ the processes and concrete examples of practice. This includes evidencing there are ‘conversations’ about any or all the following:

students' prior knowledge and experiences; goals and expectations – of students and of teachers; helping each other; resources and resourcefulness; inquiry; disciplinary knowledge; adding value to knowledge; workplace practice; change and uncertainty; ethical conduct; research findings; cultural and social diversity; Māori perspectives; sustainability; opportunities – including those at the intersections between disciplines; the meaning of assessment outcomes (Institutional documents, 2013)

Teaching and Learning document requires academics to demonstrate their ability to modify any programme, for any level of learning; academics are said to be able to make their own pedagogic choices in teaching and implement their own dominant epistemologies but as long as they are within the boundaries of evidence demonstrated in this formal document.

Document Two: Cultural document

This is the second key document with which academics are expected to be familiar with at the Institution. The importance of including a Māori dimension in the Institutional programmes is acknowledged in Te Noho Kotahitanga, a cultural document. Te Noho Kotahitanga is a document created in 2001 to express the Institutions' commitment to the Treaty of Waitangi. Students are encouraged to view all assignments through a Māori perspective, to deconstruct knowledge and examine multiple cultural perspectives. The document puts five principles into practice to meet the Institutional goals. These are:

- Rangatiratanga – Authority and Responsibility
- Wakaritenga – Legitimacy
- Kaitiakitanga – Guardianship
- Nohotahi – Co-operation
- Ngākau Mahaki – Respect

The partnership between the Institution and *tangata whenua* (translated to local people, indigenous people and hosts of the land) is based on the Treaty of Waitangi and expresses the Institution's commitment to improving Māori participation and success and to incorporating a Māori dimension in all programmes. To meet this commitment there are consultations and engagements with Māori which occur at the relevant stages of the programme development and delivery phase of instruction. This document provides guidance for programme development teams, and sets out a consultation process through which a Māori dimension can be developed and included in curriculum documents (as summarised in the Institution Documents, 2013). This policy was updated and relaunched in 2013. This document gives the Institution a cultural identity.

Concept of a Cultural Dimension

The Institution explicitly recognises the principle, as stated in Te Noho Kotahitanga, of authority and responsibility: *rangatiratanga*, that Māori be responsible for the Māori dimensions of knowledge. Therefore, in existing programmes and when developing new programmes, consulting with Māori is required. The Institution supports the inclusion of Māori content by:

- recognising the value of the Māori world-view of knowledge
- encouraging staff both academic and allied to take courses which include Māori content
- encouraging students to take courses which include Māori content as part of their study (Institutional documents, 2013).

Cultural heritage and values underpin both *te reo* Māori and Māori content. The Institution respects all heritage and customs as outlined in Te Noho Kotahitanga: The Institution will support the inclusion of these values by: urging staff to include *powhiri/mihi* (welcome) to visitors and to students as part of orientation, and encouraging staff to incorporate Māori values into their teaching. The base of this documents comes from the quote, “we begin to experience fulfilment as soon as we choose to create environments permitting us to do so” (Samples, 2004, p. 131), indicating the type of epistemic climate in the educational environment being pursued. A vital aspect for incorporating Māori dimension is the use of teaching strategies and

approaches consistent with Māori educational values. Māori preferences for learning are varied and both content and context are influential. Ways of knowing are connected here with ways of teaching and academic choice of pedagogy influenced by their personal stance on knowledge. This creates an epistemic climate, in the classroom and knowledge community.

Summary of Cultural documents

The identity that the Institution aspires emerges from these documents. An open, transparent relationship is essential between non Māori and Māori staff and researchers, and respecting identified Māori cultural values is of utmost importance (Institutional documents, 2013).

Document Three: Problem-based Learning

A Problem-based Teaching and Learning document was needed for this for teaching trades and vocational programmes. All undergraduate programmes of 240 credits (in the New Zealand Qualification framework, this equates to 2,400 hours of learning is expected to complete the programme) and above would include a credit-bearing, Problem-based Learning component, wherever practicable. The purpose of this policy is to give life to the Institution's commitments to Problem-based Learning, outlined in its Investment Plan and Academic Strategy (2013). These commitments state that:

- the Institution will put the concept of real world learning fully into practice;
- our guiding principle is to educate people for work, in work and through work;
- attributes of the 'practice-focused' educational experience include that it is contextualised and situated in practice;
- all programmes [should] be practice-led and contribute to leading practice;
- [we will] integrate work-based learning within all [undergraduate degree] programmes; and
- we are committed to offering students access to credit-bearing, work-based educational opportunities wherever practicable (Institutional

documents, 2013).

Problem-based Learning is an important component of the *practice-focused* learning experience that the Institution seeks to provide for its students. Problem-based Learning is intended to complement other valuable practice-focused learning activities, such as *simulated* work-related activities within a classroom setting. Problem-based Learning adds to these activities by recognising the additional value of exposing students to authentic, *situated* and contextualised learning experiences. This policy applies to all certificate, diploma and degree programmes at the Institution. Where programmes of less than 240 credits incorporate a Problem-based Learning component, adherence to the intent of this policy will also apply.

Problem-based Learning is a *structured educational strategy* integrating classroom studies with learning through *productive work experience* in a field related to the students' career goals (Institutional documents, 2013). Students are provided the opportunity to integrate theory and practice, while acknowledging the socio-cultural impact on learning. Problem-based Learning is seen as a partnership between students, the Institution and industry/host organisations. Problem-based Learning is *real, effective and significant* (Institutional documents, 2013).

Summary of Problem-based Learning documents

The document considerably supports vocational training programmes. It incorporates rigid administration systems to show its implementation and use. Once all the evidence within documents submitted have been checked at Programme Committee level, it is assumed that the practice-based documents are being adhered to; there are no further checks by anyone.

Document Four: Online Learning

Online learning is a critical component of a reconceptualised approach to learning and teaching, using a range of learning technologies is integral to contemporary and engaging learning experiences. The vision for eLearning, remains immediately and

intrinsically linked to both innovation in teaching and learning and enhancing the student experience (Institutional documents, 2013).

With the context of global neoliberalism, and interacting with the Institutional neoliberal context of teaching and learning, this document expresses an intent to embrace internationalisation. eLearning helps with the pursuit of spreading educational connections overseas and teaching in any country in the world, fitting with the Institution's marketing slogan of having "global aspiration with local roots."

In 2011 a document (first introduced in 2009) was formally delivered by the manager of Teaching and Learning: the Institution's first coherent online learning strategy, an online initiative to be used by academics. A significant amount of Institutional funding was committed to progress the strategy. A number of contributing factors have continued to create impetus for ongoing enhancement of learning and teaching. The 2010-2011 strategy outlined a rationale that remains relevant but now student experiences within the Institution has greater emphasis on compulsory elements of teaching with competing priorities.

Summary of the Online Learning Strategy

The updated strategy builds on the Institution's earlier strategy but is more responsive to current capabilities and challenges, other key Institutional strategies (primarily the Teaching and Learning document) and the complex and dynamic environment of tertiary education. Several strands to the strategy were developed. These cannot be conceptualized separately as teaching, learning, technology and property strategic initiatives are becoming increasingly entwined (Institutional documents, 2013). There is a real possibility that the Institution could lose its focus on its mission to become a global leader with local roots, if it becomes a property investment entity.

Summary of Institutional Documents

The underlying assumption within all four Institutional Teaching and Learning documents is that there is a commitment by academic staff to enhance teaching and learning positive student engagement and outcomes. The development of online

learning assumes a close alignment with a number of other projects and initiatives (including curriculum as conversation and assessment renewal processes). Academic and information literacy development and learning outcomes are a means and place for learning enhancement. The online learning document enhances the Institution's contribution to achieving the Aotearoa/New Zealand Government's goals (MOE, 2012; MOE, 2011a) for online learning, and is designed to closely align with the Ministry of Education's admonishment to emphasise "improving connections to support economic transformation"; "improving transfer and application of knowledge" "building relevant skills and competencies for productivity and innovation" (The Tertiary Education Strategy, 2007-2012).

The four Institutional documents discussed do not prescribe all aspects of the Institution's implementation plan but predict a trajectory of development, over which the academics may have limited control. The Institutions moves are based on one powerful pedagogical idea –that academics will support the Institution's decision to reconceptualise all programmes within a commitment to 'living curricula'. Constraints are recognised in these documents, such as resource availability; time to complete the proposed activities; culture and resistance to change; performance management processes: all of which are potentially connected to a neoliberal ideology (MOE, 2009).

This research study is interested in hearing what academics' views and critiques are in relation to the Institutional setting as reported in the key documents, and whether the rhetoric of ideals and practices therein are being accepted and acted upon by academic staff in their lived experience. The documents may be analysed as engaging with a neoliberal agenda, causing epistemic drift to significantly change the epistemic climate of the Institution. The documents are well theorised for an institutional framework for teaching and learning and give academic staff choices on how to implement curriculum and pedagogy within set boundaries, in that staff choose their own ways of teaching and their own ways of knowing, within a set boundary outlined by the documents.

Some academics may feel a potential lack of autonomy with the specific instructions of teaching policies. There is certainly a huge administrative task involved in starting the Teaching and learning document process for the programme staff but once The Tick is received, there is no further monitoring or approval required for continuance. If the push

is to create a positive epistemic climate with the introduction of these four key teaching and learning documents, checking to see this is being maintained in practice would be useful. When academics leave or move roles, an overview of what is happening in programmes may be lost if the staff who achieved approval Tick move on. New staff members attend an induction programme, but when staff leaves, historical knowledge and experience from the Institution leave too, and programme history is often lost. Constant staff movement creates a gap in knowledge understanding. The changing environment of HEI's means the documents are valuable as they allow for change and for the adaptation of teaching and learning concepts. The intention in this study is to gain academics' understanding of the application of these documents by seeking their views on their experiences within this their changing workplace.

2.13 Chapter Summary

The literature review and institutional document exploration clearly demonstrates a relationship between ways of knowing and ways of teaching. Nevertheless, most of the research relates to pre-service teachers or students at school. In addition, many studies explored in the literature review focuses on quantitative data. The opportunity for further study exists in the need for qualitative research (not quantitative), selecting academics (not students) to explore core constructs of ways of knowing and ways of teaching and how environments (the neoliberal social milieu in higher education), including affiliations in New Zealand (not America, Europe, etc.), have an impact on the identities of academics (Leo, 2003). There is a consensus that because there are no specific definitions that can be uniformly accepted for the dimensions of personal epistemology and the pedagogical from a neoliberal context, a stipulated definition providing deeper understanding, needs to be agreed upon. The value of this research is gaining up to date information through new knowledge of what is happening in higher education today. The diverse perspective of academics and of management need to be heard, respected and understood prior to collaborative discussions and deliberations of how to work together and move forward within the neoliberal context. Once understood diverse perspectives can inform collaborative conversations, for example on how to deal with changes, and also how best to move forward, amidst so much change.

Arguably, the adoption of neoliberal ideology is behind these epistemic and pedagogic disruptions such that there are particular ways of knowing and teaching that are being either valued or devalued instead of a critical recognition of the need for space for different styles applied in context. However, it is accepted (Kokkinos, Stavropoulos, & Davazoglou, 2012) that beliefs about knowledge and knowledge acquisition are shaped prior to individuals becoming academics, another reason to investigate what these beliefs are and how they are connected to how academics are teaching, and why in a shifting epistemic climate.

Some studies show that beliefs about teaching (Goncalves, Azevedo, & Alves, 2013; OECD, 2009) often drives what teachers do in the classroom; ways of teaching are selected and decided upon because of one's own values and beliefs. The array of epistemic models described in this chapter means an analysis gap can be identified leading to new research being conducted and explored. There are still many questions left unanswered, including the research questions for this study. If we believe that personal epistemology is fundamentally about knowledge and stance, acting as filters to the mind, determining what we see and how we interpret the world, and what teaching strategies we select, then it would seem crucial to examine these filters. Academics' ways of knowing and ways of teaching has reached a particular developmental level *and* has been impacted because of the neoliberalisation of education (Peck, & Tickell, 2002) but what this is exactly and how this affects knowledge and teaching practice is not known and therefore further investigation is warranted, hence this study. This is without a doubt an exciting and changing time for higher education, as the opening statement highlights, "all the existing literature notwithstanding, epistemological belief research remains at the edge of an unexplored frontier" (Schommer, 2004, p. 28). The following chapter describes the research methodology exploring the constructs of neoliberalism and epistemic-pedagogic identity, in one Aotearoa/New Zealand HEI.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The purpose of this chapter is to provide a clear description of the overall research design (Figure 3.1) including a discussion of the research context, research ethics, research paradigm (i.e., critical realism), the overall methodological approach (i.e., qualitative ethnographic case study), data collection methods (i.e., questionnaire, interview, artefact), and the methods of data analysis (i.e., theory-led and inductive thematic analysis).

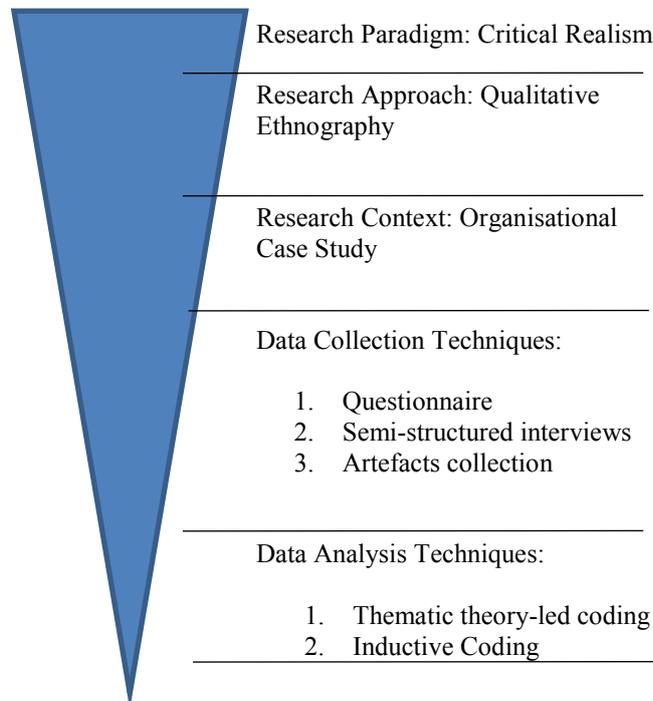


Figure 3.1: *Overview of Research Design*

The research methodology was informed by a literature study that led to the development of the main constructs, the theoretical foundation, and consequently to the design of the research questions. The first two research questions concern neoliberalism in the context of higher education, and why the epistemic and pedagogic dimensions of academic identity are important. The third research question sets up, an investigation into academics own experiences in relation to the context of neoliberalism and epistemic-pedagogic identity. Research question four asks how academics' views on

how epistemic-pedagogic identities are drawn upon to engage more adaptively but critically with epistemic climates in the changing world of higher education. The researcher conducted an informal mini pilot study. This enabled clarification of the research aims and research questions, both within the questionnaire and the planned interviews. Small changes were made to the research questions and sequence of the phases with support and encouragement from the JCU confirmation candidature team, in July 2013.

The framework for analysis is based on existing models that have been empirically tested. In chapter two, literature was reviewed pertaining to the two key constructs of personal epistemology and its development (King & Kitchener, 1994; Perry, 1970) and the typology of teaching styles (Mosston & Ashworth, 1990). Main themes from the literature were used to develop an overarching conceptual model, leading to the derivation of meanings from the data collected from questionnaires, interviews, and the analysis of individually chosen artefacts. The research intention was not to categorise academics' input according to any particular theoretical model, but to gain deeper understanding by hearing academics' voices within higher education in one HEI in Aotearoa/New Zealand.

3.1 Research Context

The research context for this study is a HEI in Aotearoa/New Zealand classified as an international university. It has approximately 600 permanent full-time academic teaching staff. The Institution's central purpose is to offer 160 programmes from Certificate level to PhD for 23,000 students from more than 80 countries, on four campuses, located within Auckland, the largest city. There are three faculties, Trades, Social Sciences and Arts. The Institution is a member of the International University Association Society. The Institution was the researcher's place of employment for the last seven years and where the participants in this study were employed.

The Researcher's Role

The researcher's 25 years of teaching experience, teaching academics on professional tertiary teaching programmes, meant she has gained anecdotal evidence in higher

education in the United Kingdom (UK) and Aotearoa/New Zealand to inform and inspire this investigation. The researcher was the Programme Director of the Graduate Diploma in higher education, senior lecturer, and part of the Leadership Team in her department, and served within consultancy areas in community education. The researcher was a consultant volunteer on the New Zealand Government's working party for the New Zealand Qualifications Authority (NZQA), writing new academic teaching qualifications while undertaking this research.

As the researcher was working within the organisation being studied, the notion of reflexivity in research becomes important. Reflexivity is viewed as a process of critical reflection both on the kind of knowledge produced and how that knowledge is generated (Guillemin & Gillam, 2004). The researcher began her PhD part-time for approximately 18 months and then was awarded a scholarship which allowed her to study full-time. In August 2014 the researcher resigned her position at the Institution to complete this study.

Research Participants

The participants come from all three Faculties within the Institution. Some participants were known to the researcher, some were not known. The participants all worked on academic contracts at the Institution. No participants were current enrolled students on the programme the researcher was involved in. Participants were chosen to be involved in the research on the basis they had to be experienced academics, having taught for three or more years in higher education either at the Institution or elsewhere. Originally it was planned that there would be a maximum of 27 academic teaching staff plus three Heads of Department participating in research, with representation from each of the three Faculties. In the end a total of 70 staff attempted the questionnaire, with an average of 66 completing each question; in Survey Monkey phase one of the data collection. There were 17 participants in face to face single interviews conducted for phase two. The aim was to encourage an Institution-wide involvement in the study and create the opportunity for cross-disciplinary interactions and conversations. This was a formal part of the study to gain as varied input from participants as feasible, with an Institutional email invite and Head of Departments' (HoD) invite to their respective teams. This number of participants would therefore have (if the original 30 staff were

participants) formed approximately 5% of full-time academics, although the number of participants was chosen for sample variability, not for quantitative reasons.

Interest in the research was greater than anticipated. To begin with, an Institution-wide invitation was issued via the Institution's intranet to academic teaching staff asking for volunteers as research participants as opposed to choosing a random sample (Mutch, 2006). Also, an approach was made via email to all HoDs in all three Faculties. HoDs were asked to forward the researcher's invitation to their own departmental staff. The researcher made an effort to recruit diverse academics' perspectives by various avenues. HoDs sent the email to their staff in each department and lastly a poster with the same information was placed on the message board in each of the faculties' staff rooms. These academics were asked to complete an online survey discussed in the next section of this chapter.

The first 17 academic participants who agreed to be part of phase two of the research process after completing the questionnaire were selected for interviews, with written consent from their HoDs. Only those people willing to participate in face to face interviews were selected and they were informed both orally and within the information sheet that they had the right to withdraw, up until November 2013. Participants were informed of the purpose of the research through the invitation on the internet, the information sheet and the informed consent letter. Details of how the research would be conducted and how results would be disseminated were explained in these documents. (Appendices A and B). All participants gave their consent to be involved through the information letter and by signing the informed consent form. It should be noted that the participant may have had their own reasons for wanting to take part in this study, therefore it could be said that a sample could be biased as suggested by Taylor- Powell (2009). This does not, however, invalidate their responses because in this ethnographic research the paradigm of critical realism means all responses are viewed as equally valid.

3.2 Research Ethics

Before commencement of the research, ethical approval, (Appendix C) was sought from James Cook University, (JCU). The premise that participants had the right to expect privacy, anonymity and also that no harm would come to them while partaking in this study was intrinsically part of the research design. The participants were assured of confidentiality both verbally and in writing.

In the research ethics process, the Institution is considered the host institute, as the researcher is enrolled at JCU. In 2013 the selected Institution (at senior management level) considered a draft research proposal, which included information letter, consent forms, interview template, questionnaire schedule, and email drafts for invitation to partake in the research to use on the intranet. It was stated, after consideration, in an official letter to the researcher, that once the JCU Ethics Committee had approved the research and signed consent from HoD's had been obtained, the research would be approved. Approval was granted in July 2013 by the JCU Ethics Committee. The Institution then gave written informed consent via HoD's for the research to be undertaken and for participants to able to volunteer (Appendix D).

By seeking informed consent in the documents information sheets (Appendices A and B) stated contact details for the primary research advisor and the researcher. Once the participants had signed and agreed to take part in the study and HoD consent forms had been received, participants were also orally advised of their right to withdraw, to doubly ensure the participants' rights to "be heard, to participate, to have control of their lives" (Brooker, 2001, p. 163). The researcher endeavored to remain as flexible as possible in the timing and location of interviews, while at the same time following the process stipulated within the ethics approval process.

As Bryman (2004) cautions the researcher was mindful of ethical versus unethical practices cautions. Once the researcher was up to the stage of collecting data, an ethical dilemma emerged and was discussed with the advisory team. The dilemma centered on the personal nature of the academics' stories and the emotional charged nature of these interviews. The heightened emotional experiences academics shared with the researcher revealed that trust had been established between the researcher and participants. These experiences had caused "deep emotional scars" (participant narrative), revealing depth

of feelings not hitherto revealed about neoliberalisation within literature on neoliberalism in higher education. The researcher was proactive in providing details of counsellors as a source of help available for participants. Furthermore, the JCU advisors recommended the JCU student welfare/counsellor service to the researcher if she deemed it necessary to seek debriefing for herself. When the researcher contacted participants to check transcripts she again mentioned the Institution's counselor.

The researcher let the participants know she would contact them again once analyses were completed so they could have access to their transcripts and these analyses. This research revealed the nature of academics' epistemic- pedagogic identities is continually changing due to an unstable environment. This research sees academics struggling with what has been described by participants as "competing and developing new processes and policies" most of which are not fully understood and appear not to be professionally articulated from the Institutional management to academics.

An important part of this research was building, establishing and sustaining trust between the researcher and the academics. Since academics, as participants, were sharing their stories in the form of experiences of a personal nature, mechanisms needed to be built in to gain their trust, thus "establishing the match between the constructed realities of participants and those realities as presented by the [researcher] and attributed to various stakeholders" (Guba & Lincoln, 1989, p. 237). Engaging the participants all the way through the research data gathering process was a deliberate choice, not only to establish trust but also for researcher credibility. . The researcher advised participants she would contact them again once analyses were completed so they could have access to their transcripts and the analysis of said transcripts, ensuring authenticity to the research process.

Credibility was enhanced by both formal and informal sources, for example, completing a preliminary search of the documents from the Institution, and using multiple data source results in a form of triangulation, "a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation" (Stake,

1995, p. 241). Research rigour was attained by obtaining accurate transcripts of participants' voices, thus gaining trustworthiness and authenticity (Toma, 2006).

Within qualitative research the researcher and the researched need to “convince themselves that their finding is genuinely based on critical investigation of all their data” (Silvermann, 2006, p. 176). In this study procedures were followed to ensure validation and triangulation (Bryman, 2004). A variety of data sources were employed, multiple methods were used to explore the main constructs and multiple theoretical perspectives were used to analyse the data in the form of four models (Blaikie, 1991). Convergence of the research was the aim once all three phases of the research data had been achieved, thereby “interweaving of processes: discovery, telling, storying, representation” (Lincoln, Guba, & Egon, 2000, p. 182)..

3.3 Research Paradigm: Critical Realism

Critical realism was chosen as not only a good fit with ethnographic case studies, but was integral to the study, to stand apart from other studies and proved to be a defining element in the unique research design. The critical realist paradigm allows the researcher to acknowledge that, as researchers, we influence what we are trying to measure. The *paradigm acts as* a belief system that guides the way we do things, or more formally establishes a set of practices. Critical realism (Archer et al, 2007) is used in this research to gather various academic perspectives without ascribing particular value to individual beliefs, values and ideas, *a priori*. Critical realism stems from several paradigms, made up from traditionally conflicting paradigms (i.e., relativism and realism) which are reconciled as complementary (Maxwell & Mittapalli, 2010) and relational and contextual (e.g., Reich, 2002) ways of knowing, integrating realist and constructivist perspectives. Embracing critical realism as the research paradigm requires a commitment to describing truths, the description of which may be, to a greater or lesser extent, limited by “time and culture” (Lopez & Potter, 2005, p. 12), requiring reflexivity on the part of the researcher.

The researcher was forever mindful of ascribing truth from the academics' perspectives and not adding to or changing what they said in their contributions to the study. There is

a danger of sampling bias (Taylor-Powell, 2009), in that the participants who volunteered could be those who are more disgruntled and have negative views to contribute. It may be that those who had something more negative to say be over-represented. Even if this were the case, this would not invalidate such experiences, (Maxwell, 2012). The researcher tried to minimise purely pejorative inputs with a carefully worded invitation for all views, not just negative ones (Appendix A). The main point is that everyone had the opportunity to take part; within the critical realist paradigm all academic viewpoints are equally valid.

3.4 Research Methodology: Qualitative Ethnographic Case Study

This section describes the research framework (Brownlee, 2001b) leading to the research design. This case study used a qualitative ethnographic approach (Creswell, 2012) framed within the research paradigm of critical realism to explore academics' epistemic-pedagogic identities. A single organisation (i.e., the higher education Institution) provides the context, with an ethnographic approach used for making inquiries and gathering data. Denzin and Lincoln (2003) note that qualitative research does not have one distinct set of practices, so that the researcher can make methodological decisions, identify approaches and strategies for any inquiry useful to their specific study. Previously, much epistemological research has been conducted through quantitative studies using numerical data. However, as Hofer (2008) notes, simplified quantitative measures based solely on questionnaires can risk trivialising the complexity of individuals' beliefs and "assessment has been most reliable and valid with interviews" (p. 7). In this research, the specific research approach chosen for data gathering and analysis was that of qualitative organisational case studies (Yin, 2009), the Institution being viewed as the case.

Qualitative case studies are used when an attempt is being made to understand a phenomenon through a detailed and comprehensive study of one or a small number of cases or instances (Yin, 2009). The case or instance can be "a program, an event, a person, a process, an Institution, or a social group" (Merriam, 1998, p. 9). The phenomenon in this study is the academic's epistemic-pedagogic identity in response to neoliberalism in higher education. A case study allows a researcher to analyse a

phenomenon in a holistic way, using various sources of evidence. It aims at “an interpretation in context”, to “uncover the interaction of significant factors characteristic of the phenomenon” (Merriam, 1998, p. 10), and handily aligns with the research paradigm of critical realism in the study. A qualitative approach was designed to answer the research questions rather than a quantitative approach because, as mentioned, “qualitative research seeks to probe deeply into the research setting in order to *obtain understandings about the ways things are, why they are that way, and how the participants in the context perceive them*” (researcher’s emphasis; Gay, Mills, & Airasian, 2011, p. 16).

Merriam (1998) identifies the three essential characteristics of qualitative case studies as being “particularistic, descriptive and heuristic” (p. 29). She explains that qualitative case studies give an in-depth description of a particular instance, which reveals in detail the meanings associated with this instance. The instance in this study is “the way things are” in the neoliberalised context of higher education (Gay, Mills, & Airasian, 2011, p. 16). The discovery of new meanings often leads to rethinking of the instance. Because of this, case studies are grounded in an inductive mode of reasoning. The case study methodology emphasises research data as something informed by the participants, not something done to them by the researcher (Kemmis & McTaggart, 1988).

Ethnographic research (Creswell, 2008) enables a researcher “to be immersed in a social setting” that allows members of that setting to be “listened to and engaged in conversations.” It also allows for interviews on issues that are “not directly amenable to observation” (p. 402) and “collects documents about that group, develops an understanding of the culture of that group and people’s behaviour within the context of that culture and writes a detailed account of that setting” (p. 403). All of the ethnographic points are part of this study’s research design. Also, ethnographic research is carried out in order to understand a larger issue within a group of people. In this study, that group of people is academics at one Institution of higher education.

3.5 Introduction to Data Collection Techniques

There were three phases for the collection of data, a questionnaire, interviews and artefact collection, conducted after an in-depth literature review. The triangulation technique in this research involved collecting data using three different qualitative research methods. Literature review with a documentary exploration formed the preliminary stage; phase one was the online questionnaire sent to all volunteers from August to October 2013, face to face individual interviews with participants conducted in September to October 2013 and formed the second formal phase, third phase involved interviewees bringing and discussing artefacts with the researcher that represented their own epistemic-pedagogic constructs at their interview.

At the conclusion of the data analyse phase, an invitation was sent to Department Heads and participants to attend a seminar, so that new findings were presented for a critical discussion in January 2014. This was initiated to better demonstrate the real value of the new knowledge found thus far, to disseminate how educational institutions, including the Institution in the study might can move forward to engage with the findings. The invitation was designed to protect the interviewees' anonymity, with an audience comprising participants and those staff who were interested in hearing the findings.

The generalized findings were given out in a flyer, (124 flyers were given out) that articulated the main five points in chapter five, with ideas on how institutions can better engage, hear and support academics within the ever changing neoliberal environment. This included ideas for change for senior managers.

Overview of Phase One

Phase one involved the collection of qualitative data in the form of an online questionnaire. The questionnaire was entitled: *Ways of Knowing and Teaching in Higher Education* (Appendix E). The need to be precise, clear, use natural and familiar language, not show bias, avoid confusing questions and have reliable and valid questions were all discussed with the research advisory team. The research methodology was designed by the researcher and questions within the study were tested in a pilot study. By utilising the responses to the open questions asked in the questionnaire, the researcher formulated the questions contained within the open semi-structured interviews in phase two of the study.

The survey was designed as a questionnaire for purposive sampling. Comprised of four sections, it was divided into two distinct themes/areas, namely demographic information and open questions. The questionnaire was utilised as a data collection tool, the first section covered demographic data in questions 1–13 and sections two to four aimed to gain participants' views in an open question format. The content details of the questionnaire were worked out after attendance of a 'Principles of Questionnaire Writing,' in early 2013, in England. Exploration of the theoretical foundations of the literature review provided the empirical base for the questionnaire. This then aided the research interface to be further identified, primarily the alignment of the research aims and questions with the data collection process, the development of the conceptual model and the research outcomes.

Overview of Phase Two

Phase two consisted of interviews with participants who had responded to the researchers' preliminary invitation to participate, who had met and/or spoken with the researcher in a briefing session, had approval of their manager, signed consent forms and had also agreed to be interviewed. The researcher emailed the hyperlink to the questionnaire (Wood & Kardash, 2002) via Survey Monkey. The Survey Monkey purpose built questionnaire remained opened for three months.

This stage of data gathering used the technique of in-depth qualitative single interviews of approximately one and a half hours' duration. Closed questions and open leading questions (and no fixed predetermined response categories) were asked which were designed to be semi-structured but systematic in formats (Patton, 2002). These steps fulfilled the need to gain an understanding of participants' views about epistemic and pedagogic constructs, called in the interview 'ways of knowing' and 'ways of teaching' from their own frame of reference. Using this rich data technique in an individual interview encouraged meaningful discussions. The final questions for the interviews were derived from the data retrieved from the questionnaire. This is a commonly used data method for studies as it "provides a way of generating empirical data about the social world by asking people about their lives" (Holstein & Gubrium, 1997, p. 113).

Audio recordings from the semi-structured interviews were transcribed by a professional company, paid for through JCU scholarship funds. This decision was

decided upon, after discussions with JCU research team so that the researcher could spend available time on analysis and coding on questionnaire. A coding process was developed using NVivo 10 and carried out by the researcher. The regular guidance of the JCU research team gave assistance with critique in discussions of choices in the research design. The researcher presented an introduction of her study at two public professional / academic conferences. Feedback from these conferences and discussions with the JCU advisory team supported the researcher frame a suitable research design for this study.

Due to the demands of full time work and part time study, the researcher, in consultation with the JCU advisory team, decided to have the audio recordings transcribed by a professional company, paid for through the JCU funds. Having the transcripts typed up by another body freed the researcher to focus on the coding and analysis process of the data set. A coding process was established by the researcher using NVivo 10 software.

The themes are defined as “implicit idea or topic that a group of repeating ideas have in common” (Auerbach & Silverstein, 2003, p. 62). It is recommended (Smith & Osborn, 2003) that from the second reading of transcripts themes and theme group titles will start to formulate, which was the case in this study. NVivo allows for identified themes in transcripts to be stored within this data analysis tool in the right hand side of the transcript margin. A search can be made for all the same terms called free nodes. Once all transcripts were entered the researcher began what is referred to gathering parent nodes. At first there were over 100 free nodes, and then what emerged next was a more coherent pattern, to start gaining a family of nodes, children, grandchildren under the main family named node. Transcripts were coded with concurrent use of electronic recordings in order to authenticate the interpretation of the data. Similar coding was carried out beforehand on the completed results from the questionnaire. Connections were made for family resemblance across named families and within all the data coded. From this in depth process the themes were connected to the empirical studies explored within the conceptual model.

Data synthesis was able to be carried out and summarised through the use of interpretative vignettes. The information for synthesis came from the Survey Monkey

results and the interview data, which in turn formed the basis for descriptive analysis. Categorisation was for the purpose of providing initial descriptions and reconceptualisation of these data (Auerbach & Silverstein, 2003). Transcripts were searched for commonality, strong features, rethinking the terms and definition, and the terms given to the themes within the family of nodes. This robust process enabled both the analysis and synthesis of the questionnaires, transcripts from interview data and the writing of the vignettes. The whole process was continually discussed in once a week meetings (on average) with advisors. Moreover, coding queries were run, checking connections seen visually in diagrams produced by NVivo.

Overview of Phase three

Phase three analysed the artefacts that participants brought to the interviews. For the academics, these artefacts were to demonstrate aspects of their professional identity. Artefacts are a form of complementary data (Baumberger & Brun, 2011) a type of self-reported data. In this study the artefacts were aligned with the final question in the semi-structured interview process. They were aimed at enhancing understanding of academics' views of their own identities. This phase of the research intended to link theory and practice, by gaining practical examples of participants' stances about knowledge and/or teaching. Artefacts took the form of PowerPoint slides, a reading, a story, a journal article, an item used in teaching, or resource-based articles/examples.

Summary of Data Collection

Draft interpretative vignettes were written and were given to the participants for comment. One current HoD and five ex-HoDs partook in interviews and 11 academics ranging from lecturer to senior lecturer made up the participant cohort for the vignettes. Each of the 17 vignettes were constructed by the researcher from interview data to represent participant voice on epistemic-pedagogic identity. It was desirable to know whether the participants agreed with the overviews contained in the vignettes. It was essential to not over-claim participants' views, so involving the academics themselves avoided this, especially when the vignettes were more than descriptive and also interpretative. Once individual vignettes were agreed upon in a further meeting with the

cohort conducted individually, the ways in which the individual vignettes fitted with each other was explored. The process of analysis was iterative. NVivo 10 was used first to capture thematic nodes, and enabled 556 pages of data generated from the interview transcripts and the 176 pages of the Survey Monkey data to be analysed. Next the summaries of each participant were rewritten and key quotes included, and examined for similarities, paradoxes and polarities. Analysis of thematic patterns using theory led coding took approximately six months full-time work after transcriptions had been completed.

3.6 Phase one: The Questionnaire

The first stage of the data collection was to disseminate the questionnaire via Survey Monkey (www.surveymonkey.com) to those who had volunteered at the Institution. The purpose of the questionnaire was to survey diverse views on the four main constructs namely, neoliberalism, academic identity, ways of knowing and ways of teaching. The questionnaire was tested in several forms in the pilot study: including different questions and formats were tested with Likert scales and open questions, until a finalised version of the study was decided.

Based on the empirical models (King & Kitchener, 1994; Mosston & Ashton, 1990; Perry, 1970) and the literature review the researcher divided sections two to four into the key topics under exploration, 'higher education,' 'Ways of Knowing' and 'Ways of Teaching.' It was decided that using the term 'neoliberalism' instead of 'higher education' might have negative connotations and/or might not be well understood. A similar decision had been made about the use of 'personal epistemology' and 'pedagogy.' Since the demographic group in this Institution was largely from the vocational area and professional trades, it was important to ensure that participants were not discouraged from completing the survey. Once the invitation to partake in the research, together with some brief information as to the aims of the research, was published on the Institutional internal staff website, academics started to complete and submit the survey.

The researcher aligned the questions in the questionnaire/survey with the research questions. The following areas were explored: academics' influences and experiences; how their academic identities are demonstrated; and their own relations to the neoliberal environment and their engagement. The last question in the survey (Appendix E) lined up with phase three of the data collection where the researcher continued the exploration of artefacts asking participants what they do/would use to identify their epistemic or pedagogic identity.

As this is an ethnographic study, aiming to build further understandings of a particular group (Bishop, 2010a; Creswell, 2012; Hammersley, 2006; Schensul, Schensul & LeCompte, 1999; Smith, 2001; Spradley, 1980), the demographic section of the questionnaire fulfilled the need to gain specific data. The study "is grounded in a commitment to the first-hand experience and exploration of a particular social or cultural setting on the basis of (though not exclusively by) participant observation" (Atkinson, Coffey, Delamont, Lofland, & Lofland, 2002, p. 4).

3.7 Phase two: The Interview

Two weeks prior to the scheduled interviews, participants received a set of guiding questions (Table 3.1) both in hard copies in the internal mail and as an electronic copy. On the researchers' copy, the questions were themed and colour coded (Table 3.1). This was for ease of coding and links to the questionnaire and research questions. The researcher obtained the HoD's signed consent and checked that the participants had received the information sheet (Appendix C) and had signed their consent forms prior to the interview. The interviews took place at an agreed time and place, lasted no longer than 90 minutes. The participants were reminded the interview was to be digitally recorded, and transcribed professionally, then the transcripts were to be checked by participants, and lastly that they had a right to withdraw from the study before the end of October 2013.

Table 3.1 *Interview Guiding Questions.*

Section 1. The Higher Education (HE) and own Academic Identity (colour coded yellow)

Please *share your experiences* of the HE environment at Xxxxx in relation to your role. For example, the characteristics of HE; significant changes you have noticed; influences; enjoyments

Identify some of your defining or most important experiences in HE, in relation to the atmosphere (ethos and climate) in Xxxxx environment?

State how you have academically adapted (evolved) in the last three years?

Fill in sheet given

Circle *Increase/ Decrease/ or neutral* that has impacted your role the most, in HE in the last 3 years.

Beside each number add positive or negative change.

1. Increase/neutral/ Decrease (Management involvement)
2. Increase/ neutral/ Decrease (Auditing Practices)
3. Increase/ neutral/ Decrease (Administrative duties)
4. Increase/ neutral/ Decrease (Workload)
5. Increase/ neutral/ Decrease (Research)
6. Increase/ neutral/ Decrease (EFTS focus)
7. Increase/ neutral/ Decrease (Professional Development)
8. Increase/ neutral/ Decrease (Research outputs)
9. Increase/ neutral/ Decrease (Academic responsibilities)
10. Increase/ neutral/ Decrease Other...fill in yourself

Please *relate how the changes* you have experienced in HE at Xxxxx affected your role and identity?

Section 2. Understanding Knowledge and How we Come to Know (colour coded green)

Academics are often referred to being in the knowledge business; with this in mind please comment on the following:

Can you *tell me* about your view of the concept of knowledge as an academic? For example, your different views on ways of knowing and what your approaches to knowledge are?

What is your *understanding* of how you come to know knowledge, in particular the ideas of truth and evidence; objectivity and beliefs; right and wrong

Can you summarise how these ideas relate to the sort of things you teach about?

3. Ways of Teaching (colour coded aqua)

I would like to know about your teaching and connection to your academic identity.

What areas that have impacted on your academic identity, specifically those that have impacted on your quality of teaching and professional development of teaching over time?

Please talk about your preferred ways of teaching / approach (or *characteristics*) in your discipline. For example:

practical	theoretical
teacher-centred approach	student-centred approach
transmission	discovery-learning
individual learning	collaborative learning
extrinsic motivation	intrinsic motivation
theoretical	practical learning
other	

Explain if and why you prefer a teaching approach above another?

What do you consider when *deciding* on the teaching methodology in your discipline?

Section 4. Future in Higher Education (colour coded pink)

What worries you about higher education?

What are your views on the role higher education should play in society?

If I could wave my magic wand what would you like to see in the higher education sector or our own Institution in the future?

Section 5. Artefact (colour coded grey)

Have you remembered to bring an artefact that would symbol in your own mind your own academic identity? If so, can you explain why you chose...x ...and how that relates to ways of knowing and/or teaching?

Summary of Interviews

As advised by Creswell, (2008) the researcher listened to the electronic recordings several times adding commentary to the notes recorded during the interviews. Listening and additional note taking started on the day of the interview, while the conversations were fresh in the researcher's mind, and then several times afterwards the electronic audio tape was played back, often when reading the transcripts. Reflection and time in between was a necessary part of the process. The researcher needed to gain a sense of each participant before dividing up sections of the transcript, and analyzing individual transcripts by themes. The researcher was able to compare views expressed within the questionnaire with the views spoken in the interviews. This enabled determination regarding whether there were discrepancies, differences in the written compared to the oral and reflect why this may be the case. The aim was to avoid making errors to listen clearly to the participants, and their accounts of how their academic lives had been shaped.

3.8 Phase three: The Artefacts

Phase three provided participants with the opportunity to see themselves: "people use artifacts with a certain identity to express and reinforce a particular understanding about themselves" (Baumberger & Brun, 2011, p. 48). Linking closely with questions, 20 and 23 on the Survey Monkey questionnaire, participants were invited to reply to: "Can you identify any typical examples or artefacts that would demonstrate your particular disposition towards teaching?" The online survey gave examples of using group work, personal anecdotes, multimedia, ICTs, or didactic teaching, to prompt prospective interviewees to consider what they would choose to bring as an artefact to the interview and discuss in relation to their own specific academic identity. At the conclusion of each interviews, participants were asked if they had brought an artefact with them and, if so, what that was, why they brought it and how it was connected to their epistemic-pedagogic identity.

The 17 volunteers were asked what their view of identity within their academic role was. Baumberger and Brun, (2011) remark there is confusion about what identity really means and that the term often reflects a fashionable concept of society at any one time; in many cases it is difficult to determine what identity expresses. Identity comes from

the self and from the social. This study considers whatever the participants state as their own representation of their academic identity, without judgement.

3.9 Data Analysis Techniques

Data analysis commenced once all phases of data collection were completed. Although some numerical data was gained in the demographic section, the study focus was on the richness of the qualitative methodology employed (Yin, 2014). The data were analysed using theory-led inductive thematic coding. Inductive thematic coding allows important themes to emerge from data the researcher might have otherwise overlooked. Coding of qualitative data enabled the researcher to establish meaningful themes and patterns and relationships between these themes. Theory-led coding draws on existing themes that are already well-established in relevant literature (Lacey & Luff, 2001).

Coding for key aspects of academics' pedagogical and epistemic identities and to contextualise epistemic identities within the identity of the Institution was undertaken. The challenge was to remain as true as possible to participant academics' own interpretations of reality, and capture their diverse responses to neoliberal changes. At the same time the researcher was reflecting on ways in which these various perspectives could be organised. This was achieved by using the themes from empirical models derived from Perry's (1970) and King and Kitchener's (2008) Reflective Judgment Model; Mosston and Ashworth's (1970) typology of pedagogical styles; and, enveloping these, Haerle's Education Model of Personal Epistemology (2006) about epistemic climate. Using these four empirical models places key knowledge at the heart of the research analysis as touchstones upon which to base the theory-led codes, to also give integrity to the research framework. The process of gaining themes could begin, to aid analysis, in a set sequence of five iterative processes.

Iteration one: Initial Inductive Analysis

Although analysis begins at the very start of a research project, from its conception, steps are taken by the researcher, (also acting as designer), that can either hinder or help the study of the topic under investigation. Interestingly epistemology is a subject that is intrinsically considered in all research studies of this nature, as epistemology considers "how we as human beings can understand and learn about that world and especially

about the world of people” (Bazeley, 2013, p.1). Faced with the study’s aims of trying to understand the way things are and why they are that way, careful consideration was given to the neoliberalist social context of higher education. Needing to hear a variety of diverse voices meant that a sequence of strategies were considered by the researcher for data collection; however, in order to reach the maximum number of participants with ease, the questionnaire was selected as the best method of data gathering (Bryman, 2008). This bringing together of information and how this was achieved through the analysis process is discussed next.

The availability of appropriate software for data analysis determined analytical process. In this research, Nvivo 10 and Survey Monkey were the software packages used. Idea clusters were formed in each questionnaire and interview question; in Nvivo categories “of the same type” (Gibson, et al 2005, p. 1) could be coded and split into key themes. Coding here marked each segment with category names, so that each questionnaire and transcript could be summarised and coded into organised clusters. Using Nvivo 10 meant that all sources could be stored in one place and could be divided into main categories and then split further into lower categories. The main master list then could be utilised and applied to all segments for further analysis of data. The aim of itemising the data was to transform the many pages of data into meaningful categories, to then process with a view to answer the research questions at the heart of the study. Although software is useful to sort and help with organisation, it is the researcher who makes meaning and ascertains the findings (Thorne, 2006). Table 3.2 depicts the four main constructs as headings, with themes and the initial overview with colour codes and links to the questionnaire and interview schedule after two months of reflection and reading called *iterative process one*.

Table 3.2: *Iterative Process one*

<p>1. Academic Identity (Yellow)</p> <p>Significant Changes in HE (Q16) (*First SECTION in interview) Changes within role (*First SECTION in interview) Effect and affect (Q17) (*First SECTION in interview) Influences (*First SECTION in interview) Highs and lows (*First SECTION in interview)</p> <p>Experiences (*First SECTION in interview) Evolution (*First SECTION in interview) Adaption (*First SECTION in interview) Workload (*First SECTION in interview) Pressures (*First SECTION in interview) Relationships with others (*First SECTION in interview)</p> <p>Trust (*First SECTION in interview) Management (*First SECTION in interview)</p> <p>Personal vision (*Last Question in interview) (Grey)</p> <p>Role and purpose of HE (*Last Question in interview)</p> <p>2. Personal epistemology (Green) WAYS OF KNOWING</p> <p>Own description of PE inc. perceptions (Q18) (*Second SECTION in interview) Most valued in HE (Q18) (*Second SECTION in interview) Beliefs (Q18) Values (Q18)</p> <p>Incorporation of PE (Q18) Meanings of knowledge (Q18/19) Reason (Q18–20)</p> <p>Artefact (Q20) (*Last Question in interview) (Grey)</p> <p>3. Pedagogy (Blue) WAYS OF TEACHING</p> <p>Own description of Pedagogy inc. perceptions (Q21) (Aqua) Most valued in HE (Q22) (*Third SECTION in interview) Beliefs (Q22) Values (Q22) Incorporation of pedagogy (Q21 and Q22) Teaching methodology meanings (choice) (Q21 and Q22) Reason (Q21 and Q22)</p> <p>Artefact (Q23) (*Last Question in interview) (Grey)</p>

4. Neoliberalism (Pink)

Politics (Q14)

Global (Q14)

Aotearoa/New Zealand (Q14)

Institution (Q14) (*Fourth SECTION in interview)

Characteristics of HE and Institution (Q14) (*First questions in interview)

(Yellow)

Strategies (*First questions in interview)

Policies (*First SECTION in interview)

Corporatisation (*First SECTION in interview)

Branding (*First SECTION in interview)

Marketing (*First SECTION in interview)

Students (Q14)

Rigidification (Q14)

Administration (Q14)

Emphasis on: Efts (Q14)

Finances/research/ teaching (Q14)

Impacts (Q14/15) (*First SECTION in interview) (Yellow)

Ethos (Q14/16)

Environment (Q14/15)

Culture (Q14/15) (*First SECTION in interview)

Effect (Q17) (*First SECTION in interview)

Affect (Q17) (*First SECTION in interview)

Future (*Interview last section) (Grey)

Role of Higher Education in society (*Interview last section)

Once the researcher was familiar with the transcripts and coding began some areas were found to be quite straightforward to categorise, whilst others were more complex and took more time such as when the narratives fell into two or more categories. The content often posed reflective moments for the researcher. If the interviewee had mentioned, for example, workload (section one of the interview schedule), did this mean that they were passionate about it, was it important to them, or did the way the questions were posed mean this point came up several times? Although, a chain of evidence is revealed in the data, these are devoid of analytical meaning without the framing of the theoretical modelling behind this study.

The researcher was conscious that any emphasis given to one section or the number of times a code came up did not necessarily mean this matter was more important than a matter that was discussed once. What was *not* being said was also a consideration. Comparisons became an opportunity to delve deeper into these data for what was not said but inferred. Diagrams were designed in NVivo, providing useful visual aids as to how the themes were emerging.

Critical realism was chosen deliberately as a philosophy in the social sciences that “attempts to understand and investigate causation” (Bazeley, 2013, p. 21). Keeping in mind the critical realism paradigm for this research study, the researcher acknowledged that what is said and written often reflects not empirical reality but an overwhelming need to observe and understand the world from one person’s subjective view.

Iteration two: Initial Theory-led Analysis

Figure 3.1, iterative process two, show that more than 20 descriptors emerged on academic identity with two sub-categories on personal epistemology and pedagogy. Participants’ own descriptions of pedagogic constructs used terms such as *transmission*, *constructivist*, and *student-centred* showing ways of teaching, which in turn could be related to the themes from the theoretical models. Many participants did mention the higher education context as a specific factor connected to epistemic climate and epistemic drift.

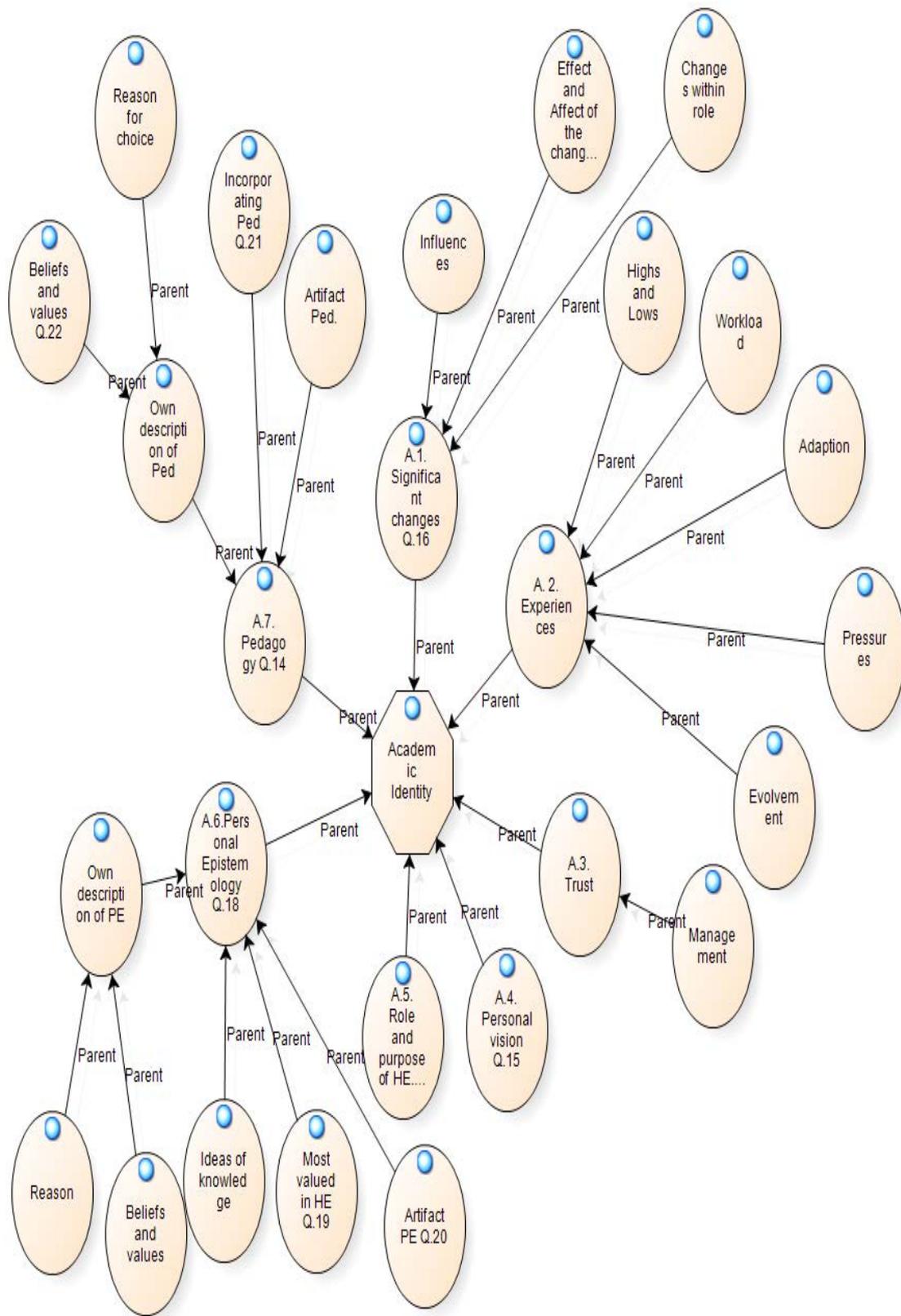


Figure 3.2: Iterative Process two

Iteration three: Coding Comparisons

The third iteration was a comparison using this same process of assigning codes and subjects between the pages of questionnaire data and the transcripts. Although the researcher did not intend to conduct a comparative research study, it was useful to compare the completed survey questionnaires with the 17 interview transcripts to seek what these 17 did or did not say, or were happy to write in the survey questionnaire, and perhaps not discussed with the researcher.

Iteration four: Analysis Similarities and Links

The fourth iteration was to look across the codes created in NVivo for both the survey questionnaire and interview responses to see similarities and links. Were there any particularly strong themes that kept coming out from all interviewees, and if so, were these connected to epistemic ways of knowing and/or teaching, or influenced or affected by neoliberalism? Or were these constructs mentioned primarily because of the way the interview was conducted, or what the participants were comfortable to talk about?

Table 3.3 columns:

1. The main constructs, sub themes and colour codes in the first column;
2. The questions from Survey Monkey 'SM Q', in the second column;
3. Where the source came from in column three 'Sources,' in the third column;
4. The actual number of 'References,' in the fourth column;
5. 'Linked to Research Questions,' in the fifth column

Table 3.3: *Iterative Process four*

1.Name	2.SM Q	3.Sources	4.References	5.Linked to RQ
Academic Identity (yellow)		6	20	
A.1. Significant changes	16	10	16	1-3
Effect /Affect of the changes	17	8	18	1-3
Influences		10	18	1-3
Changes within role		12	21	1-3
A. 2. Experiences		12	32	1-3
Highs and Lows		8	12	1-3
Workload		12	29	1-3
Pressures		13	40	1-3
Evolvement		11	16	1-3
Adaption		9	15	1-3
A.3. Trust		9	20	4
Management		13	28	4
A.4. Personal vision	15	13	29	4
A.5. Role and purpose of HE	15	2	3	4
A.6. Personal Epistemology (green)	18	12	41	2
Artefact PE	20	8	12	2
Most valued in HE	19	5	9	2
Ideas of knowledge		11	26	2
Own description of PE		9	16	2
Reason		2	2	2
Beliefs and values		4	7	2
A.7. Pedagogy (aqua)	14	12	32	2
Artefact Ped.		5	5	2
Incorporating Ped.	21	9	23	2
Own description of Ped.		14	35	2
Beliefs and values	22	6	12	2
Reason for choice		2	4	2
		3	3	3
Neoliberal Environment (pink)				

B.6. Future of HE		12	31	3
B.5. Financial		11	29	3
B.4. Ethos, culture, environment	14	15	45	3
Affect and Effect		4	7	3
B.3. Students	13	13	27	3
EFTS emphasis		9	17	3
B.2. Institution		15	37	3
Characteristics of HE		3	3	3
Expectations		2	2	3
Corporatisation		9	13	3
Rigidification		9	11	3
Administration	14	11	28	3
Marketing and Branding		8	10	3
Strategies and Policies		15	36	3
B.1. Global		5	10	3
AOTEAROA/NEW ZEALAND		9	17	3
Impacts		5	6	3
Politics and govt		8	18	3

Iteration five: Synthesising Data into a Developing Conceptual Model

The research was informed by interrelated theory from the empirical models. This in turn contributed various inter connected themes to the research study (Figure 1.1), to be used in the analysis process. Perry's Model of Epistemological Development (1970), King and Kitchener's Model (2008) and Mosston and Ashworth's Typology of Pedagogical Styles (1990) were chosen since they explicitly address the epistemological thematic content used in this educational study.

The final iteration of analysis attempted to synthesise data, matching empirical evidence as qualitative data with the study's model, developed from theoretical models into an overarching conceptual summary model. Figure 3.3 locates individual dispositions of the stance of knowing and teaching in relation to the neoliberalisation of higher education, with the outer curve illustrative as to where academics' views and experiences *may* indicate they could be positioned in the quadrants. However the purpose of the study was **not** to simply categorise or group academics into the conceptual model but understand and provide a new lens for future direction in higher

education using themes from literature to analyse data and to represent and interpret academics' diverse voices.

The synthesis of a conceptual model (Figure 3.2) may be seen in this research as reductivist, and the vignettes may be seen as inductive, contextualised and narrative, with the two complementing each other and aiding the process of answering the research questions. Involving participants throughout the research process and allowing them, if they so wished, to critique the vignettes meant that participants were involved in the entire cycle of research, with their input aiding understanding of where neoliberalism lays from their perspective within higher education as the added curve in Figure 3.3 for consideration.

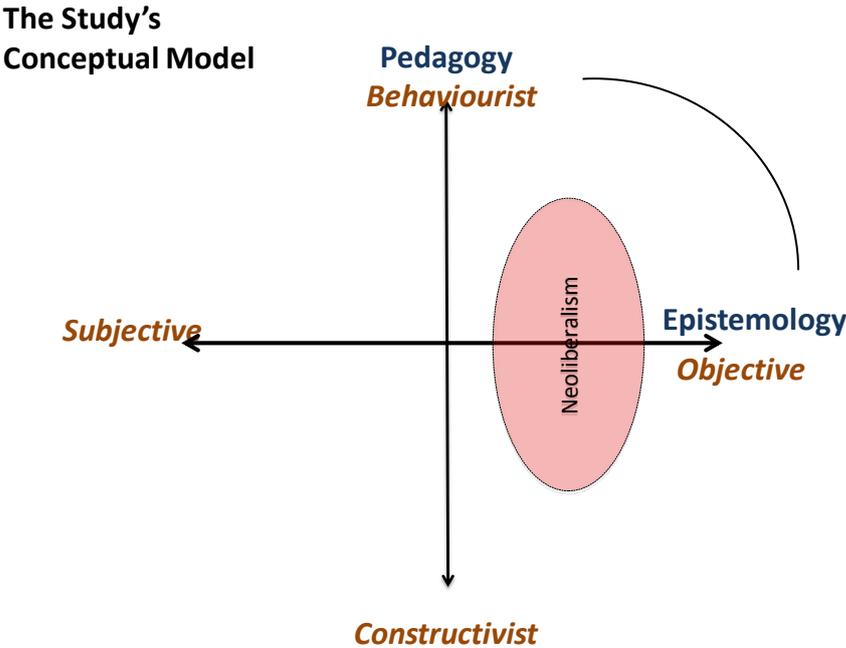


Figure 3.3: Iterative Process five

3.10 Triangulation

Chapter three has described the methodology for this study which adopted a qualitative approach, a critical realist enquiry in an ethnographic case study. The study gathered data by exploring as a preliminary stage Institutional documents from four teaching and learning strategies, primarily to gain an understanding and feel, of epistemic climate

within the Institution. Next, the four phases of data collection commenced, with the questionnaire, interviews and artefacts, providing triangulation and a robustness to the study (Yin, 2014). Data were analysed in line with a critical realism paradigm allowing all input from the academics to be viewed as of equal importance. Codes were developed from empirical models and themes generated and an iterative process of seeking meaning ensued. In total data represented 676 pages made up from questionnaires and transcripts and also 120 pages from the documents explored that provided the essentials for answering the research questions. Figure 3.4 depicts three phases of data collection connected to themes from literature gained thus providing a theoretical foundation.

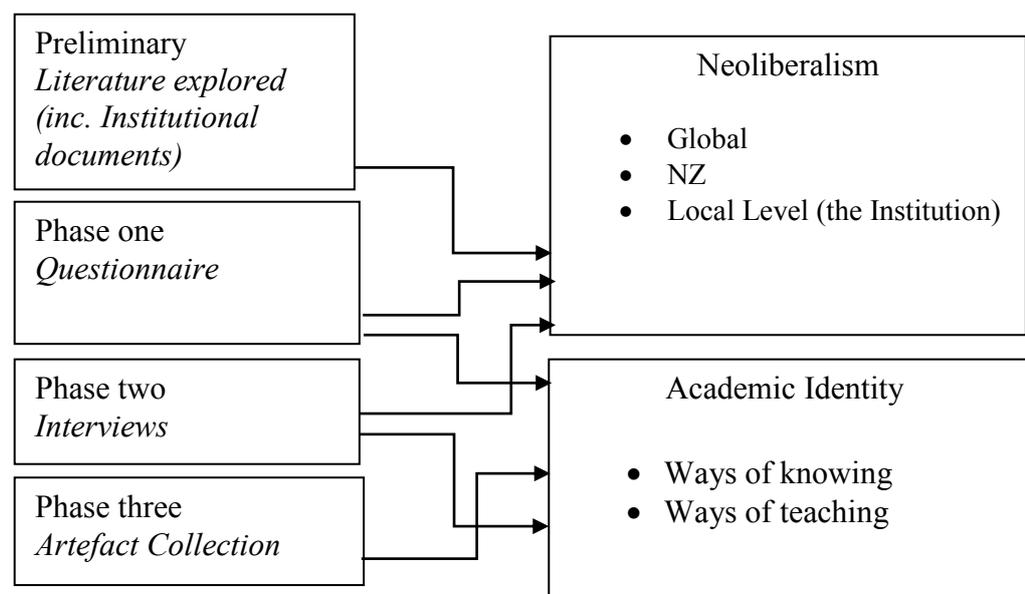


Figure 3.4: *Visual Summary of Data Collection*

3.11 Conclusion

Throughout this chapter the research design has been described, justified and critiqued. Within qualitative research, findings from the discussion can ensue after the iterative design has been formulated, “that allows researchers to use preliminary discoveries to guide subsequent data collection and analysis” (Namey, & Trotter, 2014, p.445). This research study has done just that, followed an iterative design using the literature review to provide preliminary discoveries to guide the research framework. This research

design contains source data in the “form of narrative, text, or images are itself qualitative” (Namey, & Trotter, 2014, p.445). The collection of data of this type can seem difficult to make sense of. Yin (2014), describes ‘analytical generalisation’ when talking about a qualitative study. Key to this is finding out how findings overlap and contrast with previous research, giving the study a robustness and rigour. However, Fowler (2002) reminds us that self-reporting voluntary surveys and interview responses can impact the significance of results because of a certain degree of preconception. This does not make the results invalid; on the contrary a richness of data comes out of qualitative research, as seen in the next chapter whilst maintaining awareness and understanding of variables used within qualitative data collection techniques.

CHAPTER FOUR: ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents the study's findings around constructs relating to the research questions on neoliberalism, academic identity, epistemic and pedagogic identity. Within these constructs and in order to drill down further in what otherwise would be huge topics as individual constructs, the pedagogic - epistemic spectrum within the study's conceptual model frames the analysis and results. This chapter commences with an analysis of the Survey Monkey questionnaire data. The survey consisted of 23 questions. Seventy participants responded to the questionnaire on Survey Monkey over a three month time frame (August 2013 to October 2013). The process of completing questionnaires on Survey Monkey formed phase one of the data collection. The 17 interviews formed the next phase of the data collection, with data were collected from 17 participants. The participants had already completed the questionnaires and who were interviewed by the researcher using open, semi-structured single interviews from September 2013 to November 2013. This is followed by an analysis of the artefacts that participants brought to interview. The chapter concludes with discussion of the conceptual model.

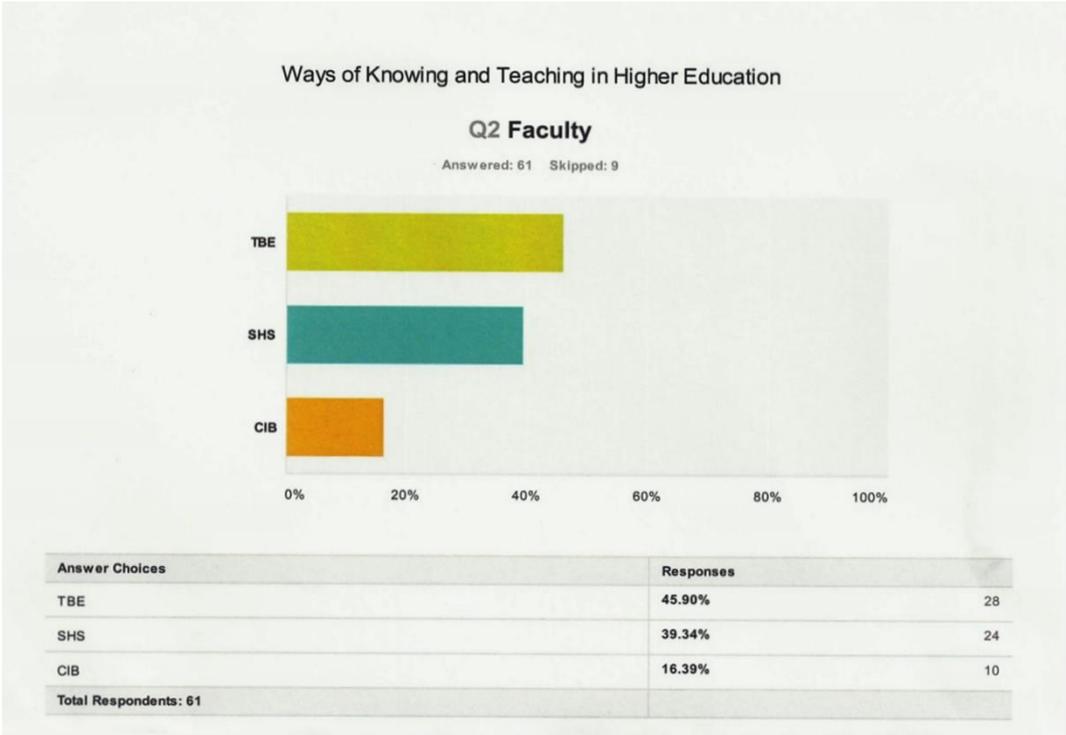
4.1 Phase one: The Survey Questionnaire

The first section presents demographic data on the participants. There were 70 academics in total participating in completing the questionnaire from all three Faculties. A range of statistical data is gained in questions 1- 13, on role positions, sex, ages, experiences and qualifications. All responses were voluntary, roles, positions, etc. were not predetermined.

In question 1, 4 participants did not fill in this question. 66 academics gave their Institutional positions: 1 professor, 5 associate professors, 13 senior lecturers, 41 lecturers and 6 tutors. These roles were sought in the study to obtain understanding of the way things are.

An analysis of the demographics of the participants indicates there are a range of participants' representative of different facilities. The largest Faculty is Trades and the large size of this Faculty is reflected with participant numbers accounting for almost 45.90% of participants (n=28) having completed the questionnaire. The smallest Faculty is Creative Industries and Business with 16.39% of participants (n=10) coming from this area and the middle size Faculty is Social and Health Science, which accounted for approximately 39.34% of participants (n=24). The total that completed this question is 61 participants. But, although the percentage total makes up over 100% (46% + 16% + 40% = 102) some academics work across Faculties not in one Faculty alone, therefore completed more than one answer choice. The Table 4.1 refers to question 2 and acts as an actual visual representation of the numerical data.

Table 4.1. *Distribution by Faculty*



There were a total of 67 responses to this question out of a possible 70 probing further as to drilling down further as to where each department each worked, for question 3. The responses showed that all three Faculties participated plus support departments, such as the Library, Pacific, Māori, Centre for Teaching and Learning and Academic Development. The participants came from the following departments: Education,

(n=11); and Natural Sciences, (n=1), Social Practice, (n=2), Community Health Practice, (n=3), Languages, (n=3), Foundation Studies, (n=4), Design, (n=2), Computing, (n=1), Marketing, (n=4) Business, (n=5) Osteopathy, (n=2), Electrotechnology, (n=6) Construction, (n=7), Transport, (n=3), Boatbuilding, (n=1), Design, (n=1) Civil Engineering, (n=3) Landscape Architecture, (n=1) Gas Fitting, Plumbing, and Marine Transport, (n=7).

There were a total of 63 responses out of a possible 70 exploring teaching and administrative responsibilities for question 4. Responses ranged from Programme Leader to teaching and curriculum leader, academic control, teaching, clinical supervision, professor, administration responsibilities, lecturing and research project, theory and practical teacher, Head of Departments (HoD) on committees, teaching undergrad courses, tutor, now lecturing was HoD, workplace coordinator, supervising, information literacy teaching, teaching and learning consultant, advisor, course coordinator, member of leadership team. 80% of participants had had more than five years' teaching experience, (Table 4.2).

Table 4.2: *Teaching Experience*

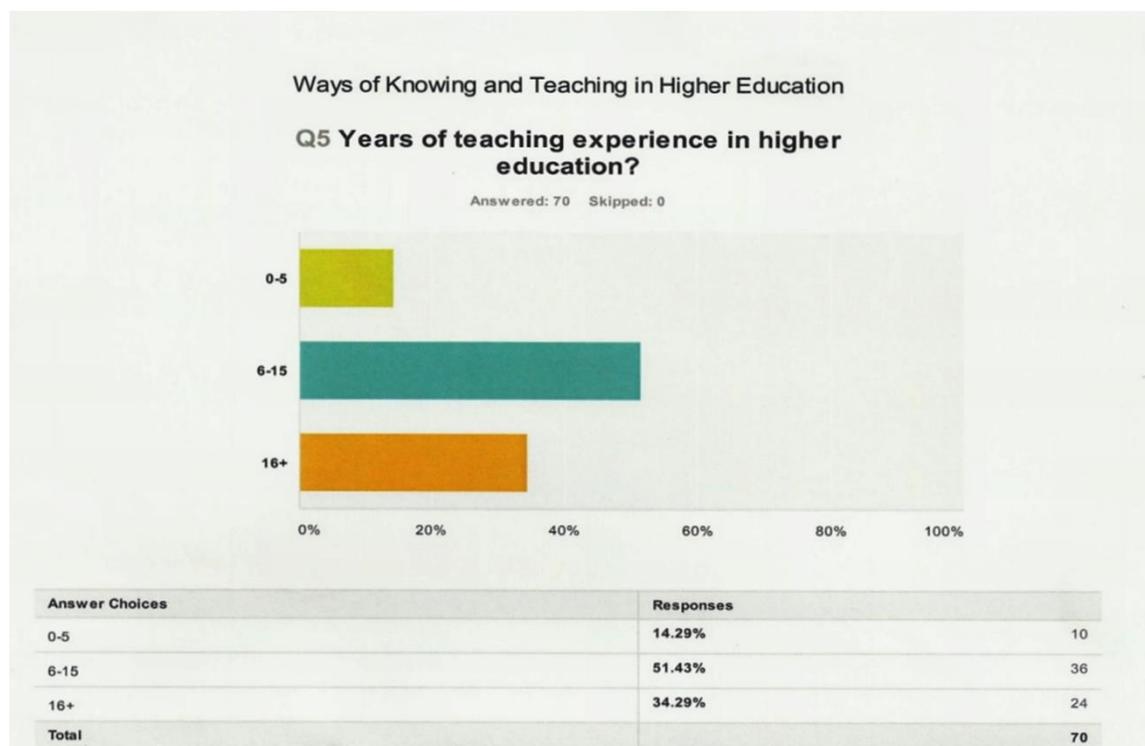


Table 4.3 shows participants were mostly full-time staff, with 67 participants. Table 4.4 reveals participants were 44% female to 54% male. Table 4.5 shows the Institution has an older population, which the researcher can verify is not an anomaly, with 72% of participants in the 46-60 age band.

Table 4.3: *Part time or full time employed*

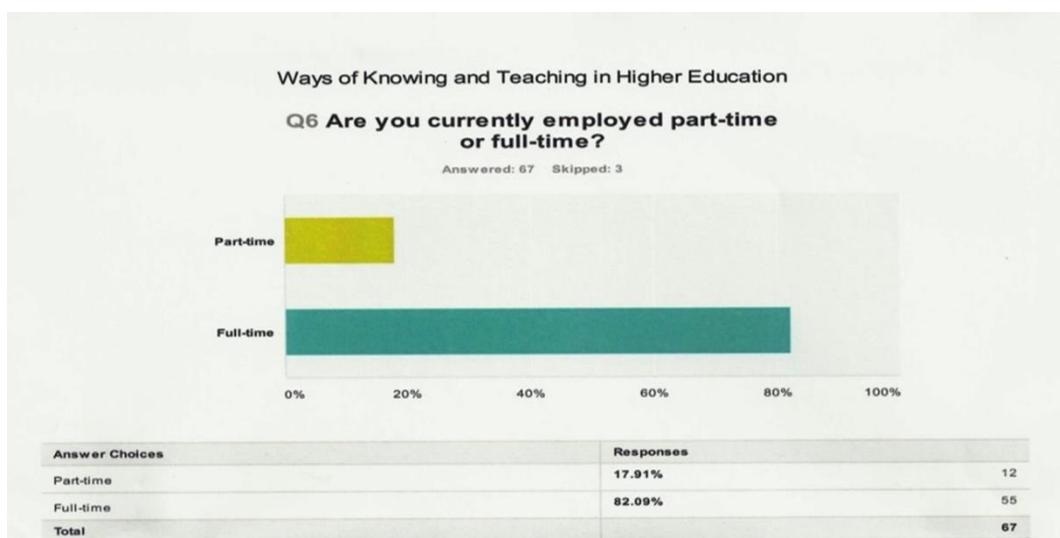


Table 4.4: *Gender*

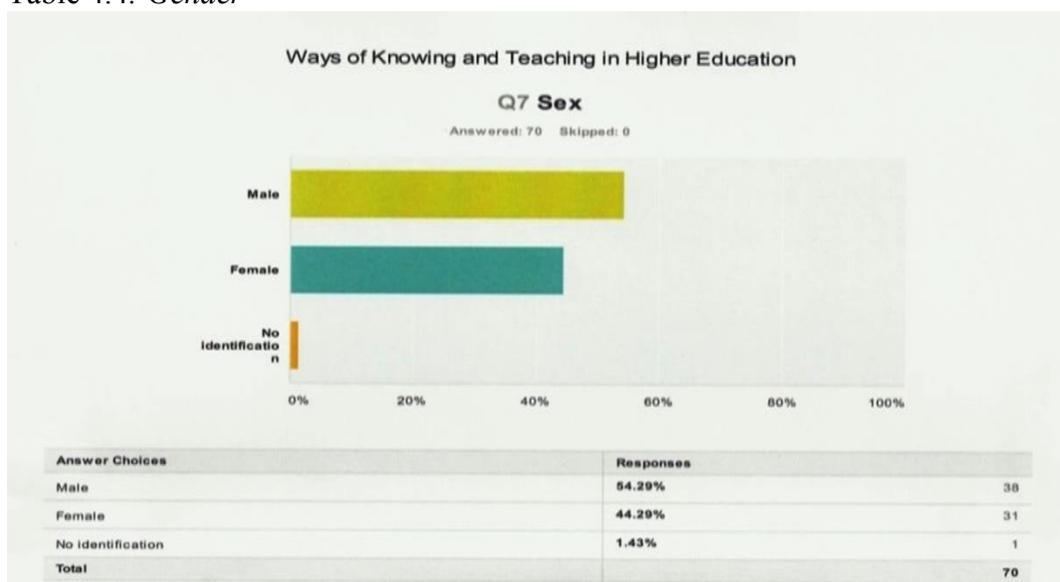
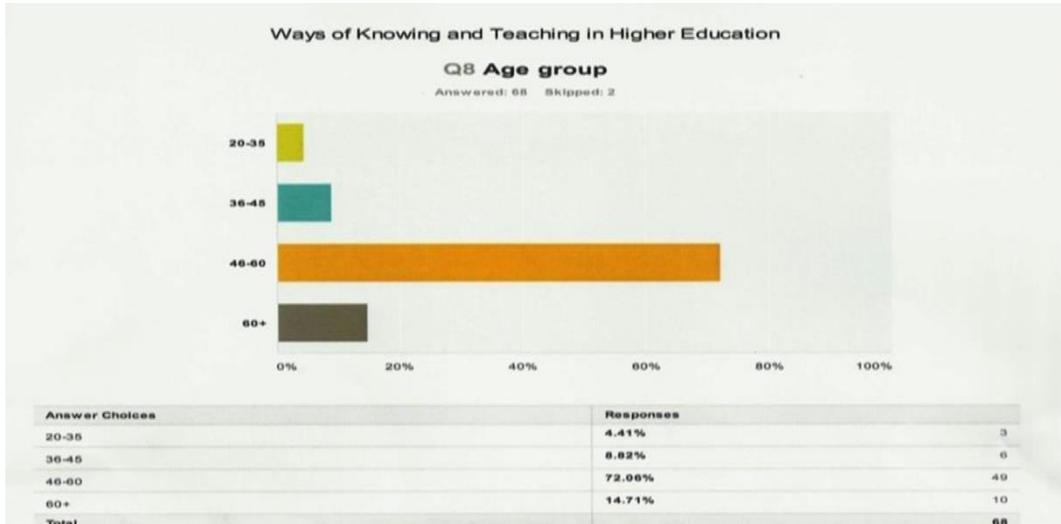
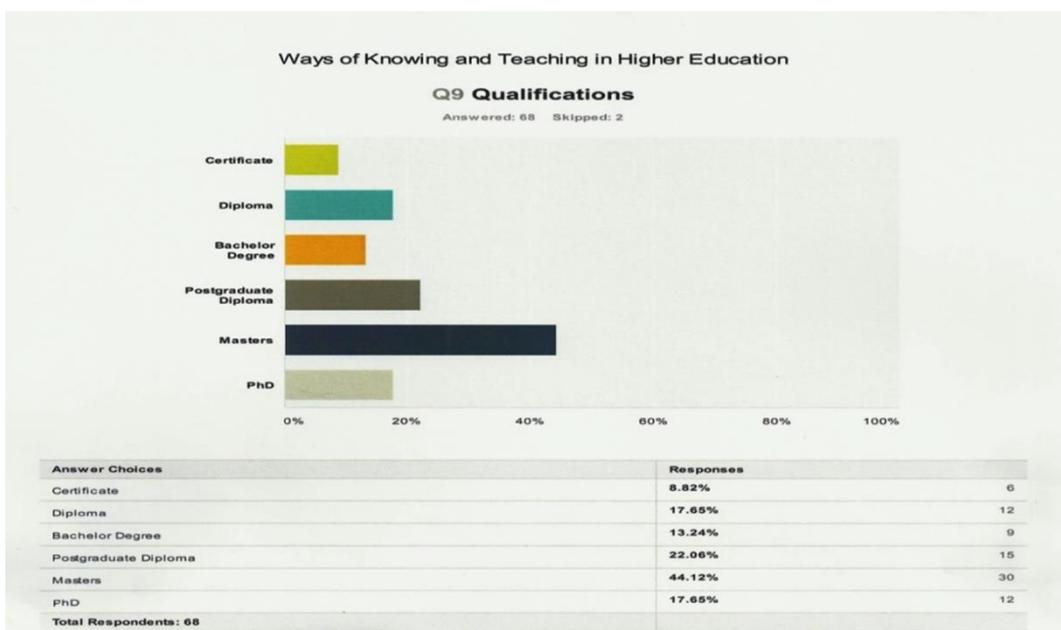


Table 4.5. Age group



The range of qualifications of 68 participants is depicted in Table 4.6. Twelve participants had Doctor of Philosophy and thirty Master's qualifications, which is the qualification the majority of participants had completed.

Table 4.6: Qualifications



Question 10 asked for the earliest year of graduation for the highest degree. This question elicited 67 responses, 3 abstained. The earliest date given for the highest degree gained was 1967 and the latest 2013. The most frequently cited date was 2003, (n= 26) with a spread from participants of 1967 to 2013.

Question 11 asked participants where their qualifications were gained. The main response from the 67 who answered this question were qualifications predominantly from the Institution that forms the site of the study, (n=21); Aotearoa/New Zealand Institutions not specifically named, (n=6); Massey University, (n=9); University of Auckland, (n=19) plus overseas institutions as follows: Tampere University (n=1), University of Western Sydney (n=1), Brighton University (n=1), University of Wollongong (n=1), University College Dublin (n=1), and Queen's University Belfast (n=1), Vaal Triangle (n=1), Bolton Institute of Higher Education (n=1), University of Technology Sydney (n=2), Charles Stuart University (n=1), and Royal Melbourne Institute of Technology (n=1).

Question 12 asked for previous institutions where employed, 62 answered this and 8 chose not to respond to the question. Aotearoa/New Zealand institutions were dominant (n= 44), but also: Australian universities (n=10), 'in the real world' (n=1), Trinity College Dublin (n=1), Fiji National University (n=1), and with the Aotearoa/New Zealand government (n=1), 'previously a plumbing contractor (n=1), School of Art (n=1), and The Auckland Department of Health Board (n=1), 'in industry'(n=1).

Question 13, inquired 'how would you identify yourself on your own terms (e.g. ethnicity)?' There were 68 responses. The self identity of participants responses were noted in order of frequency were, 'kiwi,' or '*pakeha*' 32%,(n=22), and the remaining responses were 'Aotearoa/New Zealand European' 60%, (n=40), and 'Pacific Islander,' 'Celtic,' 'Australian born,' 'Samoan,' 'Irish,' 'half caste,' and 'Māori' (n=6). To non-New Zealanders there may be little difference or no difference between specific Pacific Islands and Aotearoa/New Zealand European and some of the identities stated, but for those that live here, there is, with the strong cultural identity the country has.

Section 1, Questions 1-13 revealed demographic information to ascertain what the cross sections of distribution of various diverse voices were. The median range of replies, demonstrates a good overall response rate, (n= 66) for this section. The next section begins the analyses of responses to the open questions starting with a section on higher education. For questions were posed in this section to gain a general understanding of the academic environment and participants diverse responses to these questions on their work

Section 2: The nature of Higher Education

Sixty four participants filled in the Question 14 and 6 skipped this. A sample of responses without any changes (including uncorrected spelling mistakes) for Questions 14-23 are deliberately placed within the sections below, though by convention questionnaire data are often placed within appendices. The first question required participants ‘to characterise the higher education environment in which they worked.’ This question relates to higher education and academics’ recent experience of it in the last three years. Although the comments and analysis are not an exact science, the excerpts (in italics below) from participants have been sorted into the categories from the themes gained through the development of the study’s conceptual model seen in bold headings below. Of course some responses did fall into two or more categories.

The literature review explored research in higher education within the neoliberal context under three categories, global, national and Institutional. The data in the form of quotes here in italics echoes, parallels and reiterates much of the published and extant literature. Participants’ characterisations of higher education elicited either a world view, or a national view or a more local view, an Institutional perspective. Each category contains the direct quotes in italics from participants followed by researchers’ interpretation and summary of this data after each section on how the participants characterised the higher education environment in which they work.

Comments on *Global* educational changes and neoliberalism and issues relating to the changes

Education is xxxxed [descriptive expletive] in all western worlds.

Education here is no different to anywhere else in the world higher education is

suffering big time because of GFC.

High stress. Bottom of heap where many people THINK they have some power to direct me to comply with...stuff, but it is the same overseas, it's the nature of education today.

In line with the literature that discusses education changes and the phenomenon of globalisation (Clegg, 2008; Henkel, 2005), Aotearoa/New Zealand participants reported their worldview. In the main, participants' narratives indicated that academics working in HEIs Aotearoa/New Zealand were experiencing similar changes as academics in other HEIs worldwide due in part to the neoliberal effect of globalisation. High on their priority were the increased stress levels being felt due to globalisation and the impact of financial changes within western society. The literature review parallels these findings with Henkel (2010), stating "all these developments – massification, universalism, neoliberalism, new public management and globalisation brought various forms of external regulation, a new phenomenon for many institutions, and a greatly enhanced burden for others" (p.5). We know too large changes have had a strong influence on academics' beliefs and practices (Shore, 2010).

Comments on Aotearoa/New Zealand neoliberalism including politics

There is too much politics in the decision making and many people play games, not just on behalf of their unit but on behalf of themselves.

This is a big question! We try really hard to be student centred but this is becoming increasingly difficult due to the business agenda at work in higher education in New Zealand (and elsewhere). Political constraints are felt daily.

Being a small country neoliberalism is easier to let happen.

Participants reported issues which are aligned with discussions regarding education changes within the neoliberal context within Aotearoa/New Zealand and its connection to politics (Dougan, 2014; MOE, 2013b). The influence of the political agenda on HEIs was clarified and discussed through a myriad of viewpoints.

Comments from a Local perspective of neoliberalism and within the Institution utilised in this study

I feeling of loss of control, loss of voice, and loss of connection with the organisation.

One aspect of education that is new is the rise of the public relations aspect of education. In this activity only good messages go out to the public, and only good messages go up the chain of command. Because of this education, as an activity has lost its role as problem solvers. They used to be the conduits and connectors for solving society's big problems, now the culture is to hide problems and so they cannot be openly discussed or solved. Anton Blank, the executive director of Māori welfare organisation Ririk says Glenn does not understand the industry of research. "Industry"??? I have a real problem with this, I think this sums up what is going wrong. Education is now a business and not a public good.

Management that places barriers to developmental learning. The ageing Institutional buildings destined for??? Never quite updated effectively in order to fully catch up with new order learning/need

The environment in which I currently work is increasingly "corporatised" by the neo Liberalists. Education is no longer for the public good, and a charitable/not for profit endeavour, it is a business. Students are customers, rather than learners. Teachers are human resources, rather than enablers, coaches and mentors.

As with other research (Becher & Trowler, 2001; Davies & Petersen, 2005a; Henkel, 2005) that investigates education changes and the phenomenon of neoliberalism within HEI, Aotearoa/New Zealand participants' raise issues which demonstrate a state of hopelessness and stress associated with their lived experiences.

Description of the *epistemic climate and the neoliberal effect*

CHALLENGING - In creating the environment with tools to achieve a high standard of learning and success.

Business and outcome focused.

Increasingly dominated by a managerial paradigm. The commodification of education in full steam ahead mode.

The neoliberal effect is described by a characterisation of higher education as a commodifying (Patrick, 2013) of education and the acceptance of education being a product for consumers (students); marketisation of knowledge; massification and internationalisation-“education no different to a sausage factory.” Aotearoa/New Zealand participants also felt this way as indicated by their commentary. These emerging issues align with epistemic drift (Elzinga, 1985) as discussed in the literature

review chapter 2.

Description of *Rigidification* in the Higher Education

The environment is generally unpleasant due to constant reviews, leading to redundancies. This means that there is a lack of certainty, leading to a lack of commitment at times. There is certainly very little support for "the latest bright idea" which is constantly dropped out - only if it can lead to savings. The ethos is money oriented as opposed to being education focused. As educators this ethos leads to a lack of pride in the Institution.

Motivated students, teaching backed by current industry practice and research and hindered by bureaucratic machine and facilities.

The constraints participants depicted regarding the rigidified environment are strongly articulated in this commentary. These viewpoints are reported in studies conducted by Furedi, (2012) and Moreau (2012). Autonomy for ways of knowing and ways of teaching has become an issue for academics because of the rigidification of HEIs. This was evidence with the academics in this study when they discussed the constricting environmental changes impacting their ways of teaching.

***Administration* intrusions and associated unwanted changes in Higher Education**

Administration- Overly complicated and inefficient and less than conducive to happy student relations work environment.

Administrators are more valuable to the organisation than educators, and consequently there is a rise in the education manager, who has more control, power and influence in the organisations than educators. There is no balancing of power, and in the corporate model the professional educator's voice is largely silenced. The work environment has changed dramatically over 30 years. In the past the creativity, enterprise and energy of teachers was highly valued. There was a big emphasis on team work and collective outcomes from departments and teams. The current environment is largely individualistic. I would say competitive, but in fact I do not see many competitive teams, what I do see is large numbers of disaffected staff in both teaching and administration. Administration is too complicated. I think the systems are not well connected enough or not working otherwise properly and therefore there is a lot of manual work and duplication. Working environment offers me opportunities to discuss my subject area

and teaching with my colleagues.

Administration tasks are burgeoning. There is little consultation with staff - what there is meaningless and ignored. Senior management is too big in relation to teaching/research and increasingly corporate in its approach.

Marketing reflects the neoliberal way and the increase in admin and measuring us.

The increase of administration work was not welcomed by the participants in this study; in fact, this was strongly signposted as the main cause of the increase workloads for academics. Studies such as Fish (2009) and Olssen and Peters (2005) give examples of increased workloads and administration impacting on academics' workloads due to a neoliberal agenda specifically efficiency measures, quantification and audit practices. This is a major issue for participants, the power imbalance by administrators having more say, having more support for their roles, than the academics they are employed to support. It was clearly frustrating, "unfair and inequitable." that management was prioritising and valuing administrators more than academics.

Participants' views on the *emphasis on gaining Equivalent Full Time Students and Student Changes*

The Department has been led well, in spite the pressures on xxx, the pressures from Xxxxx, and administrative changes that have very poorly conceived and implemented. Our student/staff ratio has doubled in the last 10 years, and teaching hours per student and the assessment requirements have halved. We are now rewriting our degree as a four year programme because it can no longer be done in three (not the official reason). Overall we do our best for the students and support each other.

Our graduate students rate our teaching and our department very highly. We operate under a social justice philosophy. We have a very high commitment to Māori, Pacific Island and non-English speaking migrant students who constitute over 60% of our students. We achieve extremely good results with such students, probably the best in xxxx. We have no exams and put a lot of emphasis on self-reflective, experiential learning processes. Our impression of senior management is that it does not value the work we do or support our pedagogy. We are tolerated because our EFTs are growing and our student success rate is high.

Student population is very versatile (age, ethnicity, religion, language etc).

Preparing students to develop skills to obtain employment.

Increasing demands from students and the increased need for standardisation across the whole Institution (Berry, 2008) in higher education is reported as an issue. The massification push (Henkel, 2010) is depicted by participants indicating that the description of neoliberalism is in full swing within this Institution. Academics are doing the best they can for the students despite the environmental challenges facing them.

Changes with a focus on *Finances/money*

Neo liberal agenda in place in Xxxxx precludes students' needs being a priority of senior leadership, quality of education is compromised constantly too to fund the salaries, bonus and perks of senior leadership whose egos and bullying behaviour jeopardizes staff morale. This impacts on the teaching staffs ability to effectively engage with education delivery.

Participant concerns indicate that, to some degree, managerialism (Caffentiz, 2004) is impacted by epistemic drift (Elzinga, 1985), because value for money (Henkel, 2005) as reported here within this Aotearoa/New Zealand Institution has become a priority. This is a familiar story in the higher education literature that many participants see a tick box process linked to funding and a need to ensure value for money in relation to measureable outcomes (Clegg, 2014) with the reason given for a focus on finances is “efficiencies” (Davies & McGoey, 2012, p. 71) due to a financially driven higher education system. This is a significant change in the neoliberal environment, value and money has become not only an emphasis but one of the most considered aspects of any policy, strategy or consideration within the Institution.

Stresses associated with completing *Research*

Research time limited. Research informed as tutors but not given correct training to develop skills towards “action research” outcomes. Feel looked down upon in academic circles as ‘second cousins’ not worthy of true research. An area I find frightening and a real weak point in my ability. Not keen to explore.

Would leave job if forced to undertake in any large amount of any more crap, even though I need the salary.

Research is an activity to support commercial interests.

This year I have been lucky to attend two conferences (one international, one

Australasian), but overall research is not supported well enough and people are not encouraged/given the opportunities to do research.

In xx we feel our teaching work is undervalued in relation to other depts. We are expected to do research but given NO time allowance for it!

Today the epistemic pressures (Hearle, 2006) are experienced by participants, to perform especially in the realms of research outputs. The consumption of accreditation practices (Caffentzis, 2004) means the neoliberal environment worldview is as pervasive in this study site in Aotearoa/New Zealand as it is elsewhere. An emerging issue here is no time, pressure is increased to do research, but only as higher education is “a money making activity” not for any other reasons. Increasing pressures to engage with research combined with growing workload demands has taken its toll on the academics, more so since research is perceived as important not because research itself is vital to create new knowledge but because research publications brings in a lot of money and status for the Institution from the New Zealand government.

Views on Teaching

Teaching is a service delivery rather than a life changing experience.

Teaching and student alignment has a strong vocational focus, emphasis on meeting the needs of industry and delivering work-ready students. Research is given lip service, and achievements in research are well publicised, but it is poorly supported in practical terms. There is a great deal of inertia in the system so although there is a lot of noise about new technologies and approaches in teaching and learning, change is slow to happen. In particular this is down to workloads that mean there is only time to keep the system running for teaching and administration, and staff, whether enthusiastic or otherwise, does not have the time or resources to put innovations or developments into practice.

We are sausage factory workers, churning them out to consumer’s requirements, teaching, we just get on and do it the easiest way not the best way, as we have no time!

These responses are very similar by those reported by Fish (2009) in a New York Times article in that academia “now narrows itself in terms that are more instrumental, commercial and practical.” The description of a sausage factory and turning out students is used several times by participants, therefore significant in depicting the impact of

neoliberalised state and highlights the issues that teaching brings, performativity and producing a commodified product to be consumed by the purchaser, the student. This aligns with a review of the literature discussed in chapter 2 whereby higher education institutes who advocate for the ‘absolutist’ teacher may view knowledge as black or white and who may believe teaching is about depositing knowledge (teachers are the professionals and students are to respect the font of knowledge and all espousals from the lecturer). This ties with stages 1-3 in the King and Kitchener (1994) study and the first stage of Perry’s model (1970); while “evaluativist teachers promote learning activities” as constructivists and their students are expected to be “able to justify their knowledge” (Feucht & Bendixen, 2010, p. 7).

Description of the *Ethos* in Higher Education

Like a business. Xxxxx is becoming like a sausage factory. There is also constant instability and restructure

Very stressful with constant change; academic voices not heard; main emphasis on money and not the quality that we offer and what we are really about that is getting our students an education that will help them in life; very busy; emphasis on public not on what happens in the classroom, fudging assessments happening, so success and retention looks good; dishonesty and lack of discern around me; backbiting and two faced colleagues all wanting to get on and totally embracing one thing only their own agenda; administration increasing constantly; work environment negative atmosphere; more meetings; less time for students.

It used to be focused and dedicated to students. We have a new HoD who is clearly inexperienced and unable to relate to staff in any way. The direction that the Department is now heading is at odds with employers’ expectations and is not focused on students learning. I have extensive industry experience (as well as my qualification) and this is seemingly discounted as the institute appears hell bent on getting rid of any staff whom don’t hold a PhD. I know many academics who simply would not survive in the real world. Some of them in fact couldn’t do an academic forward roll without breaking their academic legs. This shift of focus away from student learning from experts is alarming to me.

Clegg (2008) gives descriptions of HEIs being competitive in its epistemic nature, very much part of the neoliberalised environment. This is certainly the case in the

Aotearoa/New Zealand Institution, with participants being well aware of the competitive nature within departments and faculties. The data shows in summarising issues about the ethos being depicted as negative, not good and lacking collegiality are all signs of the consequent of epistemic drift.

The essence of most comments is that the impact of the neoliberal environment has caused significant educational change, much of which does not make the academics' role easy in HEIs. Although literature as discussed in chapter two identifies changes in higher education environments, minimal details are available specific to the impact of these changes. This study intends to redress this gap as it reports on academics' experiences of changes, which are reported in the findings.

'Obtaining understanding of the way things are' was posed as a question to participants, who have been clear and concise in their descriptions of the neoliberal epistemic climate. Descriptions of the environment as challenging, stressful, constantly changing, like a business, like a sausage factory, service delivery, increase in measurement, all tie in with Boote and Beile's (2005) statement that understanding neoliberalism and education "will advance the importance of educational issues" (p. 11).

The role and purpose of Higher Education

Sixty two academics responded to question 15, which was posed as, 'How does this description align with your personal vision of the role and purpose of higher education? The responses were varied, however most responses concentrated on academics' description of the impact of the rapid change to them personally. Indicative responses are presented below connected to themes about neoliberalism. These narratives not only give an idea of diverse responses, but also connect to themes related to neoliberalism.

Education as a business: a corporation

I believe I think a more forward-looking approach is also important, to equip the students not just for industry today, but for the future changes that they will encounter (both in terms of practical skills such as new technology and techniques that are emerging in the industry), but also in terms of learning skills that will help them adapt to their changing roles. Currently I believe too much time is spent looking at where we/the students/the industry are now, instead of where we are going. The reverse

applies to teaching methods and innovations, where often it seems that there are changes and developments constantly waved around, so the view is always of some future destination instead of the path we need to take to get there.

For me education is a human right, not a business. I require high standards and in a new business like model I have noticed my standards getting lower and lower every year. There is a pressure to retain and pass students. We managed to develop a complaint culture where some students spend more time to find ways of pass after a complain than do the work.

Poorly – I value and use a Freirian approach... that said the more totalitarian the machine the more apparent the cracks in its efficacy and the more spaces for tracing creative lines.

Worldwide current higher education environments are generally viewed as ones where increased productivity (Fish, 2009) new public management (Henkel, 2005) and creeping domineering managerialism is felt (Becher & Trowler, 2001). These comments highlight issues that speak from the heart, views on what education is for, values and non-support for the current corporate juggernaut process. This perspective is echoed in the narratives of many academics, with commentary above highlighting potentially what could be called volatile issues.

Higher Education becoming more about *marketisation* and *commodification*

Higher education does not align with my views, in fact it absolutely does not. I am constantly being asked to compromise my values and the students learning experience..... turning education into a commodity is far from my vision of higher education.

All the Institution is interested in is branding, mottos and selling education as a commodity, its dreadful.

It is completely at odds to what was available under the previous HoD who was both a highly qualified academic AND an experienced practitioner. I have found that the support that quality lecturers wish to deliver and what "Budgets" allow them to deliver is diametrically opposed. Student focus has been forcibly diminished by using the "no budget" explanation, to the significant disadvantage of our students. It has changed my views on Xxxxx as a service provider and I worry that employers will soon start to encounter "graduates" who cannot perform, and have been delivered to them by the Xxxxx Brand - which can only decline as a quality provider in their eyes. This worries

me a lot, to the point of not wishing to take part any longer if it stays heading in this direction.

As Caffentiz (2004) pronounces marketisation is active and present in higher education; but as shown by this data, this state of affairs is not accepted by the academics in the study as morally correct. Academics' narratives clearly indicate that the push for education as a consumer product, supporting the commodification and marketization of knowledge does not have their support.

Higher Education employing managers not academics and issues on *managerialism*

I prefer University of Auckland type environment where focus is on knowledge in research and student. International perspective. It has a punitive culture. People get punished a lot for making mistakes.

It's the worst environment I have worked in the Deans haven't got a clue and are so crap they are in the habit of squashing the people below them. No one likes them, they have their own little cliques and as far as impact, we all fly under the radar and keep our head down.

My vision of the role of higher education is to create a better society (sounds quaint I know, but I am an idealist). To educate people for a full and active role as citizens in creating a more just society. This seems to be COMPLETELY at odds with the agenda of Xxxxx (and govt) which is almost entirely instrumental/vocational: about preparing people for the workforce, employing managers not academics is daft.

As evidenced by these narratives the view of the majority of participants provides consistent evidence of the impact of epistemic drift (Elzinga, 1985). Managerial descriptions given are 'not the best' leading to a 'punitive culture.' In line with Hunter (2002) these data show how higher education has changed requiring a high level of accountability that is measurable and observable. Participants were clearly against this new direction for HEIs.

Bureaucratisation of Higher Education

I am used to environment where a lot of emphasis is put on employing the right people and giving them then reasonably free hands to teach and research, trusting that they will do what they are supposed to. There has to be proper communication and collaboration between academics. There should be less politics around decision making and more emphasis on what would be best for the students, best for long run

development of the department/faculty/institute.

I feel this organisation is increasingly failing to provide our community with the education and training reasonably expected of a polytec. All it does is monitor staff and increase bureaucratic nonsense.

I believe that education will improve the person and that society as a whole will derive benefit from that improvement. But systems make it hard to achieve, especially red tape.

Berry (2008) describes productivity and efficiency as part of bureaucratisation of higher education. Participants revealed issues here, the higher education environment as ‘increasingly failing’ its traditional community role and concentrating too much on ‘bureaucratic nonsense,’ turning inwards on itself and showing less trust in its academics.

This viewpoint is further evidence of a type of disconnect whereby the academics’ own personal vision differs ethically and procedurally from that of the Institution. These data present descriptions of the neoliberal effect and the environment as one that displays a corporate mentality, with marketisation and commodification clearly happening, a knowledge economy (money) becoming its main focus, managerialism, bureaucratisation happening across the disciplines, and the knowledge economy worrying many academics. These experiences align with key theorists in the literature review, and are also reported in the conceptual model from Elzinga (1985), Haerle (2006) and Caffentiz (2004).

The experiences of change in Higher Education

Question 16 was directed towards understanding the changes occurring in the academic environment from active, experienced educationalists. All participants had to have a minimum of three years’ teaching experience to participate in this study. This question asked ‘what significant changes (if any) have you noticed in the higher education environment during your employment?’ This question elicited 65 responses with 5 participants leaving blank this question. The topics of ethos and culture of the environment were key underlying themes in the responses for this question, linked to the literature, (issues with the epistemic climate) and the conceptual model (Figure, 1.1). The sample of responses included matters connected to neoliberalism including changes in policies and bureaucracy, and changes as a result of restructuring.

Changes in policies and bureaucracy in Higher Education

There is less and less focus on the students and a cultural insipid creep where teaching staff are despised, mistrusted and devalued, I think due to the changes with policies, strategies and bureaucratic stuff that keeps the managers in a job.

Huge increase in workload. Fear prevails generously supported with top down management. Huge classes and not enough time to develop new courses, share resources ... everybody is overworked, people leaving or getting sickpolicies are not do-able, corporate legislation cannot be challenged.

More top down management fewer students come to higher education with basic life skills – e.g. Timekeeping, resilience, motivation to better themselves, listening skills etc. Teaching graduate attributes is often seen as 'not what I came here to learn' especially at the lower levels. Surface learning is seen by many as adequate to get the qualification they want, all we do is keep following procedures and policies- not allowed to question.

An increase in the environmental changes meant participants felt observed, watched over by management due in part to the new efficiency regime (Berry, 2008) necessary for a neoliberal epistemic climate (Hearle, 2006). But these are not changes that academics want; the data above makes this clear. The issues emerging are the lack of choice for academics' ways of knowing and ways of teaching.

Restructuring

Change, change and more change...often for no / little reason just for change sake it seems – no value to the change and no monitoring of seeing it to the end, to be seen to be doing...managers are so useless that you can get away with not doing much of it and quietly giving your all to students, which is my focus.

The hours I put in are between 50-60 each week when I am paid for 28. Students are less apt to be on courses now, as we take ANYONE, to get their money and keep intake up, which means more work for academics to get them through [with] staff leaving all the time, disgruntled, less collegial environment; more internationals...where do you want me to stop, the restructuring is beyond a joke!

Constant change and restructuring was mentioned several times and has been noted as 'doxa' or as an accepted part of higher education and the need for an increase in

productivity, monitoring and auditing practices. The pressures on academics continually increase and as the workload increases, the restructuring becomes “beyond a joke” because academics simply “mentally cannot cope, but continue to physically press on.” This is a major issue in this HEI, probably one of the main causes for discontent. The voice here is loud and clear but not heard within the Institution. This is parallel to findings in the work of Beck (1997) and the impact of environmental changes, described as “new modernities.” The research explored with ‘neoliberal subjects’ (Gill, 2010, p. 232) what has contributed to the institutes’ restructuring, with most agreeing the Institutes intention is good, geared towards improving success and retention rates, but there is always a tension, as it is an “us (academics) and them (management) clear division.”

Issues about bullying and management

Too many to problems to list. Biggies are mobile availability of data/ideas/knowledge tools. (I'm starting to doubt that pure knowledge can come from any external electronic devises (i-pads etc ...) without clarity being discovered in other learning environment...

Crap managers who have not got a clue, more admin, less emphasis on quality.

The higher echelons of the institute have elevated themselves beyond the 'knitting' with the result they are struggling and the reputation of the institute has lost its position which it at one time commanded.

Less student focus, more isolation of management.

Bullying and the worse kind of management tactics.

Bullying attitude from employer to force employees to move from collective agreement to individual.

The new "direction" from the Dean is in my view badly flawed. Its execution by an inexperienced HoD is scattergun and is tolerated by senior staff who are not engaged, but rather just want to "do the minimum" and go home.

There is no real incentive to perform FOR THE STUDENTS, but rather to be seen to be doing things (research that no one reads. etc) and keeping their heads below the parapet. I have recently been highly criticised by management for offering my students too much of my time, support, advice and review/feedback this staggers me as it is counter intuitive and destructive for the future outputs.

Bigger classes, more bureaucracy, more corporate bullshit. Hypocrisy from management of the sort described by George Orwell.

Unfortunately bullying was raised as an issue by many. Bullying is a significant change in the higher education environment, not read about in literature with this amount of emotion, clarity and clear articulation alongside management pressures stated as the causes of stress and disillusionment (Davies & Petersen 2005a). The culture of bullying is described whereby the disquiet that academics are experiencing can be directly linked to management styles that are inappropriate and non-productive.

Financial restraints and business focus

There is less and less money to do the job, government funding is getting smaller each year. Institutes are desperate in getting external funding, nationally and internationally. Partly because of this, the amount of 'politics' and 'games' has increased.

The amount of admin work that lecturers do has increased (did so already in Finland) i.e. lecturers do many things that admins used to do and also the number of compulsory forms and such to fill has increased. Teaching methods have changed from lecturer centred to student centred.

A dramatic shift from education-based focus to an inflexible business focus. A shift in emphasis from quality trade and vocational education and training to degree and post-graduate programmes.

Lots of mistakes in development of admin and also by senior mgt. Move toward business culture by business people.

Huge. The sense of community is gone. Students became customers. Quality is not appreciated, just being 'efficient' not effective. Quality people leaving and nobody attempting to retain them. As an academic I feel disposable and under-appreciated.

Creative thinking, attendance and participation at conferences not encouraged.

Obsession with PBRF but not attendance to quality of inputs. Collaboration gone.

That the whole process is now becoming a business and referred to as such. (Best practice American business model). Should be seen as a service to the wider community.

Value for money (Henkel, 2010) is noted as a significant change in the neoliberal environment, but in this research the evidence is clear in the last three years, value and money has become not only an emphasis but one of the most considered aspects of any policy, strategy or consideration within the Institution. Similarly, a business focus was

identified as an issue by participants as higher education becomes more competitive (Clegg, 2008) business becomes an embedded part of the culture and environment.

Descriptions of epistemic climate and drift

A problem for me is the development in online learning technology! But no money, time to implement or learn how we do it

In the classroom, much greater emphasis on activity-centred learning; flip teaching; technology in the classroom, bringing with it the intrusion of personal lives into the classroom to a much greater degree with mobile devices, especially smartphones; availability and ease of access to so much information in the internet. Outside the classroom, students taking the line that they have paid their fees so they are entitled to their qualification; more students working while studying and finding time management a major challenge.

Teaching is much more results focused (success and retention) and the element of exploring something out of curiosity has been removed.

More pressure on costs and staff-student ratios etc. Tertiary Education Commission making moves to stratify tertiary sector more effectively. PTEs picking up lower level tertiary courses.

The significant change I have noticed in my employment is my view of learning and teaching. That has been heavily influenced by the changing world, rapid advancement of technology, the focus on students rather than content.

The themes of epistemic climate and epistemic drift are informed from Hearle (2006) and Elzinga (1985) studies. Important consideration in this study is given to neoliberal ideologies and the question of educational aims. If the Institutions' educational goal is to ensure a knowledge economy (making our students into knowledge workers) an efficient neoliberal agenda may be needed. If on the other hand education is about making better democratic citizens, the agenda may need to be adapted as "all is not rosy" in the current state.

The main point of the participants' comments is on the effects of bureaucracy, corporate policies and restructuring. Issues described included bullying, "bad managers," financial cutbacks and restraints, and a business focus rather than an educational focus embraced

by the Institution and its policy documents. A vastly contradictory environment is evident here where a described environment is depicted as opposite to (for all the right intentions) statements contained within the Institutional documents (explored in chapter 2). In this study, how academics perceive these changes can be summarised simply as ‘not good.’ The managers’ capability to manage is not what many participants think it should be. The unruly and unhelpful changes are often blamed on managers and the consequences of those changes lie within a neoliberal environment. Although clearly much of what is mentioned by participants has been written about in literature, the significance of findings in this case study is the depth and breadth of experiences of the academics in the field. The emotions academics in this Institution report are their lived experiences gives rise to the *loud disquiet* description, an intensity that when you read the above, screams out at you yet in reality is a silent topic in this HEI.

Positivity and negativity in response to educational changes

Question 17 had 69 participants and 1 participant did not respond. The question asked, “How have you been affected by any changes you have experienced negatively and/or positively in the higher education environment?” There were two main categories of responses. **Affect** (personal feelings) and **effect** on academic role, the job, environment and life are both mentioned with clear descriptions of the environment’s epistemic climate and the impact of epistemic drift, emerging in these data. The literature is clear on the impact of epistemic drift and how this is felt in the higher education epistemic climate; the first analysis gives a clear description of the epistemic climate as described by heartfelt, and sometimes irritable, participant responses. The neoliberal effect as described by Haerle (2006); Elzinga (1993) and Caffentiz (2004), emerges also in these data. Question 17 gained the most feedback with participants writing more descriptive and emotional commentary, in comparison to other questions, with similarities and differences as shown. The participants’ epistemic- pedagogic identity is explicit here, with articulate but somewhat emotional input, not found at this level within other studies.

Epistemic Climate

Rollercoaster... Negatively. Really blue. Had enough Saying no to being given jobs to do as workload is ridiculous, just fly under radar as much as feasible.

Mainly negatively with the list above but positively as it has made me realise that the

students are my focus not the crap that goes on and the focus on money and budgets and spending, you would think we worked for a corporate organisation not in higher education as all our meetings are about money/budgets/efts/marketing/ branding/more money on depts. Like marketing and taking on branding manager then on us the ground staff doing the job and not having a pay increase! Just always about in the last few years increasing our student bums on seats discussion not about what is truly important that is quality and our teaching, our students, our courses, our environment, our team work.

I have had to put hold on to my main project, because there are no resources for execution. On the other hand I got a new project, because Xxxxx started collaboration with a company in India. 'Politics' and 'games' that other people play have slowed down my work considerably. Teaching is more lost many of the great initiatives I have worked on over many years to the detriment of our students, our staff, our organisation and our community. Enjoyable when you interact more with the students.

The lack of certainty regarding employment means that I'm much more prepared to move somewhere else - though I may then find that the same problem may exist there. My weekends and nights are usurped by Xxxxx work if I want to do it well. Many choose to cut corners and then it backfires!

Teaching to make profit rather than create knowledge. It is demoralising.

Not affected. Students are the focus - they are important.

Negatively as stress and uncertainty have increased resources are much harder to get. (I had to have several email exchanges and then a 20 min conversation to extract \$180 from my HOD for a reusable, and proven board game to go into a class) The move to embrace industry more closely has led to some remarkably stupid appointments (even by xxxxx s standard) which have increased cost and risk while not adding much, if any, value.

Am a single mother with four kids and a mortgage. I do my best for the students but honestly is something else came along I would jump ship. I hate having to compromise my values.

Quality of my teaching to meet bureaucratic needs- that's it.

Time is now spent on mentoring & motivating students, coaching them in the basics of their learning environment rather than engaging in meaningful conversations on related discipline subjects.

Yes. On line teaching requires more time in dealing with each individual student. Less

time is available to improve and update course material.

I have seen and work in both supportive cultures of learning and staff development and others that have been demoralising, divisive or suffocating teacher and student development. Knowing there is a better way makes the negative environments/cultures all the more frustrating.

Positively: the engagement with students, hearing their stories, integrating their experiences into learning opportunities, watching and encouraging their growth through interaction with others, the study material, the challenges of new concepts and ways of thinking. Negatively: the much higher physical and mental cost to prepare and contextualize a learning environment rather than a set of lecture notes.

Workload changes, I have described above, my health and self-esteem have suffered. I am gradually regaining my health. The self-esteem is taking longer.

One of the main challenges is dealing with changes that have been driven from the top without real consultation with those with expertise in the teaching/research field. A feeling of disempowerment.

While participants discussed several issues, there was a particular focus in their narratives on demoralizing feelings, stress due to the environment and health issues that are impacting not only them but their colleagues. Most participants have negative stories to tell about how epistemic drift is experienced and what the associated impacts of these experiences have been. The majority have made powerful comments on personal experiences and their ways of knowing and ways of teaching influencing their academic roles. The current neoliberal environment, in higher education as described by Hearle (2006) in his EMPE Model epistemic climate is revealed in these data to be alive, not a thing of the past, but very much entrenched the Institution's higher education environment, over the last three years. The impact of epistemic drift is experienced by many academics rather negatively. It is described as 'frustrating' demoralising, even compromising academic values (Henkel, 1997).

The conceptual model (Figure 1.1) was drawn from the themes from literature; statements about commodification, marketisation, bureaucratisation, knowledge economy and problems with managerialism all of which are mentioned by the majority of participants. Further discussions and expansion of these narratives continue in the

next section. These questions seek to explore participant's personal views of working in higher education.

Section 3: Ways of Knowing

Personal approaches to knowledge

The aim of this section of the survey deals with knowledge with questions focusing on ways of knowing. Question 18 asked, 'How would you describe your personal ways of knowing and approach to knowledge?' How participants described their general disposition or identity in relation to concepts like truth, meaning, interpretation, evidence, objectivity, subjectivity, and right and wrong were of interest. Coded data from this question revealed participants' own description of personal epistemology proved more difficult for participants to complete and had the least responses from participants, with 50 of the 70 responding. Most responses were personalised as to the nature of ways of knowing compared with responses in other sections. Some participants wrote simply "do not understand the question." The diverse ways of knowing as described by the academics parallels with the literature description given in chapter two, that explores different ways of knowing and connection to academic identity.

The diverse spectrum of ways of knowing

My identity has grown and changed over the years with the experiences life has thrown at me. I believe knowledge depends on how you see things and what the knowledge is categorised as. If it is a source, nature, justification piece of knowledge- i.e. Perry's work. I try and think when teaching about what I am saying and how that fits with my beliefs and values, and how what I am teaching may impact student's thoughts and actions.

There are clear rights and wrongs and there are also subjective and objective matters we are in charge of covering in our class, but how we do this is up to us.

I tend to look outside the box and seek new ways to approach tasks, the approach has to have an idea on how to improve learning, to "turn on the light bulb!" My personal approach to knowledge are creative, logical, quality and visual, then interpret this knowledge to the acquired level of learning. Which hopefully give a clear disposition of truth, meaning, interpretation, evidence, objectivity, subjectivity, and right and wrong

are all in the outcome of the learning.

I think I am largely pragmatist in my approach to knowledge, and focus on the elements of “being” and “doing” rather than on “knowing” - more about skills and information than about knowledge. In this sense I put most weight on evidence and objectivity as that is what is explainable and transferable, but I recognize the importance of the subjective in the internalization and personalization of what is learned. Right and wrong depends on interpretation and practice, it is about what works in a given context, rather than absolutes.

Because I don't have that much practical experience I approach knowledge through theory. Theory to be convincing it needs to be tested somehow and proved that it works. After the testing there is many times room for interpretation. Looking this from the other perspective, if someone thinks that they have a good way to operate, I would like to test it and compare it with other ways to operate. Build a theory around it, why it works. My area of teaching and research, Construction management, is such that usually there are no right or wrong answers.

Knowledge is power: my knowledge and skills define me in my work and personal life. I will never stop thirsting for knowledge and constantly tweak my skill set. I am fairly typical of career educators, left-wing, community-minded, and student-focused. I am also hugely pragmatic, strive for excellence, and naturally want to fix that which is broken or damaged. Theory is a great informer, but action talks.

My schooling taught me to be very analytical - nothing is accepted as simply being true, everything must be questioned. Right and wrong can depend on a person's individual morality. I would follow my own, but accept that somebody else's may be different. In general I would neither approve nor disapprove of the difference - that's theirs, mine is simply different. Obviously this would not apply in extreme cases e.g. murder. I have pretty postmodern view on things, so the truth is constructed, we as subjects cannot be objective, my right may be your wrong....

I am a firm believer in social constructionist approach to the generation and sharing of knowledge.

Integrity, honesty and open mindedness are pivotal to who I am as a person and a teacher and as such I endeavour to impart these values/concepts to my students through pedagogy significantly based around critical and reflective thinking. Never berate anything/anybody until it/they has been given a chance.

Truth is always important and interpretation should be backed by evidence. Practical

evidence or objective evidence to back up subjective reasoning. Right and wrong is something we learn at a young age.

Improvement in student's academic life as the best indicator.

The values that drive Maia are pono (truth,) tika (right) and aroha (love).

Whanaungatanga is important and communicating with the staff.

The diverse views of participants' ways of knowing are revealed in these data, reported here, with depth and breadth demonstrating an enormity of difference including participants change in professional identity over time. The reviewed literature for personal epistemology also makes allowance for a wide spectrum in polarities including subjective/objective (Adam, 2011; King & Kitchener, 2002). This spectrum is acknowledged by participants, when asked to reflect on their environment. What the literature does not focus on is the unstable structures within HEIs, the dislocated identities mentioned here that abound and lastly, the challenges facing one sample group of academics in one Institution.

Participants reference to right and wrong (or objective) concepts of knowledge are frequently mentioned in relation to knowledge, yet these are not enough; there needs to be interpretation too. *Evidence* also comes up several times as an important factor when considering knowledge in teaching. Many participants comment on the subjective and objective spectrum that the King and Kitchener (2002) model includes. They mention personal attributes when discussing their approach to knowledge. This theme is expanded on in the next question as participants' narratives report what they deem most influential in knowledge development in higher education. It is interesting that the holistic part of the academics' identity comes through in this question designed to gain responses on ways of knowing (Forbes, 2003), not purely theory or the cognitive side as mentioned in the literature reviewed, but also their emotions, in line with concepts from holistic education literature.

Beliefs and values alignment in higher education

It is what I believe and therefore it is how I have helped evolve the courses delivery and assessments etc ... If not for this "living curriculum" intent ... I'd give up. The xx makes sense but lack of time resources understanding of our job (from the Dean) makes it near on impossible to implement. Never get your voice heard to the contrary

I have been threatened by member of the executive publicly, but I just do not care anymore. I do my best for students not Institution.

I do not think it does align because we are not respected, not valued in higher education as ... academics from society and the managers-although I try to always respect and value my students, so our academic views on knowledge is not counted. We are told to do this and get a tick, jump through this loop and do xyz...etc our views about WHAT executives are expecting from us or the government is not making higher education more influential I would say less influential as the majority of the time we have no time!

You cannot see the value of what they are changing to next.

“Effort” is most valued and influential in achieving higher ed.

Within the Xxxxx environment I think this aligns well with the vocational focus, but for higher education in more ‘academic’ (university) contexts I think the pragmatic approach is less valued as it does not fit the ideal of theory-led exploration.

When attending international conferences this is what is valued and influential. The more you have publications, examinations of the theory and testing it, the more influential you are. But if we bring this to Xxxxx or Aotearoa/New Zealand level, practical knowledge and experience seems to be valued more than theoretical, at least in the polytechnics.

All sectors of education including the higher education sector are highly politicised. Success-at-all-costs, relentless reporting and lecturer-accountability, a framework of ‘fixing literacy/numeracy failings of the compulsory sector’, embedding bi-culturalism redo it-driven assessment, and unprepared students all drive mediocrity (or worse).

Only results are valued - all driven by dollars in an environment where huge amounts of the seemingly ‘generous’ education budget go to ultimately-destructive student loans that drive commercial interests rather than education objectives.

The analytical approach and quest for truth/knowledge used to be valued. The quest has changed to being result focused, so rote learning will do.

I encourage and support co-creative teaching and learning. I co-create courses with my students. My classroom is my oasis and students love it. I want my students to think with their own heads, to engage, to participate. The above description is aligned with this.

Beliefs and values alignment personally NOT AT ALL.

It is important for students to the skills and ability to analyse and synthetise

information provided to them to enable them to come to conclusions that fit with, or enable them to develop/expand their values.

All social sciences are based on Institutional facts and so are agreed thru 'acts of language.' Meaning and knowing therefore is language based, but entirely subjective. hence layers. We are educating for vocational training and so are passing on conventional ideas with immediate and widespread use.

So the ways of knowing are communal/testable/variable/agreed and argued over. Ways of knowing is possibly not a relevant concept as it is moving to ways of using, rather than knowing knowledge.

I think that ways of knowing and truth and meaning are a contrast to purpose of higher education.

Higher education should equip its students not only with discipline knowledge which has been tested (students can't form judgments until they have knowledge about the issue) but also strive to instill a range of overlapping graduate attributes.

It is changing with education aligning with the need of industry. Objective evidence becoming stronger because they can identify with it.

I don't think higher education is the only way that knowledge should be valued it should be - knowledge, skills and understanding ... and what students already bring to the learning be acknowledged. They are not empty vessels.

The drivers of education are modernist, reductionist, and at the moment favouring the powerful and the wealthy.

LOL. Not at all well in this environment.

I strongly believe that being a high achiever has simply opened the door for a level of professional jealousy that has astounded me. Rather than value my (and others) key skills and try to gather and maximise these skills and learning, I have experienced a level of personal attack from middle and senior management that has staggered me. To the point where I now avoid only substantial discussion with those individuals. Rather I prefer to just get on with my job and focus entirely on how I can best help my students. They say that's what they want (in fact we are supposed to be the critic and conscience of society) but they don't want this. We are part of a corporate machine and expected to be compliant. I was told at a meeting not to criticise the TEC [Tertiary Education Commission].

Question 19, asking 'How does this description align with the ways of knowing that you

think are most valued or influential in higher education' ties with the second section of the interview questions about the meanings of knowledge. The participants gave predominantly negative responses to this question, issues of a disjunction between the academics' personal vision and that of the Institution in practice. First and paramount was academics' beliefs, influences and values spoken about. The academics' responses give clear, articulate, precise replies which have been obviously well thought out, as is shown here in these data.

The participants have given examples of why they hold the beliefs they do. Much emotion is evident in the replies to Question 19: frustrations are evident; jealousy and criticism, the surveillance experienced has caused much distress to academics. Participants do not feel that higher education agenda aligns with their personal visions and beliefs. They frequently mention being part of a corporate machine and serving the needs of industry. Participants also speak of the ever changing environment of higher education, which has had an overwhelmingly negative impact on academics' identities, both in ways of knowing and ways of teaching. In view of this, it is appropriate to ask about what artefact academics would select to represent their ways of knowing and explore how they see their own academic identity.

The artefacts of disposition towards knowledge

Sixty seven people answered Question 20 that required artefacts, 'Can you identify any typical examples or artefacts that would demonstrate your particular disposition towards knowledge and knowing?' (e.g., instances where you favour practical knowledge tend to defend the scientific method or point out the relativity of different perceptions). The artefacts that participants selected were highly personal. Reasons were highly subjective, individualised, and personalised to within their own way of knowing, within their contextual discipline.

Artefacts chosen for ways of knowing

Balance is important and fitting teaching methodology to topic and discipline is important. There is no one size ... ever. Know your learner, Care, Listen. Help. Align the learning environment to the discipline and resource the students with some incentive to 'buy in' and participate. Allow student to lead/negotiated activities and levels of expectation in some outcomes. Artefacts? Living documents of evidence that morph into

showcases/CV's/ introductions to industry/employment etc.

I always favour practical knowledge connected to theory, I teach education, therefore using role plays in teaching is important.

Construction of buildings, practical knowledge of gravity, size and weight, knowing that size can equal weight and these are affected by gravity???

When teaching construction programming, I am not willing to teach how things are done in practice at the moment, because there is scientific evidence that another kind of approach works much better. What I can do is to show this to the students, compare the conventional method with the new one.

How long have you got? 'Content' has become a dirty word in higher education E but surely that is what a polytech (at least) should be about. I have spent my tertiary career developing student-accessible ... content in many disciplines. Although I readily embrace 'new' skills around efficiently finding and evaluating (fitness-for-purpose) stuff in a digital environment, without a sound contextually-correct, content-driven and discipline-based knowledge to evaluate it against we have nothing.

A questioning attitude can be useful when teaching as it means you can see where the other person is coming from. Equally it means you can propose an opposing point of view. However, the questioning attitude can also become irritating and be seen as being negative.

My portfolio demonstrates this. Happy to share it with you if you can make use of it. No, but it is important for students to develop the practical knowledge supported by theoretical knowledge as they are complementary.

Snow. Brute facts established via scientific method show it is cold to the touch of everybody. Eskimos and I have a different relative perception shown by the fact I call it snow, and they have many names which reflect a more refined and perceptive 'look' at it.

I teach the social sciences. In my teaching we deconstruct models and perceptions generated by positivist paradigms that perpetuate social injustice.

Being grateful is important.

For many years I have used soft systems thinking, complexity and chaos theory as a way of making sense of 'difficult' problems in the world. I find that students have related well to viewing the world through a lens of complexity which in turn deepens the learning process.

The variety and diversity of responses indicates difference and diversity, which sits quite contrary to the standardisation of policy (Berry, 2008) which the neoliberal agenda aims for. One size does not fit all as revealed in these data. A large range of artefacts are cited in response to this question, with many emerging from the individual academics' discipline, i.e., if they are engineers, then they tend to give students a balanced world view of factual, right or wrong knowledge, with an emphasis on the practical and theoretical and a bridge being formed connecting the two. Interestingly, most did not specify an actual item, but ways of knowing are talked about with the main focus on students alongside discipline teaching.

Summary of Section 3: Ways of Knowing

Variable ways of knowing are cited, including statements about facts versus fiction, science versus non science subjects, and complementary knowledge. The Institution's ways of knowing are not, it would seem, relevant to or aligned to participants' own ways of knowing. There is a 'personal' way of knowing which is not influenced nor shifted by changes in epistemic climate from the Institution, unlike ways of teaching. The deciding factor in academics' stance on ways of knowing seems to stem from their stance on knowledge connected to the subject or discipline in which they teach; this in turn connects to the choices they make with regard to teaching. Problem-based scenario teaching is connected to the stance that knowledge is best viewed through being an evaluativist, and not a fixed subject. Student-centred teaching methods such as workplace scenario exercises show that ways of knowing are variable and often dependent on situation and context. The possibility of placing participant's stance or positioning on the conceptual model, as to where they situate themselves is difficult as each voice demonstrates an individual and nuanced way of ways of knowing. It would be emblematic to do so as a visual representation to illustrate the variety of views and diversity of positions participants in the same higher education environment hold, but also useful to demonstrate to management and decision makers views in the epistemic environment.

Section 4: Ways of Teaching

Characteristics and dispositions towards teaching

As discussed in chapter two, there are varied world views reported specific to ways of teaching. The participants' narratives here will demonstrate a representation of diversity of views.

Constructivist/realist. It takes time. It takes practice. It must be relevant (from the learners perspective). It should allow collaboration/negotiation and room for individual expression. I believe this: "The natural means to learning is to construct knowledge through enquiry, altering our previous knowledge only when we have proven to our own satisfaction that the new knowledge is sound. This is natural." It follows then, that, in my professional opinion, I must do all I can to facilitate an environment where the natural activity of learning can happen.

Progressive and traditional have their place in teaching but at the same time, not all the time...I try and change my teaching methodology every 20 mins or so and involve all senses and change the atmosphere regularly. I teach mainly theory but do practical tasks to support and back up that. I am an educator that teaches teachers so I have to be up to date and on the ball. My students will go and teach others. Always student centered is my preferred way of teaching but you have to sometimes do mini lectures which of course is about teacher centered.

A holistic made tool box, and inside that tool box would be all types of teaching and learning tools. Try to be adaptive to different type of learning.

My underlying teaching model is an apprenticeship approach where initially I demonstrate and the students emulate, through activity and repetition until the support/input I provide is reduced and the students acquire the skill and take the lead. I generally try to take a practical focus but my own interest is very theory-based, so I often include reflective activities which are theory-connected. It is very much a problem-oriented approach, but I tend to be quite controlling[...]

I try to wrap the theory around practical ways of learning. I have stepped back from the lecturing and encourage the students to be active learners. Project-based learning is closest to my heart (at the moment). I think it fits extremely well with construction management education. Having said that I am still learning myself how to be a good facilitator.

Just as I have many tools in my workshop, I have many tools in my teaching tool-kit. As a teacher of practical subjects supported by a strong theoretical backstory I follow the

fading principle - which is largely constructivist - often teacher-centric to begin with but fading to student-centred as students scaffold their knowledge and skill toward independence. Along the way, I will dip into whatever teaching/learning theory/skill I have at my disposal to best address a student-learning need.

I would favour student-centred, inquiry-based teaching/learning. Explicit teaching has its place, but should not be the norm - in my view.

The aim of this section was to explore themes from the conceptual model (Figure 1.1) derived from the studies of Mosston and Ashworth (1990); Corder (2002); Galton and MacBeath (2008); and Race, (2014). Question 21 asked, ‘How would you describe your characteristic ways of teaching or your disposition in relation to different types of teaching and learning (e.g., theoretical/practical, traditional/progressive, constructivist/positivist, teacher-centred/ student-centred, inquiry-based learning/explicit teaching)?’ to illuminate participants’ own description of ways of teaching including perceptions.’ This question is linked with the third section in the interviews. Sixty of the seventy participants answered; again the data range given is diverse with academics’ subjective perceptions about their ways of teaching emerging as uniquely individual.

Descriptions of an epistemic climate show without a doubt, characteristics of a neoliberalised state whereby academic identities intrinsically have become hampered. Participants identify a specific typology of teaching styles including transmissive, inquiry, student-centred and teacher-centred. There is a strong and definitive focus on constructivist teaching and learning, and a turning away from a purely reproductive ways of teaching. This does not represent the Institutional identity but as the responding academics’ own beliefs about ways of teaching.

This study has investigated Institutional policy documents that advocate for a living curriculum (Barnett & Coate, 2005). However, the responses suggest this policy setting document is not at the top of academics’ minds when deciding on ways of teaching. For example one participant said, “I know about the living curriculum and the teaching documents, how could you not, as its rammed down our throat. But no one knows what I do when I am in class, it’s up to me, to get through to the students and I choose what I think is best.” This provides a good example of resistance to neoliberal agenda and the

attempt to control what academics say, do and think. Policies from the Institution do not seem to directly impact choices academics make in regards to their ways of knowing and ways of teaching.

Alignment in teaching values in higher education

Question 22 asked ‘How does this description align with the ways of teaching that you think are most valued in higher education?’ The response of which is most valued in higher education was given as personal beliefs and values; the incorporation of one’s own pedagogy; and the choice of teaching methodology and the reasons for this. Again, many responses gave diverse views, across disciplines, with 68 out of 70 filling in this open question and two not responding to the question. The subjects of beliefs, values and influences in higher education were precise and ‘loud’ with explicit descriptions.

The higher education environment with its connection to ways of teaching disclosed that a ‘loud disquiet’ (Miller, 2014d) is being felt, not in exactly the same way for all participants nevertheless, the difference is strong and specific to individuals, as revealed in these data. Themes identifies are shown next, the main ones being the ‘loud disquiet’ (Miller, 2014) participants describe, (getting on with things silently but inside a feeling of screaming with frustration); the organisation existing for individuals who see themselves as having ‘different professional identities’ (Whitchurch, 2013) and a ‘fear by those being managed,’ in the epistemic environment. Gill’s (2010) depicts this aptly, a “sacrificial ethos exists that silences accounts of the personal costs of insecure and precarious work within universities” (p.240).

Beyond the cloistering stifling confines of the present Institutionally short sighted, politically motivated numbness... I think. No! I know, that it is where the leading educational minds ... suggest/recognise we need to be actively developing and redeveloping. I doubt Xxxxx will be here in a few years with another labour govt. I have experienced bullying and bad management for so long now that I have had enough, so my teaching has suffered in that I do not [have] the sparkle, energy and time to put to it. What is valued in education does not align with what I do in teaching but I don't let that bother me, I am focused on my teaching first and foremost. I have stepped away from responsibilities and leadership meetings and leadership roles, because it all a crock of xxxx and the teaching of students is my passion.

Not sure, it's what works for me and still learning.

I would like to be more student-centred and involve the students more in inquiry-based learning, which I think are more valued models of teaching and learning, but I think I do not have the skills or confidence to "let go" of the class in such a way.

I think that if you follow the educational discussions even a bit, you don't even dare to mention any more if you are not for student-centred methods. However there are always people, both as lecturers and as students, who value that authoritarian style of lecturing.

*The rhetoric would suggest a perfect alignment - reality is something quite different!
As said earlier only success and retention is valued.*

It does, my teaching is research informed and tailored in each specific situation.

Not at Xxxxx.

Who knows? It's what I do, but higher education is the least 'managed' education system in New Zealand, and so I have not been subject to any inspection, quality control etc since starting three years ago. Therefore I have no idea as to what is valued. There is a great deal of ineffective discussion but not much action in this place. [The institution] is a joke. The most important thing I think in learning is the relationships of student and teacher based on trust, confidence and transparency, but most lecturers are not capable of their end of the deal.

This institution espouses contemporary and innovative teaching and learning but until it is resourced adequately it is lip service.

Students are more likely to engage with material when it is contextualised and has real meaning for them. Mixing theoretical with practical allows a multi-layered approach more in keeping with real world objectives.

It works for me.

It [the alignment of Higher Education with my own personal vision] needs to be part of everyday practice. Knowledge should be shared and accessible to all.

Personally, I think, that the xxx is just window dressing when it comes to HE as a whole.

LOL ok with some of the rhetoric but nonsense in terms of what the Institution actually rewards and values.

In summary, a number of participants stated their choices in ways of teaching directly stemmed from their own beliefs about teaching, and not from Institutional directives,

polices or processes. The epistemic environment has caused much frustration, such as working with a lack of resources, the buildings not being of a high standard; and the increase in workload impacting on the time available to prepare for teaching.

Academics' identities within ways of teaching have become constrained.

Much emotion can be discerned in the replies to Question 22. Participants commented on the dichotomy between what the Institution espouses (for example, in marketing information) and what is happening in reality, which, they feel, limits their ability to choose their preferred teaching methods. The ways of teaching that are valued in this HEI do not seem in many cases to align with the academics' own personal vision. This experience of neoliberalism does not deter them from focusing on students and giving their all in teaching. Their responses also speak to the ever changing environment in higher education and the difficulty of not being affected by this, although many talk of 'flying under the radar' and keeping their heads down.

In view of ways of knowing and ways of teaching making up the main component of academic identity, it is appropriate to ask about the artefact academics would select to demonstrate their ways of teaching, and to explore how they see their own academic identity, in respect to ways of teaching. The purpose of the next question was to explore what artefacts academics select as their artefact to represent their academic identity.

This was a type of self-identifying exercise to record what artefact academics selected to portray their academic identity.

Artefacts demonstrating a disposition towards teaching

Anecdotes. Hahaha, I could but they may be somewhat too real to use here. The personal relationships I build with my students starts with my absolute commitment to them and trust. Eventually therefore we all relax around one another and the "xxxxx [the Institution]" in me surfaces. (which is good/appropriate but... somewhat courser than the clean-cut tutor one might expect) Seriously anecdotes are a big part of relating what we do with students, to what they may expect out in the industry. Anecdotes are stories (scuttlebutt) and carries alot of attitude and knowledge in code.

Yeah I use all those mentioned in the question, my disposition in teaching is student centred and active learning. I am not into passive traditional model of teaching but the progressive, holistic teaching that is more up to date with new theories.

The student that I have, range from 17 to 55 year of age and a range to ethnic

backgrounds. Group work and role play is one way to achieve some of the outcomes on a building site.

Supervisor and workers completing tasks to a schedule and working as a team. Didactic teaching is good when rules and laws apply with no grey areas. Other methods are interactive computer media to visualize the learning.

I provide a lot of exemplars for the students, so they have reference points to help them develop/measure their skills against, and give a lot of feedback on content, process and presentation. I keep a close eye on student progress and intervene if they appear to be getting off track or hung up on less important aspects.

In xxxxx [the Institution] 1 earlier this year I used PBL [problem based learning] throughout the whole course. We had a set of construction project documents as a start of the project and the lessons and the assignment was around that project. It was not perfect, there were many things that I could have done better and many things that I just couldn't change, but I learnt a lot and so did the students, so no harm done to anyone. Again - how long have you got? - this is what I do - I develop content, including artefacts, and advise on teaching methods that satisfy all these descriptions.

Working as an embedded librarian meant teaching in a different way. Probably because of my (old fashioned) education I usually followed that method - having a conversation and slipping in the teaching. It's more work, but the students seem to enjoy it.

Learning The Contact Challenge Method for beginners and Academic Co-Creative Inquiry for advanced students. In both methods learning is co-created.

My blog xxxxxxxx.wordpress.com

Use all of the above all the time. I do not lecture for more than 10 minutes per hour. Group work and multimedia.

Question 23, asked, 'can you identify any typical examples or artefacts that would demonstrate your particular disposition towards teaching?' (e.g., an instance where you deliberately used group work, personal anecdotes, multimedia, ICTs, or didactic teaching). This elicited 57 responses, 13 did not answer this question. The main theme was the choice of artefact to demonstrate ways of teaching. Diverse responses were recorded covering the spectrum of teaching styles as Mosston and Ashworth spectrum (1990) depicts.

In summary a range of artefacts are cited in response to this question, many of these mentioned correspond to the individual academic's discipline. The participants mentioned electronic artefacts, for example, blogs sites and multi-media. Engineers, tended to give students real problem-based scenario teaching. Active teaching methodologies were preferred and there is little mention of the Institutional requirements from the Institutional teaching and learning documents. There is a broad choice of views from participants in this section concerning ways of teaching.

The conceptual model (Figure 1.1) was drawn from the themes from literature (Corder, 2002; Galton & MacBeath, 2008; Mosston & Ashworth, 1990; Race, 2014). Terms such as deep/surface; student-centered/teacher-centered; productive/reproductive statements are implied by some academics and others directly mention well-known terms by name. The descriptions given about ways of teaching, beliefs and associated values associated are influenced by the epistemic environment and the corresponding epistemic drift. Further discussion on what this all means will be expanded on in the next chapter.

4.2 Phase two: The Interviews

This investigation took several months to complete. The aims of the research study can be reduced to exploring four main areas of neoliberalism and academic identity, embracing dimensions in academic identity of personal epistemology and pedagogy. With this in mind the data were first divided for analysis into the four main areas. This section takes the main points from each interviewee who volunteered for this study to create vignettes of academic experience.

Having interpretative vignettes in this study fits with the critical realist paradigm, allowing the study's aims to be explored without bias to one particular set of beliefs or ideas. Researchers (Hazel, 1995; Hill, 1997; Hughes, 1998) describe vignettes as short scenarios in written form, intended to elicit responses to typical scenarios; concrete examples of people and behaviours where participants are invited to offer opinions or comment; stories about individuals in situations and structures which make a difference to important points in studies on meanings, perceptions, beliefs and attitudes – all of which this study does. Barter and Reynold (1999) argue vignettes can be used in both quantitative and qualitative research in the social sciences when context needs to be

explored, because vignettes allow clarification of people's judgments; can be less personal and therefore a less threatening way of exploring sensitive issues or topics; allow participants to define their own situation in their own words all of which is done in this study.

The study is set in the neoliberal context in an Institution, so the cultural norm is explored from the academic participants' own situation. Vignettes form a useful way of gaining understanding of the key themes for analysis alongside the complementary data, the preliminary Institutional documents explored and the Survey Monkey questionnaire. The intention is to use the vignettes to interpret the interview information (gained from transcripts), to allow the situational context (neoliberalism in a higher education Institution) to be explored and clarification to be sought. There may be a dichotomy between what the participants may be able to put in writing in the questionnaire and what they might find difficult to discuss in the interviews, or vice versa (Neale, 1997). There are some topics in the interviews that could be deemed as sensitive, for example, personal experiences that could be deemed to be pejorative or negative about colleagues and/or the Institution. For this reason, it was most appropriate to reproduce the interviews as vignettes, although the researcher is aware that what the interviewees say and what they do may be quite different (Barter & Reynold, 1999).

The interviewees had already completed the questionnaire prior to interview. They had either met with the researcher or had spoken via the telephone with her; they had received a list of potential interview questions. The researcher had checked they were clear about the aims of the research and the research process, confirmed the date, place and time for interviews, and generally ascertained that each academic felt comfortable with volunteering. The researcher gained their consent in writing after obtaining academic managers' permission to take part in the research, a process stipulated and overseen by the Institutional ethics committee. Needing permission from a manager is unusual and could be seen as a sign of neoliberal control, a point which was reinforced after the data was collected, in hearing academics' voices (Winter, 2009; Whitchurch, 2009).

The name of each participant has been altered and their place of work (the discipline) de-identified. A limitation of the design of this study could be the Internet Protocol (IP)

address was on all the questionnaires received by the researcher; however, these were not used for any purpose, nor seen by anyone other than the researcher. A highly trained IT expert may have been able to ascertain where the participants filling in the questionnaire came from. However, the researcher herself could not work this out. As stated on the ethics application the raw data was only viewed by the researcher and transcriber. The purpose of the questionnaire was to build on those responses; this iteration checked to see if this was achieved.

The next section explains individual interviewees' responses to the interview questions to reveal their understandings of neoliberalism and investigate the study's main constructs; describe the way things are from the interviewees' perspective in the neoliberal environment; ask the academics 'why do they think they are that way?'; and finally ask how academics think and describe the main constructs under investigation.

The interpretative vignettes constructed by the researcher, begin with an overview of the participants' interview in italics, written by the researcher. The main body of the vignettes contain specific points mentioned by the interviewees, including quoted responses. The next part of the vignettes is presented in within borders, which academics filled in at the interview. These represent participants' reflections (Clegg, 2010), and this technique was used to gain reflexive engagement to key responses to the question: 'Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?' This written task had a space for academics to add any further comments if they so wished. The vignettes also mention the artefact that the academic may have either brought to the interview or told the researcher about; some are photographed and so are included, some just described. This process completed phase three of the data collection. The vignettes conclude with a short summation of each interviewee in connection to key the themes investigated in this research. The vignettes were subsequently shown to the participants, giving them the chance to edit or delete any of the researchers' interpretations.

4.3 The Vignettes

Stewart

Stewart's academic identity seems to be characterised by relatively emancipatory and critical ways of teaching and knowing. He has a generally negative view of neoliberalism in higher education, which he associates with economic efficiencies and 'cost-cutting' that distributes resources in ways that restrict critical pedagogy and stifles epistemic freedom.

...

Stewart's characterisation of neoliberalism focuses on an economic emphasis, which, he argues, has dehumanised the process of education. He suggests that "cost cutting in the education sector seems to be the driving tool to bring an otherwise life-changing force into line." He characterises the neoliberal motivation as "gaining a bang for the learner's buck" and critiques this model as failing education in Western societies. Stewart talks of 'systemic failures,' suggesting the austerity model, business model, sales model, gag model, branding model and marketing model represent ways of knowing and being that do not fit the purposes of higher education. He laments the effects of neoliberal models, claiming that their implicit values result in a lack of capital expenditure on faculty-based resources for teaching and learning. Stewart considers broader questions about higher education, such as, "Why do students want to learn?" and "is it about gaining a qualification for work and 'a living subsistence'?" in order to challenge dominantly vocational and citizenship models of education.

Stewart's vision of higher education reflects a more emancipatory approach that moves beyond economic imperatives and efficiencies. He argues academia needs to step outside the higher education mentality that has become 'in-boned.' When asked to elaborate, Stewart explains, "We have become bone heads. We need to create alternative institutions, without boundaries, without limitations, without too many rules." Stewart wants academics to understand the bigger picture of where HEI's could be in the greater context of society, ecology and economy. "This is an important time in history, human society." Stewart reveals a discontentment at the neoliberal control and regulation of universities, which he sees as inhibiting rather than facilitating the broader social, ecological and economic purposes of education.

Stewart argues there is a tension between some academics' ways of knowing and teaching and the neoliberal climate in higher education. This tension leaves many academics "flying under the radar." Stewart states that he is "not safe" and that a climate of distrust and fear is present. He claims that he cannot openly challenge students to become critical thinkers as this "will result in a disciplinary hearing." He sees himself as having to express his identity covertly rather than openly. He acknowledges that he has little influence on senior managers but has influence within teaching. So, in order not to be gagged or slowed down, "I get on with things behind closed doors, on the quiet, in spite of management not because of management – this is my enjoyment in my role." Stewart is negative about management, considering them to be "too authoritative," and has "observed jealousy of staff by management, despairing at times at the lack of professionalism shown by senior staff".

Stewart talks with passion about teaching, which reflects critical, constructivist and emancipatory pedagogies: "I show the way and help alongside; I am a tutor, I lead the way, alongside, helping". For Stewart, the most important part of pedagogy is to be unafraid to challenge anything at any time, which he states, is not always the case for him; he is fearful in the work environment although he ensures he advocates the opposite in his teaching.

Stewart suggests that epistemologies of control and authority and managerialism are hampering academics' creativity and autonomy, impacting on change within his epistemic-pedagogic academic identity. He finds the strategies and policies of the Institution counterproductive to good teaching and the production of knowledge. He describes this as "being under a wet blanket, under which we are made to lie" and "we cannot shake it off" – an uncomfortable feeling. He concludes the interview by saying: "We are cutting off the branch we are sitting [on], I think we are digging our own grave; we are digging ourselves deeper and not out [....]we are replacing academics, tutors, whatever you want to call them; by being managed [...]we are not getting anywhere".

The images of control and suppression that Stewart invokes are complemented by his choice of artefact and his responses to closed questions at the end of the interview. Stewart's emancipatory ways of knowing and teaching are revealed by his choice of artefact, which is a symbol of the union movement (Figure 4.0). The union movement

traditionally represents the rights of workers in order to balance managerial authority and control. Union membership can be a symbol of egalitarian and emancipatory values that are threatened by neoliberal systems characterised by managerial power. For Stewart the academic union demonstrates “the link between epistemology and pedagogy.” He states rather emphatically, “Academics can only truly change, evolve and grow if we revolt against managers who know nothing about higher education.” This also aligns with his reflections about his academic role and the changes in higher education in the last three years in the table below (Table 4.7).

Table 4.7: Reflections on impact of academic role- Stewart

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management interference, auditing practices, administrative duties, workload, economic focus, academics responsible for increasing student enrolments and academic responsibilities.

There has been a decrease in: Professional development and research outputs.

Added: An increase in a negative environment; an increase in management running riot; an increase in a focus on money; an increase in value for money and not in teaching, academics or resources, increase in bullying.

Artefact



Figure 4.1: Artefact: Union handshake

Stewart's responses communicate the powerful tension experienced by some academics between their own ways of knowing and the ways of teaching that are directly and indirectly valued within a neoliberal approach. Stewart says his personal ways of knowing and teaching are hampered in the epistemic climate of the Institution, but this does not bother him as "he defies every rule in the book." His frustrations come from many quarters however, not just the Institution, but also the staff, "my colleagues" who will not speak out for fear. He believes that collectively the diversity of staff is a strength if they band together, are willing to stand strong and air concerns. All too often staff have become exhausted and hampered in their willingness and ability to voice concerns or simply disagree with policies. He thinks that staff not getting on collegially together is a natural way in any organisation but is encouraged by the Performance Based Research Fund, academic research league tables and managers with policies that encourages a competitive and individualised spirit. He thinks it would be better in the

future if many more academics joined the union and had a stronger collective voice not only to challenge the managers in the Institution “who frankly are idiots” but also to respond to “the government and those who make decisions within the Tertiary Education Commission”. The researcher asked him if he would categorise himself in any particular way: his response was “Yes, I am a critical theorist.”

Stewart talks of “subjectivity versus objectivity: ways of knowing can be dependent on the context of the subject being taught.” He believes he is flexible in his approach and although he caters for all learning styles in teaching and the selection of teaching methodology, he thinks the neoliberal organisation in this study hinders creativity with prescribed ways of being in the classroom, contrary to what the Institutional documents advocate. According to Stewart, the teaching and learning documents are “another case of rhetoric versus reality. It’s just a load of words that do not measure up in reality, although ‘yes’ on paper they seem a good lot of ideas,” The future is still bright in his view, “because it can change if we want it to, we are not hapless, but intelligent people that need to stand as one.” Asked how he believes the future can be better, he replied: “We [academics] can adapt and continue to grow positively in the ever changing sometimes crazy higher education environment if we object, speak out, support each other and stand strong. But this will be easier once we have a change in the management.” Stewart’s perception and his understanding of the way things are definitely comes from his strong unionist background; notwithstanding that his points about the future are refreshingly positive in a somewhat negative environment.

Emilia

*Emilia's view of higher education has changed over a period of time. She is very negative about the epistemic environmental changes, calling them "crap changes in particular the silly monitoring attempt of your work by dumb managers." But as time has evolved Emilia has begun to feel that she can see **what** the Institution is aiming for; it is **how** they are implementing the changes that is not good in her view. Bringing in managers to monitor and check staff who know nothing about how academics work and have no qualifications themselves is her biggest frustration. She has worked over seven years in the Institution and shortly after the interview resigned to work as a manager in the private education sector.*

...

There are three main discussion topics that emerged from Emilia's interview: (1) the climate or feel of the higher education environment; (2) a duplicitous mistrust of colleagues and relationships within the Institution; and (3) a worry about the future of higher education. She agrees with the common understanding that the academy is changing and has continues to change and believes that epistemic drift (Elzinga, 1996) and its consequential impact has taken place, is in full swing, as the commodification of knowledge and education is seen as nothing more than a business.

Emilia contends that the Institutional environment demonstrates neoliberal tendencies. Clearly, educational leadership and management are vital to an organisation, with managers playing a vital role in the ethos, culture and environment. However, Emilia does not consider education is a business and should not be run as a business or a corporation with dominant management systems. Emilia depicts an uncaring, unfeeling organisation, that only cares about "bums on seats" and money: "I sent in all my documents for sick leave for an emergency operation, my manager asked me to change the dates as I was needed to teach. I have since resigned but that was the last straw, after working for years and putting [my work] first, I realised they do not care about me, they just need idiots like me to jump through hoops like a performing dog. There is no compassion for fellow humanity." Emilia explained that the Manager's response made Emilia start to "switch off - why bother, when they are not bothered about me?"

According to Emilia, the “corporatisation” of education shows in the emphasis within the organisation on teaching and learning to make money. Looking after the academics and the students should be joint focus according to Emilia and not the “massification of knowledge and being called a knowledge factory by the senior executive.” These descriptive terms show the conditions lecturers work under, “Where the right hand does not know what the left hand is doing.”

The impact of this type of environmental climate affects the teaching methods used. Emilia says, “teacher-centred methods are easier to use as they are quicker and most of the students (in-house new teachers) on our programmes opt for this.” The epistemic spectrum within teaching methodologies indicates a reproductive teaching typology, for new teachers. Where the problem lies, according to Emilia, is a lack of time for older lecturers to learn new IT techniques (using Yammer, Cisco Jabber, etc.). Therefore academics opt for traditional transmissive teaching, but she says they believe they are constructivists “it’s really quite funny!”

Emilia thinks “mistrustful collegial relationships impact negatively on academic development.” The role of an academic demands some personal and professional attributes, such as trust; “if trust is broken, academics can lose their academic integrity.” Emilia points out: “we have no time to make friends with colleagues, if you work closely with someone, you watch your back as they are always ready to stab you[.....]why? I really don’t get it, never will. I find the whole thing demoralising. My character is such that I would do anything for anyone, and boy have I suffered for it. As time goes by I have seen so many staff step away from being members of committees as you are only there to make up a quorum, it really does not matter what your views are. I have heard executives swear at staff in senior meetings, I have staff crying to me with their stories, I have cried at the way I have been treated.” The impact this has had on her means that, “I have withdrawn; trying to do the minimum required as I think what is the point? I use all my energy for the students, and do not give a stuff about rules, regulations, new strategies, new things to join to discuss this and that.”

Emilia speaks with passion of the many experiences she has observed having served in

the Institution as a senior lecturer for several years. Over time she has changed her ways of knowing to a more universal view of knowledge but she will not readily express this view outside the classroom. She believes that because her ways of knowing have shifted as she matures the consequence of these changes she has withdrawn her trust from many as time has gone by. Her epistemic-pedagogic academic identity is not flourishing and developing; rather it is “withering and stagnant.”

Emilia has a clear and enthusiastic vision of what higher education should and could look like in the future. Emilia poses a rhetorical question and goes on to imagine what the Institution could be like if staff and students were valued more. An oppositional binary is hinted at, where Emilia highlights the need to refocus on the value of education connected to knowledge and what this gives to students, rather than on the other end of the scale, the monetary input students bring to the Institution. So, Emilia suggests there is a neoliberal environment present, it is not all bad but “there is a lack of transparency which needs to be urgently addressed in the future.” There is a need for all within the Institution to work together with less disconnection; for removing the vast layers of management; a slowing down of the marketisation of education; a change in financial emphasis; and a limiting of management input on teaching and learning matters. Emilia’s hope for the future is that academics will be “able to engage critically and adapt better” than is currently the case: “let’s strive to work together, forever the optimist!”

Emilia found her new manager “inept and accordingly has responsibilities not monitored due to his manager[s] being lousy managers, but applauded just for any small thing,” his favourite thing is monitoring others; and you are “not trusted to do your job anymore.” This is a disjunct when academics “doing lots of incredible work are not getting commended or seen to be exemplary unless you are in the in crowd you are not valued.” This leads to a passionate view Emilia holds on bullying within higher education: she chose her artefact accordingly to be a book (see below) that deals with a life story that is well known and true. She believes it represents her epistemic-pedagogic identity because this text provides good reminders for anyone who is concerned with academic integrity within the ever changing highly charged environment of education.

Pedagogically Emilia, as a senior academic, states she has grown in her repertoire of teaching styles and although she considers herself a constructivist she knows she uses traditional transmissive teaching often, as most students from international backgrounds need this. Emilia adapts her teaching styles to the student cohort, the content, the students, their understanding of English. What has significantly changed is over the last three years, her ways of knowing, her beliefs and stance on knowledge, are more private and less spoken about or discussed outside of the classroom. “If I am asked about certain things, I may give the answer that the manager requires, not be my true self. Why? It’s just in the too hard basket, to say that I believe x,y,z because of a,b,c.” She goes on to talk about the repercussions she has witnessed and has been on the receiving end of: “If comments on knowledge to do with her discipline [do] not align with expectations, I am the expert in that field with a PhD in that area, but I may not ‘fit’ with the expected response. It is just not worth the hassle, I would go as far to say I have lied on my views on things just to not get noticed and not cause a backlash, I cannot do it anymore, I am exhausted. I know some Institutional strategies are excellent, but when are we supposed to learn about them, do them, and embrace them?” Her description of epistemic-pedagogic identity are simply put, “do what is required on the day within the classroom, use what you know about knowledge within teaching the best you can, do what you can inside the classroom, but keep it to yourself outside of the classroom.” These descriptions tie with her reflections in the exercise given to all academics within the interviews as a type of self-reflecting written task (Table 4.8).

Table 4.8: Reflections on impact on academic role- Emilia

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

The list highlights a negative change overall in the following

There has been an increase in: management involvement; administration; auditing practices; research output; academic responsibilities and workload.

There has been a decrease in: time given in workloads for professional development.

In the last section of this list Emilia states she has an increase in the following:

Marking, pastoral care, length of meetings: although no longer a programme leader she does 50-70 hours a week, although a part-time staff member.

Artefact: Nelson Mandela's Writings

When Emilia was asked to explain her choice of artefact as a physical representation of her academic identity, she replied it was “based on the change in myself I gained after reading Nelson Mandela’s life story in the now famous book called Long Walk to Freedom (1995). Such an incredible strong person that believed in moral right no matter what life threw at him, and would not compromise his principles. In education when all around you, you see selfishness, cut throat behaviour, bullying, duplicity, lack of academic integrity, focus on money above all else, sucking up gains you favour, you need to choose. If you choose the easy walk in life then you may get on, but if you choose the long walk it won’t be easy – expect that. But you have principles that will touch others and impact those that count – your students. The only reason I am in this job is the students, why I have won lecturer of the year several times and why I resigned my management position. I don’t want to play with the big boys; I want to maintain my love and passion for teaching. My belief about knowledge is that knowledge is not ours, it is to be shared and lecturers can be the conduit to it.”

Academic identity has changed greatly over the years, not always positively, Emilia explains, “we never are listened to despite filling in staff surveys, over and over again.” Emilia describes her academic identity as in flux, always up and down with the changes going on in the Institution, redundancies, new policies, and new ideas, with a lack of consistency impacting on how she can do her job and how she feels about her job. She believes she has a split personality: “one in work and one out of work; one that is seen in ways of teaching and one that is unseen in ways of knowing.” Saying this, Emilia is conscious that it is imperative to keep healthy mentally as well as physically: “I have known times where I feel actually sick about going into work, as I know there is something happening or stirrings that are not good and are on the verge of coming out, or I know I have done something that has not gone down well.” Emilia is of the opinion the managers are at fault for fundamentally not implementing the changes from government and disciplines adequately, “They are usually not trained or qualified or experienced, they are in a club that they love and cultivate an us and against them culture.” Emilia believes higher education can work the Teaching and Learning documents are great but sadly a “history of the wrong people at the top has made the Institution a difficult place to enjoy working at.”

Since participating in this study Emilia has ‘jumped ship’ as she described it, has said she “left this Institution with frustrations and is pleased to report is much happier working in education but in the corporate sector.” She stated when checking the vignette for accuracy that the irony is that she is working for a corporate that trains its 2,000 staff that is run less corporatized than the Institution. “There isn’t a money focus, but rather up-skilling staff is my job, no matter what the costs, I am not monitored, I have complete freedom and have not got the feeling of constantly watched or under surveillance, forced to produce research papers, my workload has decreased and help and support available from relaxed and friendly managers.” This concluding comment is an important finding. It would seem the corporate world is abandoning the neoliberal paradigm whereas education is embracing neoliberalisation more than ever; to extend mimicking what educational managers think is a useful business model which is actually not being sued according to this participant.

Richard

Richard manifested distress and disillusionment in his interview. Having a 'squashed academic identity' which is not allowed to breathe means for him being in a negative neoliberal environment with a "lack of trust" being a significant factor leading him to leave the organisation to work privately. He believes epistemic beliefs needs to be nurtured but the job at hand is so stressful that this does not usually happen, simply because of a lack of time, "crap managers" and heavy workloads.

...

An associate professor and ex-HoD with top postgraduate research credentials, Richard was able to talk fluently about changes in higher education and how these impacted on his academic identity. Richard is an Aotearoa/New Zealand academic with over 16 years' experience, but does not present a favourable picture of the present state of higher education. Having worked in a large university prior to moving to the Institution which forms the backdrop for this study, he summarised the impact of neoliberalism within higher education, which, he feels, seems to be generic across the higher education sector, not specific only to this Institution. The type of experiences Richard had previously had continued within the Institution being explored in this research.

Censorship of academic colleagues' own personal blogs and the loss of academic freedom were specific examples. He said his "ways of knowing have been stymied." Richard also expresses fear of being identified from the account given in this research, which was manifested in continued correspondence seeking reassurance about confidentiality. Surveillance and accountability have meant Richard's stress has escalated and intensified his feeling of individualism and competition. By his own admission, the hurt caused by these negative experiences run deep.

Before working in Aotearoa/New Zealand, Richard had worked overseas in different countries with different cultures to his own in a university and thoroughly enjoyed the experience. Many of the negative experiences Richard has had are attributed to the 'corporatisation' of higher education with the associated emphasis on finance. The significant changes include what Richard describes as 'unprofessional' managers with few qualifications and even less experience being employed – "to jump when told to."

In Richard's opinion, people have been employed as "yes people" for the management or as an "in power" group or so-called "hatchet guys." The Institution is likened to "a sausage factory, like a business. There is also constant instability and restructure"; "it has a punitive culture, people get punished a lot for making mistakes"; there is a "move towards business culture"; and "teaching is about making profit not about creating knowledge, it is demoralising."

Richard talks about an intense political environment which has increased administration for academics out of proportion to workloads "where managers do not understand what teaching and research [are]." The impact of these increased pressures has resulted in ill health for Richard and he claims that "many colleagues have got sick because of the environmental stresses." The feeling at the Institution is "we are a not for profit organisation but all we talk about is profit." This in turn has led to Richard having a personal vision to create the first private tertiary institution in New Zealand, a concept that works well in the USA. The idea of business is not felt to be offensive or wrong in education; but Richard considers that the way this has been transformed into policy and practice has been detrimental; with little consultation and only lip service given to academics' views. Richard's discipline is well known as a professional area so he is very acutely aware of the focus on money and enterprise. However, the politics (the epistemic drift caused by the government's focus on money and EFTS completions) and the increasing rigidity of higher education are highly objectionable to Richard. Having a tick-box system for the Teaching and Learning document process, for something that the department has been doing for as long as Richard can remember, only serves to increase administrative time, taking time away from research, students and teaching, which are described as "back end" in the process of academic life.

Richard ended the interview by explaining what had changed in his academic identity in an evolving neoliberal environment: "You are always fighting the battles and what people are saying and you have to protect yourself ... so you get back in your shell. All that happens is the students suffer, they don't have anyone who is going to, you know [stand up for them]... so I think that is the negative side of it."

Richard believes the ethics displayed by managers are such that an overhaul and realignment are urgently required. It seems to be generally acceptable to have a

business/money focus in education, he would say, but how and why this is done needs more attention so that staff do not suffer but thrive in their working environment and are able to adapt and evolve as time passes. The neoliberal agenda urgently needs to be implemented differently from the experiences Richard describes.

This interview gave a clear picture of a once vibrant staff member who had become insular, and of the possible repercussions this had had upon the students owing to his lack of time and inclination to give 100%. His self-reflections of not a happy higher education environment in which to work is also depicted in his reflective summary exercise (Table, 4. 8). The main thrust of the interview is summed up by Richard's remark: "I think New Zealand academic experience is becoming and has become increasingly about 'fall in line, keep in line and keep your head low' and if you don't then life gets very difficult for you and you don't get the promotion up." This echoes the discussion by Davies and Bansel (2006), where the description of the rise and fall of the neoliberal university, means a common theme in today's universities is academics have to follow the line of command, or else.

Table 4.9: Reflections of academic role impact –Richard

Looking at the following list which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: management involvement (negative / interference) ; auditing practices; administrative duties ; workload; EFTS focus; academic responsibilities; research; and professional development.

He had experienced no changes in research outputs ("because I cannot get to it").

Artefact

Richard's gave access to his own personal online blog which he believes explains his stance on knowledge and teaching, and shows his physical representation of his academic identity. This blog has been monitored by managers at work, which means to him he "feels he has little autonomy and even less individualism."

In summary Richard's interview shed light on the fact it is not the 'newbies' (new academics) who seem to struggle as there are many support mechanisms for them, for example, mentoring and professional development. It is the academics who have been serving education now deemed a service industry for many years that are generally not developing and therefore growing epistemically. The culture of the Institution is physically and mentally unhealthy as described by Richard, with a petering down effect on academics' identities. The implementation of managers' policies has caused barriers to teaching. Innovative pedagogies are hampered, therefore ways of teaching are not what academics would like to embrace within their classroom but what managers allow, due to funds, costs, room allowance, computer lab bookings, etc. Most managers have very little knowledge of, or a qualification in, the discipline they lead and this hinders the ability of staff they lead to feel anchored and secure in their roles. A pervasive element is discussed intimately which cannot be detailed here, but Richard is clear that there is an inefficient management system in place, so much so that in one department of 32, 11 permanent full-time academic staff have resigned in a few months. The staff has gone on to good positions (some academic, some not) where some would seem to be in higher positions, but in the Institution they physically, mentality withdrew and did not want to carry on teaching, managing and leading.

Clear open conversation is urgently needed, Richard believes, with no repercussions for fear of not having the same values as the managers. Members of an academic community need to share common beliefs and ideologies to strive to accomplish the same goals; the trouble is, as Richard explained, "if one group has a different agenda to another – never the two will meet." One example that Richard gives is the advocating of the Teaching and Learning document strategy that all programmes must adhere to in order to gain a 'tick' (chapter two). The consensus in his department is that all staff already teach the characteristics listed in chapter two, meaning "what is the point of having a document telling you what to do when we already do it!" Because of this he believes the strategy is punitive, demoralising and fails to acknowledge that staff do know what is the best way to teach their programme. Many teaching and learning strategies really are about just about getting staff to prove that they do x, y, z in order to fit into a box and gain a tick. But surely there should "be trust that the academic knows what's best and when to use it"?

The Institutional epistemological and pedagogical stance does not tie up with many academics' own beliefs, Richard states. Constructivist ways of teaching are mooted as the 'in thing'; however, all teaching strategies have their uses, Richard believes, at some point. It is also fashionable to have an 'in thing' in teaching and quite frankly, "if you have been in education awhile, it's all the same but packaged differently." The problem is, Richard says, there is "little time for preparation of trying new techniques or growing your own ways of knowing due to increase[d] workload which is usually that administration takes [precedence] over developing teaching resources or yourself." His epistemic stance is strongly evaluativist and his pedagogic spectrum would be diverse, dependent on the subject, but he admits he leans towards mainly transmissive, reproductive ways of teaching, due to time constraints. Richard's exasperation means, sadly, that a top scholar has left the Institution to move to a different sector in education, therefore his ways of knowing and ways of teaching have no doubt have left a gap in his department.

Mark

Mark appreciates that the ways of knowing that characterise his discipline are 'black and white' (objective) in the sense that he works with problems with relatively clear-cut and convergent solutions. However, his ways of teaching in that discipline are as much constructivist as they are transmissive. He appreciates, albeit intuitively, that those constructivist pedagogies can be used to facilitate the positivistic and objectivistic epistemologies that are useful in his context. The neoliberal agenda is frustrating Mark with a dichotomy: "money emphasis above all else" on the one hand means that on the other hand there is less money but an expectation to do more in the classroom, with the focus on bigger classes being a prime example.

...

In his nine years working as an academic at the Institution, Mark describes many changes he has seen within his discipline and teaching environment, from an enjoyable relaxed atmosphere to one of "severe disillusionment." Mark talks of "having all the responsibility (as a curriculum leader) with no control." Academic responsibility for Mark has led to pressures with increased administration, increased attendance required at meetings "for meetings' sake", increased focus on "bums on seats," increased involvement by management (including bullying), increased focus on performance and increased governance from both Institution and government. Many examples are given, including strategies stipulated to academic staff to focus on utilising a full classroom by increasing student numbers within each class, thereby maximising financial gain to the trades programme. Mark sees the benefits of having a full classroom, but objects to the lack of support for the 'needs' of the academics, i.e., the desperate need for new IT equipment and the three-year continued request for smart boards. There seems to be a dichotomy inherent in increasing financial input to the programme budget by increasing class size but seeing no need to increase the money spent on these bigger classes and on the needs of the academics responsible for getting the students through the programme.

Mark goes on to elaborate on the pressure of continual change for the purpose of "bums on seats and money," reflecting discussion in the literature on the neoliberal agenda, change for financial reasons and the emphasis on HEIs being run as a corporate endeavour in a marketised environment. Although neoliberalism views the student as a consumer, Mark agrees that academics' job is really to "constantly entertain the learner

..., to prevent boredom, by engaging them ..., to keep coming up with new things, forever trying different things in the classroom.” Mark believes that because of this, academics are forced to change the way they teach for financial reasons, although he believes changing teaching is no bad thing “as we want our students to pass.”

Mark comments on his personal epistemology in the context of teaching students first by making sure they understand that in this discipline “there is absolute certainty, black/white and right and wrong.” Once the students have grasped the legislation and safety aspects of his trade, Mark encourages flexibility where possible in the content of teaching, consistent with the need to stay up to date with training and the shift in knowledge as time passes. Although he does not mention this specifically, Mark has clearly grown his students’ knowledge from a simple objective view of knowledge to a more subjective way, ending the three-year course with encouraging a more evaluativist way of knowing.

Mark shows a real empathy and compassion for students who enrol onto the programme from school, especially for example those who cannot write four good things about themselves. Many of the students did not do well at school and are “shoved into” trades programmes, but cannot do maths. Many are surprisingly from wealthy families but lack confidence or interest. It is Mark’s belief that there is something occurring in society where “something has happened and it has not been picked up.” Parents are desperate: “they do not know what to do with their kids and send them to us,” and “students are changing.” Mark argues that students have to want to be present and do the course or they are never going to pass; it is “about attitude not aptitude.” Mark ends the interview again talking about the academic pressures on the students and the pressures on academics “to tick so many boxes...that a lot of your passion now dies through a process to get a tick, that does not add value to what we are doing and does not add value to the client which is even more important; ... I just don’t agree with it.” His self-reflecting exercise highlights a negative neoliberal agenda is having a marked impact on his role (Table 4.9).

Table 4.10 Reflection of academic role and impact-Mark

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Administrative duties; workload; EFTS focus; professional development; academic responsibilities

There has been a decrease in: Management involvement/interference; auditing practices

Neutral: Research; research outputs

Added: Management bullying increased; processes increased; a distrust of management increased. Need of more money from somewhere (epistemic drift) increased; dream and enthusiasm decreased.

Artefact

His smile was chosen as artefact. He thought long and hard about this choice but as a physical representation of his academic identity, this is apt because Mark explained he is well known for it and it gets him through the bad days. It highlights who he is and represents his whole academic identity. Mark also talked about the Latin ‘*Carpe Diem*,’ the ‘seize the day’ motto he has next to his personal signature on email, as “I love that and it ties to my weakness that is, I care too much.”

In summary, the rigidification of the higher education environment has meant for Mark that he is not able to thrive as his caring attitude is stifled. He is encouraged to be disengaged by his manager who he has firsthand experience with, has seen make grown men cry with “bullying in a verbal assault in a public domain.” The tick process that has become embedded in the Institution has made Mark ‘fly under the radar’ as he has only so much time and he believes that time is best served by giving to his students, preparing classes to meet the needs of international students who are second language speakers of English, and not attending meetings for meetings sake – “Why are we

attending a meeting, to just tick off we have?” Mark describes sitting in meetings but quietly marking assignments at the back of the room, so he is there in body but not in mind and the worse thing is no one notices that he is not paying attention or contributing to the meeting. Managers need to be seen to be doing the right thing, he believes, “which is showing they are involving staff by having meetings to run things past them, but actually it’s a one sided transmissive type meeting notoriously, whereby the HoD is telling us what is going to happen, what we have to do, what changes are next, etc.”

The ineptness of the managers is staggering, Mark explains: “It’s all about power, keeping us down and making them look sweet.” The managers should be “inspiring and supportive,” but he believes they are in the role for their own personal agenda. The managers “shoot off about the need for us to get our Masters degrees and PhD, with such audacity and a communication style that irritates me, when they themselves do not have those qualifications, or management qualifications, it is unbelievable.” Yet the power they “like to hold over the staff seems to do nothing less than stifle,” he continues, so that he has no time or energy left to be creative. The suggestion by other participants is power and domination is the way in this Institution with managers “liking the Lording it over staff, because of their own inadequacies.”

When asked what would make things better, Mark replied: “getting everyone on the same page, we are all in our tiny offices doing our own thing to survive.” So, although there are staff survey forms continually sent out, meetings about Institutional aims, policies, strategies, teaching and learning documents that could aid staff buy-in on Institutional goals, he believes the diverse academic voice (Grey, 2014) is not listened to.

But Mark explained that it is his love of teaching and helping the student keeps him in the role. He has a happy disposition and loves his discipline; however, he does not think education will be the same in the future. Polytechnics will be gone, he believes, due to workplace learning taking over an apprenticeship scheme that is seen as more valuable. He sees teachers losing the authority of the subject when “workplace assessment becomes more the thing.” The complaint from industry continues to be that the graduate is not work-ready, although “I think a lot of that could be addressed in our teaching and

curriculum and the problem is time, resources and lack of money and staff to change what we are doing to meet the needs of industry.” Mark highlights the irony of being in a neoliberalised state where the academic is acutely aware of money implications, but lack of finances means the staff feel unable to do their job to the best of their ability. This makes little sense as classrooms are getting larger; attendance is increasing and the student: staff ratio has increased substantially; there is less money for resources and more staff that are urgently needed to keep up with industry demand.

Ron

Ron believes that as academics we need to pass on the kind of knowledge “[that] is actually happening and what might happen as opposed to what has happened, ... not focus on the mighty dollar.” He was probably the most negative interviewee about the environment and atmosphere at the Institution. Although he acknowledges education is deemed a business, therefore corporatisation is part and parcel of this, Ron believes that managers are abusing their positions of power and responsibility and hiding behind the neoliberal agenda for their own gains.

...

Ron was a fairly new academic employed as an HoD, with no teaching credentials but many years as a top business executive at a large corporate international company, teaching at this Institution since 2010 and having won lecturer of the year awards several times. Ron taught a Bachelor’s degree. He has since resigned due to pressures from his manager, since conducting this research.

He began the interview talking about the pure enjoyment gained from teaching classes, keeping up to date with the world’s news in the field and experimenting constantly with new items to bring into teaching and new ways to teach. Ron liked to put extra effort into giving feedback in assignments and asked for assistance with marking because of the large classes he had to teach. He subsequently received a large document from a manager from whom he had asked for help explaining why he would not be gaining such assistance, the gist of which was that Ron was spending too much time marking and giving students’ pastoral care. At the same time Ron failed four student assignments; this was investigated by the students’ union and Ron said he had no alternative but to change the grade because of the possible effect on success and retention figures. He was aghast, as with the experience gained from his corporate background he believed students were graduating when they should not have been. Ron reported that the Institution “has become a factory that allows students to gain a C grade the entire way through their degree” which is saying that “50 % of possible performance is ok.” The key themes in these two incidents described by Ron are the increased workload pressures, the increased academic pressures, the “suck it up or get out mentality” and how this impacted on Ron’s academic epistemic-pedagogic identity, such that he made the decision to leave the Institution. He talked about “the 80/20

theory where only 20% of staff does most of the work, but he felt it was more like under 10% in this Institution.”

Ron believed he stood out from other academics; in the Institution as he spent time with students, giving pastoral care via one to one meetings and specific and focused feedback, acknowledging there was only his own anecdotal evidence for this. He enjoyed marking, loved teaching and gained the largest enrolments in his department as word spread of his enjoyable and fun classes, which in turn increased the time needed for marking assignments. Ron admits to ignoring 90% of Institutional policies on teaching and learning, “paying little attention to the latest phrase from management.” A significant quote from Ron is: “The ship has taken three years to turn: it disrupts everyone in its wake and it achieves very little as an outcome.”

This comment prompted the researcher to pose the following question: what has the impact of epistemic drift been? The impact Ron discussed has been that budgets, finances and monetary matters are part and parcel of everyday academic life but not emphasised as part of academics’ personal role or included in Ron’s personal vision (or are only mentioned in a pejorative way). His personal vision does include quality teaching that is able to deliver what is promised. Ron explains that this means in future a need for research that has a main focus on teaching and gains research outputs; interdisciplinary delivery of courses; having graduate profiles that mean students leave with initiative, can think, are able to write and present, interact and if necessary sell with skill as opposed to saying: “I have a BBus. I passed all these papers with a C and I can do any job put in front of me.” Ron maintains that in regards to education: “There is a requirement from the education sector to turn out people who are thinkers, who read the future and who have ethical standards that justify their qualifications”; sadly, in his experiences working in the HEI, Ron has not witnessed any of this, as shown in his reflective summary (Table, 4.11).

Table 4.11: Reflections on academic role and impact Ron

Looking at the following list which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management involvement; auditing practices; administrative duties; workload; EFTS focus

There has been a decrease in: Professional development; research outputs; academic responsibilities; research

Added:

Time available to share with needy students; the changes have forced me to reduce the research outputs at the expense of more administration (marking, assessment administration, moderation): this has had the flow-on effect of less quality time with students who might need more assistance – all negative changes

Artefact

Ron likens his own academic identity to a comet, because this is what education should be about: a light in a dark place that makes you smile, feel safe and strong in focus. He has not been able to be like a comet but still remains positive about education and the future. “The Institution simply needs a strong restructuring of management and things will turn around.”

In summary, Ron’s lack of trust in the Institutional environment has influenced his ways of knowing and teaching. This is attributed to the epistemic climate caused by: “Management [who] are unpleasant by nature, the focus on the mighty dollar, bureaucratic infighting, ineffectual management making weak biased decisions, auditing and administration practices for surveillance sake, ethics of organisation below par, personal performance not valued (actually actively suppressed), budgets and financial pressures on academics [that] should be on managers and academics left to research and teach and no incentive to perform well for the students.” The list is

alarming and no doubt Ron's volunteering to air his concerns is significant. He is a highly competent academic who has since left the profession of academia in his own words due to 'stress and disillusionment' (Davies & Petersen, 2005a).

Ron defined himself as a staff member who did not use inactive teaching methods such as pouring knowledge into his students (non-reproductive on the pedagogic spectrum) but who believed in putting in effort in preparation and after the lessons to spend time with students has found this to be a two-edged sword. Ron believed his colleagues and most of the Institution used "objectivist epistemology": when asked why, he replied "because that is all they know, to fill up the empty vessel in front of you with knowledge." He believes strongly in whatever content students need to be able to perform in the real world, so critical thinking and reflection must be part of each lesson. Scenario-based learning, problem-based learning and student-centred learning are all favoured teaching methods for Ron alongside making the lesson fun. He would no doubt be deemed a constructivist in his teaching methods, but he favoured using various teaching methodologies. Ron did not teach practicals, for example in workshops, he had mainly heavy theoretical content but did not purely lecture: he utilised all the typology of styles in Mosston and Ashworth's (1990) table. Sadly, to do the job well took time and required needed support with marking. He did not get that support so now is working in the private sector in his own company. Interestingly, Ron had not completed any teaching qualifications in higher education and came into the teaching sector with this as his first teaching role, but within a year he won a lecturer of the year award, for three years.

From the researcher's perspective, the Institution is changing its policy to say that all new staff have to gain a teaching certificate, if staff have the 'gift' of teaching well, or having been doing so for many years, what actual content is it essential to teach within this compulsory teaching course for academics? The researcher discussed with Ron a space to reflect and critically evaluate what it is that they do well and not so well and sharing this with colleagues in a safe environment would be beneficial. This would aid academic identity to grow both in ways of knowing and teaching. Consideration of how we can continue to adapt would be a useful part of this curriculum, because adapting in an ever-changing environment may be a new concept for many, discussed in the next chapter.

Ron talked about teaching being a complex job, alongside being in a complex multi-layered environment means the role of academic is difficult became a recurring theme throughout the interview. Ron explained he did not attend any of the Institutional teaching workshops or gain teaching qualifications; so he actually received no Institutional support, but this was his choice as it was offered. Top educationalists are needed as academics and there is a definite need to “keep them and support them as best we can,” Ron states. When staff resign a recurrent pattern seems to appear: the manager announces the resignation to staff in the department via email, too often with no recognition of what that staff member has achieved, and more appallingly the last sentence of the general email states “the role will be advertised as soon as possible.” The member of staff leaves with little recognition of their achievements, no shown appreciation which as Ron points out “only reaffirms that they have done the right thing in resigning” and a reaffirming of not being valued in higher education.

Sharon

Sharon laments what has been happening to higher education and therefore to academic identities. The lack of return on investment for academics is a significant 'downer' with huge workloads and unassailable pressures. Finance and budgets are a repeated concern of participants including Sharon; she adds to this by relating stories and anecdotes about what has been happening in relation to an intensified accountability because of the knowledge production push.

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The financial aspect of the higher education environment and its effects on academics' identities and roles seems to be articulated by all interviewees, highlighting a specific neoliberal impact on measurements, in particular of money and scrutiny of budgets. Increasingly the main focus of the Institution is on securing and increasing student numbers. Sharon believes that it "is fantastic that we are getting more people in higher education." This environment, in Sharon's view, though, has "dual competing demands: one to serve [the] needs of marginalised groups, two to ensure that we have enough 'bums on seats' to keep our jobs." Sharon teaches in the foundation programmes, has a PhD and has been teaching for five years at the Institution, and is in the most common age bracket for staff: the 46-60 age group. Although she gives a description of the wonderful visions the Institution espouses, "at times it seems like these visions are only that, difficult to put into practice given the continual reduction in service level staff."

Another clear theme is the continual restructuring of Institutional policies and strategies which have led to increased workload, affecting staff morale which is low, "a chopping away [and] de-professionalisation of academic staff, i.e., I was employed for an academic role but all I do is administration stuff that I am not trained for." Most of the Institutes' restructuring is geared towards improving success and retention rates, but there is always a tension, as it is on "us to get them through. The classroom environment is dire and needs improving. I was told to 'phone people up and offer them a place' even though they did not meet entry requirements, because our enrolments are low; I refused and stepped down from my position as [I] could not do these unethical things required of me." There is an "integrity that is not always there"; Sharon understands the business side of education but there is a "better way to match the two,"

Sharon believes: "...there is tension. Everything is tension." The tension described by many stems from the democratisation of knowledge and its production within the higher education sector, the base of neoliberalisation.

The marketing of the brand at the Institution means Sharon feels she is endorsing the selling of the brand and therefore, "I do worry that I am complicit in selling them [students] that sort of story." Sharon thinks she has adapted by rejecting her previous role: "... I can't just push people ... the structure drives the behaviour ... it's called change fatigue."

The "Institutional policies are fantastic" (good) but according to Sharon academics need to be given sufficient time to implement them: "You have got to give people the time to breathe life into it, ... so it does not become a burden or a pressure, 'Oh now I have to tick this box' and I have to go and understand it right away, and start implementing it ... marinating time makes it happen." The negativity came out strongly too in the self reflecting exercise, (Table 4. 12) where it can be noted the extra burden with her work has "stressed her out."

Table 4.12: Reflections of academic role and impact Sharon

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management involvement; administrative duties; workload; EFTS focus; academic responsibilities

I feel neutral about: Auditing practices; research professional development; research outputs

Added: Marking, pastoral care, length of meetings all increased and have had a negative impact

Artefact

Sharon chose a PowerPoint on 'How to survive assessment feedback' was selected as a physical representation of her academic identity, shown in all her classes. "I say to them, this is where the learning really starts, when you receive feedback, now that you have done the work and now it ramps up and I put it up on the screen. I can't remember who said it but ... it says 'You have to be confused before you can reach a new level of understanding anything' because ... I know I am confused. Don't be afraid about the state of confusion, and if you don't embrace confusion, you are not going to figure out where to get unconfused, you are just pretending and hiding behind this wall of pretence and so I really like that one a lot. I am sitting in staff meetings, quiet and often confused; it is not safe to share my confusion." She discusses her "ways of knowing are my own."

In summary Sharon articulated concern: "are we as academics confused and hiding behind a wall, or silent because of the confusion, or do we not feel safe to speak out and say we are confused, we disagree?" The most persuasive part of the interview came from Sharon's views on the Institutional climate. She describes how negative it is in the "real world but teaching and learning polices are great." Why then is there a gap between what the Institution advocates and what academics are experiencing? The epistemic drift felt by academics is due to the environment and comes about mainly because of management influences, treatment of the staff, the lack of a democratic process and an intense fear of speaking out: "head down, stay out of target and yes, fly under the radar at all times," is what Sharon encourages new staff. Sharon has learnt to keep quiet "as if you speak out it is as though you are criticising, you are challenging managerial approaches and not seen to be trying to improve matters which are my take on it."

Sharon believes her ways of teaching and approach have continued to develop and that no one size fits all. Growing as an academic takes time, which she lacks, and the exploration of new things also takes time. Because of "pressures this is an impossible task, so usually you rest back on your laurels, as no time means no creative licence can be employed." A key theme in the research thus far is the description of academics' role in the neoliberal environment, the lack of time and the increased pressures felt because

of this. “I do not mind accountability, but it is stretching it too far with being expected to be held [to] account for workload timetables which just do not work, do not allocate ... time for pastoral care, which I have to do a lot of, and the formula for teaching time ratio does not include many aspects such as marking that needs moderation, resits, fails, etc.” Sharon discusses her dilemma at not feeling as though she is taken for an “important academic individual, yet we are expected to create autonomous citizens that will become the future conscience of society.” Workplace practices at the Institution do not align with her vision of good academic practice or the purpose of higher education, even though good practice is a focus in many disciplines. Programmes are currently incorporating a compulsory paper called ‘Academic Integrity’ in the first year at undergraduate degree level; she says: “that’s funny as we barely ever see academic integrity by the echelons.”

Sharon sums up her experiences in the role: “I, like my colleagues, put what time we have into the students not the ... Institutional policies, you have only so much time, so they come first. We all give lip service to the new changes, but come on, how many changes can one Institution throw at academics?!” Neoliberal practices and ideology have allowed dominant hegemonic practices to seep into the Institutional structure, which in turn has led to a parallel process of redefining and reprioritisation of the needs of academics. The commodification, marketisation, commercialisation and economic pressures discussed in the literature (Apple, 2006; Aronitz, 2000; Girouz, 2005; Harvey, 2005; Slaughter & Rhoades, 2004) are also highlighted by Sharon as part of her experiences. She understands there has to be a business side of education, especially since the Global Financial Crisis higher education curriculum needs to change, but she is “weary, tired and fed up of the ideology the Institution exhibits, the marketing, the re-branding, the flash full size advertising boards in the city, on the one hand and [on] the other ... fundamentally poor pay and lack of resources for teaching and learning – how does that make sense?” Sharon knows that there is a decrease in funds available for research and for professional development and therefore does not ask for funding for attendance at conferences, so she is in her own words “stagnant.” A focus on efficiency makes sense but not investing in staff does not, she says. Her biggest concern is that she has a PhD and is considered a top scholar who is not improving her ways of knowing or ways of teaching but spends the majority of her time with administrative tasks that could be a job for a staff member paid less than the Institution is paying her. Her

frustrations are clear and articulate, similar in tone to those expressed by the other participants.

Georgina

Georgina's overview of neoliberalism and her description of academic identity were clear. She gave 36 pages of information in her transcript. Her epistemic-pedagogic characterisations were eloquent because of her PhD in Education and her discipline qualification. She had good understanding about the terms used within the study so the introduction explaining the constructs was not required. Her adaptations in teaching and beliefs in her ways of teaching and knowing depended on what students she had in front of her, their context and the level at which she was expected to teach. She has sophisticated ways of knowing, gained not only from her qualifications but also from her vast experience. She explained her reasoning for evaluativist ways of knowing in the interview, which is interconnected with context and audience. Her teaching embraced most of Mosston and Ashworth's teaching styles inventory.

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An ex-HoD and a creative arts academic, Georgina has worked at the Institution for 16+ years as a Programme Leader and has since resigned to take up an associate professor role in another university. Georgina was able to respond to questions on epistemology and thoughts on knowledge which many struggled with, for example, "I am interested in truth. Much as it is not an absolute thing, it is still an important concept at the heart of how I think we should live our lives." Georgina's approach to knowledge has changed over the years, and has consequently changed her use of various teaching methods: "I have become increasingly analogical in the way I get them to grapple with ideas ... I mean it's not really important that they remember [what] a perfect 5th is or not but much more important to me that they learn critical thinking skills, that they develop self-awareness, that they learn to be collegial, that they can abstract one idea from a zone and put it into another. These are sophisticated thinking skills. ... I use analogy a huge amount."

Georgina also highlights the epistemic drift arising from national government changes, being called to account for any dips in students' success and retention, and having lower cut-offs of enrolment figures, "which we are made to feel seriously worried [about] ... recession was good for us, but now those effects have diminished ... I am not allowed to say standards have been lowered, in a report, but I had to make promises to make things better and it was our fault. I have been told do not blame the students, it's all our

fault.” Georgina then talks of a report that had to be rewritten five times because certain parts weren’t deemed to be appropriate. This period ended up being part of the worst year Georgina had experienced owing to increased pressure to perform in order to gain the Institution’s slice of Government money. If the programme Georgina led was one student over on enrolments “one person puts you in trouble. Now I think it is 101% we are not supposed to reach – it is bonkers so you end up sort of living a surreal [life]... it becomes increasingly surreal as the years go by.” When Georgina was asked why she thought this had occurred, the reply was: “It is a combination of government forces and then a sense that people above you, which has become very much not a blame culture, but a blame deflection culture which is all part of the same thing, but it does mean if you are the type of person to stand up for things you are going to get your head chopped off.” So Georgina has held back, feeling strongly directed not to use certain words in reports (e.g. the term ‘*student weaknesses*’; Georgina was told “students do not have weaknesses!”) Georgina wished to talk about what is found to be difficult and what needs to be changed in this report but a “sort of dumb Political Correctness” seemed to be occurring, where Georgina was monitored and checked. Certainly a lack of academic freedom was experienced. A standardisation was being attempted which was “ludicrous as one size does not fit all.”

At the conclusion of the interviews Georgina was asked about her vision of higher education. She said: “I want them [students] to question stuff. In order to function in a global environment that is what you have to be able to do because when you move from one cultural set of beliefs to another to survive that or as your own environment changes, which it is at an increasing rate, you have to have a sense of what is really going on and what is driving this.” Although Georgina wants students to be able not only to question but to understand the state of play and the driving force behind changes, she feels unable to question ‘stuff’ in her own role and believes the drive behind ‘stuff’ in the Institution is a mix of neoliberal national forces at play alongside dysfunctional management at the Institution. Georgina understands knowledge is a multifarious thing so accepts the situation but would also like to see in the future “workable systems that support the rhetoric ... I mean quite a few values that are expressed are good ones, but then they are just empty promises, I would like to see more consistency ... and valuing of all disciplines whether or not they lead to a great job.” Added to this was Georgina’s dismay at the Institution’s slogans: ‘*Come to xxx a*

new job for all' and *'We make the people that make Auckland'*, which had predominantly negative comments from many participants in this study.

Georgina was familiar with the key models used within this study and talked about ways of knowing and ways of teaching. She believes that good teaching stems from her belief that academics need to think about students first and content second, and are able to mix up teaching methodologies if needed and if unplanned things arise within a class. She acknowledges there are constructivist and behaviourist theories in education but said that at the end of the day the academic, not the Institution, needs to choose, as they are the ones facing the students with their unique abilities. Encouraging students to be active global citizens is not on any graduate profile, although now many universities are having an 'Academic Integrity' core course at Level 5 (first year of Bachelors) as a compulsory element for new students in all disciplines, which she believes is a "great idea especially for our international folk who are not of same mind on plagiarism issues and how things are viewed in Western countries." Georgina states that part of her belief system is that students need to be resilient and learn to be versatile; this means she has to be "consistent with variety; this ties with my ways of knowing which mean I use lots of analogies in my teaching and I get them to vote on things." What in the literature is called democratic education is also practised by Georgina: "Well if you don't vote, you will get the Government that you deserve which won't necessarily be the one you would have chosen. You need to practise voting! I actually make these points." Georgina filled in the self-reflecting exercise and demonstrate the impact of the changing environment has had on her personally (Table 4.13).

Table 4.13: Reflections on academic role and impact Georgina

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management involvement; auditing practices; administrative duties; workload; research; EFTS focus; academic responsibilities

There has been a decrease in: Professional development

Added: Lack of being heard; increase in tick box process; lack of autonomy; lack of any real joy; increased pressure [due to] lack of time

Artefact

This was forgotten and although a reminder was sent it was not submitted.

In reviewing, Georgina's view the Institution does not allow academics to grow: her greatest frustrations are increased workload, not being heard and lack of time. She has little respect for the managers at the Institution and regards them as corporate people who know little about the job at hand – “teaching for success.” She believes workable systems that support the current rhetoric would be much better than creating administration for administration's sake. The growing competitive culture in the Institution worries Georgina; she says “it is like being at primary school, it's just nutty.” She believes what is needed is collegiality and advocacy for what this level of education needs at government level; complaining has been ineffective, she says, but valuing of all disciplines whether or not they do a great job (in managers' views) is urgently required.

Georgina discusses the marketisation of knowledge and education becoming part of the consumer model. She highlights, reviews and gives evidence of a robust belief that professional knowledge is currently taken away from the academics and claims that as an educationalist and practitioner, she is not heard. The discipline priorities for her area are determined by managers and not by the academics. She faces constant judgement of her performance through auditing, a critique of her professionalism, and constant

interference by managers. This feels unfair when there are little (if any) 360° evaluations of managers and what they are doing or how they are performing, but fairness “does not come into it.” When you focus on truth in your teaching, Georgina believes, this has to be “all truth” not just knowledge in your topic you are teaching. But herein lays a problem for Georgina: when those you work with come from a different perspective, they believe not in truth but in what they think is right, “a more black/white reasoning,” she is more or less saying that restraint is all around her. She believes that there should be consistency throughout the Institution: audit and inspection, for example, should be compulsory for managers (“especially the Deans, who are the worse for professionalism out of the lot of them”) as well as academics. The problem “has become too segmented: we need to all strive for the same goals, not individual agendas.” This “communal difference is intensified with individualism” and competition.

Malcolm

Malcolm believes neoliberalism can be discerned fairly easily in the financial constraints on spending and lack of pay increases, increased workloads and the “we must balance the books” mentality. Legal challenges and appeals mean students’ lack of academic success is blamed on staff not doing a good job. Lack of resources means it is harder to do well in your teaching, especially with student-centred teaching, where you need resources and tools to teach. Workload pressures mean there is little time to develop professionally, “even if you had the time – there is no money.”

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Malcolm was a new staff member who joined the Institution in 2011 but had previously worked in teaching higher education overseas, since 1992. The significant changes Malcolm highlights are combined environmental factors experienced both here and abroad. The key quote came in Malcolm’s response to the question: *What significant changes have you noticed in higher education?* “Efficiencies!! A very dirty word in my view where the balance book is key and the pastoral care and resources needed to successfully educate can be sacrificed with staff goodwill on an altar of economics.”

Malcolm is clear that a neoliberal agenda is present in New Zealand and overseas. The money-centred aspect of higher education seemed to cause a problem that “led to a massive management–lecturer rift” because of the Institutional restructuring which was done for cost-cutting reasons. The result according to Malcolm is that “goodwill left town a long time ago.” Malcolm acknowledges that changes were needed in his previous institution: “Changes were required for sure but some staff was hit by friendly fire and the working environment became toxic with overall standards suffering as a result. These developments were why I decided to migrate.” The teaching pressures inherent in the academic role and a heavy workload are regularly cited by interviewees in this study as a consequence of neoliberalism.

Malcolm has reacted to the changes in higher education by showing concern about “where staff may feel they have to cook the books to meet government targets and perhaps retain their own jobs. Quality standards drop as a result. I have seen this happen at close hand.” Legal challenges and appeals seem more prevalent now and staff have to teach under this veiled threat. “It is right that staff should be accountable but not for

things that are beyond their control [and] not for non-achieving students that won't attend." Similar concerns are mentioned by others; in Malcolm's case it seems to mean favouritism for students and little support for academics, with descriptions of "being in the firing line." Lack of time came up several times and the impact of this on marking and ability to do his job "right" (Table 4.14 below).

Table 4.14: Reflections of academic role and impact Malcolm

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management involvement; auditing practices; research; professional development; research outputs

There has been a decrease in: Administrative duties; workload

Neutral: EFTS focus; academic responsibilities

Added: Increase in marking has of course been negative because of a lack of time

Artefact

Michelangelo's 'Ancora Imparo' was chosen as a physical representation of his academic identity, because it stands for a belief that serves as a reminder to himself and his learners, as a lifelong learner. "Ancora imparo meaning 'I am still learning'."



Michelangelo, at age 87 in 1562

Figure 4.2: Artefact Michelangelo 'Ancora Imparo'

On reflection, the ‘massive disparity’ in higher education Malcolm discusses comes from the business model of education; this no doubt derives from the global ideology of neoliberalism and the stranglehold the government has on education. Although he describes himself as a poststructuralist he talks of mottos the Institution uses such as ‘real world learning’ and continual change in Institutional branding as actually opposed to teaching in a “post structural impossible environment.” He uses online support in teaching and gives a great deal to pastoral care of his students. But lack of trust and “the efficiencies regime” mean his freedom is hampered and he struggles with this. The situation seems implausible because, he explains, “there are no controlled changes scheduled, they just keep coming, change about change on top of change.” The “academic environment is out of control, with corporation emphasis on money, financial constraints, external reviews, bad managers, questionable power struggles, in house fighting, shift of balance of priorities in favour of ‘the student is always right’ mentality, where will it end?”

Malcolm believes things are not in a linear, controlled state of change but policy and practice are out of unison; he says, as this study has depicted, that a “bumpy road seems to be the order of play in higher education” as a consequence perhaps of epistemic communities not coping with the impact of epistemic drift. Questions of identity are closely aligned to policy and practice; if the “Institutional policy is not the same as what I think is good practice for my area, of course I will ignore policy, as I believe I know best, yes it’s a black- white, right- wrong situation.” Although we are in a “demand consumer deliverable industry” there are no guarantees that the student will pass, but the “pressures from the policies mean many colleagues submit to this and kowtow to managers and their performance measure indicators and pass the students with a minimum C-.” Quality versus quantity comes to mind here, “what should academics do if the lousy \$1,500 annual salary increase is measured on how many students pass? But we have no control now on interviewing the potential enrollee, to check they have the criteria – as long as student central say they can pay they are admitted into the programme, so if they do not measure up, cannot write papers, pass assessments, it’s our pay that suffers!” Academics echo that they “will not get our promotion, we will not get our managers off our backs, so it is easier to fudge the assessment pass rates, after all who wants student union down your back, when the student complains about your

marking, your teaching, your grade... it's easier to give in." Malcolm shows that the academic role is not an easy one and impacts upon academic identity both epistemically and pedagogically. Although he believes his stance in knowledge stems from the discipline he teaches, so he has a rather objective view of knowledge, he believes the epistemic climate is created through a neoliberal agenda and impacts on his ability to choose his preferred ways of teaching. He finished with "Ways of knowing and teaching is dependent according to discipline and content and subjective to individuals."

Don

Don states that “the higher education sector is a more complex and heavily administrative place of work” than the one that was around when he was a student. He has experienced very challenging and very difficult areas alongside some satisfactory aspects of his role. His overview of neoliberalism is that we should be accountable for the taxes people pay, but the downside is that the pressures are intense when doing your job well.

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Don is an ex-HoD who worked in this role for three years and then stepped down to concentrate on lecturing with no management responsibilities recently. He comments: “The administrative environment and I guess probably more the management component of [the] HoD role that I had, presented a lot of challenges ... some administration staffing issues, hair pulling around students’ complaints.” The enjoyable components were many, though: “Great students, the development of the department, good reports from students, and the programmes had good bones.” Don generally considers that “the department had a good heart, but it was always a challenge to look at development on our programmes, but to do it in a way without throwing the baby out with the bathwater.” Time is a factor mentioned by many involved in this research – the fact there is so little to implement changes and also to keep up with student demands: “Yes, it is just the multiple dimensions have changed in development. We are a re-established department. It would have been nice to have a year probably to actually figure out what does that mean ..., but [it has had] a huge impact for change and the team teaching and [it is] beginning to chip away at the efficiency side of things and ... figuring out reasonable workloads ... for people and new staff coming on board and new leadership and new this and new that.”

The changing environment is one of the themes being explored closely and covered by Don, in view of research question 4: *How can epistemic-pedagogic identities develop to engage more adaptively but critically with epistemic climates?* Don says that in his experience “in the last 3.5 years, it has been continual change and development and there is only so much change and development you can manage.” This is a key point, accepting that there will be change but that for long periods there will therefore be a human cost, “pushing capacity all the way through. I think I certainly have personally

and things have improved in development. I mean [I] have certainly got some satisfaction around that and I think generally the staff would say that too, but it has come at a cost, there it is ... it has been very difficult at times, ... to keep operations going while you are doing so much development you can't stop the bus...we just need to do this!"

Central to this participant's experience is his perception of lack of control over his role: "I didn't feel there was adequate appreciation of just how much change and development was happening, the resources required and what we could and could not do. It was like the imperatives from faculty and [the Institution] just kept coming, whether you have got the other things in place or not." The impact of frequent change and new developments in strategies and policies has been observed by this HoD as resulting in serious health issues for some staff, and highlighted the changes since his change in role in the self- reflecting exercise (Table 4.15).

Table 4.15: Reflections on academic role and impact Don

<p>Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?</p> <p>Since Don had willingly stepped down from his former role he saw the changes he had experienced as mainly positive.</p> <p>There has been an increase in: Research; professional development</p> <p>There has been a decrease in: Management involvement/interference; auditing practices; administrative duties ; workload; EFTS focus; academic responsibilities</p> <p>Neutral feelings on: Research outputs</p>
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Artefact

Passion, compassion and enthusiasm were chosen as a physical representation of his academic identity, because without these characteristics he would not be the academic he is today. These qualities impacted both his ways of knowing and ways of teaching. The core of who Don is comes from these essential characteristics.

Thinking through Don's responses as a positive academic longing for a future where academics can get back to the old idea that is stated in the Education Act: the academy is where the critique and conscience of society are created. He believes that is a classic description for academics because that ideology "is our bread and butter to us, to pursue human rights, social change, and transformation of the individual, [at] corporate structural and communal levels." Don would love to see the Institution in the future have more of a balanced view and not be so tied up with operations, so education can have clarity of voice and make its mark, with collaboration with outside stakeholders building key relationships. The community works mainly in isolation and Don is heavily involved in linking his industry association with the discipline. He is anxious about the Institution's lack of concern with industry links and requirements, believing this a key area that needs work within his field. But the Institution seems determined to have its own agenda and change requirement that often overlooks the needs of industry. "What seems to be propounded is lack of staff to push the need of a relationship between the academy and the industry training organisations and registration bodies like the one I represent." Don struggles with finding the time to serve on these bodies as well as carrying out his work as an academic but knows this is highly valuable for both his identity and teaching, in order to keep his teaching up to date and his graduates able to cope with the requirements of industry. This has a negative side, though, in that he lacks time to spend on research and writing papers even though he loves doing so.

"Economic rationality" was discussed in Don's interview and how the Institution and government are "not singing to the same tune," now that academics are compelled to pass students, not just get them enrolled, in order to get funds from the government. With students thinking that they can buy an education – "after all it is for public good" – the student has become the main actor in higher education; it is "now an industry that focuses on the student [as] the customer and therefore they are always right." Alongside this the academic has to be constantly thinking of revenue generation, in the form of

research outputs. “Education being about democratic creation of civic engaged citizens and learning was for learning’s sake is a thing of the past.” This in turn has meant “intrinsically as a manager it [education] is about redundancies, restructuring, tenureship, contracts drawn for staff for a set period and not renewed, precedence given to the amount of part time staff employed and as a HoD where you can show a saving.” Don believes this is an international trend and the impact on staff health has been already mentioned, leaving senior roles to focus just on teaching.

His own positioning on the epistemic spectrum would seem to be relativist and his pedagogic positioning is more teacher-centred, but constructivist, deep and productive. But he believes other academics have huge pedagogic-epistemic constraints and in his mind the greatest toll these have taken is manifested in “staff just not bothering.” Don believes “teaching may be where the professional development is needed; ...staff just bow out as they do not have the time to attend professional development programmes or simple workshops and do not want, or are not able to do one more thing.” This, he believes, means they are “not growing in their ways of knowing and ways of teaching and stick to what they have always done, no matter what I or the Institution encourage.” Since the Institution is short-staffed and classroom numbers are high, academics are “flat tack and to send them on a course is a hard decision if their heart is not in it, or they say how I am supposed to write my own assignments and mark 200 of my students in one week, if I am not here, in class?” A difficult environment is described by Don with academics’ identities “impacted by the very fact that academics are in the knowledge business, they are all about their own ways of knowing and this has to be demonstrated in their own ways of teaching, quite a subjective way to be, is to me an irony.”

Cassandra

Although Cassandra acknowledges that neoliberalism has meant accountability and changes in reporting structures, she feels that this is a sound and necessary development. Cassandra believes that ways of knowing and teaching are embedded in Māori culture, that knowledge should be shared and accessible to all. Her discussion focuses on academic integrity and the cultural needs of the educational community.

...

Cassandra a Head of Department happy with most of the recent changes in the higher education sector, as Māori knowledge is made compulsory in all disciplines “as the gateway to ... [name of Institution].” The changes have meant that “communicating with staff on all the changes in the organisation and ensuring reporting and accountability is sound” really constitutes her main role. Cassandra was the only current HoD who partook in the interviews. Although Cassandra never intended to take on her current role – she commented: “I fell into it”– she “realised quickly there were different ways of leading. I am really pleased with the way I am managed, for me it’s about building people’s capacities.” Although this is Cassandra’s aim it has proved difficult because “I have never worked in a place that is so hierarchical.” So in order to adapt, Cassandra was encouraged to undertake a Masters of Educational Leadership and Management, which alongside giving her a understanding of process was a great way to develop in an ever changing environment.

Māori and *pakeha* (non-Māori) views of knowledge are quite different. Cassandra relates: “I guess it is the way it has been set up that people have got to claim space and claim knowledge where in actual fact, it is quite the opposite of the Māori culture [in which] belief around knowledge is to be shared.” Community engagement is a big focus for Cassandra: “I think why aren’t we serving the community [in] which we live? ... What is the organisation about? We don’t sit on a ... mountain top and expect people to come to you. There is a sort of arrogance. That is what I feel about tertiary [education] ... we should be responding to people ... there is arrogance around, [we should] not expect to people to fit what is deemed it should be.”

Community engagement, according to Cassandra, should be achieved by being “responsive to the outside, by serving the community we are in the middle of.”

Cassandra continues: “We should be in the future responding to people’s lives. Everyone comes in here with a *whakapapa* [or genealogy, a fundamental principle that permeates the whole of Māori culture], so we are the difference between whether they can get a qualification that gets them an opportunity to provide for their families in [a] meaningful way.” Cassandra also felt that “an environment where one respects each other and feels value is high priority ... then it does not matter how much chaos there is, one can get on with the job.”

Cassandra’s responses to questions offer an interesting insight into Māori culture. When asked about her personal ways of knowing, she replied: “The values that drive [the name of the department] are *pono* (truth) and *tika* (love). *Whanaungatanga* [a value which reinforces the commitment to the *whānau* – family] is important as is.” The “spiritual cultural dimension of Māori is fundamentally evident here,” with the constant interchange of English language and Māori which is often the case in New Zealand, as a bilingual nation.

Asked how this aligned with her own vision of ways of knowing, Cassandra responded: “Knowledge should not be the only thing of value: it should be knowledge, skills and understanding ... and what students already bring to the learning should be acknowledged. They are not empty vessels.” How does this description align with her ways of teaching? “It needs to be part of being practical. Knowledge should be shared and accessible for all.” When probed further Cassandra was clear that teacher methodology needs to be “student-centred; co-construction; solution-orientated; practical and applied; fun, hopefully.” This response matches many participants’ views, advocating constructivism alongside a productive focus. Knowledge is not fixed, and not the only thing that is important in teaching, but should be considered alongside soft skills, and consideration of what the student already knows. Relativist and subjective ways of knowing are fundamentally what Cassandra advocates in her interview. Overall Cassandra gives a positive outlook when reflecting as demonstrated in the self-reflecting exercise and the impact on her role (Table 4.16).

Table 4.16: Reflections of academic role and impact Cassandra

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management involvement/interference; auditing practices; EFTS focus; academic responsibilities

There has been a decrease in: Administrative duties; workload

Added: Positive increase in Māori knowledge

Artefact

Many participants did not bring an item to the interview to represent their academic identity, but rather talked through what their thoughts were on this subject. For this participant the value of being **grateful** is important and was chosen as her representation of both epistemic and pedagogic identity: “Most of what I do is building relationships; that is the basis of what I do.” ‘Being grateful’ as a physical representation of her academic identity was her chosen artefact because Cassandra strongly believes you can choose your behaviour, so in her educational role she encourages being ‘grateful.’ This she believes is a choice that impacts everything you do, if you are grateful. She sadly has had a close member of her family die and it has brought out a spirituality and positivity in her. Her positive mental attitude was unusual among the interviewees, and refreshing. The taking of responsibility was a sound point Cassandra made; that if you are unhappy you should do something about it. Her motto is “work around relationships, form them and nurture them”; by doing this the rest is easy. Student-centred and solution-orientated teaching, which is both fun and practical, also means a mature epistemic way of teaching and knowing, because students are not empty vessels to be filled but “knowledge, skills and understanding [are] paramount for academics, in this climate.”

In her interview Cassandra came across as not only very positive about the changes in higher education, but in particular positive because they have been hugely beneficial to

the Māori student cohort. The Institutional documents, and their usefulness and currency, were discussed at length. Previously, “testing and knowledge content was the focus but now we have a modern glimpse into higher education change where the content knowledge focus is not the central tenet but the learning process has more emphasis.” Issues in learning are addressed and different cultures have their preferred ways of learning which now form part of the Institutional culture, for example, “learning how to learn is a greater art for lecturers teaching at foundational levels for Māori student learning.” This is not something done in teaching programmes, there is little emphasis on ‘how’ to learn. Having students “engaged in the process is also essential” as is not allowing learning to be inactive or the students to feel they are “recipients [of] the teaching process.” The boundaries set out in the “Institutional documents are framed around the needs of Māori and old fashioned traditional teaching is not advocated.” This is more effective than the teaching and learning processes that happened five years ago, Cassandra explains: “We have more students completing and the rates for success and retention have gone up significantly in the Māori stats.”

In many ways Cassandra’s ways of knowing and teaching are similar to Don’s who was also generally positive about Institutional strategies and documents. There is a counterview, though, to consider on the learning process that is encouraged in the Institutional documents. “Content free curriculum means the activity is given precedence, no matter what the activity, no matter what the conversation, as long it is seen to be an activity and seen to be communicating with students ... I have seen the communication be about Facebook and what the student was doing at the weekend and this can be seen as gaining the tick, as conversations are taking place.” This line of reasoning resonates with leading Australian academic Stephen Dinham, who maintains when “choice is championed regardless of what the activity entails” (Ferrari, 2014, p. 6). This could be harmful to the teaching process, as Professor Dinham emphasised in his conference presentation. Although the context he refers to is primary school teaching it very much ties in with the critical commentary from academics in this study. Dinham also states: “we are really suckers for false dichotomies in education, so content knowledge becomes a bad thing, it becomes either/or” (Ferrari, 2014, p. 6). Although there is an online learning document and a Māori document in the Institution, academics’ knowledge needs to be broad to be able to reach all students whatever their

culture (and Aotearoa/New Zealand has a vast cultural base), and be able to facilitate student learning with the huge amount of information available on the internet.

If the Institutional documents were to be, as described for example, moving, changing and breathing documents, then a dichotomy another participant mentions is “why have a list of what you should do as classroom activities?” Both Cassandra and Don can see the benefits of the documents, but there are many more negative views than positive expressed throughout the data collated on the Institutional documents use and content, all of which indicates a neoliberal agenda and epistemic drift having a profound impact on academics’ identities.

Don and Cassandra are two of the three (Norman, participant 13, being the third) of the positive interviewees out of the total 17 who advocate being in a positive Institutional epistemic climate as described in the documents. They are both happy in their roles and with the epistemic drift (policy changes, procedures, governmental rules) that affect their roles. Their views on knowledge are also both similar in that they think knowledge should be shared, it continues to evolve and no-one owns it. It can be both black/white and grey and Cassandra explains “our job as academics is getting our students to know the difference.” She is sure “whatever way we go personally, our future in education is bright.”

Nelly

Being a mature person with plenty of years of practical experience Nelly, believes the character of higher education means students should feel free to challenge, which is good, but she feels that the corporatisation of education and the associated lack of space and funds, increase in administration work and working hours, and high student to staff ratios are not good. Her ways of knowing and ways of teaching tie in she believes with the Institutional teaching and learning documents, being predominantly subjective and productive.

...

Nelly describes the academic environment as “a large organisation” which due to its location in Auckland consists of students from diverse backgrounds. Diversity is the cause of an increase in the pastoral care needed because the socio-cultural background of the students requires that “staff spend a great deal of time with dealing with student issues that impact on their studies.” In addition to this Nelly states that there are administration problems that keep re-occurring. She would like to see academics with an administrative flair for such matters made responsible for this, which would save a lot of time, as “administration support is low.” Inconsistency between different departments and Faculties means that similar matters are dealt with differently, which she says “is a little unfair.”

Technology is “the biggest issue” at this higher education Institution, also poor signage, useless equipment that do not work in classrooms, lack of car parking spaces, cutting of administration services, lack of planning with respect to timetabling, more isolation in staff office locations (now spread across three floors, so there is less personal communication), a new grading and marking system that has become centralised (leading to lack of personal control), and “getting rid of receptionists at each school, so that students aren’t cared for and may get lost because there is no one to greet them and tell them where to go.” The reason why all these things have occurred, according to Nelly, is “money of course.”

Many academics in this research study have mentioned the instability of having different managers; some leave or step down, then another manager starts with new changes. The upside of this is that academics have to evolve: “I am an academic

because I am keen to learn and always moving on. I go in and see what I wanted to do as a challenge and I do that and then I see something else and I can go on ... actually [this Institution] is my longest place at work ... I am evolving the whole time.” The downside can be the intensity of so much change means staff get little time to reflect, and also feel increased pressures to perform.

For Nelly, teaching is linked to ways of knowing or the epistemic construct: “I am learning, but I will never ever be an expert in that, so they [students] are experts. I am the expert on education in that programme and meeting those learning outcomes and even when I am teaching the undergraduates, I don’t expect what someone writes. If so and so said it is sunny today: I encourage the students to think why, just because she said so? Where is the evidence to prove it is sunny? That is your interpretation.” This idea of students being experts stems from the indigenous belief that *ako* means teaching and learning is one, there is no hierarchal difference (Miller, 2011). Nelly encourages questioning in class and coming from an interpretive perspective; and if placed on a spectrum of ways of knowing she would probably tend more to around more subjective ways of knowing rather than objective ways of knowing .

Nelly’s major concerns are: “Manager feedback; okay, we have our appraisal. That is not followed through; it is just us wasting time, form filling and nothing ever comes out of the discussion, another tick box exercise. That could be improved; last year the appraisal portfolio was deemed as good. I went down there and talked it through and there has been no follow through.” *Why do you think it is not followed through?* “Because I don’t think that the person, the programme leader has the time and this is it, she is busy dealing with student issues and meetings. My own research; well that has gone by now, I have given up my two days. I have given that up because I haven’t got any research time so that is it.” Several participants in the study also shared Nelly’s view stating that the most important aspect of working at this Institution is the group of people with whom they work, there us a gap between what academics prioritised and the Institution.

Nelly was asked if she thought colleagues were giving students pass grades when they were not at this level. “Yes, well the latest one I failed was three weeks before graduating on her final practicum. She was allowed through.” It is disappointing “when

[students] are allowed to graduate when they perhaps should not be.” Anxieties outlined by Nelly, (also can be seen in her self- reflective exercise below, see Table 4.17) include witnessing the significance of epistemic drift within globalisation and its progress with new public management (Elzinga, 2010).

Table 4.17: Reflections of academic role and impact- Nelly

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Auditing practices; administrative duties; workload; academic responsibilities. Meetings attendance increase “has been negative but can see why more meetings needed, as I am involved in the new changes.”

There has been a decrease in: Management involvement (“new manager not good, prefers YouTube videos of himself than a face to face meeting, a pure narcissist character”); research; Equivalent Full Time Student statistic focus; professional development; research outputs

Artefact

Nelly chose a cappuccino coffee as a physical representation of her academic identity. Nelly clarified how the coffee represents how she sees herself in the academic role: “warm, fluffy on the outside, warm and useful, but strong and comforting on the inside, has a vital role to play and is a constant.” Many people “mistakenly say [she] is soft, quiet, shy, even a walkover but not when it comes to failing students, I set and maintain high standards.”

Nelly wishes to continue to grow professionally and thinks this is vital for an academic; she calls herself a lifelong learner, yet high workloads and needing to know her topic, it’s absolutely vital she keeps up to date. However, the challenge to remain current with Nelly finds difficult, although she nominally has scheduled time for research, owing to the pressures of teaching Nelly has given this up. Economics and political involvement

in education were raised as serious matters that higher education will need to be facing in the future, but we need to get the management right before those overarching matters can be addressed, Nelly says.

Poor management continues to perturb Nelly; she mentioned staff are leaving in one department purely because, in her view, the changes were not acceptable. There are accountants “coming in and restructuring a structure that has never had enough time to see if it works.” The Institutional policies change and; “another new scheme comes out practically every week, what are we to do?” When asked if she had thought of leaving, Nelly replied: “I am too old to change jobs, but I can see why the key department staff is leaving, a third has resigned in a few months in one area.” The significant problem in Nelly’s view is that most academics love teaching and want to do their best, but the Institutional focus has not been on doing the best for the students for a long time, but “it is now about what the Institutional brand looks like, on paper. We have lost significant top scholars, who have international reputations, but the managers do not care, us academics colleagues care because we know how much knowledge they brought to the department.” The turnover of staff greatly impacts on the epistemic climate of the Institution. In Nelly’s words, it is “really a weak fragile place now.” The appointment of three new Department Heads in three years is worrying, in that as they bring “their own agendas and change from them, alongside Institutional change, with governmental change from the Tertiary Education Commission, means a lot of us feel like we cannot cope and are drowning” (TEC, 2010).

Nelly also mentions a perceived unfairness of promotions in the Institution, whereby only a certain number of staff are promoted because a quota exists for promotion to senior lectureship, associate professor or professor each year. Although Nelly has run programmes when a Programme Director has been away, she has not applied for promotion and has therefore remained on the same salary for many years. Common knowledge in the Institution, is that “taking responsibility is expected but no thanks or rewards will come from this, so after you have done it a few times, you do not bother again, why would you with being treated as inconsequential, I have known staff step [into] Head roles and still not [get] any extra income for this, it is a joke.”

Nathan

Nathan describes the neoliberal environment as disempowering. He cites not having a Head of Department; staff leaving in their droves; repeated restructuring; taking administrative staff away (“including taking the receptionist away in each department - stole the soul of the department”) as he himself is expressing feelings of failure not an enabler, or able to fulfil the purpose of education, that is to make better people for society. The ethos therefore has “changed negatively so that the Institution is about making pennies not helping students” and “we as academics are paid for success,” so it’s “on us to get them [students] through even though some should fail” – a difficult work environment for academics’ epistemic-pedagogic identity to thrive.

...

Nathan has over 15 years’ experience teaching in the Trades’ department at the Institution. He describes the Institution as “a sausage factory,” (as mentioned in the research newsletter recently and probably why frequently used expression). He thinks “everybody cannot be passionate about what they do. If you feel disenfranchised for whatever reason, you don’t want to do anything. You need to feel that you are valued, or your opinions are valued or what you want to do is valued.”

One of the frequently used words Nathan uses is ‘engage’: “We have got to create a *whānau* [family] environment in our classroom where everybody feels valued and everybody feels their opinion matters and their questions are valid ... all these things ... as people won’t engage. People won’t engage if they feel they have no value and you have to make people feel comfortable by maybe just calling them by their first name. It is tough at times though to get everyone involved.” Nathan reasons both students and staff need to have a feeling of connection and value in order to have a happy environment. Institutional strategies and policies generally ignored by Nathan: “I don’t have a hell of a lot to do with it ... at the end of the day we don’t do anything terribly different.”

Significant changes mentioned by Nathan are the lack of skills in new managers: “I think we have been de-powered a lot by the lack of experience, you know xyz left for three years and we were in a hiatus I suppose you would call it and I feel like we are

back in that same position again now because of management. We don't have a HoD, we have an accountant." The department is being run as a business, and Nathan believes, "we are not a business."

As managers are perceived as poor overseers of staff workloads, Nathan says "there is no accountability in that area" of work and study and "gauging what people are actually doing." Like others, Nathan is disillusioned in that, "We are not encouraged to do personal and professional development because the managers do not want to spend the money." The large increase in workload is met with little reward. Asked what he thought managers wanted from staff, he's posited: "tow the line, be quiet, do as told, work hard, that kind of thing."

Administration change means, "we have got student central [the student administration department] and that has been [a] catastrophe I reckon. They stole the soul from our department when they took the girls [sic] from our reception area. Nothing is face to face; even the enrolment process is online. I guess that is the way of the world, we are thinking constantly about saving money and rationalising cost and resource." The financial impact of neoliberalism is mentioned by all study participants. "I don't think we are so much about helping the student now, we are about penny pinching. We have restraints on us from the government. We are no longer paid on EFTS but on success ... my manager said it's not the student's responsibility to pass it's ours!"

Concerns about a proliferating management distrust and how staff are being managed was mentioned by most participants. The strains on academic identity due to the neoliberal effect shows itself in Nathans self- reflection exercise below (Table 4.18), as he mentions an increase in the auditing, measuring, and increase workloads all of which many other participants have noticed too.

Table 4.18: Reflection of academic role and impact- Nathan

Looking at the following list, which areas have most impacted your academic role in Higher Education in the last three years?

There has been an increase in: Management involvement/interference; auditing practices; administrative duties; workload ; research; EFTS focus; professional development; research outputs; academic responsibilities

Added: Developmental work increased managers: not managed properly, increased in academic responsibilities with unit standards

Artefact

Nathan's chosen artefact was his own "experience" as a physical representation of his academic identity; both his ways of knowing and ways of teaching make him who he is today. A significant remark made by Nathan was: "We don't have a mortgage on knowledge. Knowledge is out there. We just facilitate it." Because of this he believes the most important artefact he brings to teaching and connects with epistemic beliefs is his **experience**. "I have certainly become, I think, a better teacher because I have got more knowledge now ... and more experience in delivering it."

Reflecting on Nathan's input, he has an objective, or as described by him, "simplistic way of knowing and teaching a trades programme at level 3, apprenticeship." Nathan mainly teaches in a lab where theory is supported whilst teaching is practical. But problems occur with high numbers of students enrolling into the programme and his needing to adapt teaching styles because of the physical proximity of students to each other and the requirements of health and safety. The Institutional documents make sense with what they are aiming for, but think that one size does not fit all, and that the massification of higher education is not good for his programme. He regularly uses personal anecdotes and is personally interested in the difference in student levels of confidence as a result of time on the programme. Lack of time is always a major factor in pursuing research that would inform his teaching, since he teaches approximately

three days a week, is paid for 40 hours, so has little remaining time to undertake research.

Nathan says that the view that lower level courses do not require research is “ridiculous.” He perceived that centralised knowledge is what the Institution is striving for, whereby auditing and measurements are demanded, which he believes are “all part of the greater neoliberal agenda.” But the sad thing he describes “is the little leeway there is to speak out, to be listened to, as the managers are an ‘in group’ and if you are ‘in’ you are good and if you are not ‘in’ then you are out.” He talks about managers ignoring staff which can be as damaging as being shouted at. “Just blanked publicly at meetings, ignored, not spoken to, not involved or invited to anything, I think this is as dangerous as verbal assault.” He talks of complaining of the way managers treat some staff who are not liked, and he was told by one of his colleagues, “If you do not like it – leave.” There is little perceived balance in these circumstances.

Developments have come from trends and forces education that have become part of the HEI environment. The trouble really “is in society and the status knowledge has in society, both in political and economic camps, means higher education institutions like ours [are] in the firing line.” The lack of “moral[s] and [the] backbone of childhood curriculums in schooling and the family unit means we get all sorts we have to teach in the trades, but some of these lads have had no discipline, no love, no one who has shown they care.” But “our job is to be competitive and perform to get these lads through, if not, it is our fault, they cannot fail.” Performativity and economics are all part of the neoliberal impact on education. Nathans understanding of the moral aspect of is that “in my new readings in the consumerism discussions, in a course I am doing. Performing is made more difficult with the concept of students [as] customers, and the “commodification of education, we are purely service providers, but not really.” There is a perceived disjunction in what the Institution expects and what he believes to be right and what he has to do. He finds it an “almost impossible task regarding failing students, because all the set-ups are in the students’ favour not ours as the lecturer marking and knowing the assignment and content.” Nathan read out a key quote he found while thinking of the forthcoming interview and he wanted to contribute the following to this research:

Other than as customers [students] have no basis for perceiving that they have an investment in the way the institution functions, either for themselves or for students collectively, nor that they are responsible for the way it functions. They are encouraged to think of themselves as ‘receivers’ of a service, not as co-creators of a teaching–learning community (Newson, 2004, p. 230).

Nathan struggles with the question whether students should have so much of a say, “because the opposite of this is us as academics, we do not have say in the Institution, we are not heard, so why should they be?” He states his ways of knowing are firmly within the subjective spectrum, but some of the comments like these may perhaps indicate otherwise.

The Institution has “strong marketing campaigns to students and making all sorts of promises, to get bums on seats, but quite frankly most of my colleagues continue to do the same thing whatever the Institution says in policies and documents and we all fly under the radar, try and stay out of the way and focus on students as best we can.” The increase in, “plagiarism and cheating” is just another dimension of practice “we have to contend with, but the student will try anything to get the education they buy.”

Norman

Norman came to New Zealand from a small South Pacific island many years ago; he remains positive and upbeat about academic life and loves his middle management responsibilities. His academic identity is relatively stable with beliefs that would be in the category of evaluator as he mentions often evidence and argument as making him decide on his stance on knowing, beliefs and aspects of his discipline. His teaching practice adapts to the “students in front of him, more of a contextual thing” and he thinks you should “make whatever life throws at you work.”

...

Norman has “worked his way up” in his 16 or more years of working at the Institution, describing the environment as “invigorating, [with] daily challenges and achievements.” The main changes in the environment are “from a lecturer-focused to a student-centred ... education” which is “now a consumer product. It has gone to that stage. I cannot personally change the way it has shifted although I think social development is a key part of education, so we have to think about how we can impact social development.”

Of all the participants interviewed, Norman was the most positive and happy with his academic role and environment. This is revealed in the questionnaire, where on all the indicating criteria showing a negative or positive impact on their role, Norman stated that all had been positive. He is the only participant who filled in the list 100% positively. This could be attributed to the fact, that for over 30 years Norman has been involved in programme development at this Institution and this he says he is really good at. The changes that have been difficult are changes related to the industry, the trade. He does feel heard though. Compliance regulations have changed the most, which means that on top of the Institutional changes the discipline is constantly ‘on the move’ but, as Norman states, “usually [I] drive things my way.” Norman states his job of teaching is to “develop capacities.”

With regard to academic identity, Norman stated: “I believe that you should have the relevant trade qualification first and then get a teaching qualification to authenticate [your] academic identity. That is important ... you are credible.” Norman’s most significant comment on the future was: “I wish all other academics, every staff member reads stuff as an academic because our job is ... selling education and we should sell it

and we should package it in a way that adapts to the changing customer base which is our students.” He accepts the changes, in higher education.

Norman has a positive view of students, saying: “I have strong views. Yes, I am a strong believer in students. ... I did not complete high school: I use myself as an example; ... [if] I can train and do a job, then anybody can do it and I motivate the students.” He describes education as “commercialised” and students as “our customers and with demands.” Norman is an avid reader and researches constantly to keep up to date and for professional development. He feels that students on completion of their studies can become good “global citizens” and believes the job of teaching is also about “nation building.”

Norman encourages within his teaching critical thinking, self-critiquing and questioning others’ knowledge by using constructivist and inquiry-based learning techniques, thus creating “an enhanced learning platform.” This tie in with Norman’s chosen artefact below, which is a piece of text used within his course printed on the front page of all the course handbooks and his self- reflecting exercise below (Table 4.19).

Table 4.19: Reflections of academic role and impact-Norman

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management involvement (interference); auditing practices ; administrative duties; workload; research; EFTS focus; research outputs

Neutral: Professional development; academic responsibilities

Artefact

Norman’s reference to the physical representation of his academic identity was content he had written for his discipline in a course handbook for students. The key here is the

global significance for Norman “that education provides for learners, to be critical thinkers, able to live within society and enrich it.” Here is the text:

Course learning philosophy

It is commonly acknowledged that nations are reliant on the capacity of their society to find solutions to problems, improve knowledge and transfer this knowledge into innovations that provide economic and social benefit. To satisfy the outcomes of this course, it is expected that you as a student regularly assess your own degree of understanding and skill at handling concepts or problems in your particular discipline. This attainment of knowledge is by asking yourself good, thought provoking questions while participating or contributing in assigned projects. The process involved in keeping you mentally, and often physically, active in your learning will be through activities that involve you in gathering information, problem solving and to reflect upon ideas and how you are using those ideas. The core learning goals for you are acquiring social and global competence, being able to think critically, being able to problem solve, and being able to look at issues from a multitude of perspectives (Institution Resource Handbook, 2013.)

In review, Norman exhibits a positive attitude, describing the rigidification of higher education as necessary and compliance requirement. A part of growth is that programmes need to change and align with industry needs. His “academic identity has grown with disciplinary qualifications and also his trades’ qualification,” alongside many years of industry and teaching experience, helps him with programme development. His ways of knowing are informed by these experiences. To improve his teaching he reads avidly and believes knowledge is ‘king’. Since higher education focusses on “citizenship not just a qualification,” he says it is more important than ever to keep up with efforts “to embed student citizenship in our teaching”.

“Society’s change in the thought of economic value in education” means it is normal to have an increase in administration and quality assurance processes. He accepts the Institution is “running a business and therefore the business model is apt.” The academic role “is to make sure our students are happy and their needs fulfilled.” Academics “communicate with [students] and not lord it over them that we are their

teachers and that there is a huge power difference between the teacher and the students, but as the Māori state, teaching and learning is one and reciprocal in the *ako* concept. The GFC [Global Funding Crisis] and the consequential shift in students' fees, motivates students for getting a qualification and the need in society to gain a college education to get a good job.”

The way academics can “support an epistemic environment is by gaining more income for the Institution so we can have more money to spend on resources and our professional development.” Norman accepts change “as the way education can grow and the reasoning’s are sound, we have to be measureable and outcomes-driven: since the GFC it is only right.” When asked how he maintains his positive outlook when many academics seem more stressed and disillusioned, he said: “I allow myself to whine, then reflect for one day and then shake myself and say, how I can make a positive difference for the students, my staff and the Institution?” Norman’s strong leadership style embraces cultural change and when change is inevitable whether you want it or not, “you then embrace what you can.” Greater clarity is gained by having an “open academic identity that is not rigid and can go with the flow, there is little you can do to change what is going to occur, so best make the most of it, I tell my staff.”

Jasmine

Jasmine's overview of neoliberalism is that a naïve form of neoliberalism is being experienced in her discipline. This has impacted on her academic identity by not allowing her time to think, grow and develop in the professional areas she would like: she feels she needs to develop, but barely "keeps her head above water". The epistemic climate "stinks" and the colleagues she works closely with help her to endure the role she is paid to do.

...

Jasmine came to the Institution from a government organisation several years ago. The environment was immensely different to the one she walked into at this Institution. Jasmine described the environment as "interesting." Jasmine's vision of higher education and the purpose of higher education were only partially aligned with that of the Institution, "but there were major impediments to allowing that vision to come to fruition." She explained that she had "not been fruitful" as she had imagined she would be in education, she was seriously considering "if education was going to be [for her], or should go back to her previous work."

The positive influences on epistemic identity within Jasmine's role come from her colleagues: "I had my HoD[s]...; those two people were instrumental in sort of turning my head around and making me look at the people who fall between the gaps ... and because of my profession it was black and white. There is no in-between. It is either right or wrong, or you have got it or you don't."

When asked if she therefore perceived knowledge as being binary, as right/wrong, black/white, Jasmine responded: "Absolutely. Strictly logical, analytical, sequential ... scientific approach and then I got here and I had foundation learners that were trying to bridge into degree programmes which were completely a group of people I had never ever expected to come before and the interesting process was developing teaching strategies to enable them to learn. So ... because it isn't a traditional school teacher background. ..., whatever it took I threw at them, so it wasn't text-book based. They weren't getting the rote learning, it was how I could make them relate and the majority, if not all, were not ... your typical left-brain, analytical, sequential learners.... You are looking for examples that they can connect to and then move onto from there."

Real pressures have been exerted on Jasmine's role: "The impact of what has been happening recently has been quite a bit of change, change management has occurred twice within the last year. Each person had a completely different perception of how it should be and what it should look like. Then what happened was, the person who set it up, the basic umbrella structure, with no finer points underneath it, had this idea, forced it through, left and didn't leave any notes to carry on. Meanwhile a structure has been put in place where people have been put in positions, heading each one of those pathways with different ideas and philosophies on how to deliver, so it is in a mess right now."

The time needed for development work in addition to teaching means, although Jasmine is part-time, her workload bleeds into unpaid days and leave. She found the required auditing practices particularly stressful. "It has been negative because you feel that you are on the back foot ... the trouble is when there is a change in manager, you think they don't know what I am capable of, so you are adding extra energy into trying to get them to understand who you are and what you are capable of, so that has been on-going for the past six months I would say, since [a] new manager came in." Jasmine asked for help: "I was working around the clock and I said I need help. At [a] 0.8 [4 day a week contract], I should have two classes and somebody went on leave so I had to take 3 new classes, 44 students in each. ... I honestly thought I am going to have a breakdown. ... I asked for help and the other people on these pathway committees who sit on the management, ... one of them said, oh, well you can't be marking properly then and I thought, excuse me, what! 'Well, can't you strip-mark that?' I said 'Strip-mark an essay? That is a good idea,'" (Jasmine has a good sense of humour).

Asked how academics could adapt to an ever changing environment, Jasmine replied: "I think that you have to adapt by cutting things out. The Health and Safety issue is a big thing and we have seen people walk out and slam the door and say I'm not coming back. Somebody has to do that job and you are ultimately there for the students, but the focus isn't on that, it is on a business model, so you have got to adapt by cutting out the fluffy bits until you whittle it down to the bare bones." When probed further pastoral care was raised as an important aspect for both students and colleagues, to have support they can rely upon.

Asked the question, “Have you felt you are cutting out some of your core being your academic identity is eroding Jasmine replied, “Well it is. Ultimately you think I am going to lose the plot if I don’t let that go. I have got to let it go.” The future she would like to see in higher education is, “an all inclusive one ...very much like the international baccalaureate system. It questions, it looks at what this discipline is and how relevant it is in not only the small picture in New Zealand, but the wider picture Obviously [students] have to be able to communicate clearly, so part of that is the numeracy and literacy, but the actual projects and stuff they work on, should be out in the field. So there should be some experiential learning going on, rather than just the ... ‘real life experience’ or something. The different departments don’t work together, so the ideal thing would be to have everybody working together to an end. ... More consistency and people who are valued, deliver value programmes. People who aren’t valued, deliver whatever they need to in the x – x hours they are working.”

Jasmine is worried about the future of higher education, especially at this Institution: “I think that it has become a sausage factory, but not of knowledge. It is compromising quantity for quality and I think that is the way it is moving. Quantity in all areas, human cost and that is seen increasingly more over the last couple of years. It is not a place that you can be proud of, so the pride has gone.”

On whether she thought those changes were the direct result of corporatisation, of higher education, she responded, “Absolutely. It is ... a view that they don’t care about us, they don’t care what we deliver and it is horrible [to] think about that, move to ... the business corporatisation model. ... It is a flow down effect. You get people being delivered programmes because we need EFTS [Equivalent Full Time Students], we need graduates ...the success and retention statistics ... are not good You have got people compromising academic credibility in order to get that.” Asked if this means a lowering of marks, Jasmine replied: “Absolutely. There is no question and I know that occurs.” Jasmine provides a bleak insight into the current state of the Institution; see below in the self-reflecting exercise (Table 4.20). Her ways of knowing are subjective and her ways of teaching embrace the progressive model of teaching and learning, a “productive typology of teaching styles” as Mosston and Ashworth would describe it (1990).

Table 4.20: Reflections of academic role and impact-Jasmine

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

This is “as is” from 6 months until now – but before that all responses would be noted as an increase in all on the list.

There has been an increase in: Management involvement/interference; auditing practices; workload; EFTS focus

Neutral: Administrative duties in last 6 months

There has been a decrease in: Professional development; academic responsibilities (on paper but in reality an increase and negative)

Artefact

As a physical representation of her academic identity Jasmine chose Janet Rand’s poem ‘Risks’ (Figure, 4.3). For Jasmine, teaching and being an academic are about taking risks, more so now with the ever intensified academic teaching environment.

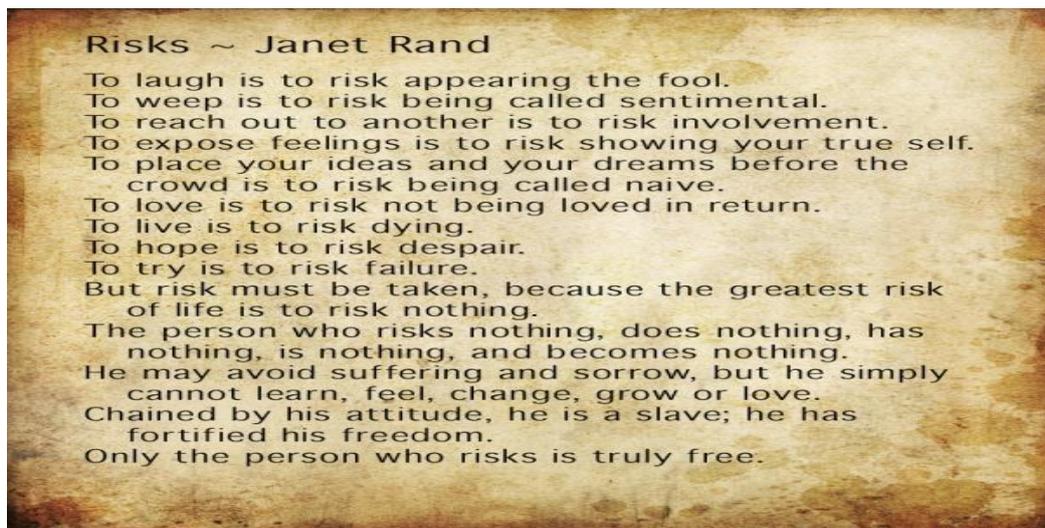


Figure 4.3: Artefact Janet Rand ‘Risks’

Jasmine indicated the conformist autocratic reproduction of knowledge that is now experienced in higher education is unsustainable in that “something has to give.” The lack of humility from managers, their arrogance and self-importance have sadly become the norm creating epistemic climate change. Worthwhile knowledge and a place of safety are needed where reengagement and application of knowledge are not merely specified in documents, but applied in practice and shared by all staff as ‘buy in.’ Common values and common goals are desirable and all staff can have as an end goal an agreed set of strategies that academics’ various ways of knowing and teaching can be mutually respected and encouraged.

Linda

Linda's overview of neoliberalism is negative; she finds the lack of funds and financial restraints frustrating, and she despairs at poorly managed staff. Adapting to this environment means for Linda stepping away from responsibility for the sake of her own professional growth. Her epistemic-pedagogic identity – although she teaches a trades qualification which is categorised as dealing with simple and certain knowledge – is characterised by her mature way of knowing. Linda perceives her personal epistemology has been stifled, constrained and unsupported within the environment.

...

The youngest of all participants and another ex-Head of Department, Linda arrived at the Institution in 2008. Linda was asked how her academic identity had evolved or adapted to the many changes of which she had been a part. “Very much experience-driven and knowing more about classroom environments and managing students, so my own personal ‘getting older’ having engaged in the Graduate Diploma in Higher education and the Masters of Education as well and no longer just being an industry practitioner but an education practitioner but also having the support of the institute where you know that you can play around with delivery mechanisms, that you know that you have got other alternatives, not just being ‘chalk and talk’ like more traditional universities where I have come from.”

Linda's views on the larger sector environment and ethos are that higher education now is about working in a factory of mass production, to provide a service, but this is not desirable, Linda views education as creating experiences for learners:

I do not believe that any form of education should be about sausage producing. If you look at my very minor profile on Moodle that I created as the very first thing that we had to do in Moodle 3 or 4 years ago, what do you believe in? Students do not come in, they do not get put through a sausage processing and do not all come out as a form of sausage, and it is there and it has been there for 4 or 5 years. ... Yes, we know how to write, yes, we know how to read, yes, we know how to do that, but what you take away in your form of knowledge at the end of the day cannot be taught, it has to be experienced and we need to create the environment that allows for that experience, we need to be the facilitators.

Linda is frustrated by the lack of freedom she has in her teaching. Rules that are not made but very much needed or rules that exist that are not needed mean there is often evidence of a lack of professionalism in the Institution: “If you don’t attend class and we don’t have a policy of attendance, how can you expect students to learn well? Obviously you can’t have that process of automation of sausage creation. So I don’t really know if it falls within neoliberalism but I don’t believe that, I can’t believe that we are a sausage factory. I don’t want to believe it and I refuse to be a part of it because it is not a way that I teach.” Her ways of teaching stem from a repertoire to meet student needs first, and foremost, and not the needs of the Institution. Linda teaches not so that students can replicate her very words and actions but so that they can become critical thinkers and produce their own ways of knowing and defends these ways of knowing when challenged.

On the matter of the financial impacts on higher education, Linda volunteered: “Budgetary constraints: I was HoD when we had to relook at the whole strategic development of the department within the faculties, within the community, within the bigger picture and three years later, four years later, ... we still haven’t been able to reach some of the strategy that we put in place because one of the key requirements for us to become sausage manufacturers for building information management is the need for a model. ... This is not a financial Institution, this is an academic Institution, and financial principles do not apply as they do for bottom-line private sector industry. This is education and it needs to be revisited and it is stifling. To do good business in education, you need to be evolving [or] you lose the edge.”

This situation is “very stressful, but also it sucks the life out of you. You become excited and you can only be a champion for so long and try to continue to be positive and then you get the new strategy and you go, well hang on, the old strategy wasn’t put in place so why should we bother, so unfortunately since arriving in 2008 there have been highs and there have been lows and there are more lows at the moment than there are highs and it is only because I have stepped away from the position of policy-making that I am back on a high and that is purely because of my teaching and my engagement with the students at that level that I am on a high. ... You [fellow academics and

managers] are expecting us to be eloquent, happy, champions, go-getters but you are not putting the foundation in place and you keep changing the goal-posts.”

Linda’s reasoning “included changes in Deans, change in HoDs which I must say has been very positive for us, thankfully, but continuous role changing from an integrated, centralised ‘student central’ in each department and faculty to a de-centralised [model] where nobody seems to care ... You have got programme directors who became programme leaders and curriculum leaders without having a clear role definition and twice now that role descriptor has simply been rolled over because we couldn’t be asked to spend the time six months prior to that role expiring, actually caring ... so you have got ... total disparity between the numbers, the support staff, between leading and administratively managing. It doesn’t make sense. ... You can’t lead a programme unless you have got time to be engaging with industry and the student body and all you are doing is ticking boxes for success and retention.” The absence of strong educational leadership is a recurring theme.

For Linda, enjoyment comes from the teaching: “For the third year running I am the highest rated lecturer, which is ... a bit of a concern because I still don’t know why, but I am running a small group diagnostic on Thursday to try and figure out why! But it is the students that make it for me now. I got stifled left right and centre as programme director, as programme leader and as HoD. It was ‘Do,’ ‘Sorry you can’t,’ ‘But you have to do,’ ‘We don’t have the resource,’ ‘But you have got to think of getting it from somewhere,’ ‘We can’t finance it,’ and I’m just really tired of hitting my head against a brick wall, so give me my students, give me my teaching, if you need to I will teach more, I don’t have a problem, but don’t involve me in the politics anymore because this place is about dosh when it comes to that.” The bottom line and budgets as barriers emerge again in Linda’s narrative.

Linda’s explanations suggest a dissatisfied academic who has had enough and withdrew to a lower level role because of a frustrating environment dominated by the dollar. A lack of trust is also mentioned, (also in the self-reflecting exercise, Table 4.21) as are the lack of adequate teaching classrooms, the lack of IT resources for staff use and the lack of facilities for evening students who have arrived on campus after a full day’s work and are not able to get anything to eat. The Institution’s marketing and branding

campaign indicates “nothing of the true situation”; Linda considers the marketing campaign to be ‘hype’ not indicative of what is happening in the Institution “but selling a promise” with little staff buy in to this promise.

Table 4.21: Reflections of academic role and impact Linda

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

[Responses since stepping down from HoD role] There has been an increase in: Auditing practices; administrative duties; workload; EFTS focus; professional development; academic responsibilities

There has been a decrease in: Management involvement/interference, trust

Feelings are neutral about: Research outputs

Added: Increase in student administration matters

Artefact

Linda chose for the artefact an image of four seasons Eastern flowers (see Figure, 4.4) representation of her academic identity she gained from the website Visit Korea. When explaining her chosen artefact Linda stated, “The reason for my choice [is that] the four flowers represent the four different seasons unfolding through the year. As the seasons change, one expects the surroundings to change. As I move through teaching at different levels; with new cohorts, or even with those I have taught before; teaching different subject matter. I believe I change and that this change should be welcomed. Different students’ learning styles, different cultural backgrounds, and different levels of experience call for one to interact differently. If we as educators are not open to this change, then how can we endeavour to be the best at what we do?”



Figure 4.4: *Artefact seasonal flowers*

Image from Visit Korea (http://english.visitkorea.or.kr/enu/SI/SI_EN_3_4_13_5.jsp, 2013)

Linda sees accounting, administration and an auditing culture has to stop to make way for a progressive educational practice that truly embraces productive change. The current business model is seen by Linda as, wrong and unproductive. Realignment and balance are needed within the management structure; this would go a long way to sorting out perceived problems within the Institution to enable academic identities grow outwardly and visibly “not privately, flying below [the] radar” and “sucking up to managers and working with constant fear and alienation, about losing your job.”

Henry

A mature professional, well qualified in his trade and academic field with many degrees and several years at experience in his field. Henry believes the Institution is “doomed” and has concerns that there will be no future in higher education with the advent of Massive Open Online Courses (Moocs). His belief system about knowledge and teaching is underscored by a conviction that knowledge is constantly changing and that therefore teaching and academics’ identities should likewise change. He also believes that since society is good at changing and evolving, so too should academics. The students need to be taught sequentially and gradually, from easy concepts to more complex forms of knowing.

...

Coming from industry straight into teaching a couple of years ago was a big change for Henry in his late 50s. He says he works less hours now and has more leave time but the incompetence he is faced with astonishes him at times: “What I have found ... after coming into that industry, was it took me a few weeks to realise that no, it wasn’t people picking on me, it was really that the system was that bad because you are used to in public practice, private practice, that everything ... has to be efficient because there is money riding on it, ... and admin is there to serve you and I ... found that it was all reversed at [this Institution] and it was all very like a big unwieldy elephant sort of thing as compared to ... being ... flat and also hierarchical, I was quite surprised at that too, because I was used to a consultancy thing where everyone is trusted to do their job and there is a very flat management structure. I sit down and have coffee with the Director who owns the company and it struck me as here at The Institution as very big and unwieldy ... and it took me a long time and I was quite angry for a long time at how could they [managers and Deans] be so incompetent!”

Henry considers one advantage of working in higher education is leave time, to be able to ponder and plan and have breaks: “I am really keen to be improving the courses and making them better and just those breaks where you sit down and you are really reviewing it all and you are thinking ‘Yeah! I can peg this one!’ Every now and then you get a session where you actually have pegged it and you are actually presenting the information and you know that it is getting through and you know that the students are engaged, but that is few and far between.”

On the other hand, Henry considers that the lows are: “Definite degradation [of] the resources. Our students are increasing I think ... [by] 25% per year with, since I have been here, absolutely no increase in resources, in fact there has been a decrease in resources like classroom sizes and stuff like that because they have closed down that building ... I find that I am sort of restricted from what I would really like to do.”

Speaking of the instructional policies and strategies impacting on his role, Henry says, “Well, I think what I have learnt is just very petty and I have just learnt to ignore it. The good thing about having such an incompetent management system is that you can get away with murder and not get caught if you learn how to work the system, but I have really just got more cynical about the system itself ... You know, we have got an industry organisation [where] the syllabus is a national syllabus and I must say I am quite bitter about that too. I don’t think that the students are getting ... well maybe they are getting 75% of what they need, but I still think that outside influences have resulted in us teaching 25% of total rubbish which bothers me quite a bit.”

Henry describes management as “just bumbling ... they all sit in their own little world and sort of pursue their own little interests and stuff like that, totally irrelevant to the job at hand.” Asked about teaching and learning documents and the other new strategies and policies, Henry replied: “You can’t do anything. I haven’t heard of half of those things.” He does enough not to get noticed, as noted in his self-reflecting exercise (Table 4.22). Henry believes the best way to do your job is enable students to be self-directed learners who will grow to be independent and have them understand that there are different ways of knowing which can be presented to them; normally that is not just one way of knowing.

Table 4.22: Reflections of academic role and impact Henry

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Research; EFTS focus; professional development; research outputs; Knowing how to work the system better, by avoiding things and doing things I want to do

There has been a decrease in: Management involvement/interference

Neutral feelings about: Auditing practices; administrative duties; workload; academic responsibilities

Artefact

Henry's artefact is a computer chosen as a physical representation of his academic identity "because that is sort of where I go for my information that is what I like to teach through, that is one of the things that I interact with the most if you are talking about knowledge and academia. If you are talking about the way I think I teach my students ..., it is a computer, but if you are looking for a bit more resolution on it, it is like deep connectivity, the internet, the whole ability to be able to reach out and grab information and be able to bring it all back, and I quite like that. To me it is not so much about talking to people, it is more about there is all this information readily available."

In review, Henry has a different connection to ways of knowing and teaching. He states, as many others do he "flies under the radar," does not get involved and does not really like teaching in the classroom, but prefers to teach remotely and prefers no face-to-face contact. What is interesting, though, is that his ways of knowing would be considered evaluativist; in the interview he gives a clear argument and evidence for his input into the discussion. He thinks the environment is poor because of "bad managers," and that the Institution probably will not be around in a few years' massive open online courses which may make face-to-face teaching in normal classroom conditions redundant. He is

not saddened by this but accepts that things change and that moving on is inevitable. Henry is a knowledgeable academic and well versed in the strategies in the Institution and prefers to ignore them as he does not credit them with much usefulness. Understanding tactics and how things worked took a little while, but now he knows the systems he is enjoying work, as in industry he worked much longer hours. He believes neoliberal ideology is around him in the Institution but it will not last as things will change. He has seen many examples of the disillusioned, stressed academic amongst his colleagues but, yet he he feels frustrated because of the incompetence of management rather than anything else.

The biggest problem, Henry thinks, is the misalignment of the managers' actions with academics' perceptions, meanings and beliefs: "They are in a world of their own and so full of themselves, they do not see or do not care about the gap between them and us." The reason is "by default these managers have been here long enough, so they got the job or no one else wants it." The budgets and monetary function/role of the departments should be led, by managers who have a MBA or are at least experienced. The most successful departments seem to be the ones where, instead of an academic becoming a Head of Department ("who really has not got a clue about managing or leading the departments"), non-academics to be managers have been brought in. How are academics "supposed to know about policies, administration, staffing, disciplinary procedures, budgets, practices that are to do with managing a group of staff ... no wonder there are so many bungled events?" What happens in Henry's view is that these new managers in turn become frightened "they will be found out that they really are frauds....think they call it imposter syndrome,.that they really have got that role because they have sucked up to the right person, that they do not know what on earth they are supposed to be doing ... what happens [is that] they start to put pressure on their own staff and blame them for their own inadequacies."

He suggests an action for the future is "redefine the managers' roles and secure individuals to lead who know about managing change." If neoliberalism is about redefining the student as consumer, perhaps Henry has a valid point that higher education needs a redefining of all roles, because they have changed so much; this in turn would change the Institutional identity and no doubt impact on academics' identities.

Walter

Walter has sophisticated ways of knowing and teaching. His views are fairly positive on his own development but he describes the neoliberal context and Institutional environment as being very different from the one he started in over seven years ago. His academic identity has grown in that although he has a weightier academic workload, his reality is based on contextuality and continually re-evaluated.

...

In 10 years, Walter has noticed many changes, in the Institution. He is Māori and bases his teaching on cultural values embedded as both knowledge and pedagogic practice. He said, “I really look at group learning and group teaching: that Māori concept of ‘ako’ where they are both a learner but they are also a teacher because they have a range of experiences that I don’t have, so bringing them into the class, and giving them a sense of authority within their own learning, they are an expert. Giving them an opportunity to express that by taking perhaps a leadership role within a group actually brings out the real personality in that person.”

Walter describes his way of teaching and knowledge as being trajectory. His students are learning a trade that requires an established and coherent knowledge, (which, if not adhered to can kill someone). This does not mean that certainty of knowledge and transmissive teaching is the only pedagogy: “I have got a wealth of knowledge at my fingertips. I try and tap into that to keep the group alive, to keep them interested and also I think that gives them again that sense of authority that they are their own person and they have a value and I would like to bring that value to the class and draw it out and it is not so much about growing the programme, it is about growing the individual. If you can grow that individual to engage in education, to actively participate, you have got a better chance of getting them across the line.”

Global citizenship is part of Walter’s teaching. Asked about the pressures within his role, Walter replied: “I think that ... it requires you to be a lot more personally organised. To map out what are the activities for the group, but once you get into the classroom situation, as long as you have got clearly identified goals that you want to achieve during the afternoon or the morning session, and you are able to stay on task

yourself, that Teaching and Learning document can be quite helpful to the students' learning.”

Walter explains: “It is about building community citizens and we can build inside a guy a sense of responsibility to his trade, to his profession, and do it in such a way whether it is through humour, whether it is through music, through content. I would probably say..... because we use codes and rules and regulations, there are certain quotes out of the books, they must do, and they shall do. ...There is no other way to do it.” Walter thinks a behaviourist teaching is restraining and academics should have the freedom to choose what is best for the discipline and that student group. Objectivist ways of knowing are embraced in line with supporting a neoliberal agenda in the Institution and Walter thinks that knowledge grows and a more subjectivist ways of knowing should be encouraged.

In talking about his beliefs about students' learning, Walter describes his personal epistemology in the following way: “So when it comes to applying ourselves to the uptake of knowledge around codes and standards, it is quite clear. You must, you shall do this, so they have to take that stuff on board. All the other stuff that I have been talking about, the good citizen stuff, that is actually outside the curriculum. That is about developing the individual, developing the person and I...suppose part of my academic identity is that I get that from a history of playing sports where we work collaboratively in a team: that is the type of learning that I participate best in.” Walter believes strongly in the focus of learning, “It is the learning where I believe it gives the individual the most opportunity to express them [self] and it fits in again with [the] concept of *ako*, where as a coach I can show you something, but as a learner, I am sure you can show me something too and so I am prepared to step down off that pedestal of being the coach and work alongside my guys towards achieving those objectives.”

Walter admits he feels stressed and worn out at times, but he is conscious of placing students at the heart of all he does. Walter's cultural and spiritual side enables him to keep even headed and calm in a chaotic environment. It saddens Walter that he does not have any time for professional development courses (Table 4.23, self- reflection and impacts highlighted) but feels he is growing in his repertoire of teaching abilities and

knowledge in how best to teach, just by having the everyday experience in the classroom.

Table 4.23: Reflections of academic role and impact Walter

Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?

There has been an increase in: Management involvement/interference; auditing practices; administrative duties; workload; research; academic responsibilities; EFTS focus

There has been a decrease in: Professional development

Artefact

Walter's chosen artefact, as a physical representation of his academic identity connecting to both epistemic and pedagogic constructs in academic identity, is this meme from Brainy quote website that includes a quotation from Proust (Figure, 4.5):

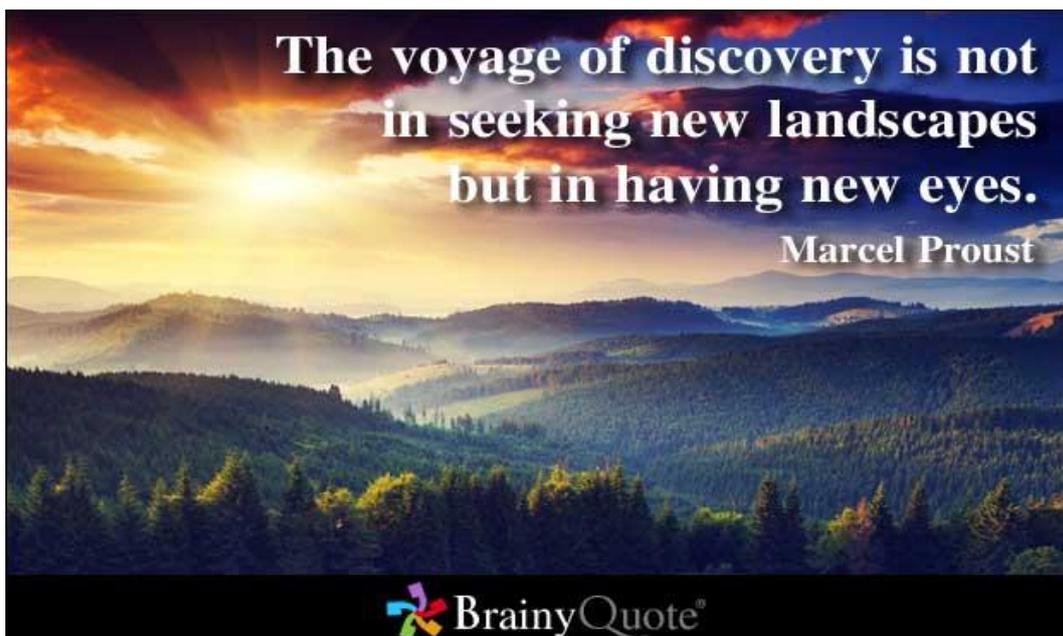


Figure 4.5 Artefact: Proust (www.brainyquote.com,2 014).

Asked how he thought a Proustian quote was connected to his academic identity, Walter said: “Well, often we see things for what they are, but if you have new eyes, ... if you see it from a different angle, it can just change your concepts. I suppose inside of my academic identity, I was quite challenged as a learner myself and I guess I tend to lean towards the challenges of the learner and how can we make learning easier, more fun, so that they can achieve whatever the path they have chosen.”

In view of Walter’s strong cultural ties to his academic identity, he confirms and in his words states this “makes” his ways of knowing and ways of teaching; meaning it is not only epistemological views that inform disciplinary fields, (Chang & Tsai, 2014), but culture (ethnicity) does so too. How you cope and adapt within a changing environment impacts on how you see the world, and the lens you wear, as embedded cultural manifestations takes precedence over everything else. Walter reminds us that labeling can reflect how the researcher sees things. The names given to each node needed to be reconsidered (Bazeley, 2013), in view of the significance of labels. Walter’s artefact and explanation reinforced the researcher’s aim to critically reflect again, recheck the names she gave to nodes (themes) in the analysis process. The outcome of the revisiting labeling meant some categories were deleted to come under one and some categories had a name change, for a more suitable title.

The having “new eyes to see things” can also go against the grain of neoliberalism. For example, Margaret Thatcher, known as a great proponent of neoliberalism, (Apple, 2006; Munck, 2005) often mentioned the slogan “there is no alternative” (which became known as TINA) when discussing economic change and economic policies in the 1970’s. But we know that distorting truth about economic and social conditions is not only found in the media, as Walter hinted at an incongruity between what is admonished and what actually takes place in his area of work, with bullying, incompetence and inappropriate behaviour seen regularly. He struggles with “uncontesting this type of thing, but what can you do?” Walter believes identity comes from within and unfortunately not everyone has a secure academic or professional identity; most cannot identify their cultural or ancestral identity and he believes this is important to understand the dimensions that make up academic identity. Forsaking the welfare of staff to benefit budgets does not sit well with Walter but because he has strong cultural

identity he stays positive when many of staff either leave or find themselves unable to cope. He helps where he can, as his loyalty is to the colleagues he works with and the students he teaches – not the Institution, not the brand, not higher education as a service industry.

4.4 Summary of Interpretative Vignette and Artefact

“This has nothing to do with economics. It has everything to do with power” (Monbiot, 2013). The quote from Monbiot (2013) resonates in the interviews and more so after the interpretative vignettes were in draft and later re-checked by participants. A matter that arises consistently is that a power imbalance continually came up as a topic in interviews, when answering research questions about neoliberalism in higher education. A power imbalance and consequent perceived inequity was noted with managers (some also mentioned administrative staff) being on one level and the academic staff being less powerful. In fact, this emerged as a common theme. New managerialist policies were mentioned negatively by most participants, again reflecting a separation of ‘us and them.’ The discussion about management intersected with a discussion of academics’ voices “not being heard by the hierarchical echelons.” A longing for a more egalitarian approach to the distribution of power, was mentioned by many. The increased “interference” of management and being forced into behaviours that do not sit well with academics’ own identity meant a lack of autonomy was expressed by participants.

Some of the interview comments were surprising and the discussion was intense. All participants revealed, in their academic identity in their unique ways of knowing and ways of teaching. They also mentioned many common themes. For example, bullying by managers was raised by 15 of the 17 interviewees; escalation of workload was mentioned by 16 of the 17 interviewees; tensions in the ‘knowledge production factory’ (i.e., The Institution) was raised in some form by all; quantified measures by managers increasing work pressures was mentioned by all; increased student presence with a lack of funds was mentioned by 16; budgets, finances and the negative input on the workload were mentioned by 15; an increase in administration processes reducing time for teaching was mentioned by 15; and audit and accountability were mentioned by 16 as a negative consequence of the changing educational environment. Several participants mentioned ‘flying under the radar’ to describe how the academic finds ways to work in

the higher education environment; ‘sausage factory’ to describe the higher education environment itself; and ‘complete lack of trust’ to describe the general relationship between management and academic staff.

The interpretative vignettes exposed academics’ identities and what they were experiencing, their distinctness, difference, and sameness. The artefact was a technique to illuminate the participants’ perspective on how they saw themselves in relation to ways of knowing and ways of teaching. Interviewees were asked to bring an artefact to symbolise their own academic identity, and to explain why they chose it and how it related to their ways of knowing and/or teaching. Some used qualities in themselves to identify their academic identity (being grateful, my smile, my experience, compassion, enthusiasm); some chose items (comet, book, seasonal flowers, coffee, and my computer); some chose sayings or writings (course philosophy, poems, sayings, statements). Instead of the researcher identifying the participants’ epistemic-pedagogic constructs and making assumptions through the data gained from phases one and two, the intention in phase three was to see how the academics saw themselves. This built a picture up for the researcher, as in the critical realism paradigm, all information is valuable in the exploration of this study. These data were gathered to gain understanding of the four research questions and proved a useful insight into how academics’ identities can be variably represented.

4.5 The Development of the Study

The conceptual model for this study represents complex concepts, depicts main themes, (gained from literature review), within academic identity and the dimensions of personal epistemology and pedagogy within the context of neoliberalism. The model at the start of the study not only delineates the main constructs but allows the study to drill down to areas needed to answer the research questions, for example, higher education changes and developments in the current environment in relation to the ‘neoliberal effect.’ The researcher has found visualising a complex set of concepts, within groups (two constructs and two dimensions) and associated theorists in a 2 dimensional diagram moved the study forward in both research design and data analysis.

An understanding was sought within this study on epistemic-pedagogic identities. These data show both conflict and reconciliation in response to the intense changes occurring

within the higher education environment, in Aotearoa/New Zealand. Academics generally fall into two types of general understanding of the higher education environment, its feel or ethos: those who indicate it is negative, with increasing managerialism and unwanted quantified, measurable outcomes, and an increase in accountability and administrative requirements. They believe that a neoliberal outlook represents relatively objectivist ways of knowing and distinguished divisions of a set hierarchical type distribution of power, a rigid structure in higher education and depicts an Institution that insists on behaviourist ways of teaching. Their preference, however, is for subjective ways of knowing and constructivist ways of teaching alongside a more egalitarian way of being managed, so the power aspect (emotionally described by many participants) to their eyes are more fair and equitable. The diverse ways of knowing and ways of teaching meant that the diagram designed as a conceptual model served its purpose as stated above. The diverse data that ensued from participant's involvement has meant that it could be envisaged academics views are loosely represented within the model. To physically place academics' spectrum of ways of knowing and ways of teaching was virtually impossible in most cases as each participant had their own unique way of being, and understanding teaching but the two main categories that were clear was (a) those that saw neoliberalisation in higher education as positive or (b) those that viewed it as negative.

Specifically category (a) are those who (a small percentage in this study) believe neoliberalism is a positive part of higher education. They see neoliberalism as identifying a position of power within the Institution which rightly measures academics' performance, to ensure students get what they have paid for; after all we are living in a transparent knowledge economy where students can vote with their feet. This group accepts that the Global Financial Crisis means there has to be big changes therefore part of this is accepting the way the education sector conducts its business of generating knowledge needs to change. Also, academics need to strive for excellence and increase their professional practice, focusing on objective ways of knowing and constructivist ways of teaching to serve this purpose. In order to do this they believe a hierarchical type of power is needed for managers within academia, in order to have a stable organisation, to be able to adopt behaviourist ways of teaching, which is best for student outcomes and measuring academics performativity, to have accountability and be able to comply with regulations and audit practice.

4.6 Conclusion

The aim of the data collection was to understand the perceived nature of reality in one higher education Institution experiencing the full force of neoliberalisation. This was achieved by examining a set environment: the impact of neoliberalism and educational changes on academics' ways of knowing and ways of teaching. Critical realism aligns with common sense, so the three phases of data collected followed a common sense pattern of aiming to obtain understanding from academic staff of the ways things are, why they are that way, and how they perceived to be thus. The broad spectrum of research available within the four constructs being explored means the research required a narrowing into specific areas. This was informed by the epistemic pedagogic spectrums, the four areas of behaviourist, constructivists, objective and subjective. It is clear to see that although the research study narrows to focus on specific areas, no participant fits one set pattern. Chapter Five presents a detailed analysis of the data presented in Chapter Four.

CHAPTER FIVE: DISCUSSION

No conceptual construct can be complete unto itself; concepts can only be defined in terms of their dynamic relations with other constructs (White, 2011, p. xvii).

5.0 Introduction

This central idea from White (2011) informs the study. Academic identity, personal epistemology, pedagogy and neoliberalism are constructs that must be discussed in relation to each other and the broader contexts from which they emerge. A conceptual framework was designed and depicted within a conceptual model in chapter 1. The vast amount of information exists within the constructs. In order to answer the research questions big themes within these constructs needed to be tamed. Doing this enabled the literature review to be narrowed whilst exploring the constructs. The empirical research studies allowed the study to drill down into the constructs by gaining main themes and basic polarities for ways of knowing and ways of teaching. The four main polarities of behaviourists, constructivists is seen in the pedagogic spectrum and objective and subjective is seen on the epistemic spectrum. From here the research design developed, as chapter three shows. The study revealed rich data, in chapter 4 intense diversity, complexity and entanglement of academics' ways of knowing and ways of teaching. This diversity of paradigms was seen through the analysis of the questionnaire, interviews and the design of the interpretative vignettes. The three data methods were utilised as ways of structuring analysis and key results, using interpretation from context (the academics' own environment). The exploration required participants to be engaged as a whole so that the researcher could hear authentic voices, not viewed as segmented atomistic pieces, to be positioned as this or that.

In reading the narratives in this research study one is reminded of Pelia's (2004) account of speaking from the heart. The academics' transcripts clearly displayed emotion in their recalling of experiences and replying to the single-interview open questions. The spectrum of epistemic-pedagogic diversity can be heard in the narratives inserted from the questionnaires, included in the previous chapter. Instead of trying to constrain the conversation, the researcher embraced and included, as much as was

feasible in this study, direct quotes from the participants in order to hear their voice and interpretation contained and connected to main themes. The structure of this chapter is aligned with the flow of the research questions for the study.

The narratives revealed academics' frustrations at the expectation of deliverables, by the Institution within pedagogy. Academics depict a narrowing of their ways of both knowing and teaching because of a lack of freedom. The Institution advocate 'conversations' in main documents that cover how academics should be promoting teaching and learning. These documents contain prescriptive directives in the form of policies, for example demonstrating conversations are a must for teaching and learning. However, in reality this study shows very little support is given in listening to just conversations with academics and a sharing of conversations with management to discuss deliverables does not happen. Even, a superficial form of discursive etiquette is not demonstrated within the study. The pedagogic spectrum devised in chapter two allows for critical voices to be depicted along a full spectrum of ways of teaching. This spectrum demonstrates the diversity of experiences articulated in the data, in relation to the neoliberal effect. Seen in this Institution are a directive and predominantly objective way of teaching, instruction that does not suit all content, academics' ways of teaching and disciplines. The systems depicted suit some academics but a very minimum find the situation empowering. Subjective ways of teaching is limited due to workloads, surveillance, monitoring and the neoliberal agenda. The pedagogic spectrum allows for the full spectrum of ways of teaching. The environmental state felt (due to epistemic drift) was given as the cause of this, (directly or indirectly), brought about by quantification, measurement, auditing, standardisation practices; changes that many believe create a neoliberalised higher education. Instead of reflecting on academics voices to open up on going debate between management and academics, to share the particularities of a conjoint academic scholarly world, this study has shown academics have withdrawn and fly under the radar, due to conformity and compliance the mantra that masks power issues. Academics not only feel the intensification of those in power but also their lack of autonomy impacts the ability to be creative, or to utilize evaluativists ways of knowing. The pedagogic spectrum gives academics the ability to adapt and allows for diversity but the control and governance issues discussed in this study tames or constrains academics indicating they have little ability to negotiate needed changes to policies.

The study demonstrates the importance of systems, policies and practices in higher education that recognise academics as stakeholders and participants in the creation of knowledge, rather than factory workers in the churning out of production and commodification of knowledge. Key themes from the literature were evident including, commodification, marketisation, internationalisation, all aspects of the phenomenon of neoliberalisation and related to the main constructs. This study reveals issues that we can learn from to build optimal conditions for academics to thrive to have freedom and their need for reflexivity and reflection

The higher education Institution which provided the context for this study was a familiar research site, for the researcher who had worked in the Institution for over seven years. The way the study was conducted was derived from the researcher as a professional practitioner and perspectives defined from her experience in the field of adult education. The reason the methodology was chosen was because it fits with the interpretation of the data sitting comfortably with the participants in this study because they were able to give their own narrative, draw their own conclusions from their own frame of reference. They were given their transcripts and vignettes to check. The participants described being disengaged, gagged and feeling powerless in their academics role, the researcher did not want them to feel research was something being done to them, but endeavoured to engage them fully.

Contextual knowing is situated within a framework of a specified context that of higher education in an Aotearoa/New Zealand Institution where each person involved in this study constructs their own meaning of knowledge that is different, but of equal value, to another person's. It is difficult to locate academics' epistemic-pedagogic dimension by trying to pinpoint an individual's stance, or locate them at a specific location on the conceptual model, but this was not the purpose of the study. Academics' epistemic-pedagogic identity may transform as contextual aspects are considered, primarily because we know our stance on knowledge is fluid, dependent on other constructs and context. Academic identity is talked about as deconstructed and reconstructed; it is not stable. This stance on knowledge depends on changes happening within the context as well as within academics' own internal belief system for ways of knowing and ways of teaching. The researcher's context has changed during the course of this study. This

transformation will be discussed in Chapter 6. The discussion of the research questions follows, followed by a reflective summary that begins to outline practical recommendations which are furthered in the concluding chapter.

5.1 Research Question One

What is neoliberalism in the context of Higher Education?

The data collected from all three research phases enabled a broader and deeper understanding regarding the main construct of neoliberalism: from participants' perspectives what it is, on how it is felt and what its impact is. The data collection and design gave room for free-flowing discussion and reflective personal commentary. The data were extrapolated through discourse in both written material from the questionnaires and conversations in a personal one-on-one semi-structured interview, which also provided a one-page written list for interviewees to fill in, asking for their reflections on the changes in the academic role and the impact of this. The researcher identified the connection between participant's narratives and the conceptual themes from the personal disclosures.

As previously stated, by exploring the minutiae we can gain a larger understanding of the complex and diverse terrain described under the umbrella of neoliberalism. Neoliberalism in the literature is very topical and, within the arena of the higher education. This is written about in connection with policies on marketisation, the knowledge economy, local governance, globalisation, the commercialisation of education and commodification (Codd, 2005).

Recently in Aotearoa/New Zealand, the emphasis has been on economic outcomes and education's role in this has been under scrutiny (MBIE, 2014b). Education is seen as a private good and not a public good, with specific mention within recent government documents for special groups (such as under-25-year-olds, Māori and Pasifika and young people at risk) in order to improve competitiveness and deliver skills for industry (MBIE, 2014d). The Minister of Education in 2013 (a) stated, "It [higher education] is a passport to success for individuals in our society and supports wider economic growth and prosperity as skilled people are essential to the success of business and other organizations" (Draft Tertiary Education Strategy 2014-2019, p. ii). These assertions

impact society's thinking of education, how it is viewed, valued and measured in economic terms "with accounting models that account for accountability" (TEU, 2014). This, in turn, impacts on the education sector, and as these findings indicate, academics who work within an epistemic environment cannot avoid being affected by the petering effect of global, institutional, national initiatives the government promotes.

In Aotearoa/New Zealand, the Tertiary Education Advisory Committee (2000) warned against the ripple effect of viewing education as primarily about increasing economies, making money and financial emphasis. The English Report (2006), indicated that education is suffering from "risk aversion, compliance mentality, change fatigue and low morale, perverse incentives" – characteristics that "promote homogeneity, mediocrity and credential inflation, lack of inspired leadership [and] lack of research on tertiary education itself" (English, 2006). In the process of exploring the current higher education terrain with participants, the researcher has encountered most, if not all, of these characteristics described by participants in their feedback and reactions.

Hindsight, it can be said, is a wonderful thing but not if, over a decade later, we have not learnt from it, formed some concrete opinions and moved towards positive changes. Some participants in this study explained that academics are not being given the right to build an equitable future. This then impacts their academic responsibility to be the critic and conscience of society (MBIE, 2014a), an essential democratic future is slipping away (MBIE, 2013b).

A synopsis of the epistemic climate or epistemic drift (Elzinga, 1985) as part of neoliberalism with regard to the ethos or the institutional classroom climate could be understood through the descriptions of the relationship between academics and the institution, in particular the lens through which academics view management. The "ill effects" (as described by a participant) of the higher education environment are expressed and well described by those in the study. Examining why neoliberalism is described and identified as such was one of the aims of this study. Terms and commentary from transcripts strongly indicate and link the relationships both between academics and their management and with the Institution. Overall, the epistemic climate where these relationships reside was identified as simply 'strained,' due, perhaps, to neoliberal policies that have been adopted, which in turn have caused academics to be "wary," "have a lack of trust," and being "unable to cope with structural adjustments,"

because of things like “the constant restructuring,” “increased accountability,” “the audit culture,” “surveillance systems,” “financial constraints,” and “commercialisation of the programmes.” Some of the participants reported their involvement in an unwanted epistemic drift that caused “budget realignment frustrations” and “financial restrictions that stop me doing my job properly.” The economic rationalisation that management espouses did not generally sit well with most of participants in this study. This has resulted in a “deepening of separation” between the management and the staff, “the academics doing all the work with no control.” Participants mentioned the “degradation of teaching as a profession and the lack of autonomy.” This is a situation “that drives lecturers potty,” and “we have become deeply disconnected” as one HoD explained.

According to one participant there is little consensus on Institution-related matters with management buy-in virtually absent. Instead, management “make decisions and we are performing monkeys that jump through hoops and entertain our students.” This perception is in marked contrast to the statement:

Consensus is still valued in the world of education. Education is not seen as an activity above, or uninfluenced by politics, but as requiring to be in accordance with more or less intrinsic purposes, having to do with the growth and development of individuals, rather than an instrument for attainment of political or social goals (OECD, 1983, as cited in Smyth, 2005, p. 22).

Although stated over thirty years ago, the subject of consensus in education at a national level continues. For example, Senator the Honorable Simon Birmingham (Minister for Education and Training, Australia) was interviewed about reforms (MOE, 2007) proposed and the need of a sustainable funding model in universities. He discusses the need for consensus to move forward with the proposed new reforms (Birmingham, 2015). The thinking of most individuals in this study is they have a lack of consensus and autonomy in their academic roles. This situation contributes to their beliefs that in professional roles there is a lack of trust in the epistemic environment, which in turn impacts academics own capacity for encouraging democratic freedom, because there is a lack of consensus. This idea connects with the neoliberalisation process, which holds that education is a commodity and needs to be run as a fine tuned machine; therefore,

academics need to be monitored and checked. Autonomy in this situation is somewhat difficult. Findings in this study indicate there is a gap between government policy and thought on consensus and individuals working in the heart of higher education.

A theory that has possibly gained momentum within higher education, that a new public management (English, 2006) is required in line with the increasing focus on internal finances, as stated in The Tertiary Education Advisory Commission (TEAC) Reforms, is a much-needed shift. After all, the Global Financial Crisis has occurred and students need to get “bang for their buck, they need to be literate as they are the global citizens of the future” as one participant explained. Some critics might argue, why should academics be given free rein to do what they want, when they want and have total autonomy (Shore, 2010)? This study clearly shows this is not the case in this Institution.

This erosion of trust, however, cuts deep; the academics mention that the quality control systems in place are so intrusive that their role as teachers has been superseded by administrative tasks “that they are not qualified to do, do not have time to do and do not want to do.” Others maintain that this administration “is not a good use of my time”. The managerial system sees quality control as a process for checking accountability and measuring performance. However, critics of this system believe that it is just a form of quality control on a product that is marketed and packaged just like any other commodity. In short, changes in the higher education environment are described as “quality checks and mandated measurements,” “overly moderated assessments,” “benchmarking,” “form filling” and “increased administration.” This is what neoliberalism in higher education consists of today.

Analysing the data reveals a stratified system which can best be described as an almost oppositional set-up at work between management and academic staff. Furthermore this illuminated the fact that the immense changes in higher education are known (MBIE, 2013a) about but the impact of those changes are not. In short, this researcher describes what is happening in HEI’s today as ‘a *loud disquiet*.’ The right to be a responsible professional academic and to have autonomy and be allowed academic freedom were identified as necessary, yet the constant flattening of innovation and the squashing of creativity and stifling of choice (Napan, 2009) means that academics crucial function as critics and conscience of our society, as specified in the Education Act (1989), has been

practically impossible for the majority of the participants. The result is “academics’ epistemic-pedagogic identities are hampered.”

Although Transparency and Information are piously revered in today’s university, they “are not as innocuous as they seem,” as stated in *The Times*, Higher Education article (Docherty, 2011). There are at least two types of existence in universities today, one that is Official and the other the Clandestine (Docherty, 2011). The Official does a good job of espousing and demonstrating measurements and conformity but shows no concern for values and principles, works through surveillance and monitoring, “prides itself on vacuous excellence” whereas the Clandestine, is the one lived in and described by the participants, one that makes them “fly under the radar,” one where the concern for truth seeking to go beyond mediocrities that bring little knowledge making, unless it fits within prescribed funding areas. “Transparency has become our poor substitute for truth; and raw Information has supplanted the curiosity driven demands for critical knowledge that are primary concern of a serious university” (Docherty, 2011). Reality shown in this study that, “neoliberalism is totalizing” (Docherty, 2011) participants in the Clandestine University work in the shadows, in cloaks, whispering in hallways, getting on with unquantifiable activities, but as Docherty continues, “It would be good if the Clandestine University came out of the cold. We could then present our activities, honestly, and in ways they reunite academy with sector leaders” (Docherty, 2011). The *loud disquiet* could be heard and widening participation within the academy could occur that is truly open and transparent, words advocated and espoused are truth not mere propaganda. Neoliberalism is only justified if everyone partakes in its markets, so instead of going underground and quietly “doing my own thing” as one participant described it, active refusal, reunited voice is very much needed. This will require guts, courage, “engagement in incisive critique, however dangerous that might be” (Davies & Bansel, 2010, p. 18). We know too that neoliberalism dismantles the will to critique, “thus a shifting nature of what a university is and the ways in which academics understand their work” (Docherty, 2011). A participant agreed that they are told “to teach this way, complete the same forms make applications to the same funding bodies- in short to reproduce the same practices in order to re/organize themselves to fit the template of best practice as this is defined by management” (Davies, & Bansel, 2010, p. 7).

The Institutions teaching and learning documents were examined to discover what was expected of participants in their teaching and learning context, to gain some understanding of the epistemic climate the Institution aimed for and the environment was being operated in. The introduction of a tick box system in the main teaching and learning documents was uniformly agreed by participants to be a useful development, but in reality some believed it “was another espousal [ploy] for selling the product.” The programmes that gained a tick were programmes that the Institution then subsequently advertised. The tick process supposedly meant the programme was marketable and the rigour of the tick box process served the purpose to advertise the brand, the Institutes name. However, the academics in this research said they really did not feel that the marketed product met the specification. They thought of themselves as educational practitioners, knowing what is best in teaching practice, and therefore purposively, did not do what the Institution expected within these teaching and learning documents because, the “control mechanisms were too burdensome.” The majority of participants stated that they chose to spend the little extra time they had on their ways of teaching, not on fulfilling a paper tick box exercise. They said they did what was minimally required, to “get management off their case,” whom, some mentioned, “did not want to hear what they were struggling with, just that it had been done.” This centralised control of *how* academics are expected to teach within the HEI (as stipulated in the teaching and learning documents) is paralleled in the monitoring operations that now occur elsewhere, with five-year government evaluation reviews, internal moderation, external moderation, planning reports, review of programme development reports, benchmarking, policy compliance documents, all prescribed in order to ‘see’ what is produced and thereby measure it and if good, use it to advertise and market. The order of the day the study shows, this Institutions aim is to make what is being done, visible and obscure differentiation, new thought, dismantle innovation in favour of monetary value, auditable control (Petersen & Davies, 2010).

Educationalism is part of the new push in this Institution. That is “educationalism is a higher education discourse that is characterized by an emphasis upon teaching in a manner consistent with principles derived from orthodox education scholarship” (James, 2013, p. 785). Many resist being told how to teach and resist regulations to their teaching, seeing being told what to do as exercises in power, “fulfilling corporatist objectives and nothing more than placing more accountability on academics” (James,

2013, p. 789), the interviewees in this research may query is it about accountability or mistrust and social control? In an ideal world, as the academics in this study believed, there should be a participatory and collaborative environment for them to work in, one where professional identity is intrinsically linked to and embedded throughout institution processes, thereby enhancing their professionalisation. However, the current emphasis within the Institution seemed to be on the student; the academic ponders “where do I fit?” The focus on the student who must be able to show professional ethics, educational values, morals and principles in passing a course focused on areas such as integrity, morality, democracy, and active citizenship. There is no emphasis for academics to demonstrate the same qualities although some participants hold these exact personal views, but not all for example, managers are left out when it comes to values, or not mentioned, within this essential requirement within policies and documents.

The epistemic relationships between the Institution and the management are described by some academics as having immense impact on their health and well-being, especially as the stories relate to intense stress and anxiety, in their everyday roles. This is due to what participants variously described as “tight control,” “lack of autonomy,” “increased workload,” “bullying,” “a lack of respect for the academics’ position” and a “lack of knowledge of what the academic knows!” The increased workloads as explored by Shore (2008) are mentioned frequently within the vignettes and should not be underestimated, nor should the impact of increased stress levels that over 90% of academics mention. “Promoting people beyond their competence” and “discarding institutional knowledge” were mentioned. There was frequent reference to persistent bullying behavior by Deans, or managers or Heads of Schools with long term academic staff, a point that cannot be ignored or dismissed of long term staff members. Critique of management is mentioned frequently, with bullying being the number one negative description.

This state of work in turn leads to a lack of academic freedom, which again constrains the academics’ identity, with professionalisation of the academic unable to grow due to the pressures of accountability (Altbach, Reisberg, & Rumbley, 2009; Salmi, 2009). However, the professionalisation of academics and institutions is important to marketing departments in HEIs. For example, winning prestigious national excellence

awards and government funding grants is used in promoting the institution to potential students. The marketing and branding emphasis has made academics feel as if it is more important to create a positive image, rather than having the right equipment in the classroom to teach an expanding classroom roll. The neoliberal agenda has caused more competition amongst academics and against other institutions, being viewed as competition for the export industry of education. The international league tables and the performance-based research funds almost universally originate from government-led initiatives. A rather time-consuming process with perfunctory documents is used in branding slogans to enroll more students. The enrolment of these students is then utilised as advertising 'compost' for the institution.

Definitions of the neoliberalism construct in the study stem from both global and Aotearoa/New Zealand contexts, from within and outside the Institution, and a seemingly endless raft of reforms which "in recent decades continues to result in changes – whether mandated, recommended or tacitly implied – to all faces of academic and administrative practice" (Denzin, Lincoln, & Giardina, 2006, p. 771). In this study neoliberalism has a complex and discursive discourse from the participants' perspectives. The terrains they describe in their higher education environment are presented as complex and challenging. The formulaic neoliberal agenda is present within the context of the Institution used in the study; however, the participants in this study including the researcher reproduce and replicate the very policy and practice that is seen in some literature as being pejorative, academics in general are not resisting and actively pushing against change. The neoliberal environment which most academics describe in the vignettes is negative. The challenge then for the researcher is, as Mutch (2005) describes, that both researcher and participants acknowledge they are active in the co-construction of the social world. Changes are down to academics in the learning sites to be proactive, and many participants mentioned this and their unhappiness of not being able to "fight back".

This study aimed to gain academics' views and obtain understandings of how things are and why they are that way. This was carried out by duly acknowledging "our research encounters to be active spaces in which knowledge and social life are being co-produced" (Saltmarsh, Sunderland-Smith, & Randell-Moon, 2011, p. 56). This means the researchers' choice of a critical realism paradigm became ever more important as

the data were analysed, primarily because it fortified the notion of a different “transitive world of knowing and intransitive world of being” (Scott, 2010, p. 4). Additionally, critical realism allows for both researchers’ and observers’ needs in qualitative research to grasp the logical depth of reality; both of which were needed to gain clarity in the interpretation of the data. Critical realism was useful in capturing an entire spectrum of data, from what ended up being a fertile and productive site for the study – the Institution in Aotearoa/New Zealand. This important paradigm choice was not fully understood when the research began and continued to evolve in its importance as the research unfolded.

The discussion regarding the implications of neoliberalisation, suggested that the increased accountability for academics means that the need for a measureable output has eroded fundamental democratic values, those of freedom, social values and trust, alongside collective responsibility. The crux of the matter was summarised succinctly by one of the study’s participants: “without us the academics, no strategy, and no policy, measureable output will happen. The Institution forgets we are the brand, we are the Institution!!” It is expressions such as these that are typical and aid in obtaining understandings of academics’ experience in higher education.

The management and their “power over me” mentality emerged as a major topic in the interviews. Participants had practical recommendations for improving the inequity of power, which in turn would improve the quality of education. Many stated a need to remove the hierarchical positions of power: “there are more chiefs and too few Indians,” and “how many more managers do we need?” A further proclamation from a professor was: “Tertiary Education is a public good and must serve the needs of the nation, to do this we all are responsible, because the system belongs to us and we contribute to it.”

In regards to hearing academics voices, all participants’ narratives were given the same consideration and weight, no matter what position the participant held, whether senior or not. What academics were saying is that management in this Institution has vested interests in decisions: it would seem that they are making decisions to serve their own purposes, own careers. But this appears contrary to a Aotearoa/New Zealand Tertiary Education Commission discussion paper in 2003 which states that the opposite should be happening in the tertiary education sector – that we have a reciprocal relationship

and responsibility to contribute back to society, not to ourselves but to a greater function than simply our own wants, especially for what could be considered selfish gains. What has changed since 2003 is the intensity, the push and the increase of neoliberal agendas making individuals more internally focused (Shore, 2010).

From most of the participants' perspectives, the Teaching and Learning documents are noble in intent, explicit and professionally written. Others believe the documents "fit nicely" with the "dimensions of personal epistemology and pedagogy within academic identity" and the "aims of a neoliberal institutional agenda"; the endorsement of teaching and learning values. Being able to have a set standard requirement for teaching 'correctly' has been enabled somewhat by having a set standard of teaching practice. In contrast, some participants view the documents as objective in ways of knowing, purely propagating views of right or wrong, black or white, positioned within the absolutism domain. Some participants consider the documents to represent a disconnection between Institutional norms, the nexus of disciplinary norms, educational practices and expectations. These viewpoints cannot be categorised representative of one discipline; for example, it cannot be said all those in the trades professions deem the documents for teaching and learning to display ways of knowing more associated with objectivist ways of knowing. These comments come from participants representing a mix of ages, genders, disciplines taught and length of time in the Institution, as well as positions held. Acknowledging commentary is complex; the fact that diverse conversations all contribute but come from many varied spectra helps us answer the question by gaining a picture of what neoliberalism in higher education looks like today. Once this picture is depicted, the researcher's coined term *loud disquiet* comes to mind, the study then concentrates on academics working in higher education, specifically the epistemic and pedagogic spectra.

5.2 Research Question Two

Why are epistemological and pedagogical dimensions important in understanding academics' identity, in the context of neoliberalism?

In this study, personal epistemology in the context of neoliberalism is defined as the issues related to knowledge and knowing, called in the data 'ways of knowing.' Academics' positionality or stances on ways of knowing and ways of teaching were

examined, including exploration of views in the higher education environment, such as academics' productivity, academics' roles, emotions, descriptions such as 'despondent' and/or 'disillusioned,' 'empty,' some 'happy' with higher education environmental change, their struggles, with the audit culture, etc., their impression of Institutional documents, 'illusion for grander things,' 'rhetoric compared to what is actually happening in the running of Institution,' and 'moments of certainty and moments of clarity.'

Analysis of the data collected from all three research phases contributed to this question. To obtain understandings of epistemic and pedagogic constructs meant the researcher needed to seek the experiences academics had in the neoliberal environment, because the two dimensions are linked. This, in turn, was done by exploring what the academics' viewpoints were by gaining their descriptions and identification of ways of knowing and ways of teaching and examples of how these two were experienced in the neoliberal environment. Categorisation, however, was not the aim; participants described positivist and constructivist ways driven by productive ways of teaching, rather than showing and explaining understanding of the spectra utilised in the study's conceptual model. Using dominant sources of literature, the study is able to tie the responses to the commentary. The participants' consequent outpouring, in this exploration was the teaching and learning Institutional documents' advocacy of contrary views was not expected. Some academics saw the documents as promoting lecturing although participants' view lecturing as ways of teaching is not always the most appropriate way to teach. To break this down further, being told *how to teach at all* is not considered acceptable to some. The teaching and learning documents do not embrace an egalitarian integral environment and do not sit well for most participants. What has happened is a dislocation in the consideration of individual values; to participants only Institutional values seem of value. There is a separation too of policy vision and the lack of emphasis on creation of a personal vision from individuals. The environmental surroundings seem to suffocate epistemic freedom, and participants are in survival mode thereby their vision blinkered by perceptions and their own lived experiences and only having the capability to physically manage the minimum amount. Alongside social change a move towards a more neoliberal agenda "keeps being thrown at us the academics" and "to measure this, fill out that, count how many bums on seats

we have...” A difficult work environment overall is the consensus presented in these findings.

Some academics believed it was totally unacceptable to be told *what way* to teach, as also discussed by James, (2013) others thought the notions were good but had no time for implementation of the characteristics explained in the documents, as increased workload was one of the most frequently-mentioned negative changes in the last three years (see also reflective box in each interpretative vignettes). Some saw the Institutional epistemic-pedagogic identity was prioritising a type of “instrumental servitude”; resulting in high disengagement from the Institution’s strategies and policies.

Aotearoa/New Zealand does not have as many institutions calling themselves universities as does Australia (39 universities) but it does have the same challenges. For example, the question ‘What is the purpose of higher education?’ (OECD, 2013) is frequently discussed by society at large and by administrators, academics, managers and stakeholders connected to HEI’s. Is the purpose of higher education civic engagement, or is it to create active members of a democratic society, students who can after graduation be the critic and conscience of society, as is stated in the Education Act 1989 and as Hill (2011) states the graduate “imbues wisdom, understanding of peace, rights, social justice, sustainability, compassion, kindness, embodying productivist logic” (p. 46).

Reflecting on the data in this study, this description is the ideal but in reality the attributes, qualities and discipline knowledge being garnered in the Institution for graduates are more to do with the capitalist market and “attributes that have been largely buried beneath a rhetorical pile of turgid rationalist pursuits” (Hill, 2011, p. 22) that serve no other purpose than to fulfill the consumer demands known as the student shopper. That student shopper is given godlike status, at least by the management in the Institution. After all, it is the student who pays for the consumable item, the cynic may say. The customer is always right, academics are there to serve them, to give the consumer freedom of choice, and that flexibility gives selling power. The flexibility mantra means that, the entry requirements for many courses and programmes have been lowered or removed to have open entry, so that the ‘shopper’ needs to purely show they

can pay to gain approval for entry. This situation is no different than having a “sale” a “special offer” to lure more consumers in. Participants mentioned a lack of an interview process now for enrolled students to be accepted onto courses. Many students (as consumers) get through the assessment system unethically, because “burdensome paperwork means it is easier to give them [students] a C minus grade for assessment.” Participants further identified there is a new power that students hold as consumers in their ability to challenge grades, and participants mentioned that when this has occurred, the academic has no rights and the student union is strong and usually gets the student complaint sorted out in favour of the student. Participants reported, there is little advocacy that support the academic in this situation. The academics manager, when challenged by the student union, usually supports the student, not the staff member. This in turn has meant students graduate when, in the opinion of the academics who have taught them, this should not have occurred; simply put, the students should have failed the programme. Academics’ ways of knowing and ways of teaching are ignored and their academic integrity viewed as unimportant, with their views shown to be not

The goals of higher education are worrying for many in this study. The marriage of business and stakeholders means that in peddling the product of education, many businesses want to have a say into how the institution is being run. The statistical results of student failures do not bode well for community stakeholders. Information stating low pass rates is well known and disseminated widely. Knowing this information is not good for external relationships, where the stakeholder is investing perhaps time, money and effort in building relationships with the institution. The responses in the questionnaires and interviews enable a re-theorising, or a new explanation of the impact these changes have had for academics’ epistemic-pedagogic identities and how this has the potential to influence change for a more positive future.

The literature review highlighted the theoretical frameworks in understanding personal epistemology and associated continuums, approaches, dimensions and justifications. The study of personal epistemology is complex as it sits within many disciplines, the two main disciplines being psychology and philosophy. But we know constructs on their own cannot be considered separately – they are all interconnected and have therefore a relational relevance. For example, in ways of teaching, impacts from physical aspects of teaching were mentioned as problematic, including teaching

resources, classroom sizes, classroom equipment, classroom timetables and “class environment being shoddy,” all of which caused significant tension and frustrations for the participants. Participants reported that this made a difference to their ways of knowing. An increased pressure within academics’ role cause epistemic tension, which in turn shaped how knowledge is disseminated by participants. The participants were not beholden to neoliberal tendencies; rather they made their own choices. Some participants, who from their commentary would probably be seen to have relativistic ways of knowing, conceived their preferred ways of teaching as constructivist (or transformative), not reproductive as Institutional teaching and learning documents might suggest. Some participants felt they were expected to demonstrate objectivist ways of knowing, and explained that variable ways of teaching were open to them within the Institutional remit, within the teaching and learning documents, to teach a certain way. However, for most in this study, the content of these documents was ignored in favour of a negotiation with students’ and needs and discipline requirements. This is illustrated by comments including “why would I even bother ... with teaching documents ... telling me how and what to teach, the audacity of it, when I have been teaching and won excellence awards!” and “who has the time to do what they say in the documents, when I am perfectly well-equated with the needs of my students.” Academics’ personal epistemology on deciding how to teach was more relativistic. Participants considered the classroom teaching and students in their subject as their domain and put most of their energies and time into the pedagogic aspect of the role: “I have no influence on management but I have all the influence in my teaching.” The role description of an academic as assigned by most participants in this study is one that “is about teaching,” “above all else,” “first and foremost.” Although tensions and difficulties impacting academic roles, came out in this study, most academics reported being enthusiastic about their own ways of teaching and their connection with their students: “I love teaching, that is what is all about – to reach the students, not the crap that goes on by managers.”

Difficulties with the Institution are described with profound systemic failures: “all they want to do is gag academics, but they are soo [sic] daft as they can’t stop what I say in the classroom.” Although some participants spoke of a fear of speaking out in meetings and a fear of disciplinary hearings, nearly all used the expression “I fly under the radar” and as one participant went on to say, “this is so that I remain disengaged from the

goings on in the Institution, the lack of trust means that I can't bear to be involved and slapped down.” How this attitude plays out for many is that the little time academics have is used to focus on what and how they teach. Interestingly, from the researcher's perspective in her own role of teaching academics to gain teaching qualifications, most of the curriculum at New Zealand Qualifications Authority Framework levels 1-8 of academic teaching qualifications is about how to teach, a tool kit is the aim, so academics leave the programme to be able to have a “pick and mix” knowledge of many different ways of teaching to choose from at their disposal. What is covered (in the researchers' experience) in the curriculum to be taught, is theory connected to practice. Connecting theory and practice with a good toolkit and knowing the differences in teaching methodology alongside the theories (i.e., who are proponents, studies of the teaching methodology) is vital. The new academic needs to take away the knowledge about ways of teaching and gains a repertoire of choice in teaching delivery. The technical ways, strategies, and policies needed to teach are the Institutional priorities, but it is not usual to teach about *why* we choose to teach the way we do, *who* we are as academics, our identity, what various dimensions of academic identity means and how the environment impacts our choices. Significantly and more importantly new curriculum content needs writing, urgent planning for academics who have been teaching for a while, (“the oldies”) those that need support and a safe place to consider the influences, experiences of the neoliberal environment and how their academic identity may be impacted. These academics are barely surviving, keeping their head above water, drowning in paperwork with little support.

The significance of this idea means that the qualified and experienced educational practitioner, the academic, could possibly benefit from workshops, with informed discussion about academics' ways of knowing and ways of teaching. To be able to talk about the higher education environment, what it is made up of needs a secure space in which to ponder and critically reflect. Moving beyond ticking boxes to demonstrate good teaching towards a consideration of personal way of being and ways of knowing, ontologically and epistemically, are needed urgently. The findings in this study demonstrate what many participants are feeling, due in part to the constant state of change of the environment worked in; as though they are “in a fog” and do not know their way out, “struggling with the whole thing of being an academic.” The researcher herself has witnessed the “wobbles” academics described to her or she has shared

conversations and descriptions in this study; having witnessed many distressing experiences with colleagues and the ensuing conversations about the impact of situation they have been involved in. It would seem that some academics do however move on from anxiety this state of “darkness.” Some academics present their experience using a narrative showing depression while others progress from this to a type of convergence, an understanding, a deep awareness about the nature of knowing and teaching that hits the core of our academic identity (Aryton, 2013). Participants have mentioned that often it is “not about you, it is about the situation you find yourself in that causes anxiety.” Participants described coming from this state to a “realignment of themselves” that is necessary because, after all, it is “a survival technique, something has to give” and “only an idiot continues making the same mistakes.”

From the results in the exploration academics decide what is important for themselves as to what they will therefore focus on. This is usually their “own thing,” not “delving into Institutional matters.” In contrast some reported having serious anxiety or “feelings of low depression,” an impact on health, due to increased workloads. Participants in this study subsequently left the Institution, with 6 out of 17 had left the Institution after being interviewed; 13 out of 17 said they felt increased workload pressures that had caused ill health and some form of anxiety or depression. Academics need to be heard with many taking up an outlet to be heard by writing blogs to air their depressed state and to hear from others, to gain support in the process of writing (Depressed Academic, 2013).

There is no universal understanding of the term epistemic-pedagogic identity. Therefore, there is no one-size-fits-all. The term epistemic-pedagogic identity was not widely understood by participants: epistemic-pedagogic dimension is not an area readily explored within the context of neoliberalism in higher education. The terms personal epistemology and pedagogy were also not fully understood and even the deliberate choice to use ‘ways of knowing and ways of teaching’ in the questionnaire had a few still relaying that they did not understand entirely. When the researcher was explaining the research purpose and aims to potential participants many raised their eyebrows showing they did not understand by their facial expressions and explicit written comments on Survey Monkey, stating “do not understand question,” “speak english,” “WTF?” The interviews and artefacts complimented the questionnaire

however, so participants could explain lived experiences through narrative. The plethora of widely varying descriptions and identification of ways of knowing and ways of teaching shows that the terms themselves may not be widely used or understood by academics. The variability and understanding of key terms may be a limitation of the study, but this was discussed within the interviews. In the questionnaire those who did answer, did so mainly well, articulating and contributing to new knowledge.

In order to make sense of the data collected, empirical studies from the literature and links to the research questions were simplified in section, chapter two, 2.12 to depict and simplify conceptual themes. The main constructs identified in this section stems from Perry (1970) and King and Kitchener (2004), both dealing with personal epistemology. Mosston and Ashworth's works (1990) were also used to gain themes for a typology of pedagogical teaching styles, with the binary constructs of productive and reproductive styles. Corder (2002), Galton and MacBeath (2008) and Race (2014) gave the study well-known terms for teaching methodologies. Subjective knowledge is uncertain and decided upon with a consideration of both internal and external sources. Most of the participants had a certain amount of variability in their own beliefs about teaching and knowing and stated that it depended on many things, for example the discipline. This is not unusual as all individuals have their own unique identity with constructs that make up academic identity. Although many said that their ways of knowing were variable, there is reciprocity between the two dimensions. Most of the participants first pondered what should be taught (considered ways of teaching) and then ways of knowing, in relation to "the subject matter, where students are [at] the start or middle or end of the programme of study," what the subject is and finally who the students are. Literature from Haerle's EMPE model (2006) on the epistemic component that makes up the epistemic climate aligns with this movement of understanding. The epistemic instruction, the learner's own personal epistemology and the academic's own personal epistemology, alongside epistemic knowledge representations in the classroom, needs to be considered to create an epistemic climate. The developmental epistemic dimensions cannot be separated into threads as they are all connected on some level.

Definitions of ways of knowing from participants' descriptions could also be deemed as more evaluativist. For example, one view stated, "a way for knowing that focuses on

evaluation in the decision-making process, thinking about differing viewpoints, integrating objectivist and subjectivist ways of knowing, is where I see myself.” The evaluativist model (Kuhn, Cheney, & Weinstock, 2000; Tabak & Weinstock, 2008) is recognised as the most advanced form of epistemic development and reflected in this quote from an associate professor with a PhD in Education.

The research did not, however, intend to label where participants fit on the epistemic-pedagogic spectrum, but to explore understanding within academic identities. Most participants described sophisticated ways of knowing and identified themselves more as constructivist in their ways of teaching. From the teaching and learning documents explored, the Institution advocated a strongly productive way of teaching. Most participants considered themselves in the constructivist realms, although they made conflicting comments about themselves “being expert” and that the “student’s job was to reproduce what they were taught in the assignments,” suggesting behaviourist ways of teaching. Within Institutional documentation and discussions, the implication of difference is not touched upon. There is a need for some practical recommendations to remove this gap between known belief and actions, known reality and rhetoric, and communal individualism and Institutional paradoxes.

In summary, what does this mean? The right to academic freedom, as mentioned in The Education Act 1989 in Aotearoa/New Zealand, seems to be curtailed, with participants saying “they fly under the radar so that they do not get shot down,” “that they stay out of harm’s way,” “there is no point in questioning or challenging the status quo because you would not be thanked for it,” and also that stating unpopular opinions is frankly and openly mentioned as a “no, no.” Their academic identity within the neoliberal environment depicted in a HEI is suffering from unrest, because it is squashed, hindered, and constrained. This could be attributed to not just the Institution but societal change towards a lack of trust that has permeated alongside the neoliberal way that no establishment has complete freedom and trust in institutes within a democratic society.

It could be said that historically there was once an unquestionable respect for Institutional establishments (for example, the banks, the Church, the medical profession, teaching profession). Nowadays whistle blowing has become commonplace. The media have captured many exposés where the end result is an incredible revelation; as a

society we perhaps have wrongly placed our complete trust (as an almost blind faith) in such institutions. We have examples Shore (2010) presents, with, The Catholic Church there has been international outcry at the child abuse scandals, many shocked and disgusted with religion breaking the sanctity that it advocates and it holds dear and the collapse of the Bearers Bank, in 1995; medical bias revealed by investigations into serial killer Dr. Harold Shipman; in 2007. News abound with stories that only enhance the belief that society's implicit trust has been falsely placed in institutional bodies, (Fecter, 2014; Nicolas, 2014; Nevada politicians exploit credit card loophole to avoid disclosure, 2014). Such groups and establishments are causing scandals of international concern because:

the public's trust of politics, business and the media has been negatively impacted and a series of scandals involving each of these key pillars of society has enforced this sense of mistrust and created schisms between these institutions, driving a rift between them and the public. The importance of trust cannot be underestimated: it is an essential component of a flourishing democracy and economy. Without trust, investment is severely hampered and growth is strangled before even the "green shoots" appear. The dearth of trust is one of the major issues facing society today (Knowles, 2014).

One could argue that public confidence in higher education has been eroded in a society with high profile scandals, so increasing auditing and accountability are now seen as necessary, even in higher education. The surveillance, auditing and financial regulations that have since ensued with New Public Management reforms due to the lack of self-regulation by these bodies means quantifiable measures can be verified, and hard and fast data can be produced as to how things are being done, how money is being spent and why. Although this new managerialism system is supposedly good for bringing public faith levels back on track, it has in some instances caused more mistrust: "audits often create the very mistrust they are supposed to alleviate" (Shore, 2007, p. 280). What has happened is a formalisation whereby processes need to be verified, checked and then checked again; they "must be formalised, made visible and subject to independent validation" (Power, 1994, p. 11). This change in higher education has increasingly altered academics' lives: "The spread of audits and other quality assurance initiatives means that many individuals and organisations now find themselves subject

to audits for the first time and not withstanding protest and complaint, have come to think of themselves as auditees” (Power, 1994, p. 1). Participants agree academics are answerable to the public and that is fine, academics are expected to be accountable and show economic efficiencies and be called into account when things are not as they should be. It is the way this is being managed that is the biggest change in the higher education environment. It is this management that poses difficulties within the academic role, impacting on academics’ ways of knowing and ways of teaching. A participant said in summing up answering this question, “objective knowledge is highly valued independent of context” due to the fact that “institutions tend to value and prize decontextualised knowledge; silence life stories of academics; by removing voice and academics being part of institutional committees.” Another clear statement in answering this research question was “our reality is only reality to our own subjectivities.”

Research question three reviews how different academics experience neoliberalism in relation to their epistemic-pedagogic identity, gaining specific examples and descriptive commentary.

5.3 Research Question Three

How do different academics experience neoliberalism in relation to their epistemic-pedagogic identities?

(a) How are academics’ epistemic-pedagogic identities demonstrated in their academic roles?

(b) How do academics’ identities relate to institutional and global epistemic drift?

The participants in this study identify and describe a wide variety of experiences in relation to their epistemic-pedagogic identity within the neoliberal context. Most participants did not fully articulate why they gave the responses they gave and most participants felt they did not need to or were not required to justify their explanations. This interpretation ties with ways of knowing in King and Kitchener’s Reflective Judgment Model (1994), in stages 3 and 4. These stages describe an understanding of knowledge to produce beliefs that are not fully or well justified but are tentative. This seems to also tie in with comments from participants such as “my beliefs and experiences are mine, not tested but come from my own life experiences and thinking”;

“I can’t really explain them they are what they are”; “I am not able to give a theoretical explanation, sorry as I have not really thought about any of this”; “It is what it is that is all I have to say.” Overall, participants in this study did not seem fully engaged in the terms and definitions of epistemic and pedagogic concepts and theories, and do not seem fully engaged in exploring their academic identity, yet are open to discuss what they appreciate from the nature of their perception of knowledge and teaching and the social narrative in which they work. Most participants did not feel it necessary to give reasons or justify any of their ways of knowing or ways of teaching, as “everyone is entitled to their own opinion.” This ties with stages 3 and 4 in the Reflective Judgment Model (1994) where, to a certain extent, all opinions are equally valid. The researcher was of the opinion after many hours of reading and analysing codes that it was challenging to fully understand participants’ ways of knowing and ways of teaching. The diversity of examples often did not fit neatly with how the participants voiced where they saw themselves. But critical realism paradigm allows for difference, the conceptual model developed in this study (Figure 1.1) shows the variety and spectrum of differences, which was the intention to explore and obtain *today’s* understanding of a specific environment.

However, there are some commonalities and clear similarities between what participants were able to share and explain. In the interviews a sense of the whole academic was portrayed. A comparison was gained in a simple paper and pen exercise in the interviews. A table was given to interviewees for each to manually fill in to get a sense of their reflections in their academic role within higher education environmental impact: ‘Looking at the following list, which areas have most impacted your academic role in higher education in the last three years?’ An increased role that requires more auditing practices and administration was a main point made by many. A space was left for academics to add any further comments if they so wished, so an open section for them to add anything not covered in the question. 7 out of the 17 interviewed said there had been no increase in management involvement in the last three years, but of those seven, five had stepped down or left their role. It could be said this was not a completely accurate indication for experiences overall, as these academics were completing the questionnaire with their current role in mind, rather than as asked in this question, for reflections about the last three years of work. Three out of five had left for positions

outside academia. The views are contained within the interpretative vignettes show the varied responses of all interviewees verbatim.

Dissonance was a key description of academics' experience in higher education. It would seem that the relational context comes first for many in this study: the relationship between academics and their students. It would seem appropriate though to challenge this and be reminded that the actual relationship between the institution and the academic is profoundly important in creating an optimal condition for teaching and learning. The branding and marketisation of knowledge has become more important, academics believe, than they themselves and the fact is forgotten that they are individuals who make up the higher education sector. It is only with mutual respect that constructive collaboration can happen, and become fruitful (West, 2006). A homogenous identity yet at the same time a collective identity seems to be a dichotomy, with a neoliberal agenda promoting communities but in reality seeming to be more twisted towards individuality with competition and conflicts rife. The findings in this study demonstrate academic and industrial (business) values are incommensurable (West, 2006).

Academics seem to see HEIs as a place where marketing a service for caring and engaging students is advertised but, as one participant in this study proclaimed, "no care is shown for academics." Academics are struggling with environmental changes, yet it is the academics that need to grow and adapt to the epistemic changes, and it is the academics that need to adhere to changes in institutional policies and strategies. The Institution needs to be proactive and have conversations with academics, as is mooted in the teaching and learning documents, but again the emphasis advocated in the Institutional documents is the need to have conversations with students, not academics. The Institution may benefit from being proactive in having conversations about teaching as a necessary requirement prior to launching more teaching and learning policies and reviewing the effectiveness of current learning and teaching compulsory documents. Perhaps an academic culture where self-reflection and reflexivity occurs (Countryman, & Zinck, 2013) and where invitation and encouragement are heard is intrinsically part of the epistemic climate. There is a need to have a safe space to communicate, especially about epistemological challenges, within workshops or training programmes, thereby truly engaging academics. This could be a first step in reaching a positive vision

of change for the future for both students and academics, similar to Abbs (2003) here talking about students, the description could be read as relevant to academics as well:

[.....]education exists to set up a conversation down the ages and across cultures, across both time and space, so that students are challenged by other ways of understanding and, at the same time, acquire ever new materials – metaphors, models, ideas, images, narratives, facts – for shaping and reshaping and testing again that never finished process, their own intellectual and spiritual lives (p. 17).

It was clear from many participants that personal epistemology does not develop, as suggested in some studies, in a linear fashion – some stated in discussions a recursive way of knowing that heavily relies on context and how the academic ‘feels.’ This was due to the fact that context impacts on ways of knowing which in turn formulates and thereby creates a fluid academic identity. A good example is the written box exercise given to interviewees in the single interviews. Many said “I know that auditing practices have been extreme, but now I have changed roles, stepped down, I am staying neutral about auditing practices, BUT if you had asked me six months ago, I might have said auditing practices have increased.” Academics’ identities are changing, they have had to. Many comments align with Barnett (2010) discussion on academic identities need to deconstruct, reconstruct and construct, it would seem intrinsically needed to survive, academics are doing just this today.

Sometimes, ways of knowing may move across the spectrum not because of maturity in the subject but because of the context in which the academics find themselves. This, important comparison for one individual described how one could be quite happy and “that auditing is clearly a black/white issue and does not bother me and I therefore think of it as neutral,” but six months previously as a senior academic HoD he said that “as a HoD it is a vital part of my job, but also a pain the bottom, but nevertheless it has relativity that I am aware of. I would consider ways of knowing regarding auditing as a subject as subjective.”

An increase in workload was mentioned by every interviewee and often given as the reason for either leaving the Institution or stepping down from positions of

responsibility such as a HoD role. Increased student support and administration were the main cause of an increase in their academic workloads as well as an increase in the demands from managers for reports, benchmarking exercises, and other related auditing exercises. Productivity and its monitoring had increased their stress levels, and academics felt the managerial pressures placed upon them meant their epistemic-pedagogic identity “withdrew into themselves” when asked to elaborate on this the participant said “I did the minimum amount to get by and did not do or mix with anyone I did not have to.” The disconnect participants talk about comes from management not realising that although online teaching may mean less in class face-to-face teaching, in real terms it may take more time in preparation and following through with learners especially as you have to have more individual meetings. The most common age group or generation involved in this study invariably did not find online teaching quicker or more efficient, but from a management perspective it is thought best as it proves on paper to be a cost-cutting exercise that works (Holland, & Tirthali, 2014). Retention reports, success and retention figures, completions, progression reports, planning and auditing performance indicators, and proof of key performance indicators were new administration processes being introduced. All these factors were noted in this study as increasing participants’ feeling of drowning in paperwork, being watched and that there was no or little trust now in their epistemic environment. The impact of lack of trust, as mentioned previously, is that collegial respect becomes a scarce commodity with “everyone watching their backs, surviving in the process.” The epistemic-pedagogic dimension of academic identity is hindered, stymied or frozen, where the approach in higher education means that the “lives and actions of both staff and students are being shaped by market forces and managerial demands, rather than by individual and collective commitment to providing support and participating in quality teaching and learning and research” [sic] (The Tertiary Education Union, 2014).

The following information gained through the interviews backs up this statement within the exercise asked of interviewees: *Reflections on academic role in last three years and the impact of this.*

- The two most commonly decreased activities for academics were professional development and research, with the following results:

- A decrease of “professional development stated by 6 of the 17;
- Research decrease stated by 7 of the 17;
- Time given in workloads for professional development and management involvement stated by 5 of the 17 (“new manager not good, prefers YouTube videos of himself than a face-to-face meeting”);
- 3 of the 17 mentioned auditing practices stated by academic responsibilities; marking; pastoral care; length of meetings all increased and have had a negative impact;
- Administrative workload; EFTS focus mentioned by 2 of the 17;
- Academic responsibilities decreased as mentioned by 2 of the 17 (“on paper but in reality it has increased”).

This exercise provided rich data where academics’ roles have changed and where they spend their time, pressures they are faced with and changes that are needed within both the Institution and Government policies (Larner, & Walters 2004). Highlighted was the increase in workload and intensity and demand of the roles academics hold, little wonder the frequent mention of stress and ill health.

A recurring theme in discussions was the movement between dualistic and objectivist views of knowledge to more subjectivist, relativistic views ultimately contextualises the constructivist perspective of teaching. At the same time as this discussion, the managers are mentioned as hampering, or harnessing growth in ways of knowing and ways of teaching. A regular reiteration of a key message recurred: many academics are disconnected from the Institution because of the position of power managers seem to emanate, and hence this was added as a dimension to the conceptual model.

In the list that follows, problems associated with managers are highlighted as an area academics include, and need to be heard. The exercise asked too for interviewees to reflect on what activities had increased in their role. One consistent theme are most are not happy and are struggling with the neoliberal agenda.

- an increase in a negative environment;
- an increase in management running riot;

- an increase in a focus on money
- an increase in value for money and not in teaching, academics or resources; marking, pastoral care, length of meetings: although no longer a programme leader she does 50–70 hours a week, though a part-time staff member; management
- bullying increased;
- processes increased;
- a distrust of management increased;
- need of more money from somewhere (epistemic drift) increased;
- dream and enthusiasm decreased;
- time available to share with needy students decreased;
- the changes have forced me to reduce the research outputs at the expense of more administration (marking, assessment moderation): this has had the flow-on effect of less quality time with students who might need more assistance all negative changes
- lack of being heard;
- increase in tick box process,
- lack of autonomy;
- lack of any real joy;
- increased pressure [due to] lack of time;
- increase in marking has of course been negative because a lack of time;
- positive increase in Māori knowledge;
- developmental work increased:
- not managed properly,
- increase in academic responsibilities with unit standards.”

Personal epistemology is clearly connected to identity and epistemic development (Boyes & Chandler, 1998; Clore & Fitzgerald, 2002; Desimpelarere, Sulas, Duriez, & Hutsebaut, 1999). In this study, however, participants saw definition as a problem with a lack of universal acceptance of what personal epistemology is. Definitions were seen as purely personal with no need to elaborate, “it was just so.” Most in the study associated their ways of knowing with relativism although they did not use the word and acknowledged too that the nature of knowledge (Perry, 1970) was at the core of

their stance on their ways of knowing. The epistemic climate of intense change though does affect participants' stance on ways of knowing and does influence relative ways of knowing. We know epistemic development is recursive (Chandler, Hallet, & Sokol, 2002). But due to the pressures and increased workload participants did not want to revisit or examine any stance they had as "it's just too much to go there." This study provided an outlet to talk deeply about critical aspects that some would prefer buried, to not be out in the open, for the hurt and upset of discussing aspects of their roles. It was acknowledged though that isolating themselves, "to bottle it all up" by being unable to share their critical thinking with others, was not good for their health. The concern is the researcher fears that without an outlet to articulate their epistemic and pedagogic stances more academics will leave the profession. Many will not be able to develop, nor have a more relative epistemological perspective, and understand the complexity they are faced with and why, and will therefore miss the opportunity to grow their academic identity. Having misconstrued opinions and unwavering thinking is not conducive to growth, but rigid interpretation and unjustified opinion, as mentioned in stages 3 and 4 within King and Kitchener's (1994) study, will continue to stifle and constrain academic identity.

A way of being seems to be a concept of ways of knowing, describing both pragmatic epistemology and cultural aspects, that both Reybold (2002) and Van Manen (1995) use to illustrate epistemology beyond cognitive emphasis, where relational and situational ways of knowing are embodied differently from the cognitive sense that Kitchener and King (1981) give it in the Reflective Judgment Model. It is a cultural model supporting a concept of personal epistemology as both ways of knowing and a way of being (Reybold, 2002). This concept of a *way of being* is a consideration for future exploration in the concluding chapter.

5.4 Research Question Four

How can epistemic-pedagogic identities develop to engage more adaptively but critically in the current higher education environment?

This question gave participants an opportunity to think about their future within the higher education system. Previous questions helped to understand the problems within higher education and to open up a specific conversation with participants. The future

was discussed by participants in terms of their epistemic-pedagogic identities being able to engage and adapt critically in a neoliberal environment. The vision of a better future for all participants was possible as all participants were able to articulate what they imagined. Although many were negative about today's higher education, some said higher education is where they wanted to be, and see themselves moving to a more positive future. The overall message was about a future where the academic can freely speak without being stopped, where the feeling of being gagged is removed, where they can be outspoken and create critical discussion without being deemed a trouble-maker.

The vast majority of participants mentioned the lack of trust having an almost freezing effect on academic growth, whereby a polarisation occurs, where on the one hand doing the best for their students is at the forefront of academics' minds and on the other the stifling constriction of the environment makes it very difficult. This polemical situation acted as a disincentive to anything beyond what they could cope with on a daily basis: as one participant put it, "academics just can't cope with anything else." The discussion and critical commentary was wide and varied. This focus in this study was on the 'epistemic community,' which is mentioned in media reports as referring to "essentially people in the know" (Cater, 2013). The following section goes on to articulate participants' engagement and thoughtful commentary when asked to reply to this research question, to gain 'people in the know' views on the future of higher education.

The academics within HEIs acknowledge that there needs to be accountability within the epistemic environment but "monitoring directly diverts resources from productive activities and more insidiously, it fosters the sort of behaviour that it is supposed to prevent. People who are systemically not trusted will eventually become untrustworthy" (Hazeldine, 1998, p. 216). Trust was a key theme in this research question where 16 of the 17 interviewees described trust as being critical for a healthy future in education. Trust needs to be re-established alongside a form of accountability that is managed and does not diminish the professionalisation of academics. Justification of changes and taking into account academics' practice needs to be seen as just, fair and appropriate. Academics in this study, who had completed more than three years' teaching (experienced educationalists formed the core data) are unable to voice their concerns; some stated they have restrictions placed upon them in the form of "shut up, and get on with it or the fear of disciplinary procedure to follow is always in the air." How

academics can embrace the epistemic climate in a positive way with the “climate smelling so [sic] off” is difficult to imagine. The offshoot of this state of affairs is a disabling state of fear due to lack of trust. This then causes at first a trickle down of tensions and increased pressures in the workplace, which stifles creativity and academic integrity shifts and morphs, as different pressures mount. It is therefore of the utmost importance to regain trust within this Institution, so that democratisation of knowledge production flourishes, and the intensified accountability and workload can be critiqued and articulated. Then new formulaic deducements can ensue for the future especially for workloads and academics’ accountabilities. Removing unnecessary administration and needless paperwork must occur. This would need to be a genuine endeavour, not seen as merely an emblematic gesture, but truly authentic. The future could look brighter if communities’ paradoxes and individualism could be joined into a manageable part of the epistemic community, not separate or burdensome.

A shift in thinking is needed about accountability alongside a shift in the way this is managed. Professional accountability needs to be endorsed alongside a code of conduct upon which all in an ideal higher education world could agree. This would be a form of ‘buy-in’ as to the professional code of conduct needed to work in higher education. It is mooted amongst academics in this study that an academic integrity course is going to be launched and will be compulsory within the Institution. Some academics stressed the need for all staff to have the “riot act read to them and to live by a code of conduct” which is yet to be developed. The code of conduct would be similar to those in the medical and teaching professions; a register is kept of all members of the professional body. The regulatory body that oversees this code of practice can impose penalties for breaking the code, i.e., members can be deregistered. It would seem, however, contrary to the view that there is too much monitoring and surveillance in the education environment. To preach that a regulatory body is needed for this profession means that power is removed from management within the Institution.

Professional autonomy and responsibility need to be heightened so that the possibility of micro-managing is removed. Taking a research path should be for pursuing pedagogical and theoretical passion and inquisitiveness, not purely to gain institutional or personal kudos. Social and collegial collaboration and genuine leadership for the sake of growing a healthy epistemic climate means a new form of compliance can be

developed and the burden of administration can be reduced. A community of practice can be built upon instead of a fragmented, broken system where there is no sense of collegiality: as one participant put it, “we are all burrowed in our little offices, nose down and bums up, metaphorically speaking two fingers to all that stand in our way!!” Instead of sharing and discussing ideas of quality teaching and transferring tips and tricks of teaching and research, the community in the epistemic environment has become somewhat fragmented, isolated, disparate, destabilised, unsettled, stressful, insecure, with a spread of apathy and indifference, the results and causality of epistemic drift. There are comments about academics being at meetings just to make up numbers and to be seen to be there, but quietly marking students’ assignments at the back of the room. What possible good could come out of this situation? It is a waste of academics’ precious time and shows how being seen is more important than institutional autonomy and academic autonomy. Changing these types of meetings to staff forums would be a better usage of academic time, with inter-departmental representation at these meetings, again demonstrating a collegial ‘way of being’ thus building a more collegial spirit.

A paradigm shift is needed more than ever to change academics’ view of moral obligations. There is a need to discuss and agree upon what moral obligations are required for all who work at the Institution, as one participant stated “an impartial discussion that leads to transparency.” If in the future there can be some agreement on moral obligations this could lead to public recognition of needed changes plus a reasonable defense of changes made by managers, so that true open transparency occurs.

Another suggestion was that ethical problems and moral dilemmas could be dealt with by an outside body, perhaps as Australia has done, paid for by the government and bringing in a committee where all bullying is reported to and dealt with externally (National Day against Bullying, 2014). There is a need for an impartial party or committee to deal with workplace inappropriateness, for example being ignored or “blanked,” shouted out or demeaned publically. Transparency and monitoring of managers’ inappropriate behaviours has to happen; the current situation is untenable, with 6 of the 17 participants leaving the Institution due to bullying, workload stresses, or inappropriate behaviours of managers. How could an outside body to police bullying by managers be funded? The TEU, (2014) suggests instead of spending in excess of \$30

million annually on advertising to entice students to start on a programme of study at HEI's in Aotearoa/New Zealand the funding could be redirected to other pursuits, including teaching, learning and research, or as the findings suggest a very much needed external body to monitor bullying happening in today's institutions.

Most of the participants revealed they did not attend an exit interview, as they believed there was no point. If it was compulsory to provide evidence and/or give reasons empirical or otherwise, for any further changes made by managers, participants would be more readily able to accept the changes because being accountable for further changes, if they understood the reasons for it would be acceptable. There would be buy-in from staff rather than the "flying under the radar" mentality. There seems a real feeling that most of the changes have no substance behind them. Many participants reported that objectivity can ensue if critical discussion can be heard after reasons and justification for the changes have been made known. If this happens then academics in this study will truly welcome being an autonomous professional. But there is a need to restore respect, a need to allow academics' autonomy to be re-garnered so great teaching results are acknowledged and critical discussion possible amongst academics and is actively encouraged. There is a need for intensified workloads to be monitored and for staff to be able to have a more satisfactory work/home life balance. This in turn means that the key performance indicators (KPIs), another tool for measuring, require revisiting because they seem to have gaps as to the purpose and capabilities of academics' role with the immense changes in higher education. Collaboration and creativity cannot be carried out within the framework of 70 hours plus a week; imagination and critical thinking are being hampered by this increased workload.

When responding to the research question on how can academics adapt and critically evolve, many participants mentioned that education is about building a better society, it is more than getting a piece of paper and walking across the graduation stage. Therefore educational policy has to change so that the end of a negative epistemic environment occurs. "Education needs to be redefined to focus on capabilities that individuals will be able to develop through life" (Giddens, 2000, pp. 73–74). We are reconstructing democracy, one participant said: "to do this we need trust back firmly in our hands." All associated with the HEI must work together for a collective good, sharing in decision-making, to be able to serve better our complex society which we all enjoy. Higher

education must demonstrate an egalitarian power system and perhaps if academics' voices could be heard within the Institution within which they serve, they would feel more empowered and positive. If the government allows at least one-third of seats to be held by the tertiary education sector within committees associated with its processes, with regular meetings to facilitate and debate the future of the education sector so that collegial decision-making is a shared process, the future looks bright.

5.5 Conclusion

The balance of power was a large part of participants' views on the changes in higher education. The competition that leads to academics' feeling "in or out" needs to be removed. Management who are described as having "their little cliques" and "sit in their castles" mean the division is profound, whereby hierarchical positions and governmentality are increasing the workplace pressures for many academics. Positionalities and context cannot be separated as the quote from O'Connor (2004), reinforces:

I learned that insiderness and outsidership were neither hierarchical nor mutually exclusive positionalities but rather that they could simultaneously co-exist and alternate within the same interactional event, with factors such as intersubjectivity and context shaping which positionality emerged at any given time (p. 175).

In summary, this chapter has discussed how academics' diverse ways of knowing (subjective/objective) and teaching (constructivist/behaviourist) are affected by the power dynamics of neoliberalism in higher education. Several key characteristics from the study are considered. Firstly, the neoliberal effect and its impact have produced a commodified educational system. Understanding this changed educational system can be seen through the responses of the participants whose narrative included, 'education has become a product for consumers (students),' 'education is about the marketisation of knowledge,' 'education produces students as part of massification and internationalisation' and 'education is no different to a sausage factory.'

Secondly, an epistemic climate (ethos and environment) influences academics' ways of knowing and ways of teaching, and makes them feel they must 'fly under the radar,' not be outspoken, and not let it be known what they do. Participants' stated they put their efforts into their students, even though governance and new management practices form power struggles, arising from new discourses where the participants believe they are not heard. The corporatisation of education has produced a devolution of governance, where a significant disconnect with management exists whereby academics are withdrawing in soul. This theme was a strong part of participants' narratives

Thirdly, it was acknowledged, changes to academics' roles have had a pronounced impact because of the impact of neoliberalisation in this Institution. Participants' stress levels are increasingly associated with factors including the intense auditing, an emphasis on KPI, accountability measures, ranking and benchmarking exercises all of which equates with an intense workload. The financial emphasis means participants are fed up with the focus on quantification. On top of all this continual restructuring, insecurities associated with a flexibilisation of higher education culture, within an ever changing surveillance environment, means this measurement pressure is manifested by participants voting with their feet and leaving the Institution. Simply put the participant's state they are unable to cope with the demands and pressures of working in a neoliberal influenced higher education environment. A change to the way the Institution is being run is advocated.

The neoliberal effect has caused a communal versus individualism paradox, whereby actual changes to the educational environment means academics are not on the same page as management. It would seem personal gains are a management focus, there is an "us and them" mentality, management and academics are not working from the same agenda, individualism versus the community of learning presides. The views and actions of management are not embraced by academics because they are deemed to be implemented only one way, which is a very black and white, right or wrong way showing little respect for embracing different viewpoints. These elements comprised the fourth characteristic of the epistemic environment explored in this research.

Finally, academics' ways of knowing and ways of teaching are directly impacted by environmental factors in particular, by an epistemic drift. The study's participants had at

least three years' experience as educationists, and it is in this time that they have observed an increase in their stress levels, disenchantment with the increase in stress and disillusionment, anger and resentment, stifling and restriction, frustrations with and distrust of management. The 'loud disquiet' seems to describe this 'silent screaming' and 'being alone together' (David & David, 1986) types of dichotomies academics in this study experience daily. Their academic epistemic-pedagogic connections are dependent on many factors especially epistemic context and discipline content. The job of academics is after all, to be the co-creators of knowledge using their ways of knowing to produce knowledge by their knowledge of ways of teaching.

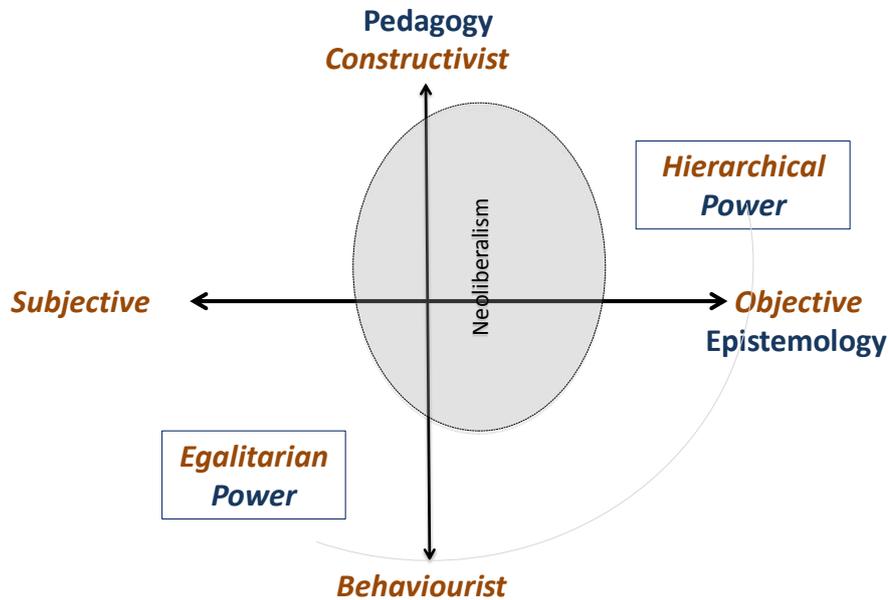
Researching the four constructs in the conceptual model, reveals the importance of the diversity of epistemic and pedagogic identities in higher education and the potential stifling of some of these identities by the ways of knowing and teaching that are implicitly valued in neoliberalism. With some exceptions, complications and variation, the vignettes suggest that neoliberalism privileges, or at least inadvertently leads to, objectivist ways of knowing and behaviourist ways of teaching at the expense of a spectrum of balance with subjective and constructivist ways of knowing and teaching.

The value of this research therefore is that by discussing the effects of epistemic change from the five key points outlined above, academics can begin to understand how to deal with it. The study aimed to mark out the contours of the epistemic terrain faced by participants in the modern world aptly described using the acronym VUCA (Bennett & Lemoine, 2014) representing an environment that is known for its volatility, uncertainty, complexity and ambiguity. Tracking developments in this particular situation means the minutiae discovered can give academics a much larger, diffused 'macro' understanding of the constructs being explored. Findings of this nature have not been examined in one context, in regards to knowledge and pedagogy. The four constructs within the conceptual model formed a foundational concept of where the research fits. Working with the spectrums leading from the four constructs, the researcher drilled down to examine academics' ways of knowing and teaching, utilising four constructs namely, behaviourists and constructivist, objective and subjective. These constructs provided new insights for the researcher to grapple with and to continue gaining understanding of the academics' worldviews in this Institution.

The value of respecting academics' diverse mindsets is highlighted in this research. The research revealed the importance of understanding power dynamics. Ways of knowing needs to be subjective, fluid and dynamic, according to most participants in this study. So too, by using life stories academics are given the opportunity to teach in various ways, not restricted to prescribed methods advocated by the Institutional management. In summary, the study identified many new themes revealing the current situation within neoliberalisation, including that marginalisation is experienced as debilitating for some academics yet embracing for others. Although many conflicting themes were identified, only by synthesising new and current insights, academics can continue to develop and understand their lived experiences in this ever changing neoliberal state.

These points as to why the neoliberal context is the way it is as experienced by academics, why these key themes and descriptions have come out and the relation to the four key research questions, maybe connected to the changes within society. There is now a general lack of trust of authorities that at one time were not monitored or reviewed, until revelations began on the need to have accountability due to misuse within these once respected and never doubted institutional authorities. The flip side of the neoliberal agenda specifically the monitoring and surveillance is a potential to misuse power by those given the job to oversee the macro happenings within the institution. A major finding in this study was that managers (Executives, Deans and HoD's) in the Institution were not held in high regard by academics, and are the ones mentioned as bullies, using their positions in the HEI hierarchal system inappropriately. 'Managers' were the main reason given by the academics leaving the Institution. Managers were also identified with engaging with minimal respect with long term staff members, as evidenced by the following commentary: "I can't work under such a twit," "I have no respect for him, he is a bully," and "in order to cover up managers inadequacies, managers bully it's as simple as that." The monitoring and surveillance process does not seem to have reached managers, but "is being done to academics," by managers. Senior managers urgently need to be managed and monitored on their management style.

Figure 5.1: Conceptual Model and Position of Power



There are HEI's advocating a more equal power distribution, as discussed by Napan, (2009b) for example Schumacher College; Institute of Noetic Sciences, USA who try to "to inspire, challenge and question ourselves as co-inhabitants of the world, to ask the questions we all struggle to find answers to and to find sound knowledge, intuition and wonder in our search for solutions" and Oases in Melbourne, Australia (Napan, 2014, p. 35) all of which endeavour to have a mandate to have equal power distributions across and within the institution. These institutions demonstrate that there are other successful ways of partaking in and practicing power within tertiary environments that are worth considering.

In conclusion, the findings confirmed that (a) neoliberalism is understood and experienced by some academics as an organisational and epistemic drift (Elzinga, 1985) that influences their ways of knowing and teaching; and (b) academics experience this drift in different ways: though many may resist this drift represented by neoliberalism and are described as 'disillusioned and stressed' in the current neoliberalism environment, some do enjoy the changes currently being experienced. This research

highlights the importance of recruiting and taking into account academics' voices as an important part of neoliberalism, not to be considered separate to decision-making but very much encouraged to be engaged in the complex, diverse and dynamic higher education environment. Living in a democracy and having freedom of speech is a right of all in western society but it would seem from hearing participants' views this is not seen to be consistently occurring in the neoliberalist context. Freedom of speech, academic freedom and individuality have been replaced by fear and apathy. On the one hand, academics are expected as stated in the Education Act to be the ones who are creating the future critic and conscience of society (The Education Act 1989, Part 14s, Section 161) but on the other, they feel they are unable to, because of the neoliberal agenda and how that is being played out in HEIs.

Many participants stated that they have never had the opportunity to voice their views on changes within higher education, or discuss neoliberalism and that this study was the first time participants could articulate and therefore think about their stance on ways of knowing and ways of teaching, including their thoughts, beliefs and perceptions. After the interpretative vignettes were completed they were given to the interviewees to be checked, as part of the three-stage process. Most participants at this point asked what would happen with the findings in this study: was the research going to be presented back to the managers at the Institution? A question not expected, but the answer was yes, if possible. The researcher did in fact meet with an Executive member away from the Institution and presented in an hour and half meeting an overview of the thesis. The response was "thank you" and "the findings will be discussed further with the Executive team. An email requesting a meeting was sent by the researcher to the Honorable Steven Joyce the Minister for Education, Aotearoa/New Zealand. The response to this request, also in email; stated the following "thank you for the invitation but the Minister is too busy at the moment but wishes the researcher all the best." The researcher holds the view that the narratives collated in this study need to be heard as they openly communicate how the neoliberal changes and epistemic drift are impacting academics' identities. These academic voices must be heard as widely as possible to aid a more positive future.

CHAPTER SIX: CONCLUSION

6.0 Introduction

To be governed is to be watched, inspected, spied upon, directed, law driven, numbered, regulated, enrolled, indoctrinated, preached at, controlled, checked, estimated, valued, censured, commanded, all by creatures who have neither the right nor the wisdom nor the virtue to do so (Proudhon, 1923, p. 293).

This study set out to examine academics' epistemic-pedagogic identity in the context of neoliberalism. In order to do this a literature review was conducted which gave the study a theoretical base to enable deeper examination of empirical studies in this area. Drawing on these studies within the literature, a conceptual model was designed to contain the key themes and concepts within the four construct areas under investigation. Under these constructs main spectra was developed, the four being behaviourist, constructivist, objective and subjective. The conceptual model allowed a re-conceptualisation of key themes within a set context because from the researcher's perspective, descriptive summary, although useful, is not enough. The study explored why these themes had come about and what this meant for the future in HEI's. Participants within the study depicted a complex epistemic environment (neoliberalism) and were able to do this because the study was designed as an enabler, to be heard. Diverse responses provided a way to think about ways of knowing and ways of teaching using the epistemic spectrum and pedagogic spectrum within the higher education environment and understand the problems within it. This single organisation case study provided an arena to discuss and debate issues for a better future, all of which were aims of the study to provide a platform to create rich descriptive data to reformulate understandings of the key constructs. After all, the current terrain explored within a set context has not hitherto been attempted as highlighted as a gap in the literature review.

Meeting the needs of the study, is considered, reflexivity too is discussed whereby I explore the possible contradictions inherent in being at the same time the researcher, the research designer and a staff member within the Institution used in the study. In the epilogue the re-theorising of the constructs is considered by exploring the context alongside the aforementioned constructs. The chapter then explores the implications of

the findings in the previous chapter and how these may impact on future research. The headings of limitations and recommendations are considered and any future study is suggested. A key point in this study has been the immense changes happening in higher education today globally. The neoliberalism landscape is rapidly evolving so much so that the research risks being out of date as soon as it is published. The intensity of the changes could be diminished by addressing in an open dialogue the impact as and when the changes occur, rather than the dictatorial direction given by managers making some academics feel disempowered. Conversations invariably about the changes and why they are happening are rare.

6.1 Meeting the aims of the Research

Four years after the research had began, the study is summarised here in the final chapter with an overview provided as to how the aims of the study were fulfilled. The aim of the research was to explore the implications of change in the neoliberal environment and its effects on the epistemic-pedagogic academic identity. The implications of change have been dramatic for most participants, (some have left unable to cope with the profession of teaching at higher education) but a few have enjoyed the changes (some are there for the students and purely focus on teaching, described by many as “their love” and they ignore the neoliberal agenda as much as possible). Data analysis indicated that the participants feel their epistemic-pedagogic identity in the main has not thrived and many described a withdrawal, not a linear development as empiricists advocate (Chandler et al, 2002; Hofer & Pintrich, 2005; King & Kitchener, 2004). The conceptual model enabled a reconceptualisation to explore the areas of epistemic climate; epistemic drift; commodification; managerialism; bureaucratisation and the knowledge economy (Caffentzis, 2005; Lovat,2003). Epistemic drift (Elzinga, 2010) was perceived negatively by the majority of participants and management inappropriate behaviour, (some called it “abuse”) was believed to be rife.

Power and the inequity of it are hugely impacting on how academics feel about their role, causing them to choose to withdraw rather than being active members of the Institution. Due to large workloads affected by the neoliberal agenda, many staff in the study reported that they have suffered stress and fatigue. The increase in the audit culture has made many want to leave the profession entirely, with the accountability

régime believed to be going too far. Performativity and measurement mean that many academics feel that they are not trusted and the increased pressure in the epistemic environment means that knowledge production has taken over as the main role of an academic, whether in regards to research outputs or of increased enrolments and class sizes. The governmentality (Foucault, 1991) and new forms of management have led to increased compliance and ‘tick box’ exercises of which participants could not generally see the point. The focus on money in the HEI, exasperated many in the study, especially with regard to the amount of money invested in branding, slogans and marketing and advertising, all in the cause of increasing the income of the Institution. The intense unrest and unease in the epistemic community are causing genuine conflict, mistrust and miscommunication. The binary ways of knowing and ways of teaching have been thwarted in many participants’ views, because in summary the collective voice conveyed said ‘just cannot be bothered’, ‘have no energy’, ‘cannot face another thing to do’ and feel ‘what is the point’; ‘no one listens to my academic voice’. The study has shown that a conciliatory way of knowing and teaching needs to be found where academics’ voices are heard and valued. Importantly, much re-theorising of the key themes has occurred, within the context of neoliberalism inducing ideas for future research.

6.2 Reflexivity

The “busi-ness/business/busy- ness/ the hectic-ness/ the I do not want to go there, it’s too depressing” is often cited as to why we do not as academics critically reflect on our personal experiences. For me reflecting on this study after several years, there is an irony. Gill (2010) aptly describes this irony as follows “for all the interest in reflexivity in recent decades, the experiences of academics have somehow largely escaped critical reflection” (p.240); this quote includes my experiences and reflections as an academic and as a researcher. So, to begin with I reflect on the research process itself. I will in the epilogue articulate why the study was written in the third person and the ramifications of this. Here I will explore the change in my own epistemic understanding and views on neoliberalism. A journal of my own journey was recorded from the start of this research study, from August 2012 until May 2015. This relayed thoughts, perceptions and ponderings on a day by day research journey. Looking back spending full time hours on this study meant a lot of time had been given to the constructs, in a

set context with a set group, probably more so than the average academic. The journal aided the reflective commentary that culminated over the period of time. Qualitative researchers need to make meanings; how knowledge is produced and reproduced within a particular social, cultural and relational context is their primary aim. Therefore, interpreting qualitative data requires reflection on the entire research context by the researcher. Reflexivity involves making the research process itself a focus of inquiry, lying open pre-conceptions and becoming aware of situational dynamics in which the interviewer and participant are jointly involved in knowledge production. I have now realized I had 'conceptual baggage,' Kirby and McKenna, (1989, p. 32), described this as:

Conceptual baggage is a record of your thoughts and ideas about the research question at the beginning and throughout the research process. It is a process by which you can state your personal assumptions about the topic and the research process. Recording your conceptual baggage will add another dimension to the data, one that is always present, but rarely acknowledged. By making your thoughts and experience explicit, another layer of data is revealed for investigation. The researcher becomes another subject in the research process and is left vulnerable in a way that changes the traditional power dynamics/hierarchy that has existed between researcher and those who are researched.

Conceptual baggage can be known or unknown, I testify to my conceptual baggage not being fully known or understood. I like most researchers was in the main drowning in data, consumed with the research at hand rather than my own critical reflections of my own experiences. This fact gives weight to my presumed assumptions, idiosyncratic concepts, and theoretical framework I used or implied (unknowingly) in an inquiry based on social phenomena, of which I was part. It influences knowledge production and reproduction such as those considered in this study by affecting what questions are asked, from which angle issues are taken up, what social realities are considered worth pursuing, and which group's experiences are legitimised and theorised (Kirby & McKenna, 1989). From my perspectives, views on neoliberalism and the intense

changes have developed from pejorative to a more balanced view. Now I have an understanding conceptually why neoliberalism has probably come about, but strongly feel too that the power and management influence within neoliberalism is the area that is under considered, mainly it would seem because of fear by those being managed, in the epistemic environment. Gill's (2010) description of a "sacrificial ethos exists that silences accounts of the personal costs of insecure and precarious work within universities" (p.240), reminds me of what I have certainly witnessed in the journey of this research.

Qualitative study involves a continuous process of reflection on the research, because as a researcher you are trying to make meaning. Reflexivity is the process of examining both oneself as researcher, and the research relationship. Self-searching involves examining one's 'conceptual baggage', one's assumptions and preconceptions and how these affect research decisions, particularly the selection and wording of questions (Kirby & McKenna, 1989). Self-searching relates to my own experiences as researcher; reflecting on the research relationship involves examining one's relationship to the participants and how the relationship dynamics affect responses to questions. Findings emerge once all data is in so a deeper insight can occur. Reflexivity provides space to revise the study, including research questions, and even to re-frame the research topic as the project unfolds. The concluding part of this study will continue to be written in the first person.

6.3 Epilogue

The research stemmed from a burning passion to improve not only the teaching programmes I led, but also the epistemic community in which I and my colleagues worked. Obtaining understanding of the way things are and why they are that way proved important aims. I was a senior member of staff and taught many of the staff who were colleagues and/ or past and present students on my programme at the time of this study. Reflecting on the research process, it was difficult because of my connection to these participants to truly view this study at arm's length, to be subjective throughout the process. It was also an irony to be thinking about my own subjectivity and objectivity within ways of knowing and my own constructivist approach and behaviourist ways to teaching when the research focus was on personal epistemology,

pedagogy and the Institution in which I had worked for 7 years. It was after discussion with my supervisors at the start of the study that I decided to remain at a professional distance (as much as was feasible) and the choice was made to write in the third person to aid this endeavour. It did. But what was interesting was that as the researcher, I was constantly reminded of my connection to the participants; after all I was working in the Institution and on a sabbatical working full time on the study collating data. Many I now believe volunteered to participate in the study because they had no other outlet for their expressions. It proved to be an emotional journey as most doctoral projects are, but understanding first-hand what participants were saying proved at times quite moving. The intensification of workloads was staggering. The transformation of education into a knowledge factory and its treatment as a commodity, selling programmes to students, was incredible, to the extent of passing students who should have failed. I did not expect such depth of emotions from the participants, nor such awful stories about their journeys in higher education. The related themes that participants felt at ease to talk through were personal; the narratives demonstrated trust in me, which made me feel honoured. The study did challenge my own paradigm. I was deeply moved and sympathetic to my colleagues. For example, a participant who taught a trades discipline and who wept whilst telling me about his manager bullying him, made me feel humbled at such a revelation.

The study itself made for some uncomfortable memories, as participants recalled events in the past. To “poison their own well of epistemic certainty” (Chandler, Hallet, & Sokal, 2002, p. 63) is all part of the spiral back when revisiting firm perceptions, and by recalling experiences, this study provided an opportunity of a revisiting of firm assumptions, which for some proved difficult. To burrow down deeper and be critically reflective was challenging for many, including me as researcher. I have always believed it is important to grow as an academic and therefore never want to miss an opportunity to challenge a strong part of my personal remit. To develop more complex epistemological perspectives and deeper understanding of the ways of teaching means as academics we can improve our own learning and grow in our role, bearing in mind, most academics stated they still love the role of teaching, which involves pondering, questioning and critiquing. After all this is what being an academic is all supposed to be about, as Power states, “We seem to have lost our ability to question or be publicly skeptical about the fashion for quality assurance: they appear as natural solutions to the

problems we face but are they not part of the problem?" (1994, p. 41). I strongly agree with this statement. Academics are trying to stay abreast with changes within their disciplines and then there are Institutional changes, on top of these governmental changes. It is a recurring question, when do they get time, or opportunity to question, when are they supposed to grow as academics and leading from this when and how are they heard? This is a major problem in higher education; within the current terrain the epistemic drift has caused changes within the epistemic climate that is not conducive to questioning the changes, causing *a loud disquiet*. There is an urgent need to be heard, (Miller, 2014a) and a need for change in the setup of the hierarchal approach in management structure and epistemic and pedagogic dimensions of academic identity must be given appropriate space to be considered.

6.4 Limitations and Recommendations of Study

Three issues should be considered if further future research is to be conducted, connected with the limitations of this study. Firstly, the difficulty in use of terms and definitional complexity was a major limitation. The second consideration is the need to extend this research beyond one institution, to gain a broader sample. This would validate the findings within this research and could gain important information concerning the changing environment from a larger populace covering different institutional practices and policies. Educational institutions beyond the one in this study would gain real value in broadening knowledge found in this study with a transferable set of research questions that could be replicated in any institution. For example the finding that the two Māori participants were happier than the other participants in the interviews means it would be useful to transfer this finding to exploring in a similar study why? Engaging with the findings is extremely important as what this study has shown is this Institution has a high percentage of academics suffering from depression and mentally struggling with the environment. If we truly care about the wellbeing of staff in any work employment situation, this needs to be addressed with management seeking solutions. Replication of this study can be slimmed down into a research topic with isolating areas in this study's findings, for example, narratives gained from gender specific academics and carrying out a comparative case study, or exploring ethnicity especially as a country Aotearoa/New Zealand has so many nationalities. Lastly, the immense changes taking place in higher education mean the research may seem out of

date as soon as it is written, as the environment changes so rapidly that academics' roles within the neoliberal environment need to be continually monitored. For example, a national study has been conducted in 2014 that considers some of the same major points within this study (MBIE, 2014a).

The research study itself was designed to be a single qualitative case study. One limitation could be deemed to be the size of the case study, in that there were 70 participants from one Institution. This though could be seen as a strength, as I was able to gain great depth and breadth from this participant group. The recommendation would be therefore to survey a larger sample across perhaps all HEIs in Aotearoa/New Zealand to ascertain whether the findings are the same as in this study, especially strategies and policies. It would be interesting to see if the voices heard are the same so the participants views and their experiences are impacted because of the same type of management structure and set up of the organization i.e., with policy documents. Quantitative methods could be employed if a larger sample group was sought. However for this study, qualitative analysis in a single case study proved fit for purpose to gain new understanding of a social phenomenon (Delmont, 2002), and also to

give a rich and holistic account of a phenomenon. It offers insights and illuminates meanings that expand readers' experiences. These insights can be construed as tentative hypotheses that help structure future research; hence case study plays an important role in advancing a field's knowledge base (Merriam, 1998, p. 41).

On reflection, if a larger study is conducted in the future what may prove useful is interviewing senior staff who makes decisions on the internal policies and procedures within the HEI, the Executives, managers etc., to gain their perception on the neoliberal environment, epistemic climate and the reasoning behind some of the decisions that academics find hard to digest. The EMPE model (Hearle, 2006) suggests to make up an epistemic climate it takes more than Institutional policies, would be good to interview those who make decision about compulsory elements of teaching and learning in this Institute and ask what their views are, what their experiences have been and try to ascertain what makes up their identity. To elicit views about this exploration and

findings from this study's sample group (management) will no doubt prove contentious, however the nature of a thesis is to argue, to discuss, to place, to make a stand. The intention is to conduct further research to build on this study. To do so will add to our critical understanding of the immense changes within higher education. Also it would be useful to pursue why just 2 participants find the epistemic changes positive? Is that to do with ethnicity, gender, age or generation, discipline taught? (Mintz & Krymkowski, 2010). The participants' gender or personal beliefs in areas such as politics or religion were not examined: this may have impacted on why they gave the views they gave. These factors may influence personal epistemology because we know from this study's literature review, areas such as gender does play a significant part, from studies reported in the work of Belenky, Clinchy, Goldberger, and Tarule (1986) and King and Kitchener's (2002) on gender and ethnicity.

Regarding the immense continual changes within higher education, it must be noted that the research study aim was to obtain understanding of what is happening in the neoliberal environment by exploring the current terrain to provide a new perspective on how to understand what is happening in higher education. Parks states, "The person is always larger than the theory" (1986, p.45) was a good reason for gaining participants' voices, to provide an opportunity to explore the changes. But on the other hand this may prove to be a limitation because the resulting emphasis on participants' personal views means the findings depended on how the sample surveyed viewed the areas under investigation, their understanding of it and their view as to its importance.

6.5 Future Research

This study explored neoliberalism and academic identity in one Auckland Institution. Next I would like to complete a bigger sample across all HEIs in Aotearoa/New Zealand. It would be interesting in the future, however, to conduct such a wide-ranging study to examine whether governmental changes had made differences to academics' epistemic-pedagogic dimension and how they perceived the changes. Academics mentioned the restrictions they felt in talking about the state of affairs in the HEI in which they worked and were incredibly grateful to be able "to let a valve out" and "escape some bottled up matters" that had become so entrenched in their life that "it

feels safer not to go there.” Bringing this study to a broader audience would be useful as long as the definitional complexity was addressed. The participants saw definitions of terms as something personal, with no universal agreement throughout all the participants. They stated it was not essential to justify their responses because whatever they said was valid, because they were personal in their responses. These comments align with King and Kitchener’s (2004) study where the nature of knowledge is at the heart of epistemology and all statements the participants make are of equal validity because they require no justification. The study has demonstrated that for academics, if there were a default personal epistemology it would be relativism and if there were default pedagogy it would be constructivist. But more research is needed on how and why academics construe their stance on ways of knowing and ways of teaching.

The study explored academics’ views as active educationists, but only as tinkerers (not fluent, or deeply engaged) in the field of knowledge of neoliberalism. Their comments showed they did not have deep understanding of what was happening in education, from a larger perspective than their own experiences and why changes were occurring. The participants did not fully know how to articulate their own ways of knowing and ways of teaching, which make up their academic identity. But what their comments did reveal overall was immense stress, anxiety, discontentment and disillusionment about changes that were not fully understood and that had hampered any growth of their academic identity. Due to their love and passion of their discipline and teaching of their discipline, they had persevered and showed immense resilience and integrity. After all, “neoliberalism found fertile ground in academics whose predispositions to ‘work hard’ and ‘do well’ meshed perfectly with its demands for autonomous, self-motivating, responsabilised subjects” (Gill, 2010, p. 230). This is a true and valid comment, with most full time academics saying they worked 50 to 70 hours per week, though paid for 40 hours even in semester break.

Practical implications of this study going forward means this study recommends an incorporation of clear accountability and transparency on these immense changes within higher education. For example, throughout the Institution an open conversation and professional accountability, could illustrate how paradoxes could co-exist even though

our democratic freedom feels that it is being constrained and strangled. This would enable a change in the epistemic environment where academics can feel safe to resist changes. Internal threats leading to silence mean that the topic of open discussion merits serious consideration; we need to step up and let our voice be heard without the threat of losing our positions. Academics notoriously here in Aotearoa/New Zealand have an average work week of 53.5 hours and in a 12-month period, 25 per cent (AUT, 2008, p. 1) of staff have taken stress leave, all this because of the increased audit culture under the guise of the neoliberal agenda, as findings here have indicated. Also in the UK in 2008 high stress levels have been reported from those working within higher education (Court & Kinman, 2008). This is in line with my research that most participants mentioning a high amount of hours worked and the increase of workload is in excess of the 40 hours a week they are paid for. A large national study is needed to follow this research to explore how academics can have their voice heard again without threat and discomfort (MoE, 2014).

The gap found here (and able to be potentially filled in future research), is a question that emerged, how by giving space can academics grow their understanding of their personal epistemology, within this ever changing fast paced environment of neoliberalism? This is assuming neoliberalism is here to stay and that academics will require support to continue to work in this “dysfunctional environment” as one participant described it as. Once academics become aware of how their epistemic-pedagogic dimensions are connected, affect their learning and teaching, by examining past theoretical and empirical studies, they can reflect on their epistemic-pedagogic identity. This emphasis on reflection on academic identity is not usually a significant part of the curriculum within higher education, specifically within professional academic training programmes.

6.6. Last word

At the start of this study, I advocated the need to develop a space for academics to grow their academic identity and to have an opportunity to develop complex epistemological perspectives alongside a well-rounded repertoire of ways of teaching within a changing environment. What I had witnessed within the HEI was often dogmatic thinking,

instructions given by the Institutions with little acknowledgement or respect of participant's ways of knowing and ways of teaching and misconstrued opinions with little justification on *why* compulsory Institutional instructions for ways of knowing and ways of teaching were given. Many participants viewed the Institution as dictating ways of being, which for many was unacceptable. If we as academics are supposedly being and creating the critics and conscience of society how do we do that with limited capability because of neoliberal chains, our instructional remit and such thinking from our management, the academic leaders? The goal of the study was not to categorise and classify participants on a spectrum showing personal epistemology and pedagogy but open up thinking and provide a new lens through which to view participants' experiences within a set context and explore what needs there are.

The findings have shown that despite the extraordinary pressures academics are under, most would prefer to be teaching than anything else. The study explored many aspects of epistemic drift occurring in the Institution; it would seem that those who left the Institution would have preferred to stay. The changes have caused so much pressure that many have buckled under their weight. I wonder whether, the transformation of a failing system would work, rather than getting epistemic changes better understood, or if positive explanations were given for them, if academics had support, if they were able to speak out and be heard, these academics would still be teaching at the Institution. Maybe the time has come for academics to voice their concerns to be seen again as the critic and conscience of the community and society at large they work in, through organised action, backed up new research giving intelligent solutions. My perspective after four years exploring this study, hearing, reflecting and critiquing academics' input, I think they would. This study has shown there is a significant disconnect between academics and their managers; it has shown too that the stress and disillusionments (Davies & Peterson, 2005b) are getting worse, as is also depicted in national studies in 2014, (MBIEb) in Aotearoa/New Zealand. The two participants that articulated they were not stressed (in the interviews) or bothered by the changes both had indigenous cultural beliefs and I wonder why they could remain so positive when I saw and heard so much experiences of academia to the contrary? They had immense support in their whanāu (family), so was that why, they had large extended family support for their work. The fact that the "Rumplestilskin philosophy" talks about naming the problem, (McArdle-Clinton, 2008, p. 233), for these two participants they

have the opportunity to name the problem and talk about it and receive support for the perceived problems. Funding by the government and favouring indigenous students and having HEIs actively pursuing and Māori and Pacifica enrollments, could mean that Māori and Pacifica academics will be happy with this initiative. A potential key area for future research could be cultural intentionality, examining why these participants felt happy with their roles and expressed their epistemic-pedagogic identity as flourishing. Many participants stated that this study was the first time they had ever had the opportunity to articulate their thoughts and voice their experiences about their role and the higher education environment. The desperately needed support for academics and the need to give these co constructors of knowledge reasons for developmental institutional changes is not understood within this Institution, although this study's findings reveal it is necessary for academics acceptance for change.

Academics' identities can flourish if the environmental conditions (epistemic climate) are correct for growth –conciliatory conditions where no one way is the 'right' way but democratic freedom can be practiced and as this study demonstrates is urgently needed. This would mean a move to valuing whatever anyone's views are about ways of teaching and ways of knowing (King & Kitchener, 1994). For instance, take the example of interpretative vignettes which evidence, the impact of epistemic climate and the infinite degrees of ways of knowing and teaching. In some vignettes participants indicated their epistemic stance by choice-dependent or discipline-dependent behaviour. In other vignettes, participants take a more haphazard approach, giving no reasons for their replies within the interview and sometimes when probed further, unable to justify their replies. In either event, personal stance regarding personal epistemology for example, subjectivities/objectivities was dependent on various factors such as subject content taught and context, but they are connected as Hofer and Pintrich, (1997) indicates. There are other constructs linked to their epistemic positions. Academics' various representations and responses to neoliberalisation need a contextual approach that is fully understood, embraces autonomy and acknowledges that an important role for the academic is to be creators of the critic and conscience of society. If we truly have any sort of freedom within society surely it would be heard, seen and felt within a smaller community within society, our epistemic community.

I strongly advocate for urgent change within HEIs. Any professional programme for training higher education academics would do well to include in the curriculum space for academics to consider, ponder and critically reflect on how they can enhance their own dimensions of epistemic-pedagogic identity and share this with their colleagues, to grow the epistemic community to be one that is positive and enhances capability not only for students whom it is designed to serve, but also for the academics who make up this important learning site within our ever changing society. Although “neoliberal ideas continue to be the only ideas available” (Schmidt & Thatcher, 2013, p. 1), neoliberalism seems to be here to stay. Within today’s society and the GFC major impact, neoliberalism not only continues, but it is thriving, as described by Leach (2014), “neoliberalism having proven to be remarkably adaptable and resilient in the past” (p. 718). If we believe this to be the case for the future, we cannot stand back and allow the casualties I have seen in this study, for example, the lecturers I have reported in this study leave the profession. Simply put, academics cannot cope with the neoliberal agenda, including the learning for earning (Biesta, 2005) mentality. The silencing and isolating descriptions academics shared with me, the pressures felt and put solely on academics shoulders means something has to give. The personal cost to academics in being part of a profession that is led by a neoliberal agenda is hard to digest. Many in this study cannot remember any other way of being in their role, as neoliberal reforms have been around for so long now that a “large proportion of the population today really have no collective memory of any other paradigm or way of organizing society” (Kelsey, 2002, p. 53), so this is not unusual. But Perry (2005) talks of the uniqueness of Aotearoa/New Zealand being “that neoliberal changes came faster and went further than in most, if not all the OECD” (p. 161). My concern is where and how can academics resist the broad principles of neoliberalism, or at least have input into them, and regain control in so doing being able create a democratic knowledge society, i.e., future workers? To do this more than a “reflexive moment of engagement” (Clegg, 2008, p.330) is urgently needed. If ongoing authentic conversation about the position neoliberalism is playing and the policy it shapes with management and those in power, if this is to occur, less hierarchical division would be felt and more working together, towards the same end.

Academics summarise that their identity, made up of their ways of knowing and ways of teaching, is the best it can be given the circumstances and the environment they are in. The importance of valuing and respecting every possible position academics may be on the epistemic-pedagogic spectrum has been demonstrated in the findings. Academics clearly feel as though their individual epistemic pedagogic identity embraces diversity in both ways of knowing and ways of teaching. The problem though articulated in the findings, is the environment due to epistemic drift creates a homogenized, one size fits all with neoliberal policy documents. If you truly believe as most in this study stated that knowledge needs to be subjective, fluid, and dynamic, that you need to teach in various ways, including traditionalist, behaviourist and constructivists then stress and disillusionment, the *loud disquiet*, (screaming silently) is only natural. The marginalisation and academics being treated badly is causing staff to leave in their droves. The imbalance and modality of power heard within the study has demonstrated that the existence and nature of epistemic-pedagogic conflicts and co-operations between academics and the existence and nature of epistemic-pedagogic conflicts and co-operations between individuals and their institutions means a focus is needed in education on ways of being. If co-creative inquiry (Napan, 2009a), which focuses on the motivations and collaboration for the students (in this context academics are the students), “[.....]who are appreciative of differences and uniqueness of each individual, ready to take a stand and bring forth a more inclusive world with professionals who act with integrity,” (p. 22) is adopted, then surely a safe space could be made formed within training programmes for academics. Somehow, someway, the process from learning from our experiences, critical self- reflection could ensue within a safe space. Those experiences we as academics have daily, in the neoliberal environment, the process of co-creative inquiry not only be shared and mirrored but can be mimicked within our own programmes within which we teach. We as academics can ‘use’ this space to not only critically reflect, evolve our ways of knowing and ways of teaching but importantly also build a better future for academic development by sharing narratives as we experience them each day. Building a new community of practice, aids academic identity development, (a shifting entity) by using our changing experiences (James, 2003), so we can take time and create space to practice “deconstruction, construction and reconstruction” (Barnett & di Napoli, 2008, p. 6) of our academic identity. After all, “we can’t be sure of what is coming next, although we can almost certainly influence the outcome” (Saul, 2005, p. 3). I believe this is not a dream it is a real possibility to

change pre-set outcomes. I for one will continue to encourage constructing new meanings of experience in our changing epistemic environment against all odds (Miller, 2014).

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Appendix A

Informed Consent Form

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Appendix B

Information Sheet



INFORMATION SHEET

PROJECT TITLE: A case study of academics' epistemic-pedagogic identity in the context of neoliberalism

I am currently enrolled as a PhD student in the School of Education at James Cook University (JCU) Australia and invite you to take part in this research project.

You are invited to take part in a research project about academics' identities and explore academics' experiences and understandings of their ways of knowing (personal epistemology) and their teaching (pedagogy) in a neoliberal context by looking at:

- a. academics' personal epistemology and pedagogical teaching practice;
- b. the Institutions' teaching and learning environment (epistemic climate) and the impact on academic identity

In order to meet the requirements of research for this degree I request your participation in the following way:

Once the briefing/introduction phase (reading of invitation and signing of consent form in a face to face meeting with principal researcher) have been completed, I would like you to take part in phase two and three, to complete a survey that should take approximately half hour also a formal, semi-structured interview of approximately 60 minutes to be completed and lastly to bring with you an artefact that represents for you your own academic identity. Each interview will be recorded and transcribed.

The purpose of the survey and interview is to understand aspects of ways of knowing (personal epistemology), and your pedagogical practice (ways of teaching) within your working environment (called epistemic climate in the study), as there is very little empirical evidence available in these areas that form academic identity. This study will inform a body of growing research. If you could bring along a resource, PowerPoint slides, a reading, a teaching aid, etc., that you use in your teaching that represents for you your own academic identity, this will be used within the research as

concrete examples of participants own view of their identity.

The interview questions will be made available to you at least five days before the interview occurs at an agreed time and place. All the collected data will be securely kept for five years and you may withdraw yourself from the research at any time. You will have the right to edit or withdraw any information that you have contributed before the completion of data collection in October 2013 (this can be done by seeing me or contacting me personally on 021426860 and acknowledge that you are consenting to partake in the subsequent formal semi-structured interview if you so choose to participate in when approached.

Summary:

If you agree to be involved in the study, you will be invited to be interviewed after the survey. The survey that you need to complete, asks you about your teaching practices. The survey should take approximately 45 minutes to complete on survey monkey. The interview, with your consent, will be electronically taped, and should take approximately 1.5 hour of your time. The interview will be conducted at a venue of your choice. You will need to consider your choice of artefact to bring to the interview. You will be able to read all documents (transcripts, questionnaire and summary to be used in thesis) to edit, change and ensure your acceptance of contribution.

Taking part in this study is completely voluntary and you can stop taking part in the study at any time without explanation or prejudice. You may also withdraw any unprocessed data from the study.

Your responses and contact details will be strictly confidential. The data from the study will be used in research publications and reports (xxxxxxxxxxxx). You will not be identified in any way in these publications.

If you have any questions about the study, please contact:

Principal Investigator: Melanie Miller
School of Education
Xxx NEW ZEALAND
Host University: James Cook University

Principal Supervisor:
Name: Supervisor Dr. Raoul
Adam
School of Education
James Cook University

Appendix C

James Cook Ethics Approval Document

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Appendix D

Organisational Consent Form

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Appendix E

Survey Questions

<https://www.surveymonkey.com/s/WaysofKnowingandTeachingSurvey>

This research explores the formation of ‘academic identity’, an area not often considered when reflecting on teaching practices. As you have been teaching for 3 years or more, I would love to hear your experiences and priorities in Higher education. Then, at a later date in our interview session, I would like to discuss further with you your beliefs about teaching practice and knowing. Higher education has had some significant changes in recent years. This PhD research explores the nature of these changes in relation to academics’ ways of teaching and knowing.

This survey is designed to collect information on your own beliefs about knowledge and teaching in the Higher education environment. There are no right or wrong answers. All responses are valued and will contribute to the researcher’s exploration of different academics’ identities in connection to the ways they teach and understand knowledge in Higher education. The responses will be used to inform the interview questions should you wish to participate in the next phase of the research.

Section 1. Demographics

Q1: Position

Q2: Faculty

Q3: Department

Q4: Teaching and administrative responsibilities?

Q5: Years of teaching experience in Higher education ?

Q6: Are you currently employed part-time or full-time?

Q7: Sex

Q8: Age group

Q9: Qualifications

Q10: Year of graduation for highest degree?

Q11: Institution where highest qualification gained?

Q12: Previous Institutions where employed?

Q13: How would you identify yourself in your own terms (e.g., ethnicity)?

Section 2. Higher Education

Q14: How would you describe or characterise the Higher education environment in which you work? (e.g., in relation to students, teaching, research, administration, work environment)

Q15: How does this description align with your personal vision of the role and purpose of Higher education?

Q16: What significant changes (if any) have you noticed in the Higher education environment during your employment?

Q17: How have you been affected by any changes you have experienced negatively and / or positively in the HE environment?

Section 3. Ways of Knowing

Q18: How would you describe your personal ways of knowing and approach to knowledge? For instance, how would you describe your general disposition or identity in relation to concepts like truth, meaning, interpretation, evidence, objectivity, subjectivity, and right and wrong?

Q19: How does this description align with the ways of knowing that you think are most valued or influential in Higher education?

Q20: Can you identify any typical examples or artefacts that would demonstrate your particular disposition towards knowledge and knowing? (e.g., instances where you favour practical knowledge, tend to defend the scientific method or point out the relativity of different perceptions)

Section 4. Ways of Teaching

Q21: How would you describe your characteristic ways of teaching or your disposition in relation to different types of teaching and learning? (e.g., theoretical/practical, traditional/progressive, constructivist/positivist, teacher-centred/ student-centred, inquiry-based learning/explicit teaching)

Q22: How does this description align with the ways of teaching and learning that you think are most valued in Higher education?

Q23: Can you identify any typical examples or artefacts that would demonstrate your particular disposition towards teaching? (e.g., an instance where you deliberately used group work, personal anecdotes, multimedia, ICTs, or didactic teaching)

