

UNIVERSITY OF DERBY

DEGREES OF VIRTUE:

**INCULCATING A PROFESSIONAL ACADEMIC HABITUS IN THE
FIELD OF POST 1992 HIGHER EDUCATION**

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Please redact the following / features aspects of this thesis:

Images /Captions

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PREFACE

This statement serves to confirm that the contents of this thesis are my own independent work and that I claim intellectual property rights to them.

Laura-Lee Marriott

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ABSTRACT

This study aims to contribute original knowledge of the identity of post-1992 academics to inform the debate surrounding the professionalization of higher education teachers. The setting was a modern university in the East Midlands. Bourdieusian theoretical conceptualizations of the mediated relations between agency and structure (habitus/field theory) were applied to deconstruct/reconstruct the nature of these relations within the university's academic workforce. This investigation revealed disjunctions amongst staff members. The study's findings suggest that these might be addressed through structured training in the logic of practice for recruits. Bourdieu [1930-2002] developed a mixed methods methodology, combining positivist and phenomenological research paradigms to ensure breadth and depth in ethical data interrogations. This approach informed the sequential mixed design of the study. The first phase (survey) elicited profile and benchmarking data and perceptions of field forces and conditions from sixty respondents. Most lacked teaching qualifications or experience on entry. The second phase (fifteen interviews) captured personal narratives for subsequent thematic analysis. Current evaluation of primary data indicates three significant trajectories analyses: effective action/behaviour arising from the meaningful convergence of the individual's competences (mapped as habitus), the organizational environment (field) and the job's demands (practice). Data filtration through these lenses uncovered destabilizing divergences. Significantly, most participants eschewed identification as an 'academic'; seeing themselves as first and foremost a teacher. Their key concerns were negative perceptions of management and student demands as threats to personal efficacy, thus an accredited teacher training programme instilling a dual professionalism was broadly welcomed. This study provides timely sociological perspectives on the government's recent positive correlation between funding and new staff accreditation. Institutional reliance upon existing and contract staff, however, suggests their training needs warrant further investigation. This thesis argues for such training to make explicit the science of pedagogy and the art of teaching to all teaching staff through the conscious integration of habitus/field theory in higher education teacher training. In this way, both agent and field are strengthened, to their mutual advantage.

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I thank my informants; my respect for you knows no bounds. Your active engagement with the project both conceptually and practically went beyond my aspirations. I hope you think I did a good job for us all.

I thank my colleagues, who witnessed the highs and lows of my research journey and who took the time to console and encourage (if not bully!) me when barriers materialized and the end game seemed distant if not lost. I work in a large team but some faces stand out, notably Jo Pickering, Lynn Senior, Peter Tunnicliffe, Pete Scales, Jen Marshall and Ann Kenny. No such journey is ever taken alone; we meet people along the way who change us, imperceptibly or radically. Some help by lightening our workload; others make us defend our positions, by both means we grow stronger.

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INTRODUCTION AND RATIONALE

Overview

I was led to undertake this study through a growing conviction that there exists a need for an analytical framework that satisfactorily captures and explains the *habitus* pertaining to modern-day academic life in the post-1992 sector. I became increasingly convinced, as a new lecturer and late entrant to the field, that the reason that I was struggling to find my place in the institutional landscape, was because I lacked the habitus for it, that is, I was unfamiliar with its 'distinct and distinctive practices' (Bourdieu, 1994, 1998, p8).

I had encountered Field/Habitus theory [Bourdieu 1930-2002] as an undergraduate. My early understandings of this theory were somewhat vague but the conceptualization that the interactions between structure (field) and agency (habitus) were mediated and heavily influenced practice strongly resonated with me even as a student.

Habitus/Field theory offered a means of conceptualizing the disjuncture of some of these mediated relations which I both experienced and observed (and continue so to do) in that the expectations of learners and teachers and of teachers and the institution appeared to collide more than they converged. In the course of preparing materials for my Education Studies students I noted that the term habitus was increasingly used in the literature (Reay, 2004) to explain if not justify educational underachievement for certain student groups. As I further researched Bourdieusian cultural theory I became increasingly convinced that this model could prove useful in making explicit the loci of disjunctions, or as I perceived it, culture clashes, in a range of contexts that they might be addressed to the mutual benefit of agents as individuals and groups and the field itself.

Whilst ultimately the primary aim of this study came to be of theorizing what an academic professional habitus might be and how it might best be inculcated in new and recent entrants to the field (Dearing, 1997), it began quite differently. My initial research focus had been the potential habitus acquisition processes of undergraduates, those I was charged to teach and support. To that end, I first thematically analyzed quantitative and

qualitative data to understand how students drawn into HE through Widening Participation initiatives might develop the set of embodied situational ‘dispositions’ (Bourdieu, 1972, 1977, p214) that would generate achievement. I intended to use this analysis to challenge academics to justify their pedagogical philosophy and practices in order to explore notions of power at the pivotal point of HE, the teacher/learner interaction. At that time (2004/5) there was a paucity of literature in this area, student representation was a minority research interest within the substantive body of literature that underpinned the massification debate (Tight, 2003). Those who did focus upon the efficacy of widening participation (McGivney, 2001, Reay et al, 2002, Leathwood and O’Connell, 2003) argued that it was little more than widening access, inferring a precedence of quantity over quality from an institutional perspective, and so the study in this form was deemed worthwhile and timely at the outset.

The introduction of means-tested tuition fees in 1998, however, re-cast the student as consumer, a paying customer with rights and expectations (Morley, 2003). Initially, any increase in the influence of students as stakeholders was ‘nominal’ (Morley, 2003, p129) but in the context of unprecedented levels of institutional accountability to the State through the newly founded Quality Assurance Agency as recommended by the 1997 Dearing Report, fundamental changes began to manifest:

Signs of quality have been introduced to reassure consumers that their interests are being met. There has been the introduction of an array of mechanisms, including learning contracts, guidelines, assessment criteria, learning outcomes, core skills – all of which in various ways attempt to systematize and codify student-teacher interactions. A principle of TQM [Total Quality Management] is customer delight and planned satisfaction. Happiness has to be measurable.

Morley (2003, p129)

The introduction of top-up fees in 2006 accelerated the pace of change. Having intercalated for personal reasons through 2007 I returned to my studies to appreciate that

a new focus was warranted, the positioning of academic staff in this unfamiliar landscape. It was at this time that I witnessed my own struggle with how to familiarize myself with the demands attendant to being a professional higher education teacher replicated in a number of new staff employed as lecturers when the undergraduate programme I was associated with expanded significantly. They had been brought in as subject specialists and began teaching large and diverse student cohorts on entry. None had taught at university level previously. A few had qualified teacher status (QTS), their professional habitus was of other educational fields; others came from what might be termed educational organizations, they brought significant subject expertise but were new to teaching *per se*. I saw little evidence of formal induction processes for new core staff (which mirrored my own experience) and none for Associate colleagues; rather newcomers depended upon the existing local team to assist them in adapting and acclimatizing to their new working environment. I considered this reliance by the institution on local informal mentoring by colleagues already time-starved and struggling to come to grips with significant work intensification and structural changes in 'the job's demands' (Taylor, 1999, p46) to be an unreliable mechanism for receiving new agents into the field and supporting them once in post. The rationale for this study was, therefore, grounded in my reflecting seriously upon what I had observed and experienced. These reflections prompted me to systematically explore the phenomena attendant to the acquisition and maintenance of a professional higher education teaching habitus through secondary and primary research in the context of the professional field within which I worked and the professional agents with whom I worked. Therefore, the underlying contention of this thesis is that a new construction of what it might mean to be a post-1992 academic is required given that 'the academic *habitus* has been challenged' (Morley, 2003, p67 original emphasis).

Central to this disruption is the notion of 'delighting the customer' (Morley, 2003, p129) a management mantra that permeates contemporary academic practice. As the review of the literature shows, multiple challenges have been visited upon this group in recent years, thus the professionalization of HE teaching is a significant contemporary issue, exciting debate in the academy, the media and government rhetoric in particular. Most

recently the release of the Browne Report (2010) 'Securing a Sustainable Future for Higher Education', and the Higher Education White Paper: 'Students at the Heart of the System' (Department for Business, Innovation and Skills [DBIS], 2011) established a clear correspondence between HE teaching qualification of new staff and the capacity of the institution to draw down student funding. My early conceptualizations of the notion of the dual professional, that is, the subject specialist/expert teacher, had taken on an increasingly significant resonance across the sector throughout the duration of this study.

In constructing the literature review I found that academic life was generally presented as a straightforward reporting of narrative accounts. These findings offered categorizations of academic reactions to change, for example Trowler's (1998) model of strategic responses, Becher's (1989) theory of tribal identity and Taylor's (1999) concept of a tripartite academic identity. I found these approaches, in focusing primarily upon agentic choices, interesting but insufficient to explore the complexity of the social world of the academic profession. For this reason I decided to respond to guidance from my transfer event to revisit sociological literature in order to understand the bigger picture. My deeper study of Pierre Bourdieu's [1930-2002] Field theory convinced me that this was an appropriate perspective from which to approach my primary research. Field theory is an empirically underpinned sociological model that theorizes the mediated relations between a subjective agent and the objective structures of the field in which he/she operates (Swartz, 1997, Grenfell, 2008:1). A Bourdieusian perspective encompasses notions of power, of struggle and of positioning within the field. These power relations manifest as a number of capitals (internal and external resources and appropriations, material or symbolic) (Moore, 2008). The acquisition of those capitals (economic, cultural, social and symbolic) by individuals or groups happens through the relational transactions between habitus in the context of the social space (field) in which they operate (Bourdieu, 1972, 1977). The key point here is that fundamental change or 'hysteresis' (Hardy, 2008, p131) disrupts those relational transactions. HE has, and continues to experience an escalation of 'major geomorphic shifts in the landscape' (Becher and Trowler, 2001, pxiii), for example, the disruption of the traditional power

balance between teacher and student in the context of student as customer, and teacher and management in the context of total quality management.

This is thus a timely study as the massification of HE in terms of student numbers and expansion with respect to the array of undergraduate offers has meant an influx of new teaching staff having expertise in and knowledge of fields other than academia (Dearing, 1997). Taking a Bourdieusian epistemological perspective to the study is thus a rational decision as it offers a set of conceptual 'thinking tools' (Grenfell, 2008:2, p47) that combines the psychological with the social aspects of the professional life of academics as teachers in the post-1992 sector in order to better understand how a professional habitus fit for purpose might be constructed. I began by considering what such a habitus might comprise.

What might an academic professional habitus be?

By the acquisition of professional habitus I mean gaining those internal dispositions that allow an individual to occupy a social space (the institution) and align themselves with its concomitant 'distinct and distinctive practices' (Bourdieu, 1994, 1998, p8) in order not just to function but to flourish professionally. A clear articulation of the usefulness of the theory of habitus is deemed necessary at this point:

One of the functions of the notion of habitus is to account for the unity of style, which unites the practices and goods of a single agent or a class of agents.

Bourdieu (1994, 1998, p8)

In his book *Practical Reason* Bourdieu offers what he describes in the preface as a philosophy that accords primacy to objective relations between the structures that underpin social fields and the dispositions or incorporated fields (habitus) they engender in the 'eminently active and acting' (Bourdieu, 1994, 1998, pviii) agents who occupy these social and symbolic spaces respectively. Habitus is rooted 'in the particularities of

different collective histories' (Bourdieu, 1994, 1998, p6). This is particularly pertinent in academia where different disciplines have quite different collective histories which generate quite different dispositions. According to the think tank Million Plus (2010:1) which represents the post-1992 sector, the modern university is an engineered structure, created by the state to serve the economy and promote social mobility. It is thus the field within which the sub-field of the discipline is located. Of the dual professional then, a dual habitus is demanded, one that is in accordance with the dispositions of the local institution and at the same time in accordance with the dispositions of their academic discipline. This has implications for teaching philosophies and methodologies in a particular subject area that may conflict with the demands of TQM. An example of this might be a management emphasis on high levels of student retention in an area where traditionally, less-able candidates have been filtered out so as to maintain the rigour and credibility of the academic field.

This study aims to uncover what support mechanisms are needed to develop an appropriate professional habitus in the context of seemingly unremitting change, and at the same time inform the wider didactic debate concerning the purpose and efficacy of higher education (Longden, 2001). No grand claims for generalization are made here. Rather this study of academics hopes to offer 'heuristic value elsewhere' (Trowler, 1998, p3). It aims to be a conceptualization that can enlighten future projects through the modeling of current modes of the acquisition processes of an academic professional habitus. This has pertinence given the relatively slow and inconsistent implementation across the sector of the Dearing (1997) recommendation that new academic staff should undergo accredited teacher-training (Gosling, 2010) and the hope that '... most existing staff will also seek recognition for their teaching skills' (Dearing, 1997, 14.30). Just what this training might constitute and how to evaluate its effectiveness is left to individual institutions. Whilst institutional ethos will flavour local policy with respect to the design and delivery of continuing staff development (CPD), there is confusion about what should be taught (learned), by whom and when (Gosling, 2010).

This thesis argues that in the context of unprecedented change (hysteresis) which impacts upon the daily practices (Bourdieu, 1972, 1977) of academics, a new understanding of what constitutes a professional academic habitus in a new university must be attempted. Furthermore, it argues that guidance and support in adapting practice in this new and very different landscape should similarly be made available to existing and associate staff, because firstly:

These cultural and political changes demand additional temporal and material investments. They also involve significant emotional labour. Anxieties, aspirations and fears invade people's interior spaces, as every individual working in academia is made aware that their performance, productivity and professional conduct is constantly under scrutiny within non-negotiable frameworks.

Morley (2003, p67)

Secondly, and from a more utilitarian and less virtuous viewpoint, stressed people do not perform well (Kinman and Jones, 2004). If the stated institutional mission is a commitment to offering a high quality student focused learning experience then attention should be paid to the argument that:

... the pressure to ensure and enhance quality, to empower students, and to increase social mobility and equity might at the same time disempower and perhaps even proletarianise professionals, impoverishing their work and in the end leaving students without a range of experiences and qualities that higher education has traditionally sought to imbue.

Trowler (2008, p153)

Furthermore, a charge on the academic role is to train recruits in the habitus pertaining to their disciplinary specialism and the wider notion of critical inquiry (Bourdieu, 1980,

1990, Barnett, 2009). They are to inculcate that habitus in their students through their pedagogical philosophy and practice given that:

Intellectuals – the specialized producers and transmitters of culture – play key roles in shaping those arenas and their institutionalized hierarchies. So argues Pierre Bourdieu...

Swartz (1997, p1)

Where the habitus of the expert (teacher) is weak or of a different (past) time and place, that is, 'less well formed' (Moore, 2008, p114), inculcation in the novice (student) will similarly be flawed. In this study, the widening participation student is referred to as the 'new' student. Habitus shapes an individual's choices and future possibilities (Maton, 2008) precisely those life-chances new students invest in higher education for. Habitus acquisition is not an automatic outcome of simply belonging to a particular social group; it is a process that develops over time and under the socializing auspices of those whose own habitus is well formed (Moore, 2008). In that process there are things that need to be unlearned, as well as learned. Teachers do not only convey knowledge, they model beliefs and behaviours (practices) associated with a particular knowledge domain and the social space within which learning takes place. When teachers struggle to find their place and navigate the power relations within which they work, this message transmits to students, potentially undermining their present and future progression in terms of capital accumulation and consequent social mobility.

Summary

The discussion so far has introduced a lens (habitus/field theory) through which academic life in post-1992 HE might be viewed. Bourdieusian theoretical conceptualizations are discussed at the outset of the Literature Review to clarify how his philosophical lexicon has been defined by Bourdieusian scholars, and is employed in the context of this study. Here, the field of interest is a particular case of a post-1992 university. The agents of interest are academic staff, as dual professionals (subject specialist teachers). The focus is

upon their teaching practice but acknowledgment is made of any attendant research activities which may impact upon their perceptions of their professional identity. Academics are simultaneously members of the wider university community and local communities of practice (Wenger, 1998). It is through the contextualization of their perceptions of their own practices in and beliefs about the field within it that new knowledge of what might constitute a professional habitus is best arrived at. Given that this is a social research inquiry; findings are therefore always probabilistic, never causal (Trochim, 2006). They also pertain to a particular point in time, and can remain valid only for as long as the dynamics of the relations between the field and its agents are essentially stable within tolerable limits. The Bourdieusian perspective is thus a unique lens through which to construct empirically underpinned knowledge of a social world, knowledge which:

- provides a theoretical underpinning for debate concerning institutional policy with respect to Continuing Professional Development (CPD) for academic staff to help them develop a well formed habitus
- offers those staff metatheoretical (theory about theory) conceptions of their own habitus and that of colleagues cross-university because it is a consistent theme of Bourdieu's work that uncovering power relations arms those struggling with them that they might act to resolve them (Swartz, 1997)
- invites the dissemination of Bourdieusian concepts that staff might have their own *metanoia* that comes to understand the notion of 'field-habitus clash' (Maton, 2008, p59)

These outcomes are intended to equip staff to support new students in the process of developing a habitus that generates academic achievement, personal development and a socially mobile integration (the purpose of higher education). The next chapter reviews the literature concerning higher education and the positioning of agents within the field. It opens with a reflexive note concerning how the provenance of what is known is interrogated. Knowledge itself is a capital, an 'informational capital' (Bourdieu et al, 1994, p7). It serves interests and as such, cannot be absorbed without question.

LITERATURE REVIEW

A reflexive note: decisions in selecting literature

Bourdieu's insistence on the inclusion of time in considerations of habitus, field and capital goes beyond simply according that space a historicity. Rather he is concerned that researchers ensure that they are:

...interrogating the ways in which knowledge about the object under investigation had been generated, by whom, and whose interests were served by those knowledge generation practices.

Thomson (2008, p67)

This means questioning texts that offer knowledge of the field, that is *the literature*, not solely for content but also for underlying ideologies, agendas, political perspectives and personal motivations, to identify notions of interest (self and collective). Where research is commissioned by an identifiable group (the government, a pressure group, or a trade union, for example) predisposing ideologies are relatively straightforward to discern. In contrast, academic literature is often presented as *disinterested*. Yet publication accords the author(s) symbolic capital in terms of reputation and opportunities for personal advancement within the academic field in which they operate because:

[Primary] ...research has taken precedence over teaching because academic careers are more likely to be linked to research achievement.

Greenbank (2006, p107)

Here any pre-disposing ideologies are difficult to uncover; the work must be taken at face value, the safety mechanism is peer-review. Peer review bestows authority upon a work ensuring that publication supports the continuing integrity of the disciplinary field (Harnad, 1999). This can be seen as a form of protectionism because 'powerful occupational interests... are attached to the established academic order' (Bourdieu et al,

1994, p2). In being the natural arbiters of scholastic rigour, peer-reviewers select what progresses or reinforces their position and reject what does not. The danger is that:

Scholars who do not know what defines them as scholars from the “*scholastic point of view*” risk putting into the minds of their agents their scholastic view or imputing to their object that which belongs to the manner of approaching it, to the mode of knowledge.

Bourdieu (1994, 1998, p130, original emphasis)

All available knowledge, then, has been disseminated through an apparently natural (doxic) selection process that serves those rich in the cultural capital of the field in which they operate. Bourdieu et al (1994) explain how this takes on an implied naturalness about the order of things. In *Rethinking the State: Genesis and Structure of the Bureaucratic Field*, French writers who were violently opposed to the State imposition of orthographic change are used as an example of this misrecognition.

And remarkably, all those defenders of orthographic orthodoxy mobilize in the name of *natural* spelling... to denounce an intervention of the state aimed at reducing the arbitrariness, which in itself is, in all evidence, the product of an earlier arbitrary intervention.

Bourdieu et al (1994, p2)

I include this example to illustrate how social constructions of the way things are, tend to rest upon doxic agreement through agents in and of a field. There is a *natural* order of things and this persists (here through dissemination of works of scholarship) until field conditions change (hysteresis) and agents must defend their positions or move quickly into more favourable ones; HE is a fiercely contested arena (Longden, 2001). The forced unification of a formerly binary system has resulted in a flood of academic papers concerning what a new higher education might be, and be for (Tight, 2003). This output could be viewed as evidence of struggle as different individuals/groups seek to re-trench and/or capture new territories in the battle for resources (capitals) and the power they

confer. It is in this fight for repositioning that ideologies are heavily defended. Thus the reflexive practitioner must be mindful of the subjective predispositions of interest of authors publishing in an ostensibly objective and disinterested field. This undertaking becomes even more problematic when reviewing self-publications on the World Wide Web, which permits the bypassing of peer-review (Hanard, 1999).

This review first considers the research identity of Pierre Bourdieu as drawn from scholarly expositions on his work by Swartz (1997) and Grenfell et al (2008). Key Bourdieusian conceptualizations are then discussed to clarify his philosophical lexicon. In this way the appositeness of a Bourdieusian theoretical and methodological approach to constructs of identity for this study is demonstrated.

I then turn to literature focusing upon the field of higher education beginning with an exploration of how the post-1992 sector came into being through deliberate State intervention rather than evolving as a form of societal progression or genesis (Bourdieu et al, 1994). The drivers of change were economic competitiveness and social cohesion (DfES, 2003). Society was (and is) under-skilled (Dearing, 1997, DfES, 2003, Leitch, 2006, DBIS, 2009) and higher education was tasked with providing the knowledge workers it needed, hence, the dual rationale for widening participation. It was, on the one hand, an economic (political) weapon against the potential undermining of the material (and symbolic) wealth of the nation, and on the other, an antidote to the potential for social instability in an increasingly diverse population riven with social injustice (Jones and Thomas, 2005).

Attention then turns to analysis at the meso level. The massification of HE by dictat at the macro level has wrought intense and all pervading change within the sector, the likely profile of a post-1992 university is explored for evidence of the consequences of these changes. For example, it has redirected management attitudes towards resource allocation, including staff time and activities. Widening Participation, in triggering the transformation of a homogenous to a heterogeneous student population, one having quite different experiences and expectations which generate quite different needs (Bowl, 2003)

has given rise to a number of pedagogical concerns, in particular for the devaluing of a degree, or 'diploma inflation' (Bourdieu, 1984, 2010, p143).

That academics strategize to protect themselves against the perceived assaults on their professional autonomy whilst protecting their discipline and nurturing their students is discussed in the light of Tony Becher's (1989) work on *Academic Tribes and their Territories*. This work was later developed in partnership with Paul Trowler (Becher and Trowler, 2001). Trowler (1998) had previously tested academic reactions to specific change (the introduction of the Credit Framework). His findings and reflections have informed much of my thinking about the early phase of this thesis (the survey), just as his later work, *Cultures and Change in Higher Education*, (Trowler, 2008) guided much of the construction of the interview phase.

Finally, I offer a summary of the review to contextualize the scope and direction of the study in the field. In taking extant knowledge forward through the lens of Bourdieu's research identity and conceptualizations, new knowledge can be constructed from the exploration of the theoretical notion of habitus from an empirical stance.

The research identity of Pierre Bourdieu

Bourdieu's work permeates this study in two ways. Bourdieusian scholars, for example Swartz (1997) and Grenfell (2008:2) describe him as a prolific educational researcher (and of many other social fields) consequently he has much to offer in terms of shedding light on mechanisms of cultural reproduction. He was a social scientist who considered the established objective/subjective divide in research, for example between positivism and phenomenology, as epistemologically flawed when regarded as ends in themselves. Field theory unites these two research 'moment[s]' (Bourdieu, 1972: 1977, p3) in the context of researcher as a reflexive practitioner (Deer, 2008:1). As an indication of my reflexive practice I wish at the outset to acknowledge the authorial works of David Swartz (1997) and Michael Grenfell and colleagues (2008). Bourdieu's writing style can be inaccessible 'he is both a superb stylist and the author of some impenetrable prose'

(Swartz, 1997, p13). In addition his 'output was voluminous' (Grenfell, 2008:2, p1) making navigating it problematic for the uninitiated. Their work in particular, gave me the conceptual tools and the confidence to re-visit original sources wherever possible. Bourdieu is referenced inconsistently in other works. Given his insistence that every research work is of its '*tempo*' (Bourdieu, 1972, 1977, p8, original emphasis), I cite first the original then the translation date of publication. I now turn to a discussion of his key conceptualizations to provide a working knowledge of the Bourdieusian trinity: habitus/field/capital. This is supported by reference to other 'thinking tools' (Grenfell, 2008:1, p47) which may present an unfamiliar lexicon but which are just as important for understanding the relations between habitus, field and capital and the logic of practice.

Bourdieu's body of work is underpinned by an empirical methodology that 'transcends the subjective/objective antimony' (Swartz, 1997, p52). Bourdieu grew dissatisfied with the limitations of an either or approach to the exploration of social life:

Increasingly during the 1960s he felt trapped within a singular, institutionalized discourse and that, within an academic field and as an 'intellectual' he was betraying the primary, domestic, or familial experiences of his [humble] upbringing... consequently he indicates [a] need to make 'epistemological breaks'.

Robbins (2008, p36)

Bourdieu's relational methodology seeks to remedy the weaknesses of a purely objective approach (positivism) and correspondingly, of a purely subjective approach (phenomenology) because:

...the opposition between objectivism and subjectivism [is one] which locks research into a series of fictitious alternatives.

Bourdieu (1980, 1990, p289)

A further epistemological break was the notion of reflexivity, the positioning of the researcher as a reflexive practitioner because:

...the socialized body (... the individual...) does not stand in opposition to society; it is one of its forms of existence.

Bourdieu (1980 cited in Swartz, 1997, p96).

Robbins (2008, p37) cites a passage from *Outline of a Theory of Practice* (Bourdieu, 1972, 1977, p3) to elucidate Bourdieu's thinking:

The knowledge we shall call phenomenological... sets out to make explicit the truth of the primary experience of the social world... the knowledge we shall call objectivist... constructs the objective relations... which structure practice and representations of practice... Finally, it is only by means of a second [epistemological] break, which is needed in order to grasp the limits of objectivist knowledge - an inevitable moment in scientific knowledge - and to bring to light the theory of theory and the theory of practice inscribed (in its practical state) in this mode of knowledge, that we can integrate the gains from it into an adequate science of practices.

Practices (what people do), habitus (how they do it), field (where they do it), and capital (why they do it) can only be understood then, through the relations of people and their multidimensional environment(s). This did not mean that Bourdieu eschewed objectivism; rather that he saw the collection of statistical data as a research 'moment' (Bourdieu, 1985, cited in Robbins, 2008, p38). It was a part of, not the end of, the research process. Bourdieu recognized an 'ontological complicity between objective structures and internalized structures' (Grenfell, 2008:2, p44) and sought to identify and document 'individual acts of perception' (Grenfell, 2008:2, p45). The second moment, therefore, was a phenomenological approach which sought to:

Understand agents as theory-generating agents themselves rather than the objects of interpretation of academic social philosophers.

Robbins (2008, p38)

The third, although this is not explicitly designated a moment, is the reflexive interpretation of both statistical and narrative data through the lens of the social position of the researcher (Deer, 2008:1). Bourdieu employed a wide range of methods: ‘... [He] resists reducing the epistemological requirements to the use of particular research instruments’ (Swartz, 1997, p35) because the priority was an empirically underpinned theory of practice that was transparent through reflexive interpretation. The research process, in order to be valid, must be transparent (Trochim, 2006). It must also be complete:

This means that [according to Bourdieu] social-science investigations must include both qualitative indicators as well as quantitative data.

Swartz (1997, p59)

This post-positive approach (Swartz, 1997) is relational because it is in the mediating influences between person and place that evidence for practice is identified (and from which trends can be discerned). Thus, it negates the weakness conferred on positivism and phenomenology through a tendency to adopt a:

...substantialist vision of social reality... which reify[ies] the attributes of individuals and groups by detaching them from their social and historical contexts.

Swartz (1997, p61)

A relational model accords agency to individuals and groups operating within societal structures (fields) (Thomson, 2008). Thus subjective (individual and collective) acts (practices) are executed in relation to objective (yet dynamic) structures encompassing both opportunity and constraint. Objective structures are conserved, continued or

challenged by new and existing members and changes in other fields (Hardy, 2008). In this way, Bourdieu's *Logic of Practice*, 'the dynamics of principles' (Grenfell, 2008:2, p45) offers a methodology for exploring and explaining the influences and impacts of field changes on the working practices of academics in terms of their strategic responses to it. It is a methodology that is expressed through key epistemological concepts which constitute a 'philosophical language... that would act as an antidote to everyday language' (Grenfell, 2008:3, p24) in order to help researchers think differently about the social world because 'there is no ultimate reality, only ways of seeing it' (Grenfell, 2008:3, p23). It is important to note here that this toolkit for thinking is:

...a scholastic device... a heuristic – which helps researchers to devise methods to make sense of the world. It was not meant as a mimetic...

Thomson (2008, p74)

Whilst not prescriptive in application, neither was it meant as a kind of epistemological and/or methodological pick and mix. If to explore habitus is to begin 'seeing habitus everywhere' (Maton, 2008, p50), then I would extend this contention to the whole of field theory. To the committed reader/researcher it does what Bourdieu intended it to do, that is:

The task is to produce, if not a "new person", then at least a "new gaze", a sociological eye. And this cannot be done without a genuine conversion, a *metanoia*, a mental revolution, a transformation of one's whole vision of the social world.

Bourdieu & Wacquant (1992, cited in Maton, 2008, p60, original emphasis)

Taking the Bourdieusian perspective, therefore, is analogous to crossing a Rubicon. Once these concepts are explored, they enter 'one's intellectual marrow' (Maton, 2008, p64). This changes the habitus of the researcher; they are no longer able to view the world as

either individual or social (effectively causal). Bourdieu's conceptualizations are thus a powerful means of understanding social worlds, their agents and structures.

Key Bourdieusian conceptualizations

Habitus is constructed as a way of thinking about individual agency in the context of external structures. It is how individuals self-regulate, decision-make, strategize and ultimately act, in response to their social world(s). Individuals are at one and the same time, 'free agents' (Maton, 2008, p50) but actions are tempered by perceptions of reciprocal actions generated by those who populate the same social space. Habitus was conceptualized to resolve the relationship between 'individual agency' (leading to action) and 'social structures' (conferring constraints and/or opportunities) (Maton, 2008, p50). Social agents can be 'individuals, groups or institutions' (Maton, 2008, p50). This is particularly pertinent in the context of this study as it rests upon the assertion that there is such a thing as a professional habitus, and that it is acquirable.

Habitus is a set of acquired internal dispositions 'that comprises a structured and structuring structure' (Bourdieu, 1994d cited in Maton, 2008, p51). It is *structured* 'by one's past and present circumstances' (Maton, 2008, p51) borne of familial and educational (institutional) socialization. It is *structuring* in that it influences what happens now and what happens next, through strategic action (unconscious and conscious). It is a *structure* because it is not haphazard; sets of dispositions are organized:

The word *disposition* seems particularly suited to express what is covered by the concept of habitus (defined as a system of dispositions). It expresses first the *result of an organizing action*, with a meaning close to that of structure; it also designates *a way of being, a habitual state* (especially of the body) and, in particular, *a predisposition, tendency, propensity, or inclination*.

Bourdieu (1972, 1977, p214, original emphasis)

Habitus is thus a ‘feel for the game, a feel for [its] regularities’ (Maton, 2008, p54). It is an internal response to external strictures and demands and a means of optimizing personal capital (positive outcome[s]). It is ‘durable [and] transposable’ (Maton, 2008, p51), that is, it is long lasting and can, to varying degrees, activate in an array of different scenarios. Habitus is inextricably linked with notions of field.

Bourdieu described field, the social space in which agents act as:

...*le champ* [to denote] an area of land, a battlefield and a field of knowledge rather than *le pré* [which implies] a pretty and benign [rural landscape].

Thomson (2008, p68),

The notion of field as contested space is clear. Field can be thought of in different ways, for example, a ‘football field... a bounded site where a game is played’ (Thompson, 2008, p68). Football has ‘rules... [and] positions’ (Thomas, 2008, p68). What marks out the successful player is their capacity to acquire the skills of the game and to strategize the best moves given external conditions, for example, the actions of other players, the state of the pitch, even the weather. Achieving the best outcomes is analogous to accumulating capital which accords ‘capital advantage’ (Maton, 2008, p69). Just as football players have different levels of skill (talent), so individuals enter and negotiate a social space with different levels of habitus. Those who (to mix metaphors for a moment) feel like a ‘fish in water... [have a] habitus that matches the logic of the field’ (Maton, 2008, p57). They are in their element and positioned to take advantage of the opportunities the field offers. Bourdieu was concerned to demonstrate that social spaces are structured such that to those who have, more is given. Furthermore:

Fields are shaped differently according to the game that is played on them. They have their own rules, histories, star players, legends and lore.

Thomson (2008, p69)

A field can also be likened to a 'science fiction force-field' (Thomson, 2008, p69). Here the boundary is deliberately engineered to expel potential invaders and to maintain the integrity of the community within. Such insulated communities are likely to be hierarchical implying pyramidal stratification of power relations; a few dominate the rest. Their position accords them capital advantage and legitimizes their right to decide and direct operations carried out by agents in lower orders. Agentic behaviour in fields is controlled by field mechanisms, notably doxa and conatus. Doxa refers to 'the unwritten rules of the game underlying practices within that field' (Maton, 2008, p57). Those whose habitus and doxa match the logic of the field are positioned to accumulate capital. Conatus explains why hegemonic perpetuation within the field is legitimized. Bourdieu theorized that in general 'people adjust their subjective expectations to match their objective chances' (Fuller, 2008, p175); they are complicit in their own subjugation. This is 'symbolic [not] physical' violence and it is 'misrecognized' (Daniel Schubert, 2008, p184) in that:

...the dominant class have only to let the system they dominate take its own course in order to exercise their domination...

Bourdieu (1972, 1977, p190)

Keeping invaders out protects perpetuation in 'reproducing the political order' Bourdieu (1972, 1977, p189) (political as in power as societal influence). Such fields are elitist and exclusive. They resist diversity; dilution is a threat to the natural order of things. Suffering is a consistent theme of Bourdieu's work given his assertion that suffering involves sufferance of:

...systems of classification that are [in fact not] natural [but] actually culturally arbitrary and historical.

Daniel Schubert (2008, p184)

A final analogy is that of a 'force field in physics... [where] forces [are] exerted by one object on another' (Thomson, 2008, p71). Bourdieu represented the pushes and pulls

operating within a social field graphically by positioning ‘cultural and economic capital... as two hierarchized poles’ (Thomson, 2008, p71). In this way, relative positions of individuals could be mapped with respect to their levels of their combined capitals. Positioning within a field depends upon social recognition of the value of a capital (material/symbolic) meaning a field ‘has “distinction” ... or quality’ (Thomson, 2008, p71). Capitals are oppositional; more or less value is accorded to each depending upon the logic of the field. Value translates to a rate of exchange. For example, in the field of education, credentials are valued; they are a currency that can be exchanged for opportunities to accumulate other capitals such as economic or symbolic power. Bourdieu perceived the education system as a social sorting device designed to allocate positions to certain social groups, thus ‘... the acquisition of knowledge had become a mechanism of social division rather than integration’ (Robbins, 2008, p33). In this analogy, field boundaries are not clear because ‘the force field exists only as far as its effects’ (Thomson, 2008, p71). Fields, however, are affected by the forces of other fields; individuals belong to other fields (and sub-fields). In the field of education, the HE sector can be viewed as a sub-field and further subdivided as shown in figure 1.

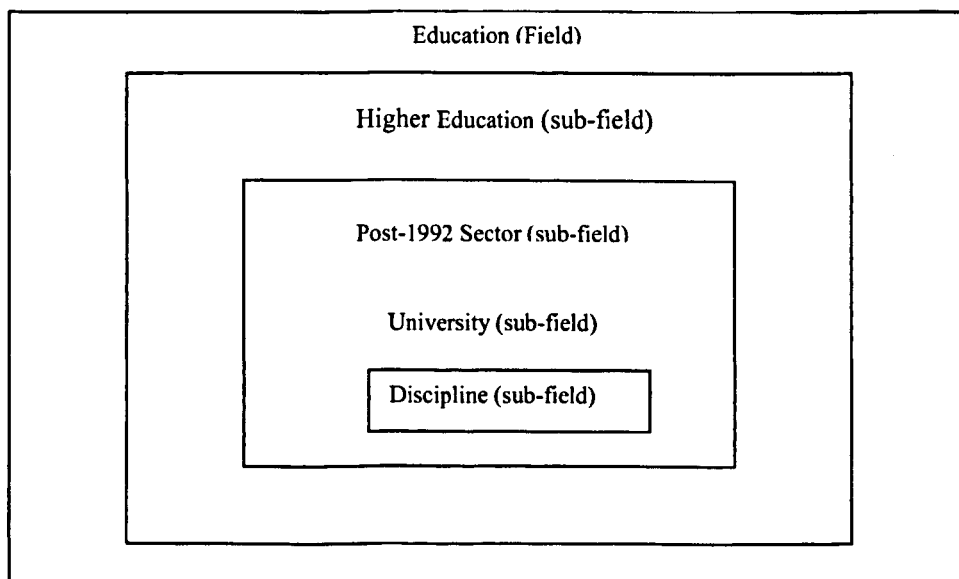


Figure 1: A model of the fields and sub-fields exerting forces upon the habitus of academics working in a post-1992 university

This is a very simple reduction of a complex series of power relations and hierarchies but situates the field of interest at the outset, a post-1992 university. The straight lines belie the dynamic nature of the boundaries and relations between fields; 'relations of exchange between fields... make them inter-dependent' (Thomson, 2008, p71). People, individually and collectively, occupy multiple fields related to their work, networks, activities and interests under the auspices of the primary field:

Bourdieu maintained that all subfields of the cultural field were dominated by the economic field.

Thomson (2008, p73)

This is pertinent to the field of education; the literature review demonstrates the primacy of economics with respect to initiatives such as widening participation, increased accountability, a managerial rationalism, student as consumer and the commodification of knowledge amongst others in the sector. The third member of the Bourdieusian trilogy is capital: 'Usually the term "capital" is associated with the economic sphere and monetary exchange' (Moore, 2008, p101). Economic capital alone, however, cannot:

...account for the structure and functionings of the social world... [it has the effect of] reducing the universe of exchanges to mercantile exchange... orientated towards the maximization of profit... [it is thus] *self-interested*... [and in so doing] other forms of exchange [are deemed] non-economic, and therefore *disinterested*. [This is to ignore] the *transubstantiation* whereby the most material types of capital... can present themselves in the immaterial form of cultural capital or social capital and visa versa.

Bourdieu (2006, cited in Moore, 2008, p101 original emphasis)

The symbolic capital that defines social groups is the product of an arbitrary value system wherein some forms are more highly valued than others; therefore the distribution of social power (advantage) depends upon what is venerated by society. The outward signs

of a group's habitus are manifested through their 'values, tastes and lifestyles' (Moore, 2008, p102). Not all members possess the same capital accumulations. Within the group some will 'have a feel for the game' (Maton, 2008, p54), through exposure over time; early familial socialization or later deliberate inculcation. Their habitus is a specialized 'consciousness and a recognized mastery of some techniques' (Moore, 2008, p102). This important distinction indicates that for Bourdieu habitus was not synonymous with social background, which implies a set trajectory for some groups. Such an interpretation of habitus can lead to labeling and by transmission, self-fulfilling prophecy. For example a child from a lower socio-economic group may be (albeit unconsciously) effectively written off by an education system that venerates and reproduces middle class values, tastes and lifestyles, one which rejects difference (distinction). The child then fails and their life trajectory (conatus) leads to an adulthood of persistent low capital accumulation making it appear that early socialization is causal. This view of habitus, argues Bourdieu (1984, 2010) in *Distinction*, fails to recognize the power of the field in its ability to confer or withhold symbolic capital. It is not, he claims, the habitus of the child that fails the field (school); but the structures of the school system that fails them. This is an important point in the context of new students who may have had negative school experiences and thus present as 'fragile learners' (Ecclestone and Hayes, 2009, p91).

There is a further distinction between economic and symbolic capital which becomes evident through the manner in which they are exchanged. With economic capital:

The instrumental and self-interested nature of the exchange is transparent. Mercantile exchange is not of intrinsic value, but is always only a means to an end (profit, interest, a wage etc).

Moore (2008, p103)

Symbolic capital, however, exists in the form of social capitals, for example, cultural, linguistic, scientific, literary capital (depending upon the field), and:

...in their distinctive ways, deny and suppress their instrumentalism by proclaiming themselves to be disinterested and of intrinsic worth.

Moore (2008, p103)

For Bourdieu, symbolic and economic capitals are similarly instrumental. What is presented by a particular community as disinterested altruism is possible because agents 'misrecognize' (forget/do not appreciate) that the transubstantiation of material to symbolic capitals is by virtue of an arbitrary value system. This system is hierarchical, the scientist said to be at the top of his field is not there by intrinsic right; his position is purchased through the exchange of his symbolic labours (published research). He foregoes opportunities to accumulate other capitals and offsets the opportunity cost of a higher wage (in industry) for the benefits of state-facilitated time to research (in academia) (Bourdieu, 1994, 1998). Hence the '*illusio*' (Bourdieu, 1980, 1990, p66, original emphasis) that a social place is earned rather than purchased through a series of exchanges is perpetuated and elitism is maintained through the unequal distribution of capitals. The withholding of value (capital/power) to agents is termed symbolic violence (Bourdieu, 1984, 2010). Fields then, are contested places of struggle and oppositions. 'Capitals can be understood as the "energy" that drives the development of a field through time' (Moore, 2008, p105).

Widening Participation is State acknowledgement that education confers capital which facilitates access to the economic field. It is not an altruistic (disinterested) act but an instrumental (self-interested) act of social engineering (McGivney, 2001). HE is presented, however, as an opportunity for self-investment. The State loans economic capital to students to enable their accumulation of symbolic capital (a degree) and subsequently exchange this for economic capital as employees and return the original investment and *interest* to the state. What is presented as virtuous is in fact instrumental.

Instrumentalism is a key factor in academic life in post-1992 HE. This review (p35) discusses the increasingly instrumental nature of institutional management (Parker and Jary, 1995, Deem et al, 2007) and the increasingly instrumental approach to study by

students manifested as 'shallow [rather than] deep learning' (Haggis, 2009, p377). Both of these present substantial challenges to academic staff whose relationship with knowledge is more likely predicated upon a belief that the:

...process of coming to know can be edifying: [and that] through the challenges of engaging over time with disciplines and their embedded standards, worthwhile dispositions and qualities may develop, the worthwhileness arising through the formation of 'epistemic virtues'.

Barnett (2009, p429)

The potential outcome is therefore a mismatch between agents' expectations where those who control (managers) and those who consume (students) have a different understanding of the game of the field to those who deliver (academics).

This discussion of habitus/field/capital has provided an understanding of key concepts. It introduced notions of doxa, conatus, interest and disinterest and offered the education system as a mechanism of cultural reproduction wherein power relations are predicated upon a 'portfolio of... capital[s]' (Crossley, 2008, p88). Capital distribution is controlled by the dominant group through symbolic violence to maintain the hierarchical social strata that serves its interest and is legitimized by the conatus of lower-order agents. Other tools of note include strategy, suffering and principally, hysteresis. For Bourdieu strategy was not a utilitarian, goal-oriented, rational approach to action, but rather a:

...fundamentally non-formalized practical dimension... Actors are strategic improvisers who respond dispositionally to the opportunities and constraints offered by various situations.

Swartz (1997, p100)

Suffering refers to the consequences for the subjugated of symbolic violence perpetrated upon them through '... systems of classification that are [not] natural [but] actually culturally arbitrary and historical' (Daniel Schubert, 2008, p184). The importance of this

is that any habitus/field mismatch results in ‘the blaming of the individuals involved for their poor performance’ (Daniel Schubert, 2008, p189). Thus field structures go unchallenged, inequality (lost/missed opportunity) persists, and suffering is generated.

Finally and critically to this study, is the notion of hysteresis. This concerns the negative impact of change on habitus in terms of frustration when the degree and/or the pace of that change is disruptive and/or abrupt (Swartz, 1997). The HE landscape has been subject to unparalleled change in recent years in terms of the impacts and influences of State intrusion since its re-designation as economic rather than cultural producer; the drivers being global economic competitiveness and national social cohesion (Department for Education and Science [DfES], 2003). It is in the context of hysteresis in the field that the study is located; it is a record and analysis of academic life during the period of the fieldwork (2008-2010).

Bourdieu insists that the temporal facet of practice is paramount because:

To restore to practice its practical truth... we must therefore reintroduce time into the theoretical representation of a practice which, being temporarily structured, is intrinsically defined by its *tempo*.

Bourdieu (1972, 1977, p8, original emphasis)

The key point here is that ‘practice... is temporarily structured’ and as such whilst models of theoretical conceptualizations might remain constant, their manifestations will not; they change with time. For example doxa is conceptualized as:

[Those] ...field-specific sets of beliefs that inform the shared *habitus* of those operating within the field.

Deer (2008:2, p125, original emphasis)

Just what might constitute those ‘field-specific sets of beliefs’ are time-dependent. Fields are dynamic. They are affected by activity in the field of power (the State), by proximal

fields, by agentic revolt or voluntary (unconscious) subjugation, by social fads and fashions. It is therefore, valid to revisit existing knowledge about, in this case, aspects of academic life that may have been influenced by/impacted upon by one or some of these factors. What was true then may not be wholly or partially true now. Sets of beliefs also change with the accumulation of knowledge and experience by agents over time. For the researcher this demands a commitment to reflexive practice.

Bourdieu calls upon the researcher to examine his or her doxic presuppositions and preconstructions at every point of the research process. It is strived for through internal and external dialogue. In this way the researcher maximizes his/her capacity to:

Objectivize his or her relations to the object of study as well as his or her own position and action within a field.

Deer (2008:2, p210)

Reflexive practice is not synonymous with reflective practice. The former is the province of the researcher, the latter (in this study) of the subjects of interest:

...any critical self-perception of laypeople caught in everyday practice was likely to reflect, and therefore reinforce the prevailing order...

Deer (2008:2, p209/210)

It is this self-perception of the prevailing order that the study is designed to capture. Participant academics in this case are 'laypeople'. Whilst reflection is increasingly part of contemporary academic practice (Brookfield, 1995) and does constitute the testing of the validity of one's 'value position' (Brockbank and McGill, 2007, p4) it is not the deep mining of presuppositions and preconstructions that Bourdieu refers to. The end goals are similarly different. The Bourdieusian researcher aims to set aside his or her habitus to study the relations between field and agents objectively (so far as is humanly possible). The reflective academic practitioner is seeking to improve the outcomes of their practice for themselves and others from a subjective stance. Reconciliation of these two lenses

(objective and subjective) for a researcher/teacher in post in their field of research interest can be achieved by conscious, conscientious and continuous observation of the task in hand, an adherence to intellectual rigour in mining the literature and an analytical rigour in designing and conducting the study. This leads me to consider my personal conatus.

Reflexivity illuminates reflective practice as it helps explain practice (what people do), habitus (why they do it), field (where they do it), and capital (the rationale for action). I have passed through a gamut of positionings within the institution in which the study is located. I was a mature undergraduate, a beneficiary of widening participation. My trajectory to a full time permanent senior lecturer passed through incarnations of graduate teaching assistant, associate lecturer, and various degrees of fractional lecturer until I ultimately was made permanent (whole). Like Bourdieu I am a 'transfuge' (Robbins, 2008, p28), through education I too have left my working class roots. Like him, there have been many points along my educational journey (as learner, now teacher/researcher) where I did not have 'a feel for the game' (Maton, 2008, p54) or when I thought I did, hysteresis changed the game as I was coming to understand it. Just as Bourdieu did, I see these 'field-habitus clashes' (Maton, 2008, p59), and attendant negative consequences (suffering) replicated in colleagues and in students. The aim of this thesis, to identify mechanisms to support the development of a professional academic habitus in the former, which then naturally inculcates the latter, arises from a subjective desire for social justice for both. Reflexive practice confers objectivity on the process. Late in life Bourdieu summarized his work:

...as a kind of "philosophy for everyman", as a way of coping with contemporary living.

Grenfell (2008:4, p2)

He set out to develop an objective, empirically underpinned theory, a *Logic of Practice* (Bourdieu, 1980, 1990) that could improve, or at least give explanation to the subjective experiences of agents within the context of their relations with their social fields because for him, situational awareness is the start point for situational change.

Hysteresis in the field of power

The former General Secretary of the United Nations, Koffi Annan posited in 2002 (Suoranta, 2003) that the driver of globalisation is the technological revolution; the rapid and wholesale advancement of Information and Communications Technology (ICT) that negates former spatial and temporal barriers to economic activity. Because information bestows knowledge and knowledge bestows power (Bourdieu et al, 1994), a new divide, the digital divide, has opened up; Britain is determined to be among the information-rich. Historically, a nation's strength has lain in the effective mining of its domestic resources. In a post-industrial world, there has been a paradigm shift in what constitutes those resources:

The information and knowledge-based revolution of the 21st century will be built on a very different foundation – investment in the intellect and creativity of people.

Department for Education and Employment (1998, p9)

Thus the factors of production are redefined; it is cognitive not physical power that will fuel future economic prosperity and social cohesion. The bedrock of success rests upon 'raising the quality and productivity of human capital' (Brown and Lauder, 1999, p34) hence the transition of Britain from "*an earning society*" to "*a learning society*" (Ainley, 1999, p2, original emphasis) one fit to compete in a global marketplace against the backdrop of a contracting welfare state. The mantra is Lifelong Learning, the ongoing acquisition of skills beyond an initial (compulsory) education now perceived as insufficient to the demands of a working life spanning half a century and subject to the vagaries of the market. Edwards (1997) views the learning society as an umbrella concept, one that shelters a continuum of interests from emancipation through education to employability through training; its vagueness generates a tendency to be richer in rhetoric than pragmatism. The political ethos is educational inclusion (Blair, 2004). Promotion of lifelong learning can be emotive, what is described as a:

...“lifetime entitlement to learning” is effectively a lifetime obligation to acquire and maintain marketable skills.

Levitas (1999, p121)

Thus education - for all and for life - is the national and individual means of survival in an economic landscape wherein the currency is information, and certification a citizen's passport to it (Warmington, 2003). Consequently HE, historically the producer of the highest credentials has attracted unparalleled attention and intervention from successive recent governments. The political agenda is Widening Participation, social engineering on a grand scale, the purposeful recruitment of traditionally under-represented groups to higher education in order to alter the social composition of the student body (McGivney, 2001). The active dismantling and de-monopolisation of an exclusive HE system was to be the precursor of a more inclusive society (Thomas, 2001). The mechanism for opening up a closed and elitist system was the 1992 Further and Higher Education Act. It merged traditional institutions and polytechnics to create a single, ostensibly unified, state-supported university system (Smith and Webster, 1997), accommodating:

...under one umbrella, two systems of higher education of sharply different traditions, recruitment grounds, resource provisions and self images.

Bauman (1997, p19)

Thus the notion of equivalence in HE, albeit one that required an act of faith given that funding was simultaneously reduced to the level awarded to former polytechnics across the board (Woodward, 2002) entered the public consciousness. Political belief in massification is predicated on two seemingly immutable assumptions. First, the inherent morality of widening participation (McGivney, 2001) and second, the inherent value of education; the natural extension of this argument being that because something is desirable, more of it must be more desirable (Wolf, 2002). In the new system the vice-chancellor is no longer an academic but a manager, teaching is a service industry and learning is a commodity to be consumed (Scott, 1997). According to Jary and Parker (1998) the forced imposition of market forces upon academia has re-cast the university as

a unit of production, one that has less and less control over its inputs and more and more accountability for its outputs. This struggle for definition is more apparent than in modern universities forced to tout for business (Bauman, 1997). Traditional universities have had several centuries to privately establish purpose, profile and prestige and secure a place in the public consciousness as bastions of higher knowledge (Bauman, 1997). In contrast, from the moment of inception, the modern university has been under intense scrutiny, expected to generate graduates of equivalence without time for maturation, for considered reflection, for the rejection of bad practice and the absorption of good:

We have taken history out of the equation – experience like wine
acquires nobility with age, skills, like houses are built floor by floor.

(Bauman, 1997, p21)

In relative terms the modern university is still embryonic; yet it is tasked with transforming an increasingly diverse population of learners into autonomous knowledge workers. Gill (2008) writing for Times Higher Education online reports that seven years after the unification of HE, the incumbent Labour Prime Minister announced:

In today's world there is no such thing as too clever. The more you
know, the further you will go... So today I set a target of 50 per cent of
young adults going into higher education in the next century.

Tony Blair (1999, quoted in Gill, 2008)

In 2001 a deadline of 2010 (Gill, 2008) was set for higher education for half. Earlier expansion had seen growth from one in seven eighteen year olds in 1972, to one in three by 1994. Further expansion and the participation of traditionally under-represented groups were to occupy 'a far more central position in government thinking in England' (Jones and Thomas, 2005, p616). These researchers note that whereas the Dearing report, the 'National Committee of Enquiry into Higher Education' (1997) made marginal mention of widening participation, it was prominent in the White Paper, 'The future of higher education' (DfES, 2003): by 2000 growth had reached 39.2% but then plateaued,

at 39.8% by 2007 (Gill, 2008). At the time of writing (2010), and under the early auspices of a new coalition government, the system is oversubscribed; the initiative has raised expectations creating a mismatch between demand and supply. The New Statesman (2010) reports that a second successive year of government capping (first by Labour) on home student numbers suggests a quarter of applicants will be unable to secure a university place. State intervention in manipulating sector size is not new. Trowler (1998) reports that the use of funding mechanisms (institutional caps and fines and reduced student support) halted unprecedented growth which peaked in 1994 at sixty six percent in a decade. The remedy at that time, for doing more with less, was the credit framework. This packaged knowledge as free-standing credit-bearing modules for accumulation and ultimate exchange for a final award, a flexibility that frees students of the time and space constraints of the traditional academic calendar and modes of assessment:

The claim is, then, that the credit framework frees up British Higher Education to become a 'mass' system. The constellation of features that the framework encompasses makes the boundaries of higher education more permeable, thus broadening and diversifying the student body.

Trowler (1998, p8)

This is important because it raises questions about the very purpose of higher education; not just its size but also its shape and direction. It challenges suppositions:

The distinctions between academic, experiential and other forms of learning blur. Control over the curriculum is conditioned by consumer choice rather than 'producer control'.

Trowler (1998, p9)

The qualitative evidence for equivalence is less convincing. Critics assert that massification reflects a pre-occupation with re-branding, as though re-naming something accords it the attributes historically associated with the revised designation (Maskell and Robinson, 2002). Scott (1995) detects the emergence of a covert means of differentiation,

one constructed around prestige. Elitism manifests as the value of a degree from one institution taking precedence over that awarded at another. The evidence for this is the reliance upon the performance league table of universities by employers and those students in a position to compete for places at top institutions (Crawford, 2009).

Furthermore, research indicates that the distribution of new students is 'uneven across the sector as a whole' (McGivney, 2001, p20). They tend to gather in post-1992 universities that mostly comprise clusters of campuses in and around city locations (Kumar, 1997).

Institution and course selection include positive pulls e.g. flexible, lower or no entry requirements, and negative pushes e.g. situational constraints combined with;

...an internalization of the message that the traditional university was not meant for people like them.

Bowl (2003, p64)

The disproportionate aggregation of new students within certain disciplines (the social sciences and humanities) reflects the propensity of working class students to be propelled towards fields that reproduce their current position in society (Lynch, 1999, cited in Bowl, 2003), and the pressure on lower-status institutions to create and sustain a market in the absence of competition for places (Kumar, 1997). In the new learning society new universities compete for new students who are compelled to acquire a degree to evade/escape potential/actual marginalization (Warmington, 2003). Whether widening access translates to widening participation attracts debate. Advocates argue that massification *per se* has not eroded exclusive practice. As McGivney (2001) reported and Milburn (2009) confirmed in 'Fair Access to the Professions', there has been little shift in the social composition of the student population with respect to social class. Moreover:

...student drop-out is most marked in those institutions that admit the highest proportions of non-traditional students.

Select Committee on Education and Employment (2001, cited in Rhodes and Nevill, 2004, p180)

Attracting and retaining new students generates different responses in institutional ethos in terms of mission. Field expansion forces agentic adaptation, the end game is the employability of 'the performative student' (Lyotard, 1984, cited in Barnett, 2009, p430). One model of understanding institutional response is the strand model of 'access policy' (Jones and Thomas, 2005, p616) which maps the relative positioning of traditional (pre-1992) and modern (post-1992) universities to explain non-participation of certain groups.

In the academic strand: 'institutional reform is all but disregarded... the curriculum is not viewed as problematic' (Jones and Thomas, 2005, p617). Rather adaptation lies with the student who must be enthused to acquire the ambition to participate, however, such programmes tend to be 'located outside... universities and have little or no impact on institutional structures and culture' (Jones and Thomas, 2005, p617), *ergo* the university as a mechanism of cultural reproduction (Bourdieu and Passeron, 1970, 1977) remains stolidly in place. The few successful students are assumed to be 'anomalous intelligent working class students' (Jones and Thomas, 2005, p617). Such an approach is tantamount to cherry picking, a practice that negates the import of habitus; access is not synonymous with participation:

The academic strand of the access discourse ignores the complexity and multiplicity of obstacles facing people from lower socio-economic groups, and, therefore, offers simplistic responses.

Jones and Thomas (2005, p617)

The second response strand is utilitarian in nature. The 'deficit model of the potential entrant' (Griffin, 1993, cited in Jones and Thompson, 2005, p617) in the academic strand is replicated, and compounded (by the fact that they lack academic credentials) in the utilitarian approach. This approach is driven by institutional economic need but views the attitudinal positioning of a student towards getting in and getting on as a product of their lower socio-economic status. If institutions are to meet the needs of employers, students must be therefore helped to acquire a habitus that generates success. Thus:

...curriculum reform is essential. [Evidenced by] Notions of employability, plus learning skills and student support modules... displacing or diluting subject-specific content.

Jones and Thomas (2005, p618)

Curriculum reform is just one of many reforms imposed upon institutions through a new managerialism borne of utilitarian thinking in the field of power.

The managed landscape

Field structures and mechanisms directly impact upon whether the degree of habitus an agent embodies is sufficient to allow them to take advantage of its opportunities and limit any potentially negative consequences of its constraints to manageable levels. It is useful to consider some of the key changes that have disrupted established habitus/field relations for academic teaching staff. These changes have come to be grouped under an umbrella term, New Managerialism as defined in the online journal 'Academic Leadership Online' as a radical and deliberate State intervention in higher education which demands:

...organisational, managerial and cultural changes leading to a tightly integrated regime of managerial discipline and control... Professionals are subjected to a rigorous regime of external accountability in which continuous monitoring and audit of performance and quality are dominant.

Deem et al (2007)

Deem et al (2007) identified characteristics and consequences of the imposition of rationalisation on a previously relatively autonomous field of operations. They found that massification generates cultural change whereupon the teacher/learner interaction is destabilized and the teaching/research link is undermined to the detriment of the status and morale of academic staff. Fiscal constraint similarly undermines professional pay and conditions and transforms daily practices; more students to process in a more routine

way. Whilst some claim that academics have been de-professionalized if not proletarianized (Halsey, 1992, cited in Deem et al, 2007), others argue that there is a meaningful movement towards a re-professionalization (Henkel, 2000, cited in Deem et al, 2007). This suggests that the hysteresis wrought by New Managerialism creates a critical rupture in established habitus/field relations, thus struggle ensues as agents seek to reposition themselves with respect to capital losses and gains in the new climate.

New Managerialism has been referred to as ‘McDonaldization’ Ritzer (1993). He drew upon the work of Weber [1864-1920] to theorize that rationalization, a process which encompasses efficiency, calculability, predictability, increased control and the replacement of human by non-human technology through a bureaucracy was permeating society, including education, as a whole. This business model was famously attributed to the fast-food industry, most notably to McDonalds. Exploring the notion of the ‘McUniversity’ led Parker and Jary (1995) to conclude that:

...changes in the political, institutional and funding environment have produced forms of HE organization that increase the power of management and diminish the autonomy of professional academics. These new forms of organization, which are increasingly bureaucratic and utilise sophisticated systems of behaviour will make academics increasingly instrumental in their attitudes and behaviour.

Parker and Jary (1995, p319)

Advocates of widening participation, these authors do not argue for a return to traditionalism, they call for the negative consequences of massification to be identified and resolved in order to maintain the integrity of the academic profession (and as a consequence, enhance the student experience). They aver that rationalization, by its nature, must first disempower the profession because ‘members with high task variety and decision-making autonomy are not easily monitored or controlled’ (Parker and Jary, 1995, p324). The mechanism for this is a reversal of traditional power roles:

...the dull but worthy 'administrator' who supported the professional becomes the dynamic leader-manager who directs and inspires other professionals.

Parker and Jary (1995, p324)

Immediately the locus of notions of quality shifts, it is no longer internal to the individual but externally granted (or withheld). Academic autonomy, a significant element of a well formed academic habitus, is diminished by an audit culture premised upon standards through standardization. An attendant assault is that made on an academic's personal time management. Presentism, that is, being seen to be present, forces the individual who is employed to think (Taylor, 1999) to be physically accessible (to students and management) during the whole working day (Trowler, 1998). These conditions are not conducive to sustaining 'critical scholarship or challenging teaching' (Parker and Jary, 1995, p321). That the cognitive work must still be done, that is, the product produced, blurs the distinction between home and work. Whereas the McDonalds' worker leaves his station and its concerns at the end of a shift, the academic is more likely to return home to a domestic work station and work on (Trowler, 1998, Deem et al, 2007). Even here the academic is accessible electronically. According to Trowler (1998) and Deem et al (2007) many academics regularly check e-mails for fear of missing something or falling behind. The climate is thus one of being overburdened in the context of 'a decline in trust and discretion placed in academics' (Deem et al, 2007, online).

Habitus acquisition and conservation depends upon 'situational awareness' (Hinchcliffe, 2006, p95), a knowledge of the field, its demands and opportunities. Given that the pace of change is so rapid and reactive, clear rules and regulations and clear systems of reward and remuneration, the structures which inform habitus, are in danger of becoming fuzzy and thus open to local interpretation: 'getting academics to perform is done through a subtle rather than a crude mechanism' (Reed, 1999, cited in Deem et al, 2007). The messages of the field are more often implicit than explicit. They can be vague, inconsistent, implied or assumed. Management persuasions to do more work appeal to the individual's intrinsic professional self identity:

As Willmott (1994) notes, it is also increasingly a discursive strategy for managers to suggest 'we know you won't let us down' when they propose the latest form of work intensification.

Parker and Jary (1995, p328)

There is a sense of learning by getting things wrong and that the reward for good work is more work (Trowler, 1998). It is difficult for agents to acquire or maintain their habitus, that 'feel for the game' (Maton, 2008, p54) when its regularities become illusive if not 'irrational' (Ritzer, 1996, cited in Smart, 2002, p9).

Academics are held to be richer in cultural capital than economic capital (Hardy, 2008). When both of these accumulations are eroded by agents higher up the field hierarchy (managers) then Bourdieu would argue that subjugated agents should collect to share their interestedness and resist domination (Swartz, 1997). This happened in Bourdieu's own life in 1968 when students and lecturers resisted the consequences of rapid modernization in French Higher Education. This hysteresis in his field of operations led him to seek explanation for his profound discomfort (suffering) at the assault on his professionalism, and subsequent decision to re-position his intellectual stance in an attempt to reconcile and resolve the 'field-habitus clashes' (Maton, 2008, p59) he experienced. Parker and Jary (1995) and Trowler (1998) thought it unlikely that British academics would actively resist through withdrawing their labour, although some did over pay (and won) in 2006 (Lipsett, 2008) and at the time of writing there is dissention and talk of strikes over job cuts at specific institutions (Morgan, 2010). Rather they considered that being an academic implies an inherent professionalism that drives agents to strategize (to greater or lesser degrees of success) to navigate the structures of the field. Academics are not a homogeneous group *per se* but a composite of homogeneous subgroups; there is competition between and within these groupings for resources (symbolic and material) (Swartz, 1997).

This competition is particularly evident in the discourse surrounding the relative import of good research or good teaching. The former brings in revenue through attracting state and private funding; the latter brings in revenue through attracting and retaining students, particularly self-funding international cohorts. The division between research labour and teaching labour is discussed more fully in the final part of this review.

The review of the literature concerning the managed landscape presented here has helped delineate the climate of the field in which academic agents think, feel and act (practice). The discussion now turns to a consideration of the challenges widening participation presents for post-1992 institutions wherein new students tend to cluster (Kumar, 1997, Rhodes and Nevill, 2004) and the academics who teach and support them. It opens with a review of the potential profile of new students to explore the habitus they might bring with them that subsequently impacts upon their retention, learning and achievement. Knowledge and understanding of this habitus can serve to inform academic practice to the mutual benefit of teacher and learner whose expectations have a tendency to collide more than they coincide (habitus mismatch).

The massified landscape

There has been a shift in what it means to be an undergraduate, a notion that he or she is moving:

...from knowing to doing... There is, firstly, a sense that knowledge is obscure and strange and its possession difficult and thereby somehow elitist.

Barnett (2009, pp 430/431)

Although Barnett does not explicitly refer to the work of Paulo Freire, this is a pivotal theme of 'Pedagogy of the Oppressed' (1972) where education is restricted and its higher echelons denied the masses by the elite through the notion that it is simply too hard. From a Bourdieusian perspective, this form of symbolic violence permeates the conatus of

lower-order groups, there is no need to actually restrain them from accessing this higher knowledge; they actively self-exclude through passivity (Fuller, 2008). Cultural reproduction is thus ensured (Bourdieu and Passeron, 1977, 1990). The underpinning rationale for the Widening Participation agenda is to negate this tendency to under-representation through deliberate intervention.

New students lacking an HE habitus need time and support to adjust to the regularities of the field (Rhodes and Nevill, 2004). They are simultaneously learning new knowledge of a discipline and the ontological parameters of the learning environment. For these students the implicit messages, norms, rules of the field must be made explicit (Rhodes and Nevill, 2004). They must be actively described for enculturation to occur through the interactions of expert (teacher) and novice (student). For this to happen successfully the expert requires an understanding of the size and shape of the novice's present habitus. If unfamiliarity at best and disadvantage at worst is not addressed then the undergraduate experience for new students can be one of a profound and prolonged culture shock that risks adversely affecting levels of performance and ultimate achievement (Peelo and Wareham, 2002, Rhodes and Nevill, 2004).

Conventionally the student population constituted two groupings, traditional and non-traditional entrants. Prior to The DfES (2003) White Paper, the defining criterion for differentiating between student populations was age. Historically, a traditional student was continuing his or her academic career within the formal education system without interruption (excepting perhaps a 'gap year') having met the traditional entry requirements of three A Levels. In contrast, the mature student pursued alternate activities until making the decision to re-enter formal education later in life, hence they were aged twenty-one years or older at the time of first matriculation. Usually, although not always, this 'time out' implied a lack of recency and relevance of qualifications making entry contingent upon the discretion of the individual institution concerned.

Massification founded upon widening participation, however, has meant that the diversity of the student population can no longer be adequately reflected in divisions based on age

alone. The 50% participation target (Gill, 2008) demanded a new set of measures. Because the term 'widening participation' has strong connotations of wider social issues, attributes that have traditionally excluded participation in higher education, for example, age, gender, ethnicity, disability and social class (McGivney, 2001) are the current criteria upon which data are collected and benchmarked for individual institutions (Nevill and Rhodes, 2004). The most significant of these is social class (Chevalier et al, 2008). Widening Participation researchers (Wray, 2000, Michie et al, 2001, Ross et al, 2002, Bowl, 2003, Rhodes and Nevill, 2004) suggest that these criteria are blunt instruments that do not accurately reflect an individual's learning needs. Michie et al (2001) suggest it may be more relevant to know that a student has a family than their age, gender or ethnicity.

New students often have concomitant commitments or 'inhibiting responsibilities' (Ross et al, 2002, p10) for example part/full time employment and/or responsibilities for dependents. New students in new universities tend to be non-residential (Kumar, 1997). They may be restricted to applying to a (relatively) local institution because of existing commitments and/or costs. These situational issues can impact upon their available time to attend and/or study independently (Jary and Jones, 2006).

Attitudinal factors (*habitus*) are important; they arise from past experiences and present circumstances and influence aspirations for the future (*conatus*). Sheldon and Kasser's (2001) theory of self-determination, predicated upon an individual's levels of autonomy, relatedness and competence, can uncover existing dispositions that may hinder progress. Autonomy concerns whether the decision to study and the choice of what and where is voluntary as coercion (direct/indirect) can weaken motivation (Smith and Spurling, 2001). The rationale for entry may be a negative push rather than a positive pull:

A degree does not guarantee you that security, and these days it does little more than give you a start in life. But that is the point; without a degree you cannot even start, or only with great difficulty and risk.

(Kumar, 1997, p29)

Relatedness refers to the ability to enter into relationships in new situations and to maintain them. For non-residential students and those having concomitant commitments, participating in formal (study) and informal (social) networks can be problematic and isolate them from the wider university community. Similarly mature and BME (Black and Minority Ethnicity) students may find themselves isolated (Bowl, 2003) in primarily young, white cohorts. Furthermore, relationships with tutors can be difficult to form in terms of staff accessibility and approachability in the context of a massified system (Smith and Webster, 1997).

Competence correlates strongly with relatedness but goes further. It describes whether or not an individual feels effective within the relationships that they have established. New students may doubt their academic abilities and their technological and communication skills (Gale, 2003) but be reluctant to attract attention to themselves and their academic and pastoral needs; they are unlikely to seek out support autonomously (Durkin and Main, 2002).

A difficult area to uncover and subsequently address is the effect on an individual's potential habitus development of prior negative experiences of compulsory education. According to Bourdieu (1984, 2010), the purpose of a state education system is cultural reproduction through the institutionalized enculturation of the individual. The relative symbolic capital attached to that habitus results in 'the entitlement effect' (Bourdieu, 1984, 2010, p14). The education system is primarily staffed by white middle-class professionals, hence, the habitus of white middle-class learners and its underpinning doxa matches that of the field, this congruence 'entitles' them to succeed. Where these same professionals teach pupils having lower socio-economic origins than themselves, misrecognized but nevertheless discriminatory practice often manifests, with respect to evaluating the student's use of language (oral and written), interpreting embodied behaviours, respecting their approach to learning and reconciling different attitudes to authority (Swartz, 1997). Understanding these unconscious modes of reproduction is important because discrimination through compulsory schooling is likely to have been the pre-university experience of many new students according to Bourdieu (1984, 2010).

Ecclestone and Hayes (2009) would dispute that this is the case for young new students entering university straight from school (or college). Rather, they argue, these students will have passed through a therapeutic education system, one that has infantilized them and so rendered them too 'emotionally vulnerable' (Ecclestone and Hayes, 2009, p87) to withstand the rigour of higher level study without constant support. Furthermore, they argue, the obsession with emotional intelligence persists in the university:

There are three inter-related manifestations of this change in university life. First, the 'infantilisation' of students, second, the assumption that they cannot cope without counseling provided by provision of an ever growing array of 'student services'; third, the cultural shift towards seeing students as vulnerable within the classroom and tutorial.

Ecclestone and Hayes (2009, p87)

Furthermore, notions of emotional vulnerability are not restricted to students but extended to teachers, through the idea of 'therapeutic teacher training' (Ecclestone and Hayes, 2009, p99). The reactions of agents to hysteresis in a contested field, (researchers in HE) as they jostle to re-position themselves can be polemic but it is relevant to raise these concerns about levels of support that can immobilize, rather than mobilize for action. The case for developing a professional habitus in teachers which then inculcates students is predicated upon a recognition that habitus is a dynamic state. Habitus development is intended to equip the individual with the knowledge and attributes of the field, that they are positioned to make the most of it opportunities. The aim is the embodiment of the dispositions that facilitate autonomy manifesting through the growing strategizing capacity of the agent. That self-actualization is likely while lower needs have not been attended to goes against established theoretical conceptions of how people are motivated to function (Maslow, 1943). If there is such a thing as a therapeutic education which puts primacy of emotion over education, the remedy is not to reverse that primacy but to balance it. This is what habitus development does.

This section has discussed how new students enter a field with their own individual histories; they bring their experiences and expectations which may be quite different from those who are to teach and support them. They can appear to have quite different goals, for example, the teacher is interested in knowledge for its own sake whereas the student may view it as a necessary accumulation to gain credentials for progression. At the end of the undergraduate programme, the former remains in their disciplinary sub-field and so is interested in protecting it (particularly with respect to standards). The latter is passing through the field; their life trajectory progresses to another place. This may explain the perennial lament of academic teachers who have a tendency to focus:

...largely upon the cognitive processes of individual students... to find out what is wrong with students who do not engage in the ways that their tutors wish them to.

Haggis (2003, cited in Haggis, 2009, p377)

It is clear that to isolate cognition from embodied dispositions (*habitus*) and treat it as a single entity that can somehow be re-shaped in isolation is unsatisfactory. According to Chickering and Gamson's (1987) 'Seven Principles for Good Practice in Undergraduate Education' the quality of the teacher/learner relationship positively correlates with student achievement. These principles include contact between students and teachers, teacher facilitation of peer-networking and active learning, the provision of prompt feedback and an emphasis on time on task, clear communication of high expectations and evident respect for diverse abilities and ways of learning. This model of good teaching practice advocates a holistic approach to inculcating good student learning practice; the teacher is tasked with facilitating a learning experience that meets the student's learning needs (cognition) in the context of their personal and social needs (dispositions). The aim is to encourage self-determination (autonomy, relatedness and competence) (Sheldon and Kasser, 2001) in the new situation. This is a considerable charge on an individual teacher working in a diverse and massified higher education system, therefore the discussion now considers what academic life in the post-1992 institution might constitute.

The academic identity

Change is a constant feature of contemporary academic life (Becher and Trowler, 2001). This section explores facets of this life to identify areas for further exploration with participants. I discuss entry routes into the profession, the importance of disciplines and the notion of a tripartite academic identity. I then offer a diagrammatic model (p53) of structure and agency (field and habitus) to clarify the locus of academic practice. This model underpins a discussion of academics as strategizing agents in the context of increasing accountability and notions of value added. I then review the debate concerning the professionalization of HE teaching proposed by Dearing (1997). Teacher as researcher is then discussed to offer a holistic account of the potential calls upon academic time and energy. Finally I summarize the outcomes of the literature trawl to justify the move into primary research to test these outcomes in the case of a particular post-1992 university in the context of an 'individual's competencies, the job's demands and the organizational environment' (Boyatzis, 1982, cited in Taylor, 1999, p46).

Professional academics are defined as those:

...who earn their living as academics, who think... in terms of 'careers' in higher education.

Evans (1999, p13)

Recalling that a charge on the academic role is to train recruits in the habitus pertaining to their disciplinary specialism and the wider notion of critical inquiry (Bourdieu, 1980, 1990), the life trajectory (conatus) of a new academic prior to taking up post is highly relevant. It can no longer be assumed to be that identified by Becher (1989) writing in the first edition of 'Academic Tribes and Territories':

Most academics will have taken their own first and higher degrees in elite institutions, even if they currently hold posts in non-elite ones. The

disciplinary values with which they are first inculcated are therefore the values of the leading departments in their fields

Becher (1989, p3)

He further suggests that this is the means by which disciplinary values are inculcated in students. Here, the structures of the field ensure the successful replication of its attendant habitus for the agents within (experts and novices) through its relations with them. Because habitus positively correlates with capital accumulation, cultural reproduction maintains the order of things. The transmission route constitutes a teacher's 'pedagogic authority' conveyed through 'pedagogic work... the process of inculcation' through 'pedagogic communication' (Bourdieu, 1970, 1977, p11, p31, p71) to the student. Hence the field replicates its stability and retains its position with respect to the dimensions of economic and cultural capital which Bourdieu (1994, 1998) uses as the dual markers of social distribution. The traditional entry route into the profession was thus an unbroken progression through the education system ending in the transubstantiation of student to academic. The ultimate social position with its attendant dispositions and position-takings were, in essence, naturally absorbed and replicated.

This smooth scholastic progression is outwith the experience of many contemporary academics:

When I re-entered it [post-1992 HE] as a lecturer in 1991 after a gap of fifteen years I found it to be a completely new and strange world, and one still in a state of considerable flux. Despite superficial similarities, the character, assumptions, practices and even language of higher education had become unrecognizable during the time I had been away from it.

Trowler (1998, p1)

This is particularly pertinent where new recruits to the profession are drawn from other fields, for example, commerce, business, the arts and industry, in response to the

demands of a mass system tasked with producing future employees (Becher and Trowler, 2001). Their expertise, their up-to-date subject knowledge and experience constitutes the capital they exchange for entry into HE. Because their habitus is of a different place, a new one must be consciously acquired. Furthermore, it cannot be assumed that new entrants have a higher degree on entry (Dearing, 1997). Nor that they attended an elite institution in gaining a first degree, or that such a degree is related to the discipline in which they now wish to teach and/or research therefore the traditional route of cultural reproduction and its attendant assumptions is regularly disrupted in post-1992 HE (Trowler, 1998). As habitus is not an automatic outcome of membership of a particular social group but a process that develops over time and under the socializing auspices of those whose own habitus is well formed (Moore, 2008) it is reasonable to consider whether the habitus of those already in post can be assumed to be well formed given the unprecedented expansion of the field itself. The whole sector expanded from 115 to 179 thousand academic staff (64%) between 1994/95 and 2008/09, just under half of these work in new universities (Higher Education Statistics Agency, 2010). This implies that academic disciplines may be staffed by people themselves lacking a well formed habitus, thus the traditional means of inculcation once in post cannot be assumed.

Having joined an established (however, tentatively) disciplinary team or tribe (Becher, 1989), a further barrier to development may materialize. Given that habitus is rooted 'in the particularities of different collective histories' (Bourdieu 1994, 1998, p6) and that different disciplines have quite different collective histories and generate quite different dispositions, what happens where subjects are emerging and consequently there is no established history, no contextualizing epistemology and ontology of the new field? An array of new courses has emerged, generally ending in the term 'Studies', for example Media Studies, Sports Studies, Golf Studies, Education Studies and: 'Such modern subjects... sometimes acknowledge a mild crisis of identity in their configuration' (Evans, 2002, p13). Here the relations between field, habitus and capital are in embryonic form, established disciplines have had time to mature; new tribes have not.

Becher (1989) avers, and Trowler (1998) concurs that new recruits to the academic profession do not join a university *per se*. Rather they seek to locate themselves within a particular disciplinary tribe having a particular territory wherein knowledge is locally and specifically situated (Trowler, 2001). This conflicts with the notion of a business model, where effectiveness is the outcome of the smooth integration of all its functions. In the university, the institution is not 'of one mind but is, in fact, a maelstrom of competing ideas, values, interests and ideologies' (Bourgeois et al, 1990, p20). Here, Becher (1989) comes very close to using a Bourdieusian perspective to describe the embodiment of the academic field within the academic:

That once such a field becomes identified in terms of certain characteristics (once it is defined, for example, as dealing in generalities rather than particularities) a whole set of properties inherent in that identification come into play – properties which can profoundly affect the way of life of those engaged in the exploration of the field. The cultural consequences in these instances have to be seen as closely derived from epistemological considerations.

Becher (1989, p4)

In this context field is 'a whole set of properties', habitus, the 'way of life' of the agent, and 'cultural consequences', capital gains or losses, legitimized by 'epistemological considerations'. This implies that the traditional route into and through academia permeates life itself. It is who an individual is rather than what they do. There is a tribal identity (Becher and Trowler, 2001) that manifests in members' choices. It is embodied in their physical practices, for example, choice of dress code, the casual t-shirt and jeans of the computer programming lecturer, the smart suit and tie of the accountant. New academics will find some points of congruence (habitus/field matches) within their discipline that smooth transition somewhat. It is within the wider landscape of the institutional field that 'field-habitus clashes' (Maton, 2008, p59), and their attendant negative consequences (Bourdieu's notion of suffering) are more likely to manifest. This importance of the tribe to the individual teacher indicates that any initiative designed to

support the acquisition of a professional academic habitus must respect that tribal connection and work with it, rather than outside it. Contemporary lecturers are dual professionals, that duality requires nurture to resolve possible conflicts of field interests.

This is because territorialism is being re-defined within the context of an overarching management structure that has adopted the business model (Deem et al, 2007). Such a generic, one size fits all approach does not sit well with disparate academic communities who do not naturally mix (Becher and Trowler, 2001). Thus attempts by management, in the context of rationalization, to cluster different disciplines within a faculty and then seek to impose a faculty identity can generate tribal subversion and insulation of tribal members who perceive their territories are being eroded. The HE landscape has changed however, management is driven to establish a system which produces graduates with a:

...transdisciplinary problem-oriented knowledge... [in the context of] enhanced social accountability... [and] a more broadly based system of quality control.

Gibbons et al (1994:1997, cited in Becher and Trowler, 2001, p7)

Thus the new lecturer in post requires institutional support in navigating the field. More often than not he or she commences teaching within a short time of arrival. They are quickly placed in front of a diverse student body who are hungry, not just for knowledge but similarly for navigational guidelines as to the place in which they find themselves (Bowl, 2003), a sufficient challenge for established staff. Those already in post are experiencing hysteresis on an unprecedented scale, whatever habitus they might have acquired is challenged, if not eroded by change:

Culture shock... is what happens when the familiar psychological cues that can help an individual function in society are suddenly withdrawn and replaced by new ones that are strange or incomprehensible.

Toffler (1970, cited in Taylor, 1999, p39)

Many existing teachers are ‘disillusioned... [they] feel ill-equipped... [and] at odds with the new values and practices’ (Martin, 1999, p1). I now explore the academic role to identify areas of commonality of practice that unite academics of all tribes and later represent the multiple domains in which they are expected to perform effectively ‘by the general community’ (Taylor, 1999, p42) diagrammatically (figure 2). The surrounding discussion helps to clarify historical understandings of what an academic is to consider why contemporary academics appear to be suffering an identity crisis (Edwards et al, 2009). The concept of ‘academic identities’ (Taylor, 1999, p40) is more useful than that of ‘role’ because identity comprises the characteristics with which an academic is associated, whereas role ‘refers to the part played by an individual in a particular setting’ Taylor (1999, p40). He contextualizes notions of identity and role with respect to the:

...surrounding cultural and social milieu which acts both to constrain and to enable the formation of particular identities and roles in a range of ways. They take us beyond the specifics of an academic as a person... to a consideration of the situated academic who shapes and is shaped by his or her individual workplace.

Taylor (1999, p41)

Here, Bourdieu’s concept of mediated relations between habitus and field is implied, given that habitus ‘comprises a structured and structuring structure’ (Bourdieu, 1994d cited in Maton, 2008, p51). Taylor (1999) posits three levels of identity. The first relates to the individual’s association with their university, this generates hierarchical differentiation depending upon value (status) conferred upon the institution. The second, as has been discussed, is their association with a particular discipline, these fields also generate hierarchies of perceived value or import (and thus relative capital accumulation). The third is referred to as a:

...cosmopolitan identity... [it pertains to] the more universal image of the academic... [predicated upon] two values ‘academic autonomy’... [and] ‘academic freedom’.

Taylor (1999, p42)

The high value placed upon academic autonomy and its ability to serve as a compensatory factor for comparatively mediocre remuneration was established by Williams and Blackstone's (1974) study of academics working in elite universities:

Academics felt university teaching to be overwhelmingly superior with respect to allowing its members freedom to organize their working methods.

Williams and Blackstone (1974, cited in Baron, 2000, p146)

Academic freedom is a 'freedom to study, learn, teach, to express ideas' (Karran, 2009, p17). In other words, the historical meaning attached to the notion of *being an academic* was a mandate to pursue and disseminate knowledge, to have 'cerebral fun' (Evans, 2002, p7). Furthermore the state not only permits this activity but through an autonomous university system, actively facilitates it:

Homo scholasticus or homo academicus is someone who can play seriously because his or her state (or State) assures her the means to do so, that is free time, outside the urgency of a practical situation.

Bourdieu (1994, 1998, p128)

In the current system, these basic tenets of academic life are 'unrealistic luxuries' (Evans, 2002, p8) given the pressures on the system, the practical situation is simply too urgent (Deem et al, 2007). The history of a field, however, is neither quickly nor easily forgotten. Old ways, the unconscious natural order of things become mythologized and contribute to a habitus/field mismatch as expectations are not fully or even partially met. That the myth attached to a 'cosmopolitan identity' (Taylor, 1999, p42) perpetuates in the public consciousness may help explain why people are drawn into the profession late in life. There may be a personal perception that any university is a place for study and reflection, for extending knowledge and for sharing this with interested students. Yet the

reality is quite different. Reporting on a study into levels of academic stress by Kinman and Jones (2004), Curtis and Crace (2004) offer one of the researcher's observations that:

Every job comes with its own internal psychological contract... The deal that most academics make with themselves when they enter the profession is that they will be trading a lower salary for greater autonomy and flexibility. When they discover that not only are the pressures as intense - if not more so - than in other professions, but that much of their workload has been reduced to bureaucracy, they feel cheated that the contract has been violated. They are in effect mourning the loss of the job they thought they had.

Kinman (2004, quoted in Curtis and Crace, 2004, online)

Mourning implies more than an attack on habitus. Here the underpinning doxa is challenged; the agent suffers a downgrading of accumulated capital (status) and an embodied personal grief manifested as psychological distress. That the psychological contract of academic staff has changed, and that the nature and speed of this change generates rising stress levels is confirmed by Edwards et al (2009) who researched the quality of working life in UK universities.

What that life might comprise is represented diagrammatically in figure 2 below. This model is a generalization intended to map, and thus simplify the complex nature of relations between structure and agency (field and habitus). It is adapted from that reproduced in Taylor (1999, p46) derived from Boyatzis (1982). The original offers the intersection of three distinct areas of influence in pursuit of effectiveness. My additions – first, the lists and labels – are a way of clarifying what those field forces and agentic dispositions might comprise in the context of academic practice. My second adaptation is an interpretation of what might be considered *provisional* areas of complementary competences where two entities overlap. These groupings pertain to notions of professional development (PD), professional relations (PR) and the professional arena (PA) (habitus/practice, habitus/field, field/practice respectively) in order to explore how

transactions and interactions between them might be mediated, the relational relationships inherent to Bourdieusian conceptualizations of the well-spring of agentic action and behaviour, effective or otherwise. Thirdly and finally, time is included to indicate that the relations between agent and field have a history, are of the present and are influenced by what the future might hold.

Figure 2: The logic of academic practice – a Bourdieusian perspective of Boyatzis' (1982) model of competence, reproduced in Taylor (1999, p46)

Here, effective practice is interpreted as evidence of habitus-field match; the agent has strategized unconsciously in the Bourdieusian sense, using that 'feel for the game' (Maton, 2008, p54) to guide conscious planned action. That academics strategize with

greater or lesser degrees of success was conceptualized by Paul Trowler (1998) in his study 'Academics Responding to Change'. Capturing the narrative accounts of post-1992 academics, he concluded that there are four possible strategic responses to sector change: 'sinking, swimming, coping and re-constructing' (Trowler, 1998, p111). It is interesting to note his naming of the first two categories, the image of the fish *sinking* (under pressure) or *swimming* (in place) is often used as a metaphor for degrees of habitus (Maton, 2008). Similarly Bourdieu's 'philosophy for everyman' (Grenfell, 2008:1, p2) is aimed at opening people's minds to the relational and mediated reality of life, a start point for a situational awareness of the self, for *coping*. Finally because 'fields are conceptual constructions based upon the relational mode of reasoning' (Swartz, 1997, p119), hysteresis (profound change) generates a need for *reconstructing* because what worked then, will not work now.

These categories are 'types of behavioural responses, not types of academics' (Trowler, 1998, p111). People move between groupings as appropriate. They are strong and/or positive in some situations, weak and/or negative in others. The response model helps explain why a matching habitus in one area of academic life does not infer the same in another. It also clarifies why habitus is challenged by hysteresis. Movement in the organizational environment changes the job's demands, and makes different demands on the individual's competences as the circles shift (figure 2, p53). When that shift is tectonic then new and emerging landscapes must be navigated by the individual agent.

Guidance in developing a professional habitus then, enters at the point of individual competences, not just in terms of theoretical knowledge or practical skills as the term has come to suggest but in terms of the cognitive processes and emotional responses which generate behaviours. It is a formalized way of initiating newcomers and supporting incumbents responding to change. Bourdieu acknowledges that, left unattended, habitus acquisition can be a very slow process:

There is an ongoing adaptation process as habitus encounters new situations, but this process tends to be slow, unconscious and tends to elaborate rather than alter fundamentally the primary dispositions.

Swartz (1997, p107)

Secondary inculcation then, when left to occur naturally suggests a slow absorption process, a kind of osmosis, and during that time the effects can be detrimental to an individual's cognitive, emotional and physical well-being (Trowler, 1998). It can even cast doubt on the 'worth of the game' (Swartz, 1997, p125). Kinman and Jones (2004) found that 47% of respondents had considered leaving the profession, a rise of 3% on their 1998 study. The case for a supportive mechanism for acquiring and/or adjusting professional habitus is both virtuous and utilitarian, that is, moral and pragmatic. In the former, effectiveness and productivity are improved, the student experience is enhanced and the potential for good teaching and research (products and revenue) is increased. In the latter, the university can be transformed in character (and thus be made more attractive) through an enabled, empowered academic workforce. 'Happiness [that which] has to be measurable' Morley (2003, p129) is not the sole province of students, academics are entitled to job satisfaction (Trowler, 1998). This is pertinent given notions of academic accountability and the notion of value added.

Graduateness refers to the attributes that are denoted by the award of the UK first degree in terms of specific knowledge of an academic field and a set of generic skills, for example planning, analytical skills, critical thinking and presentation (Higher Education Quality Council [HEQC], 1997). The abolition of the binary system meant that former assumptions concerning expectations of were no longer reliable to employers, institutions or students (MacDonald Ross, 1996). This concern triggered the emergence of quality assurance mechanisms to ensure comparability of standards and parity of status and esteem across the board (Parker and Jary, 1995). This State surveillance of institutional performance has intensified with time. Rationalization has imposed commercial management models on historically autonomous, and thus previously self-evaluating, HE institutions. This was no longer possible because:

A principle of TQM [Total Quality Management] is customer delight and planned satisfaction. Happiness has to be measurable.

(Morley, 2003, p129)

Institutional accountability is the precursor of staff accountability. For academic staff, teaching quality becomes synonymous with 'value added'. Simplistically put, this implies that to inputs (undergraduates), value is added (through teaching) to arrive at desirable outputs (graduates). How this value added might be measured was and remains, problematic, it is a complex phenomenon or set of phenomena that demand(s) a sophisticated response. Rodgers (2007) recognized the flaws in early models. He describes how the White Paper (DfES, 2003) called for a quantitative measure of teaching (a qualitative activity) to maintain and enhance quality whilst reducing costs. This apparent paradox is resolved by considering the notion of value added, 'the distance travelled by the individual learner' (DfES, 2003, p48). Initial attempts to measure this rested upon the assumption that whilst value added specific to an individual was difficult if not impossible to measure, generalizations could be drawn from an:

...aggregated parent data on student achievement, subdivided by 'A' level entry qualification within a subgroup... [which] could be used to make a comparison of the performance of an institution relative to the performance of the 'parent' population.

Rodgers (2007, p56)

Despite being criticized as a blunt, if not erroneous instrument because there is little evidence of a causal correlation between entry points and award levels, and because outcomes are multivariable, this Comparative Value Added (CVA) model came into general usage. Not unexpectedly, the sector objected to such a measure being linked to funding policies, especially those institutions having a heterogeneous student body who often lacked A' level points on entry and who considered that notions of equivalencies simply added to the likelihood of inaccurate results. There was an evident need for a

'useable measure of economic value added' (Rodgers, 2007, p57) thus a number of key variables attaching especial and significant value to student motivation were identified from the literature. Ultimately student motivation was positively correlated with student satisfaction, and thus dissatisfaction, with poor performance on the basis of Biggs' (1999, cited in Rodgers, 2007, p57) assertion that: 'Motivation is the product of good teaching, not its prerequisite'.

The formula for Degree Class is predicated on a statistical analysis of 'academic ability, motivation, personal factors, subject area, school type and institution type' (Rodgers, 2007, p58). The figures used in the following exemplars need to be treated with caution, they were applied to a graduate data set from the 1980s, a very different educational landscape because the aim was to present a possible methodology rather than illuminate current trends. Thus the findings are interesting only as comparators to suggest what factors might impact upon student achievement and how. The results suggest that dissatisfaction did indeed, have a negative impact upon degree classification; a dissatisfied student is 13.7% less likely to achieve a first or upper-second class degree. This was far more statistically significant than gender (insignificant), age, ethnicity and class (slightly significant) being mature, or white or having a middle class background increases the probability of good degree by 1%, 8% and 3.3% respectively. The status of the institution also matters. Lower ranking higher education institutions (polytechnics then, post-1992 universities now) had a negative effect on graduate classification, these students were 22% "less likely to be awarded a 'good' degree" (Rodgers, 2007, p59). Similarly course selection impacted upon outcomes. In summary, Rodgers (2007) concluded that a multivariable analysis of an individual's or groups' likely chances of success in higher education was feasible because where the actual results deviated from the predicted grades:

Then these deviations can be seen as a measure of the teaching performance of the institution relative to the national average.

Rodgers (2007, p60)

Deviations might be positive, the distance travelled was greater than expected, or the reverse, less and thus negative. Where the results converge then 'the value added reflects the HE average' (Rodger, 2007, p65).

Such theoretical models are important at national, institutional and individual levels because they appear to offer a relatively simple mechanism for accounting for a student's chances of success (capital acquisition) and thus life chances (capital as an exchange currency). In so doing, they suggest that a relatively fixed trajectory (conatus) unless the student is dissatisfied which implies that the 'teaching performance of the institution' (Rodgers, 2007, p60) is below average. Whilst I agree that in some cases, this may indeed be the case, in not including notions of habitus, a 'feel for the game, a feel for [its] regularities' (Maton, 2008, p54) and in disregarding 'the logic of the field' (Maton, 2008, p57) assumptions are being made that have potentially catastrophic consequences for institutions, their staff and students.

In casting student satisfaction as the indicator of good academic performance (teaching), the notion that a good teacher is one who stretches and challenges his or her students to reach beyond their comfort zone, not a place students generally like to leave, (Barnett, 2009) is replaced by one who keeps his or her students in a state of 'happiness' (Morley, 2003, p129) or 'consistent enthusiasm' (Giro et al, 2006, p121). It negates the role of the student as a critical actor in his or her own autonomous development. Institutional rhetoric prizes and promotes this traditional outcome of a higher education, autonomy is the essence of gradueness (MacDonald Ross, 1996). Thus a state-endorsed dependence upon academics by students lies at the heart of a therapeutic education (Ecclestone and Hayes, 2009). For academics, it can lead to adverse demands upon their time and energies, to a culture of blame, of suspicion and of fear (Taylor, 1999) and identity and role confusion in the classroom and the corridor (Trowler, 1998). It can also disrupt the socially constructed power relations of Vygotsky's (1934, cited in Allen, 2005) zone of proximal development model of expert-led teaching which is the precursor of independent and critical learning by a novice. This in turn can lead to accusations of 'dumbing down' (Evans, 2002, p45) and 'spoon-feeding' (Trowler, 1998, p41). The

concern that the spectre of student satisfaction leads to impacts upon practice is evidenced by the following example. Girot et al (2006) evaluated their undergraduate health care course which had attracted a diverse cohort, with the aim of understanding what value added might constitute in practice. In response to the demands of the student voice they changed their assessment methods:

So often, in the interest of developing an innovative curriculum; curriculum planners are charged with creating a range of different assessments. Students often feel confused by such diverse demands, having to learn the technique of particular assessments in addition to both the academic and practice requirements. This can make achievement more difficult.

Girot et al (2006, p131)

In the context of the decision to limit assessments to presentations and essays, to replace the language of failure to one of referral, to facilitate two attempts at each module (pass now or pass later), students achieved, the course ultimately generated a 100% pass rate. Customer satisfaction was thus achieved. This reduces the notion of 'achievement' to a quantitative tangible, something that can be measured.

The notion of 'achievement' as a qualitative intangible, one that encompasses far more than an assessment of the product (the presentation, the essay) but includes lessons learned, risks taken, problems solved during the process of production, is lost (Barnett, 2009). Where curriculum design is pitched at the level the student can already cope with then 'distance travelled' (DfES, 2003, p48) infers a linear path, a protected progression that satisfies students (they passed) and managers (100% success rate and no complaints to resolve). The quantification of value added denies the student a 'higher' education where distance travelled is horizontal not vertical. In this way, the acquisition potential for graduateness is eroded and the student is ill-prepared for a world of work where employers do not change things because their employees are 'confused', rather they further educate (train) or dismiss. This has significant implications for the individual

student's actual rather than perceived employability. It disadvantages them as they compete in the market for graduate jobs as they are unable to demonstrate wider notions of gradueness (Glover et al, 2002). Thus social mobility is less likely to be achieved; instead, cultural reproduction is ensured (Bourdieu and Passeron, 1977, 1990) because whilst levels of credentialism have shifted upwards for many more eligible applicants since massification, their sheer numbers make personal distinction more valuable.

Furthermore, asking academics to ensure that students are satisfied – by any and all means - questions their professional integrity and undermines their pedagogical philosophies and practices (Crawford, 2009). Girot et al's (2006) realignment of their course is an example of teachers 'influencing student's perceptions' (Hagyard, 2009, p115) because student evaluations are primarily based upon their learning experiences and 'their own approaches to study' (Hagyard, 2009, p115). None of these elements are conducive to good practice. Nevertheless the recasting of the student as consumer, as someone who has the right to be satisfied is endemic in political rhetoric:

University students should become more “picky” and “demanding” of their lecturers and courses... as “consumers of the higher education experience” [they] needed to demand more from their universities to help them drive up standards and offer better value for money... We are going to have to be more demanding and monitor and scrutinize more on behalf of students... [universities] would be subject to increasingly tight fiscal constraint for the foreseeable future.

Peter Mandelson, Business Secretary (quoted In Shepherd, 2009
[Guardian online])

That the student voice should be heard at every level is not disputed here, it is how it is captured, represented and ultimately used that is of concern. Williams and Cappuccini-Ansfield (2007, p159) evaluated the 'fitness for purpose' of the National Student Survey (NSS). It is predicated upon six areas of satisfaction: Organisation and Management, Assessment and Feedback, Teaching, Academic Support, Personal Development and

Learning Resources. Final year students rate their overall satisfaction in these areas and the institution's mean score is published. Individual institutions receive programme data including qualitative comments, for general dissemination and action. Because the profiles of universities vary widely, student profiling data is made available to the sector on a restricted web site in order to shed light on causes of variation (Hagyard, 2009). The (intentional) 'broad brush approach' (Williams and Cappuccini-Ansfield, 2007, p170) of the NSS can have a detrimental effect on staff charged with raising scores, improving response rates and driving up satisfaction levels that can lead to:

...unexpected management directives about what was to be taught,
leading to a 'real issue of quality of life' for academics.

Crawford (2009, p79)

Thus student satisfaction ratings might dominate an individual teacher's concerns. His or her priorities can shift through conscious and unconscious strategizing of actions and behaviours aimed at keeping the customer (and so management) satisfied rather than fulfilling the primary role of the HE lecturer, which is to assist an undergraduate in the process of acquiring a gradueness fit for purpose (Ramsden, 2010:1). That this role is so important that it needs protecting against structures and systems that could potentially undermine it is the rationale for the professionalization of teaching in higher education.

Dearing (1997) envisaged professionalization as happening through the undertaking of accredited training for all new permanent staff. Existing staff should achieve at the least, Associate Membership of the Institute of Learning and Teaching in Higher Education (now the Higher Education Academy) but also:

We hope that, over time, most existing staff will also seek recognition
for their teaching skills.

Dearing, (1997, 14.30)

Such a hope is not endorsed universally. Some resistance is emphatic in tone:

...arguments and initiatives aimed at improving teaching skills or at reconstructing or professionalizing university teaching, are really about laying the foundations for what I will call the *therapeutic university*.

Hayes (2002, p143, original emphasis)

For Hayes (2002) the synergy of teaching and researching constitutes a scholarship that should be used to challenge (as opposed to satisfy) students from the outset. Here existing structures and systems are defended; it is for the student to navigate the HE landscape (Bowl, 2003). For advocates of widening participation, the new student experience where traditional structures accord primacy to teaching over learning can mean gaining autonomy is no longer an educational rite of passage, an outcome of the traditional undergraduate experience but a prerequisite of it (Smith and Webster, 1997).

Traditionally higher education was an elite system staffed by scholars produced by the system itself (Becher, 1989, Dearing, 1997). In the past the habituses of the elite student and scholar matched the field. Hysteresis has changed that field irrevocably and new ways of sharing pedagogical theory and developing pedagogical philosophies have to be found; for this to happen there must be 'cross-cultural dialogue' (Hall, 2010, p15). Teaching staff working in quite different fields encounter similar challenges, for example, student engagement (or rather lack of it). Haggis' (2009) critical review of forty years of student learning research in higher education concludes that the primary (and relatively unsuccessful, and primarily psychological) approach to date has been the view of the student as having a cognitive deficit. She urges:

...a shift from an individual to a social approach to understanding learning in higher education... [This means] standing outside of our histories, circumstances and fields... [because] we need to know not only more but to know *differently*.

Haggis (2009, p388, 389 original emphasis)

Hayes (2002) is anxious to protect the idea of the body of extant knowledge, he is opposed to:

...the assertion of ethical equivalence between different sorts of knowledge [because it] serves to undermine the emphasis on the higher and finer qualities of humanity exhibited in the disinterested pursuit of knowledge in the university.

Hayes (2002, p145)

The paradox of the disinterest of the academic has already been discussed; the point to make here is that the contemporary university is (very) interested in student outcomes. In response to employer demands that graduates acquire subject knowledge *and* 'transferable skills' (Barnett, 2009, p430) then cross-cultural activity is a rational way of achieving maximum cost/benefit ratios. This is the notion of reusable objects within and outwith the institution, for example generic study skills materials. Where employers demand new skills then new knowledges emerge, a degree in Computer Gaming or Spa Management, for example, wherein agents must therefore create a new habitus for the new field. The commonalities in the challenges academic staff face are discipline-independent, working (and learning) together under the auspices of experienced teaching staff possessed of a well formed habitus (albeit dynamic and in need of continuous professional development itself) can support the acquisition of a professional habitus.

Hayes (2002) is not alone in calling for a focus on scholarship in the way that he views it. As the natural outcome of the 'research-teaching nexus' as Ramsden (2010:1) writing in the Times Higher Education online under the headline 'No thinkable alternative' describes how a broad scholarship is the precursor of student achievement and far more relevant than the transmission of the outcomes of a narrow research focus. The call is for teaching informed by research in the context of subject to generate autonomous students:

Producing graduates who are critical thinkers requires teachers who can bring scholarship and leadership to the academy. It is vital that we find

them... Accomplished teaching is the single most important method of producing graduates that can act and reason for themselves... We need curricula that captivate students; ones that are transdisciplinary... The other important element is the resolve of students themselves.

Ramsden (2010:1)

The emphasis on quality teaching is reiterated throughout the article and yet, like Hayes (2002) he is strongly against teacher training and accreditation:

I cannot imagine a less exciting vision than forcing every lecturer to “qualify” as a university teacher.

Ramsden (2010:1)

This resistance to training and accreditation is passionately expressed but oddly diametric to the insistence of the call for good teachers. ‘It is vital that we find them’ suggests that they are out there somewhere; it is just a question of locating them. The aversion to the notion of a university teaching qualification, emphasized with quotation marks as if it were somehow vulgar, is a semantic distinction (Bourdieu, 1984, 2010). Accreditation is not the issue (although it can encourage further, higher study which informs the research-teaching nexus he is anxious to promulgate) (Clegg, 2009). The issue is that a mass higher education that demands a greater supply of teaching staff expert in a diverse range of subject disciplines (old and new) must create them. It is perhaps distrust of the potential creation process that such authors fear. For those who teach such teachers, this fear is unfounded:

The term ‘training’ may summon up images of military drills, but in practice the training of university teachers often involves relatively sophisticated processes underpinned by theoretical models of professional development... and change over time in teacher’s conceptions of teaching.

Gibbs and Coffey (2004, p88)

Old assumptions pertaining to a natural (doxic) acquisition of an academic habitus hold no weight in the current climate. For the subject specialist, knowledge of theories of learning and teaching complement and progress the subject identity, they do not diminish it. Any mechanism that helps new academics acclimatize and existing academics re-acclimatize, has integrity in its being. It demands a working partnership of staff knowledgeable in both subject area and pedagogical praxis. In working together these professionals can elevate levels of both academic and thus student satisfaction. Furthermore, for scholarship to manifest (Hayes, 2002), for the research-teaching nexus (Ramsden, 2010:1) to be at the heart of the teacher/learner interaction, a way must be found to facilitate professional habitus formation wherever it is needed. The degree of association between teaching and research is a continuum. The validity of this statement lies in the distinction between scholarship and research:

The medieval distinction between the *auctor* who produces or professes original works 'extra-ordinarily' and the *lector* who confined to repeated, repeatable commentary on authorities, professes a message he has not himself produced, expresses the objective truth of professional practice.

Bourdieu and Passeron (1977, 1990, p57, original emphasis)

Dearing (1997) formally separated scholarship and research. Scholarship infers secondary research for the purposes of teaching (delivering existing knowledge) whereas primary research advances knowledge. Contemporary institutional rhetoric exhorts a dual role. This can cause problems for the academic whose primary interest is research but who also must teach because the reality is the de-prioritisation of research activity behind meeting the needs of students and management (Karran, 2009). Conversely, those who are first and foremost teachers may feel pressurized into areas that do not suit their doxic dispositions. Individuals display a preference along the continuum, for either activity to be fruitful and fit for purpose there must be a predisposing 'inward drive' Evans (2002, p53). The power schism between teaching and research emerged in the early twentieth century as senior academics suggested their juniors should relieve them of their teaching burden to give them time to research (Evans, 2002). This set:

...research and teaching over against one another, as *rivals* for a university teacher's time, with research the higher calling and the privilege of the senior.

Evans (2002, p55, original emphasis)

Hence the veneration of research over teaching; this distinction, that teaching is inferior to research lowers teacher morale (Greenbank, 2006). Inculcation of a professional habitus would aim to re-dress this imbalance and accord both pursuits a respectful mutuality in order that they come to complement one another.

Summary

The review of the literature has established the research identity of Pierre Bourdieu and clarified the philosophical perspective underpinning his theoretical conceptualizations. It has uncovered the recent historicity of the higher education field and confirmed that it is experiencing unprecedented hysteresis. Agents within are engaged in didactic debate as they jostle to re-position themselves within a contested space. A new field, the post-1992 sector was created by deliberate action from the field of power through the State conferment of university status upon former polytechnics. A new mass educational landscape is populated by new students from traditionally under-represented groups presenting with non-traditional profiles. Agents working in the field at the time of its creation are struggling to adapt their existing habitus to its shifting opportunities and constraints under the dominion of a new managerialism. This business model re-casts the student as consumer. It demands accountability of provision and product. New entrants to the academic teaching profession come from other fields. Their subject expertise is current and relevant but their habitus is of that former field. It may find some matches in the discipline but, to paraphrase L.P. Harley [1895-1972], the sector itself is 'a foreign country, they do things differently there'.

These are the antecedents of this study. However, whilst I found the literature satisfactory in terms of contextualizing the professionalization debate with respect to identifying and categorizing the significant demands visited on the contemporary HE landscape, there was a distinct paucity of literature focusing upon how new and recently recruited entrants to the post-1992 field might be equipped to acquire a habitus for it. Similarly, the needs of existing academic staff in coping with intense hysteresis, that is, the negative impact of change on habitus in terms of frustration when the degree and/or the pace of change is disruptive and/or abrupt (Swartz, 1997) appears not to have attracted the attention of researchers. This suggests that the identity of the post-1992 academic has yet to be uncovered; it is my contention that until this is made explicit, then what constitutes the professionalization of these HE teachers will remain a set of vague intangibles.

It is for this reason that I propose that a Bourdieusian theoretical framework wherein the mediated relations between agent and field can be captured and explored provides a satisfactory mechanism for modeling the current state of play. From this empirically underpinned foundation, a set of principles of inculcation of a higher education pedagogical philosophy and practice that facilitates agentic transubstantiation from subject specialist to specialist teacher, the tenets of a dual professionalism, can be reasonably constructed. To that end the research questions (p78) are rooted in a Bourdieusian sociological lexicon with respect to internal structures i.e. habitus and external structures i.e. field conditions. It is through this lens that I now turn to a discussion of working in the field with those agents to uncover their professional profiles and personal perceptions of the world in which they work.

SCOPE, LIMITATIONS, AIMS AND RESEARCH QUESTIONS

SCOPE: Introduction to 'MidwayU'

The scope of the study, the limitations upon it, its aims and the guiding research questions are set out below to contextualize the place and people it was conducted in and with. The field of study is a post-1992 university located in the East Midlands, pseudonym 'MidwayU'. The agents of interest are academic teaching staff. Information concerning the institution's mission, and shape in terms of staff and student profiles, is drawn from its most recent Equality and Diversity Annual Report (2008/09). This document is published on the public area of the university's web site; however it is not referenced here to ensure anonymity, a pre-requisite of an ethical approach to participants' data (British Educational Research Association [BERA], 2004). External sources of data are cited but in a general rather than a specific sense, again to avoid possible identification.

In defining the scope attention has been paid to MidwayU's mission, its economic well-being, its comparative status in the wider field of higher education, the size and diversity of the student body, and ultimately, as the 'unit of analysis' (Trochim, 2006, p11), the academic staff profile. Limitations on the study are then identified to indicate what is outside its scope. Whilst a Bourdieusian perspective requires an appreciation of fields as dynamic entities attracting and repelling internal and external forces of influence (Swartz, 1997, Thomson, 2008), parameters must be set to avoid the project becoming unwieldy and thus less likely to generate useful theory (Murray Thomas, 2003). These contextual elements underpin the construction of a general set of aims of the study (p76) which are captured in three specific research questions (p78). These guide the methodological decision-making processes, and subsequent analysis and discussion of data collected in the field in the light of extant and new knowledge.

Institutional profile

MidwayU is one of twenty seven members of Million Plus, a not-for-profit think-tank for post-1992 institutions, and its mission is in alignment with the ethos of the sector with respect to widening participation, employability and community partnerships:

...a mission and values led organisation... [It is] one of the UK's leading institutions specialising in offering applied and vocational education...

We therefore put the student at the heart of everything we do... We are the ultimate people business... Our ability to deliver sustained success is entirely dependent upon the people we employ.

Chair of the Equality and Diversity Committee [EDC] (2008/09)

The language with which the institution represents itself suggests a virtuous vision, one that is to be realised through its staff. The report goes on to use the utilitarian terminology of commerce, for example, 'partnerships', 'targets', 'standards' and 'staff training' indicating the characteristics of the field at the time of the study. Other documents, for example the Learning Teaching and Assessment policy document and staff Core Briefings emphasise excellence through continued rationalization. These themes echo the findings of the literature review with respect to widening participation, managerialism and accountability to the State as principle funder and other interested stakeholders, the key drivers being to promote economic competitiveness and social justice (DfES, 2003).

MidwayU is in a stronger financial position than many of its competitors and continues to invest heavily in infrastructure to attract students through flexible provision, refurbished premises, new builds and technology enhanced learning (TEL) (Core Brief, 2009).

Particular emphasis is placed on the potential for internationalization to create and maintain knowledge transfer links with foreign universities, and to attracting fee paying international students. All staff are charged with responsibility for recruitment and subsequently retention given the government claw-back of funds for non-completers, at August 2010 the non-completion audit equated to 25% of full time undergraduates (Core

Brief, 2010). The university is keen to improve its position in the league table of 155 HE institutions based upon student satisfaction. In 2008/09 it occupied the upper reaches of the lower third quadrant (British Broadcasting Corporation [BBC], 2010). The institutional audit carried out in 2009 found that MidwayU:

...considers itself a research informed but teaching led institution, with research and scholarship driving curriculum development to the benefit of its students... [It aims] to develop a growing research culture. [Furthermore it]... no longer has a separate widening participation strategy. It considers that it has moved to an holistic approach to widening participation which is reflected in the profile of the institution, indicated by its support for the acquisition of higher level learning by a wide range of students through flexible delivery, developing 'graduateness' and employability.

Quality Assurance Agency (QAA) (2010, online)

This study focuses solely upon academic staff who teach therefore the academic profile of staff solely involved in research and/or commercial activity is not explored here.

Three sources were consulted to gauge the size and composition of MidwayU: the institution's web site, that of the QAA and also the government's website for students, www.unistats.directgov.co.uk. Secondary data mining reveals inconsistencies in data representation therefore the numerical information presented here paints only a broad contextual picture. MidwayU serves approximately 16,000 students, 60% are registered full time. It employs 574 academic staff on permanent or fixed term full or fractional contracts or as Associates contracted for specific terms. The University and College Union (UCU) which represents academic related staff, states that the student-staff ratio (SSR) is used as an indicator of both teaching quality and academic workload but should not be misconstrued as a measure of actual teaching group size as these 'can range from a 1:1 tutorial to lectures with more than 100 students' (UCU, 2010, online). There is significant variation across the sector and between schools within an institution. The

HESA SSR average for 2008/09 was 16.3:1 but the data spread suggests a range of 5:1 to 30:1 (UCU, 2010). Furthermore, academic workload is considered to increase in the context of widening participation as reported by The Guardian online:

Taking more students does not simply involve sticking 10 more chairs at the back of a lecture theatre. This is a complete misunderstanding of the reality of widening participation. Most additional students have lower entry grades. They need more individual attention, not greater anonymity in a mass lecture.

Wragg (2004)

MidwayU's offer is primarily undergraduate programmes (in the order of 400). Sixty two per cent of students pursue either single or joint honours first degrees. Other options include foundation degrees; post-graduate programmes, and further education including Access to HE courses. The main campus is located just outside the city it serves; there are a number of purpose-built/refurbished specialised satellite campuses. The following data indicates the heterogeneity of the undergraduate population.

Student profile

Measures of widening participation are based upon students' 'protected characteristics' (Government Equalities Office, 2010, p6). These now exclude socio-economic background specifically but correspond generally to long-standing criteria, i.e. age, gender, ethnicity and disability. More recent attributes include faith and domicile. Originally this data was collected only from home students but it is now utilised more generally in the context of equal opportunities. The student profile resonates with that found in the literature (pp39-44). Most students are what were traditionally regarded as 'mature' on first matriculation: under 21 years: 31%, 21 – 29 years: 36% and over 30 years: 33%. There are more females than males (56: 44% respectively). The ethnic balance is unclear as some students prefer not to disclose but where they did the white/non-white balance is 82:18% respectively. Of the BME population Asian students

constitute the largest group (45%). The faith balance is Christian (43%), (unreported 38%), no faith (29%) and Muslim (6%). Disabled students, presenting with a range of seen and unseen physical conditions and SpLDs (Specific Learning Difficulties) comprise 9%. Domicile figures (where local is defined as within 50 miles) suggest that 66% of students fall within this category. This in itself cannot be regarded as an indicator of whether some one has left home or not *per se* but it does indicate a local emphasis. Typical entry routes include level 3 qualifications (30%), Access course (3%), a range of acceptable equivalents (56%) and none or unknown (11%). These attributes can affect a student's likely chances of success (Kane and Bennett, 2009) as markers for retention correlate with protected characteristics.

At MidwayU, analysis shows that lower retention correlates with being aged over thirty, with having mobility difficulties and with being of Black Caribbean origin (irrespective of the place of domicile being Britain, the European Union or overseas). Academic indicators of potential success included recently achieved A' Level or Access qualifications. In 2008/09 the retention rate was approximately 79%. Formal withdrawal procedures elicit explanatory data, however nearly twice as many leavers who are entitled to progress simply do not return. This is an area attracting considerable research interest in the light of the government's claw-back policy for non-completers (Kane and Bennett, 2009). In terms of achievement, a good honours degree, either a First or Upper second classification (Hansard, 1968) suggests that the most successful students tend to be mature females especially recent graduates of Access or Foundation programmes. Attributes correlating with lower awards were: age (younger), gender (male), race (BME) and disability (unseen). The overall degree classifications in 2008/09 were First (8%), Upper second (37%), Lower second (36%), Third (14%) and Pass without honours (5%).

The Unistats website (2010) reports that six months after graduation MidwayU's graduates of 2008/09 were working (63%), working and studying (13%), studying only (12%), assumed unemployed (9%) and unavailable for work or study (3%). The range of careers (graduate jobs) (61%) and jobs (non-graduate jobs) (39%) of employed students is extensive. The top ten profession type tends primarily to public service roles in

education, health and social welfare (36%). Destinations data may not be representative of the potential realisable capital value of a degree with time (Prospects, 2010) and qualitative data about choices and intentions is notoriously difficult to collect (McDowell, et al, 2002). Nevertheless, in a system that is outcome oriented with respect to quantitative measures of value added it is an important facet of the institution's profile in the face of public scrutiny and competition.

Academic teaching staff profile

In 2008/09, most academic staff (73%) were over 41 years of age, 55% within fifteen years of retirement (at age 65 years); consistent with the national average as published by the Higher Education Funding Council for England (HEFCE) (Norton et al, 2010).

Gender distribution is roughly equal. More women work full time (41%), than part time (31%) or as an Associate (28%). The corresponding male employment pattern was 55%, 13% and 32% respectively. Working patterns are important to discern given the tendency to view full time employees as core staff (Dearing, 1997) and as such the group that are seen as required to undergo accredited training on entry (Gosling, 2010). The data shows that slightly less than half (48%) of academic staff at MidwayU constitute this core group. Students, however, are ignorant of this distinction, they expect quality teaching and support from all their teachers.

MidwayU is located in a multicultural city, 15% of the local population are BME; the percentage for university staff as a whole is 8%. Of forty BME academic staff (7%), sixteen are core, for disabled lectures, of twenty, eight are core. In terms of recruitment 42 academic posts were advertised, attracting 838 applications. Remuneration for full time academics was, on average, between £30 to 42k per annum, fractional *pro rata* and a module contract for Associate staff grossed approximately £3,600 gross. Academic sickness and exit data would have been useful to indicate the general health of the group and reasons for leaving (moving within or exiting the profession) however this data is presented for all staff and therefore not helpful.

In outlining the ethos of the institution and the likely characteristics of the student body, the logic of the field in which the agents of interest operate, that is, its forces, mechanisms and purposes, is established. The scope of this study then, is the practice of academics working in a post-1992 university to capture notions of a professional academic habitus and test degrees of inculcation within the sample population.

Limitations upon the study

Resources for research confer constraints on a project (Bryman, 2004). Personal constraints included time, finance, technological competence and access to ICT equipment. Here, the principle limitation was time. The working life of an academic is neither contained nor consistent. There are peaks of activity (student enrolment, induction, module delivery, assessment, marking and moderation over the course of a semester). There are multiple and regular policy changes in response to external pressures upon the institution which impact upon established academic practices (Deem et al, 2007). Tight (2009) conducted a study into academic perceptions of workload and found that, at fifty five hours per week on average, the figure had not increased since the 1960s.

What has changed is the nature of that workload. The absorption of technology into academic practice means greater responsibility for administrative tasks (and their attendant deadlines). Similarly, the import of external measures such as the NSS means greater responsibility for individual student support in the context of increasing student numbers and new TEL programme design and flexible delivery in the context of increasing expectations. The academic contract entitles each full time academic to twenty five days scholarly leave per annum (UCU, 2010); in practice it can be difficult to access these given the current working climate. These problems are compounded where not only is the researcher a full time lecturer but so are her participants.

The project was not funded externally. Financial outlay was primarily limited to capital purchases of computer hard and software and peripherals, for example a digital voice recorder and an internet dongle for 24/7 laptop connection regardless of physical

location. I also subscribed to the professional version of an online survey package. My aim was to save time, a more valuable resource, however, whilst technology can speed up and simplify data collection and analysis, new competences have to be learned, an early disadvantage. To extend my knowledge base I also invested in subscriptions to e-book and journal databases. Many texts had to be purchased given the longevity of the project which made library loans unfeasible.

Aims

The 'Map of Aims' (figure 3, p76) provides a clear and transparent navigational tool to indicate the process of developing the themes or sets of propositions offered in the earlier Venn diagram (Figure 2, p53): The logic of academic practice – a Bourdieusian perspective of Boyatzis' (1982) model of competence, reproduced in Taylor (1999, p46). In this way the relatively simple, broad brush approach (indicated by unbroken arrows) of the survey was honed into a more sophisticated and rich data set for analysis to support a discussion of the notion of the intersectionality of these sets of propositions (indicated by broken arrows) in the process of acquiring (and maintaining, in the context of hysteresis) a professional academic habitus, that is 'effective specific action or behaviour' (Taylor, 1999, p46) or 'distinct and distinctive practices' (Bourdieu, 1994, 1998, p8).

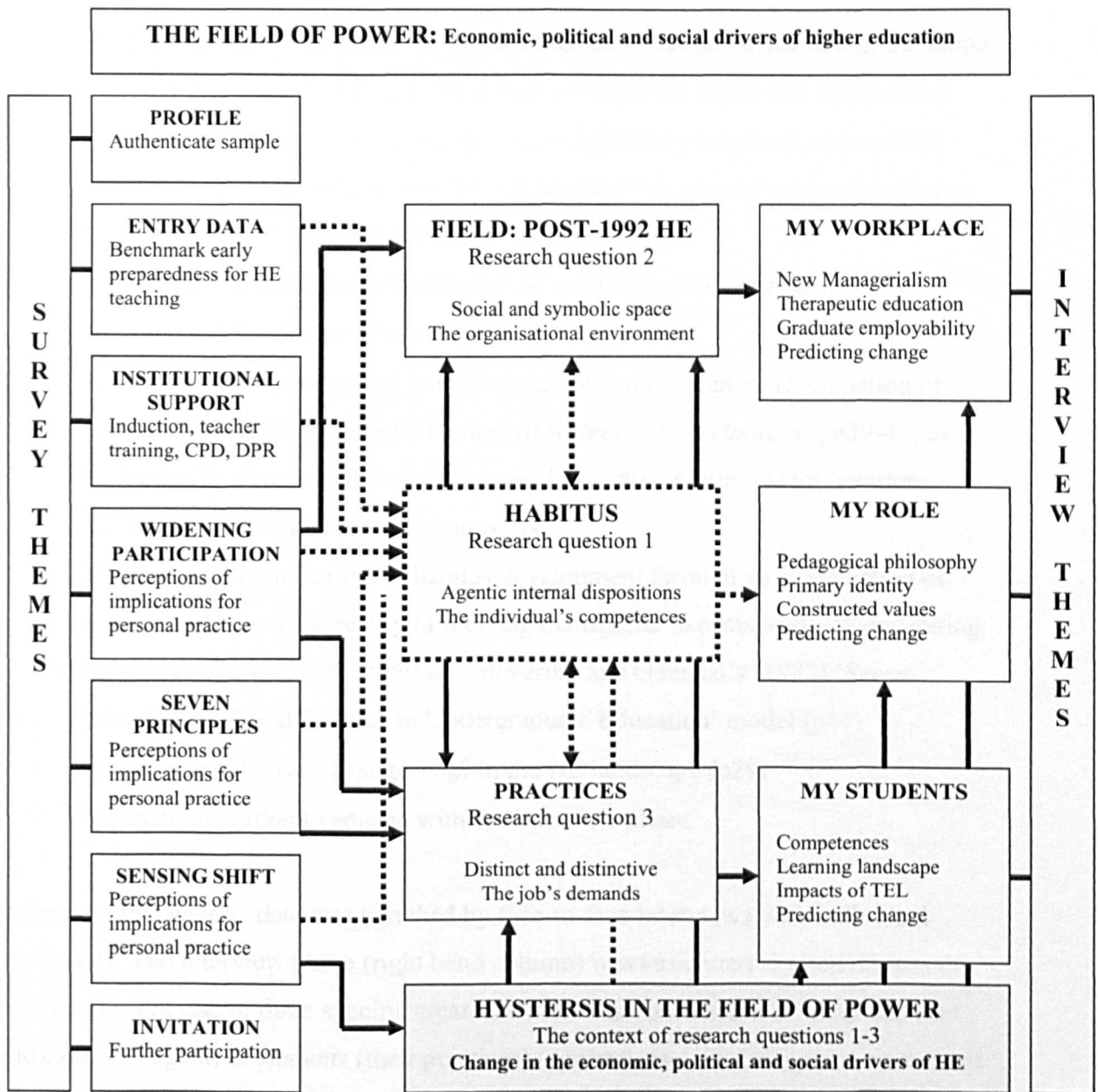


Figure 3: Map of Aims

The survey (left hand column) was designed to collect general profiling and perceptual data to discern a broad picture of the respondents' perceptions of their own dispositions and competences (habitus), the organisational environment (field) and the job's demands (practices). Survey items were drawn from the literature and are cross-referenced to the literature review. In this way the survey (appendix 3) aimed to enable me to:

- Compile a *profile* of respondents that corresponds with that discussed in the scope chapter (pp73-74) to ensure a representative sample for phase two (interviews)
- Ascertain levels of *teaching competency/qualification* on entry to test whether recruits are likely to bring a well-formed habitus for higher education teaching to the field from their former professional field (p45-52)
- Discern the range and perceived quality of existing *institutional support* that might support habitus acquisition (p45-52)
- Develop general indicators of habitus development through an examination of their perceptions of the broader context of *widening participation* (pp39-44) as challenged by items constructed from specific citations from extant literature pertaining to this initiative and its impacts
- Develop specific indicators of habitus development through an examination of their perceptions of the reality of meeting managerial expectations and generating student satisfaction, in the light of Chickering and Gamson's (1987) '*Seven Principles for Good Practice in Undergraduate Education*' model (p44)
- Explore perceptions of change, *shift* in the HE landscape (p29)
- Extend an *invitation* to engage with the interview phase

Analysis of this general data was enriched by face-to-face interviews with individual participants. The interview phase (right hand column) was structured to elicit discussion of perceptions of one of three specific areas; the individual participant's *workplace* (the field), *role* (as agent) or *students* (their practices) (appendices 4-6). Categories were made available for self-selection in advance of the interview; the act of selection in itself was intended to indicate early field/habitus matches and mismatches.

Each category had a subset of aims selected to guide a thematic analysis where commonalities, differences and patterns could be identified (these are discussed fully in the methodological design chapter). Furthermore, all three categories terminated in the same, single question designed to provoke thoughts from all interviewees about the potential nature and impact of further changes in the field (hysteresis) and possible implications for the field with respect to its structures and agents.

Research questions

1. Have recently recruited academic teachers joining the post-1992 sector from other professional fields of practice developed a habitus, that is, those 'distinct and distinctive practices' (Bourdieu, 1994, 1998, p8) attendant to it, for it?
2. How do field structures (for example, management systems) and structuring influences (for example, management expectations) shape the pedagogical philosophy of these academic teachers, their logic of practice (Bourdieu, 1980, 1990)?
3. How do field conditions (student expectations) shape pedagogical practice in the context of ongoing hysteresis, that is, disruptive and abrupt change in those conditions (Swartz, 1997)?

These questions inform the methodological decision-making processes discussed in the next chapter.

METHODOLOGICAL DESIGN

Introduction

Selecting an appropriate methodology, one that is sufficiently robust to withstand the tests of validity and achieve its stated aims demands a staged series of reasoned strategies and compromises. This chapter describes that decision-making process, opening with a discussion of the major theoretical premises that justify the decision to construct a blended, phased methodology through the mixing of methods (Murray Thomas, 2003, Trochim, 2006, Teddlie and Tashakkori, 2009, Silverman, 2010) in order to answer the research questions. In early defence of the incorporation of a seemingly positivist element in a humanistic social enquiry, the purpose of the survey phase specifically is briefly alluded to, to clarify the philosophical leanings of the researcher from the outset and secondly, the subsequent appropriateness of a 'sequential mixed design' (Teddlie and Tashakkori, 2009, p26) for this study. Validity and reliability in research is achieved by especial attention to notions of bias, relevance, feasibility, coverage, accuracy, objectivity and ethics in data collection, collation and analysis (Denscombe, 1998), how these criteria are met is then discussed. The next section reviews the advantages and disadvantages of the two research strategies employed, surveying and interviewing. Moving to the specific, the rationale for purposive sampling and the design process for each instrument is then offered. At each point the rationale for selecting a specific route is similarly examined. In this way I aim to make the design process transparent (Trochim, 2006).

Rationale for a mixed methods methodology

Contemporary social research is shifting away from the traditional stance that polarizes the two predominant research paradigms i.e. the quantitative (positivist) and the qualitative (constructivist) models. This division rests upon the notion that because the two 'paradigms rest on different assumptions about the nature of the world, they require different instruments' (Glesne & Peshkin, 1992, cited in Murray Thomas, 2003, p7).

Such a firm demarcation of method has led to the *how* taking precedence over the *what*, an artificial constraint that narrows the options available to researchers and thus limits the exploratory process (Bourdieu, 1980, 1990). However, there is a concerted move to abandon these traditional shackles in the recognition that, in truth:

...quantitative data is based upon qualitative judgments and qualitative data can be described and manipulated numerically.

Trochim (2006, p10)

I have therefore approached the collection of primary data from the epistemological perspective of a 'mixed methods' (Teddlie and Tashakkori, 2009, p4) methodology as:

Mixed methods (MM) research has emerged as an alternative to the dichotomy of qualitative (QUAL) and quantitative (QUAN) traditions during the past twenty years.

Teddlie and Tashakkori (2009, p4)

It is essentially a pragmatic decision that combines the best of the two research traditions of positivism and constructivism (Teddlie and Tashakkori, 2009). I have elected to synergize numbers and narratives in order to produce an analytical approach to data interrogation that has a value greater than the sum of its parts because I concur with the notion that:

...rather than one methodology being intrinsically superior to another, it might be wiser to think of quantitative and qualitative approaches as complementary parts of the systematic, empirical search for knowledge.

Silverman (2010, p8)

This approach to research design contends that the demands of the question take primacy over the ideology of either methodological paradigm (Silverman, 2010). In this way, a holistic methodology is employed to explore the complex interactions between structure

and agency (field and habitus). To do so reliably it must collect data about facts (what is) and perceptions (how people view the reality of their social worlds and practice within it) that narratives might shed light on numbers to understand what counts rather than what is counted. All research has some level of imprecision (Hammersley, 1992, cited in Silverman, 2010), it is not that one paradigm is precise and the other is not, rather that transparency with respect to the ontological and epistemological framework from which it is generated helps to maintain an inner consistency (Lewis, 2002, cited in Grix, 2004). Therefore an early statement of the researcher's ontological position grounds the philosophical approach or likely epistemological foundations of the work that follows (Grix, 2004). This links with Bourdieu's insistence on personal and revealed reflexivity at the outset as well as throughout the research process (Deer, 2008:1). In essence, where the researcher is coming from with respect to their ideological beliefs about what reality is (and how it came/comes about) contextualises the work itself, justifies the decisions made as the work progresses and validates the conclusions on completion. My root assumptions are predicated upon the belief that participants are critical realists and that:

...social entities... should be considered social constructions built up from the perceptions and actions of social actors.

Bryman (2004, p16)

Furthermore, in recognizing that these constructions are dynamic, my ontological position is constructivist, that is, 'anti-foundationalist' (Grix, 2004, p61). My defence of the use of a research instrument (the quantitative survey) that is traditionally associated with the antithetical objectivist paradigm in the first phase of data collection is essentially pragmatic as I describe below. This philosophical position of being rooted in a constructivist approach but with a leaning towards pragmatism is best explained in figure 4 which introduces the notion of a qualitative-mixed methods-quantitative continuum (Teddlie and Tashakkori, 2009). Here I have reproduced the original diagram faithfully but summarised the authors' explanations.

Figure 4: The QUAL-MM-QUAN Continuum (Teddlie and Tashakkori, 2009, p28).

Zone A represents totally qualitative research, Zone E totally quantitative. Zone B represents primarily qualitative research with some quantitative components, Zone D the reverse. Zone C represents totally integrated mixed methods research. The arrow represents the continuum. Movement towards the middle indicates a greater degree of integration of methods, movement away from the centre towards either end indicates that research methods are more separated or distinct.

This study sits within Zone B. The emphasis is on the ultimate capture of rich qualitative data which would then be specifically thematically categorized in the context of the earlier statistical analysis. Integration of methods happens through:

...selecting the participants for the QUAL phase from those who had participated in the QUAN phase, developing the QUAL data collection protocols based on the results from the QUAN statistical analyses, and integrating the QUAN and QUAL results in the discussion of outcomes.

Teddlie and Tashakkori (2009, p30)

Phasing a study in this way, where one phase informs the next, is referred to as a 'sequential mixed design' (Teddlie and Tashakkori, 2009, p26). Here the quantitative instrument facilitates 'testing theory (confirmatory stage of a study)' and the qualitative

instrument facilitates ‘generating theory (exploratory stage of a study)’ (Teddlie and Tashakkori, 2009, p28). In contrast, a totally integrated mixed methods study would have these phases running in ‘parallel’ (Teddlie and Tashakkori, 2009, p26). I elected the former design model for primarily pragmatic reasons:

- It had worked well in two earlier naturalistic studies in terms of finding the right people to talk to about the right things at the right time
- It was expedient with respect to time and cost savings in data collection, I could reach a larger group from which to draw an information-rich and representative sample for interview
- It facilitated the testing of perceptions of topics raised by the earlier mining of the literature to gauge whether these topics were of interest and relevance (or not) to survey participants and thus potential interviewees

The survey was also designed to elicit narrative perceptual data should participants elect to comment upon as well as select a particular response. This design decision indicates my epistemological desire to elicit some richer data early on, rather than relying solely upon numbers to inform progression. This combination of integrative and illuminative research offers an effective solution to limited research resources (Denscombe, 1998).

Epistemology focuses upon:

...the knowledge-gathering process and is concerned with developing new models or theories that are better than competing models and theories.

Grix (2004, p63)

A constructivist ontological position is inextricably linked with an interpretive epistemological position; the former is about what we know and the latter ‘how we come to know what we know’ (Grix, 2004, p63). A research paradigm also has an attendant

axiology which refers to ‘the role of values in an enquiry’ (Teddlie and Tashakkori, 2009, p86). For constructivists any:

...inquiry is value bound [furthermore] it is impossible to distinguish causes from effects [and in terms of] generalization, only time- and context-bound working hypotheses (ideographic statements) are possible.

Teddlie and Tashakkori (2009, p86)

Interpretation then, is by its nature, subjective making it incumbent on the researcher to seek to objectify the subjects of interest (Richards, 2009), the ‘units of analysis’ (Trochim, 2006, p11). Reflexivity demands continuous and rigorous examination of the researcher’s doxic presuppositions and preconstructions through internal and external dialogue, that is, with self and with others. In this way the researcher maximizes his/her capacity to:

Objectivize his or her relations to the object of study as well as his or her own position and action within a field.

Deer (2008:2, p210)

It is important to note that a quasi-pragmatic methodology, one that includes the collection of statistical data at the outset does not preclude this first stage from having an interpretive element. Traditionally, interpretation is conjoined with narrative data, however, when participants select a response to a survey item, they do so through their own interpretation of first the question, and then through the interpretive lens of their worldview in regard to responding to the question. The quantification of collated responses (as percentage rankings for example) facilitates the derivation of a useful number set from which tentative conclusions can be drawn for further exploration. These early conclusions are strengthened to some degree where comments are offered as they help shed light on participants’ interpretive positions. This statement of my research

stance grounds the following discussion of accepted methodological practices intended to ensure validity and reliability, that is, integrity of research and its ultimate conclusions.

Validating research through established measures of reliability

The overarching purpose of a social research methodology which is logically located in inductive theory is to move from instances of the specific to infer attributes of a general population (Edwards and Talbot, 1999). In general, social research is idiographic rather than nomothetic and never causal (Trochim, 2006). In the context of this study, however, its relative scale renders it as offering 'heuristic value elsewhere' (Trowler, 1998, p3). It is, in effect, a study of a particular case devised to offer a methodological design which can be tested beyond its original scope. The scale of a study, however, does not preclude careful attention to recognized measures of reliability, for example 'relevance, feasibility, coverage, accuracy, objectivity [and] ethics' (Denscombe, 1998, p5). All humanistic research involves constant risk analysis to exclude, as far as is possible, biased results. Whilst it is accepted that the conclusions of social research can only ever be probabilistic, this does not preclude the researcher's responsibility to ensure that they are, so far as is possible, precise (Silverman, 2010).

Trochim (2006) identifies four areas in which validity must be transparent. In each case the theory links with a particular research practice. External validity is accorded when the sampling method is sufficiently robust to support the generalizations drawn from an analysis of the specific. Interpretive research involves drawing inferences from a bounded set of findings. The process of extending those inferences beyond the boundary requires careful reasoning, essentially is like being compared with like? Construct validity refers to the robustness of a specific instrument as a whole and of each measure it comprises, i.e. it correlates positively with reliability. Internal validity pertains to design strategy, the selection and sequencing of particular methods for particular phases of the investigation, especially where the findings of one phase form the foundations of the next, 'sequential mixed design' (Teddlie and Tashakkori, 2009, p26) as in this case. Conclusion validity refers to analytical processes, how the data are treated and tested to ascertain

relationships and whether the conclusions can be reasonably attributed to that analysis. All four areas are of equal importance, a gap in any one area undermines the validity of the whole. Thus it is attention to accuracy that accords the study reliability and validity. According to Bell (1999) reliability refers to the dependability of the procedures to elicit similar results on different occasion whereas validity pertains to the accuracy with which the procedure measures or describes precisely what it is intended to measure or describe.

In a mixed methods methodology, the terms ‘transferability [and] credibility’ (Teddlie and Tashakkori, 2009, p209) have entered the research lexicon to correspond with reliability and validity respectively. This is due to an emerging concern with overall data quality where measures of validity differ for the QUAN/QUAL phases and where validity equates with ‘truth’ (Silverman, 2010, p275). For the constructivist interpretivist researcher who aligns herself with notions of multiple socially constructed truths this presents a problem with respect to avoiding accusations of ‘anecdotalism’ (Silverman, 2010, p274). This refers to a subjective selection of data to report upon which coincide with the researcher’s own perceptions of the phenomena under investigation, such bias undermines the credibility of the conclusions. Qualitative researchers must find a way to demonstrate rigour; several solutions are suggested in the research literature.

One such solution is to have interviewees confirm that the researcher has captured his/her perceptual data accurately, a procedure known variously as ‘member validation’ (Silverman, 2010, p212) or ‘member checking’ (Teddlie and Tashakkori, 2009, p213). I rejected this option after the first three interviews because whilst interviewees were clearly enthusiastic about and supportive of the study, and would be interested in its outcomes, heavy workloads made it unlikely that they would be able to afford it further time at an individual level. Member validation/checking can also, on occasion be viewed as presumptive in so far as it seeks to transform *participants* (which is what they consent to be) into *members*, inferring the construction of a research community of practice wherein the commitment to validity is somehow shared practice. The reality is that not only must the research have integrity, a transparent ‘trustworthiness’ (Teddlie and

Tashakkori, 2003c, 2008 cited in Teddlie and Tashakkori, 2009, p27), so must the researcher in the process of ethical data capture.

Solutions that I drew from the literature and found acceptable are listed below. In combination they offer the researcher a comprehensive and sophisticated range of established checking mechanisms for conferring transparency and thus credibility on the collection and treatment of primary data. I elected to:

- Provide a full account of the design processes for data collection and analysis as a form of audit mechanism (Silverman, 2010)
- Undertake pilot studies (Edwards and Talbot, 1999)
- Commit to the ethos of grounded theory with respect to thematically categorizing qualitative data in a structured way (Strauss and Corbin, 1998)
- Undertake the ‘quantitizing’ (Teddlie and Tashakkori, 2009, p27) of qualitative data to offer ‘tabulations of the frequency of the phenomena’ (Silverman, 2010, p276) through the provision of a table of constructs supported by indications of the number of occurrences of coinciding/contrasting responses.
- Seek to explain these, and unanticipated findings in the context of emerging theory and extant literature (Silverman, 2010)
- Provide evidence of quantitative data capture (a completed, anonymized questionnaire) and of the coding process of qualitative data analysis (a worked interview transcript) are included as appendices (Silverman, 2010)

In this way an audit trail, one that can be travelled in either direction, is constructed.

Ethical considerations

The British Educational Research Association (BERA) published a set of *Revised Ethical Guidelines for Educational Research* in 2004. These guidelines prompt the researcher to reflect upon how they will demonstrate ‘an ethic of respect for... participants... sponsors... and the community of educational researchers (BERA, 2004, p5). My

reflections and subsequent decision-making process are described with respect to each group below.

Prior to any data being collected, it is the responsibility of the researcher to provide participants the opportunity to give informed consent. This consent comprises a number of significant elements which, when considered and agreed to together confirm the individual participant's 'explicit understanding of the risks involved' (Teddlie and Tashakkori, 2009, p199). In paper-based studies, a form setting out the participant's rights, and by inference, the researcher's responsibilities is generated and signed. In the case of studies conducted electronically:

The information can be provided in the e-mail survey invitation or as part of the introduction to the questionnaire.

Sue and Ritter (2007, p22)

I made the decision to provide a general outline of the research in the email invitation and elaborated upon this in the introduction to the questionnaire. The invitation briefly described the purpose of the study and how, although it had been designed in two sequential stages, non-participation in the interview stage did not preclude participation in the survey stage. The email was intentionally kept short so as not to deter participation but was constructed to provide pertinent information including the fact that the pilot had indicated that it took, on average twenty minutes to complete. This demonstrates respect for the fact that academic staff are very busy and time-conscious, I deemed it my responsibility to ensure that potential participants had sufficient information to enter the survey and had allowed themselves sufficient time to complete. Once in the survey, my contact details and a full description of the purpose of the study were immediately accessible as were assurances that anonymity and confidentiality were offered in accordance with BERA (2004) guidelines and that their data was safe over the internet as it was automatically encrypted at source. This enabled people to exit the survey without consequence should participation no longer appeal to them. The first page requested that

informed consent was freely given by the action of checking (ticking) acceptance boxes attached to a series of statements confirming that they:

- Had read the introductory information
- Had my details
- Understood they were free to refuse to answer any question
- Understood that their information would be treated in the strictest confidence
- Agreed to participate

In this context anonymity was offered to all participants regardless of whether they were interested in further participation at the interview stage. Should this be the case, participants were invited to email me separately to confirm that they had completed the questionnaire (anonymously) but would be interested in an interview. The final part of the questionnaire offered three responses to an invitation to individual and/or focus group interview(s): 'Definitely', 'Possibly, tell me more' and 'No, thank you'. As a demonstration of ethical respect I decided at the outset that under no circumstances were people who declined the invite to be contacted, even if acceptances were few. In the event, this constraint was not put into practice as a significant and representative sample volunteered for further participation.

Anonymity is distinct from confidentiality (Teddlie and Tashakkori, 2009). The first refers to the protection of the person; it is the responsibility of the researcher to ensure that not only is the participant's name withheld in the reporting process but also any specific identifying details. This is particularly pertinent for this study as potentially sensitive data was being requested from academic staff about their perceptions and experiences of students and managers within the institution in which they work by a colleague. It was therefore important to instill the research invitation with a transparent integrity to establish the researcher's trustworthiness. To demonstrate this I decided to use gender/ethnic appropriate pseudonyms for any quoted data and where discipline was relevant to the findings I would identify this but broadly rather than specifically when reporting. Confidentiality concerns non-disclosure of personal information to a third

party (Sue and Ritter, 2007). All data was initially captured and manipulated electronically, in the first phase by an encrypted electronic survey uploaded to both an electronic spreadsheet and database, and in the second by digital voice recording files uploaded to audio relay software. This data was confined to a single laptop (and copied onto a memory stick); these remained in my sole possession and were, at no time, on university premises. The only exception to this was the use of the digital voice recorder at the time of interview. Where printouts of completed questionnaires and interview transcripts were required for analysis, these would be carefully disposed of (shredded) at the end of the reporting process.

Having assured participants of anonymity and confidentiality, participants were advised of their right not to answer any specific question (BERA, 2004). I decided, however, it was not technically feasible to implement the guideline concerning the:

...right to withdraw from the research, for any or no reason, and at any time...

BERA (2004, p6)

In some electronic studies participants can be traced through email addresses (Sue and Ritter, 2007). In this study no such link could be made. An identifying code is allocated to the received data sets in order to internally link data items for manipulation in relational databases but this code is randomly generated during the collection process and does not correspond with any individual response route. Once provided, therefore such data is effectively automatically anonymized by the capture process. With hindsight (and more experience of the software) had any such request been made I consider I could have worked with a specific date/time of completion and some further relevant information for example sex, age, ethnicity, subject area to identify an individual. Not including this option explicitly was an early design fault; one which would be addressed in future projects.

This project is not sponsored in the sense that it has been especially commissioned by an external funding body. There are, however, supervisory fees associated with doctoral study which are, for the most part, subsidised by the university. It is therefore incumbent upon me, as a doctoral student/researcher and employee to respect both the investment the institution has made facilitating this work, and the reputation of the university itself. This responsibility to the institution and to the wider community of educational researchers is the rationale for offering ‘a full, honest and amenable justification on the final choice of methods’ (BERA, 2004, p11) in this chapter.

In combining quantitative and qualitative data collection instruments, my aim was to build upon the advantages of, and mitigate the potential disadvantages of each with respect to data capture, mining and reporting. Surveying is a useful method of capturing data that can be analysed to produce a ‘big picture’ of a particular set of social phenomena from a larger pool of respondents than it would be feasible to interview, consequently it ‘relies on breadth rather than depth for its validity’ (Blaxter et al, 2001, p79). Depth, therefore, is achieved through the interview stage with information-rich respondents identified through the survey process (Teddlie and Tashakkori, 2009). The detailed discussion of both stages set out below describes how I sought to eliminate some common errors in constructing each through the process of ‘piloting’ (Bell, 1999, p127) prior to dissemination.

Phase 1: the academic survey

Having established my rationale for adopting a primarily pragmatic approach to the research process, I now discuss the intricacies of the design and execution of the first stage, the academic survey. To inform my selection of methods I began by ordering the aims of the study (pp76-77) with respect to eliciting data that would identify the professional profiles of academics (the agents of interest) and capture their perceptions of the forces influencing operations in the field in which they practice. Question items were generated from my earlier mining of the literature and constructed so as to test whether extant findings were accurate, relevant, and had currency and value in the context of

uncovering the post-1992 academic identity according to the respondents' perceptions. In challenging this group with a series of quotations drawn (and cited) from the literature and furthermore extended by my own interpretations of potential impacts informed by my wider reading, I hoped to elicit data that would shape the interview phase so as to answer the three overarching research questions comprehensively and transparently. In terms of constructing a broad 'present-status perspective' (Murray Thomas, 2003, p41) the use of a survey was a best-fit option to achieve my initial objectives given that:

Survey methods involve gathering information about the current status of some *target variable* within a *collectivity*, then reporting a summary of findings. A *target variable* is a specified characteristic of a group... [or] *collectivity* [which] is a group of things of a specified kind that becomes the focus of a survey.

Murray-Thomas (2003, p41, original emphasis)

The intention was not to provide a statistical review, or any form of correlation analysis which is not appropriate when collecting perceptions or opinions using an 'opinionnaire' (Murray Thomas, 2003, p43) in a humanistic enquiry. The main advantage of the survey method was that I could reach academic staff (the collectivity) across the institution to identify commonalities or differences (the status of target variables). These themes were presented Map of Aims (figure 3, p76) and cross-referenced with the literature (p77) but briefly they elicited data designed to:

- Authenticate the sample profile
- Benchmark teaching competences/qualifications on entry to the profession
- Discern perceptions of institutional support
- Garner understandings of the impacts and implications of widening participation for the wider professional field of interest, the landscape of the post-1992 sector
- Glean perceptions of implications of this initiative for local, personal practice
- Gather perceptions of change in the field, nationally and locally
- Invite further participation through interview

Establishing aims from which objectives can be fashioned early on indicates an appreciation of the fact that the research instrument, the questionnaire, is a component of the '*total survey design (TSD)*' (Fowler, 2003, cited in Sue and Ritter, 2007, p1, original emphasis) approach. TSD then, is the whole process of ensuring that the instrument is designed appropriately to achieve the stated objectives. This process requires a clear structure from the outset, decisions are made concerning identifying an appropriate sampling frame, constructing a data collection strategy considering time and cost constraints, selecting an appropriate research instrument, formulating questions and piloting (pre-testing) the questionnaire, monitoring data collection and organising follow ups as necessary and managing the data as appropriate for ultimate analysis and dissemination. These 'basic steps in the survey process' (Sue and Ritter, 2007, p2) governed the decision-making processes pertaining to this stage.

Significant advantages of surveying include time and cost savings (Murray Thomas, 2003). These limitations on the study meant that I had to be as economical as possible with my personal resources and the potential constraints on participation (time, energy, ease of use). I thus elected to create and disseminate the survey electronically using professional specialist software distributed by SurveyMonkey®. This service facilitates the collection and collation of participant data for further electronic manipulation at the analysis stage and connectivity with other analytical software, for example results can be downloaded into a Microsoft Excel file for the creation of visual aids to data reporting, notably graphs and tables. Already familiar with the free version, I opted to purchase a subscription to the professional version as this offered a more secure (encrypted) conduit and an array of sophisticated filtering tools for data mining. Question creation is user-friendly; items are easily reviewed, amended, moved or deleted. I also considered that an electronic option would have benefits for participants and increase the integrity of the research approach. Academics conduct a significant part of their communications through electronic mail and are thus familiar with this mode of initial contact. This meant that I was able to personalize invitations (appendix 1) to participate through composing an appropriate email message which incorporated a web link generated by SurveyMonkey® providing instant access to the online questionnaire.

External validity (Trochim, 2006) is conferred by transparently rational decisions concerning how the researcher approaches ‘Sampling... the process of drawing a sample from a population’ (Johnson and Christensen, 2000, p156). How a sub-group (the response pool) representative of the wider group (MidwayU teaching staff) is selected takes on an especial importance when the study is of a ‘sequential mixed design’ (Teddlie and Tashakkori, 2009, p26) because the interviewees form a sub-group of the original sample (that is, a sub-sub group of the population of interest) (p82). Given that I both teach and research in the field of interest, it was incumbent upon me as a reflexive researcher to ensure that engagement with the study was open to all colleagues, not just those known to me.

I therefore used a mix of sampling frames adapting them to this case as appropriate. I used a form of purposive sampling to generate initial interest. This approach:

...addresses specific purposes related to research questions; therefore, the researcher selects cases that are information rich in regard to those questions... using the *expert judgment* of researchers and informants.

Teddlie and Tashakkori (2009, p173, original emphasis)

I first invited participation from colleagues with whom I had earlier discussed the project and who had expressed an interest in engaging with it. In asking this group to either provide me with contact details for others who might be interested, or in forwarding the survey link directly I was moving into a derivation of the technique of ‘snowball sampling’ (Sue and Ritter, 2007, p33). Ordinarily this method of sample selection involves one participant recommending another and that person another and so forth. I considered this model too drawn out and also that it placed unwarranted responsibility for the progression of the project on participants rather than on me as researcher and thus project manager. This adapted form does however, make success rates difficult to discern because participants cannot be relied upon to inform the researcher where they have forwarded the link. The third sampling frame I employed was an element of:

...convenience sampling... a non-systematic approach to recruiting respondents that allows potential respondents to self-select into the sample.

Sue and Ritter (2007, p32)

I adapted this technique by trawling through the institution's email address book and randomly selecting staff designated as lecturers and who were unknown to me. In this way I wanted to avoid potential accusations of 'coverage error... where the sampling frame does not completely represent the population of interest' (Sue and Ritter, 2007, p35) and thus potential bias. By this, I mean that the first group, known to me and therefore purposively invited, might have been known to me through shared interests and potentially, ideologies concerning the topics being explored. They may well have invited (through snowballing) colleagues also having similar sets of beliefs. As part of the reflexive practice aimed at objectifying data collection, I am confident that this not the case but the aim is to convince external observers that the process of participant selection is transparently valid. Adding this third tranche of potential participants i.e. colleagues unknown to me demonstrates a willingness to represent the wider population faithfully. These positive reflexive practices conferred 'credibility' (Teddlie and Tashakkori, 2009, p209) that redressed the absence of validity normally bestowed by a response rate, that is the number of people who actually respond divided by the number in the whole sample and converted to a percentage (Johnson and Christensen, 2000).

Survey items were carefully worded to avoid potential: 'Ambiguity, imprecision and assumption' (Bell, 1999, p121). This means aiming for clarity of expression; thought being given to the structure of individual items to ensure they would elicit the desired data and where necessary, an explanation of terms which respondents may be unfamiliar with. Thought was also given to structure, the intention was to organise the questions into sections organized in such a way that the process of answering appeared to 'flow'. Here the aim was to encourage deep thought and engagement from respondents by making the web pages user-friendly, that is, easy to navigate, easy on the eye, coherent and logically ordered. To test these elements I piloted the questionnaire with ten academics. This was

an extremely useful step in the TSD process. This group not only completed the questionnaire, adding helpful comments and suggestions within the document but also took time to offer an electronic evaluation of the relevance of the study and the experience of participating. The feedback (appendix 2) provided me with valuable insights into the technical mastery of surveying electronically, the skill of affording items clarity through elucidation, the construction of options to ensure that answers were not prescribed by limitations on responses and the art of engaging the respondent through physical structure and flow (moving about the survey) and cognitive/emotional relevance and resonance (thinking/feeling about the exploratory topics). This form of peer review arising from both novice and experienced researchers guided the shaping of the final document in a way that perhaps most researchers cannot depend upon. By this I mean that piloting a representative sample might usually generate a range of responses that must be examined without participant explanation. Here, the pilot participants were academics and had an interest in the process of conducting academic research, as well as the topic area. I found that these people were more than willing to offer constructive criticism and considered support with respect to design and execution. In addition, informal discussions were held with other colleagues who were enthusiastic about the project and its shape and direction. The final version of the questionnaire (an anonymous completed questionnaire is included as appendix 3) was structured around five sections drawn from the aims (pp76-77):

1. Informed consent
2. About You
3. Widening Participation: Your Perceptions
4. Widening Participation: Your Practice
5. And Finally

It concluded with an expression of appreciation for participating and an invite to engage further at the interview/focus group stage.

The survey was designed to capture facts, for example ‘teaching qualifications on entry’, personal enquiry ‘what brought you into the profession?’ as well as ranked perceptions ‘to what degree does this statement resonate with you?’ and experiential data ‘do you use these technologies?’ For all but factual items a comments box was included to collect narratives concerning expanded thoughts prompted by an item. The statement of findings chapter describes timing and sample size and presents results graphically (for the most part). The accompanying narrative for each set of findings is primarily descriptive because it was not an end in itself; it was a research ‘moment’ (Bourdieu, 1985, cited in Robbins, 2008, p38). Its purpose was to construct a knowledge base from which to identify key issues warranting further exploration and deeper explanation through face-to-face interviews. Furthermore, had the study terminated here, the knowledge that had been gained through the survey would have been at best interesting but at worst, incomplete and thus of little use in terms of answering the research questions and subsequently informing debate.

Phase 2: the academic interviews

Phase two sampling comprised the identification of a representative sub-group of potential participants from the pool of respondents (p94). This is a very different process from selecting the original sample because it is data-led (p82); it is grounded in the eventual outcomes of data interrogation (Strauss and Corbin, 1998). This form of purposive sampling (p94) allowed me to identify ‘cases that are information rich in regard to the [research] questions’ (Teddlie and Tashakkori, 2009, p173). There is also a pragmatic dimension to consider, that of respondents’ indications of willingness to participate further. I elected to approach fifteen respondents (25% of the original sample) from those who had expressed a definite interest in being interviewed (p160). From the information submitted through the questionnaires I was able to systematically organize and re-organize the list of potential interviewees to ensure that together they represented the academic profile at MidwayU and between them represented a wide range of expertise and experience. In this way the final group included teachers from a number of different disciplines (core and non-core) whose depth of engagement with the survey

suggested that they would be able to take the study forward and subsequently that valid, that is, trustworthy theory might emerge because it was grounded in the richness of their information.

Interviews can be more problematic to organize than a survey as the process relies on mutual convenience (date/time) and a suitable location (place) (Bell, 1999). In the interests of ethical respect and confidentiality I had originally intended to book private spaces given that I share an office and I did not consider it appropriate to meet with participants off campus. In the event, however, most interviewees suggested that they combined the interview with an opportunity for a work break, therefore several were held in public spaces. Whilst this might have previously distorted recordings, digital voice recorders are highly sensitive and directional therefore no loss of data occurred. The fact that my respondents were academic staff (colleagues known and unknown to me) meant that pre-occupations with potential power imbalances, with sacrificing objectivity for the sake of putting interviewees at ease, and with following a pre-set semi-structured schedule (Bell, 1999) did not arise in this study. In the event my main concern was with the length of interviews as in some cases respondents were keen to continue longer than the proposed maximum hour duration.

I had elected to offer participants the opportunity to select one from three topic areas as defined in the chapter setting out the aims of the study. Each participant was emailed all three options at the point of invitation and did not have to indicate a preference until the interview commenced. This decision, to offer participants preparation time, aimed to ensure that they had already had the opportunity to reflect upon what interested them most and gave them ownership of the process of marshalling their thoughts. In this way I hoped to capture richer data on the basis that it would be considered data. I also viewed this method to have the potential to be a research moment in itself as the number of academic staff selecting a particular option could well serve as an indicator of habitus acquisition in the context of field awareness and subsequent practice. Therefore, when reflecting upon the results of the survey stage I refined the potential categorisation of

narrative data through the formulation of sub-sets of aims concerning field (my workplace), habitus (my role) and practice (my students) as follows:

My workplace:

- To ascertain interviewees' perception of the notion of a 'new managerialism'
- To consider this response in the light of their experiences of a widening participation cohort and the notion of a 'therapeutic university'
- To collect perceptions of potential implications of these for notions of graduateness
- To garner predictions for the future of the sector

My role:

- To ascertain interviewees' perception of their academic identities, and inherent pedagogical philosophies and practices
- To consider this response in terms of how these interpretations shape their personal response to teaching and researching activities
- To collect perceptions of notions of value-added and institutional core values
- To garner predictions for the future of the sector

My students

- To ascertain interviewees' perceptions of the implications of widening participation upon learning and teaching
- To consider this response in the light of their interpretation of their part in shaping the student experience
- To collect perceptions of potential implications of moving towards a technology enhanced learning environment
- To garner predictions for the future of the sector

In each case, only four guiding questions were offered and each was elucidated by quotations and arguments mined from the literature as tasters of areas they might wish to explore and expand upon. These questions and attendant literary prompts are set out in the statement of findings where they suit the design analysis (i.e. not sequentially), therefore, all three options are included as appendices 4, 5, 6 and 7 (references) respectively.

In this instance the three sets of interview questions were piloted with an experienced qualitative researcher who considered them structured sufficiently well to encourage rich data and to provide the interviewee with the freedom to emphasize issues they considered to be of import. Also, none of the options were bounded; I anticipated considerable overlap in responses given the multiple contexts of academic practice. This concurs with the essential tenet of grounded theory research where the:

...approach to theory building is one of **emergence**... the design, like the concepts must be allowed to **emerge** during the research process.

Strauss and Corbin (1998, p33, original emphasis)

What this means in practice is that I was prepared to allow the specifics of close analytical design to be dictated by the data themselves. The process of immersive data mining must be clearly demonstrated; therefore a worked interview transcript is included as appendix 8. In essence, participants provided me with sets of responses which I interpreted into themes and sub-themes. I have included a verbatim transcription and annotations (appendix 8) to make coding choices and decisions transparent to demonstrate validity. Through careful interrogation the data was initially grouped within the three overarching categories (appendices 9-12) and then recombined and quantified for presentation as a table of constructs (figure 69, p168) to offer an overview prior to comprehensive analytical discussion.

My final intention, to conduct a focus group with informants who had undertaken accredited HE teacher training was not successful due to the unavailability of potential

participants at the same time. I had included this method with this particular sub-set of participants because I had hoped to explore aspects of group dynamics emerging from collective discussion (Morgan, 1997) of such a programme, particularly with respect to its structure, content, mode of delivery and perceived efficacy. Nonetheless, both survey and interview participants were readily forthcoming with sufficient data pertaining to these aspects of their experience to inform the discussion with valuable and credible input.

The Summary of Findings chapter opens with a review of the fieldwork timeframe and subsequent sample sizes and profiles for both stages. The analysed survey data is presented first to serve as a foundation for the table of constructs drawn from the analysis of the interview transcripts. In this way, the discussion is rationally contextualised.

STATEMENT OF FINDINGS

Overview

This chapter first presents phase 1 data to ground the direction of the interviews. Phase 2 data are structured as a series of tables of constructs. Such a model summarizes narrative data as sets of themed statements, and quantifies them to offer ‘tabulations of the frequency of the phenomena’ (Silverman, 2010, p276). Finally data are combined to provide a manageable overview of key findings as figure 69 (p168): Thematic presentation of interview data within a Bourdieusian framework. The framework structures the analysis and discussion chapter within which participants’ narratives are brought forward to confirm or challenge extant literature including new sources, to support the construction of emergent theory concerning the debate surrounding the professionalization of teaching in higher education in general and the post-1992 sector more specifically.

Phase 1: the survey

The primary aim of analysis was to construct links and make connections between responses in a logical, valid and transparent way. Data was downloaded into an Excel spreadsheet to facilitate statistical analysis and the sorting of qualitative comments. SurveyMonkey[®] offers a multi-level filtering system, summary report production and access to groups of or individual responses for closer investigation, data interrogation could be as sophisticated or as simple as required. Duplicated narrative data are quantified to indicate the degree of significance but represented by a single pertinent quotation. All seven sections (as set out below) are summarized for brevity, so that an overall understanding can be readily gleaned. Quantitative data are represented as both percentage ratios (% , rounded up) for ease of comparison and numbers of respondents (r) to demonstrate statistical accuracy. Findings are presented as graphs or tables with attendant commentary, or as a narrative description for clarity. Qualitative quotations are italicised and indicate the academic discipline of the respondent as context.

The online survey was conducted over four weeks in February/March 2009; sixty five academics (lecturers) entered the survey. All respondents gave their informed consent to participate in the study. On inspection five forms were insufficiently complete to add any meaningful data and were deleted, therefore the sample size was sixty, where the response pool for any single item is less than $n=60$, this is stated. Anonymity was offered as ethical practice; this was waived by 60% (36r). Most named respondents were male (70%, 25 of 30r). Three initially anonymous participants later revealed their identities at the invitation to interview phase suggesting a measure of trust of, and in the project and the researcher and subsequent readiness to participate further.

The framework for the analysis follows the overarching structure of the 'Map of Aims' (figure 3, p76):

1. Profile: authenticate sample
2. Entry data: benchmark early preparedness for HE teaching
3. Institutional support: induction, teacher training, CPD/DPR opportunities
4. Widening Participation: perceptions of implications for personal practice
5. Seven Principles: perceptions of implications for personal practice
6. Sensing shift: perceptions of implications for personal practice
7. Invitation: further participation

Each section is introduced with a short rationale for its inclusion and direction and concludes with a brief summary of key findings.

1. Profile data: authenticating the sample population

Attribute data served to authenticate the sample as representative of the general academic population at MidwayU with respect to gender, age and ethnicity. To test the assertion that contemporary entry routes are non-traditional (Trowler, 1998), items focused upon the year and mode of, and motivation for, entering post-1992 academia. It also canvassed respondents' professional expertise and highest academic qualification at that time.

Attributes: the gender balance was even at 50% male/female (30/30r). Most (n=59) were aged over forty (75%, 46r), 39% (23r) were within fifteen years of retirement. All were White ethnic. Given the low percentage of BME academic staff in post, the profile satisfactorily resonates with the institution's data, validating the sample as representative.

Year of Entry: all (n=58) had entered the profession post-1992 and the majority were relatively recent recruits at the time of the survey (2009): 3 years or less experience (50%, 29r), 4-6 years (33%, 19r) and more than 6 years (17%, 10r).

Routes into HE: these were formal e.g. through recruitment advertisements, or acceptance of a Graduate Teaching Assistant (GTA) post or informal, e.g. through personal invitation.

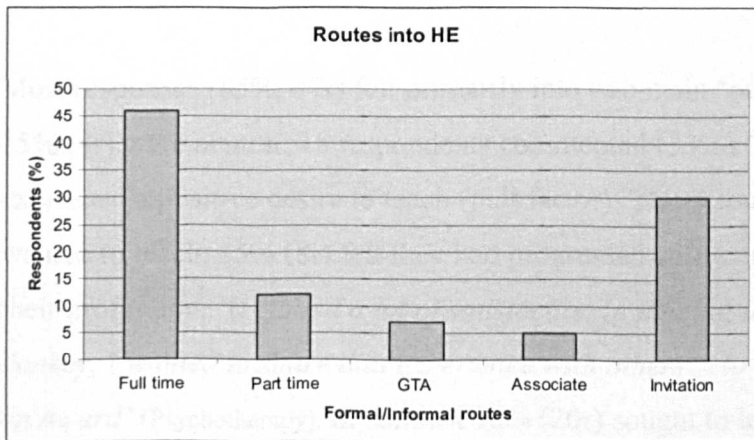


Figure 5: How academics were recruited into the profession

The main entry route (n=57) was through formal selection processes (full time 46%, 26r, fractional/part time 12%, 7r, or Associate 5%, 3r). Informal entry as a development of early loose associations (guest speakers) is not unusual, 30% (17r) entered in this way. Four (7%) were GTAs. In terms of progression, the analysis of current contracted status (n=59) suggest significant movement towards permanent full time status (63%, 37r), permanent fractional (17%, 10r) and 20% (12r) continued with renewable contracts. All GTAs had been successfully placed on staff.

Motivation:

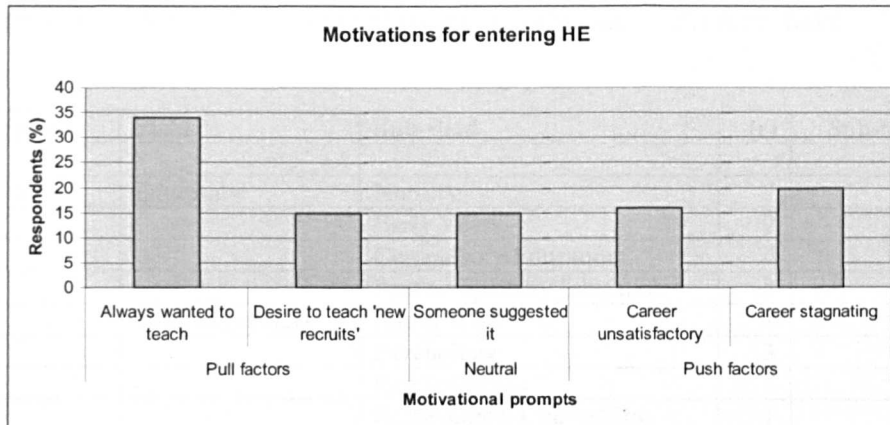


Figure 6: Why academics entered the profession

Most responses (85%, 47r) fell primarily into two main 'pull' or 'push' categories (n=55), 15% (8r) were neutral, 18 respondents commented (33%). Forty nine per cent (27r) expressed a positive desire to teach (pull factor). Thirty four per cent (19r) had always wanted to teach, 15% (8r) felt they had progressed sufficiently to teach 'new recruits' to their profession: *'[I] found a lot of satisfaction in pinning the theory tail on the practice donkey, I wanted to share that experience with others... to enable people to work towards an award'* (Psychotherapy). In contrast 36% (20r) sought to leave an unsatisfying professional field (16%, 9r) or stagnating career (20%, 11r), push factors: *'I was due to be deployed to a lower grade and a post that did not interest me within the NHS'* (Occupational Therapy). Six of this latter group commented that the move was a means to an end, a mechanism for pursuing personal research interests, for example: *'In 2006 I met [a programme leader] at an industry conference... he started sweet-talking me to come out of industry (which I was frustrated with at the time) and join his teaching team here. What really persuaded me was the idea that I would have freedom/free time to pursue new personal projects, either research or enterprise, with the teaching as a secure job with a stable income to support these "side projects"'* (Computer Games). Fifteen percent (8r) had not thought of HE teaching until someone suggested it, it is not possible to interpret the locus of motivation as either push or pull from this data.

Professional expertise: figure 7 tables the wide range of subject specialisms from which recruits (n=58) are drawn from the public (62%, 36r) and private (38%, 22r) sectors. Sixty per cent (35r) confirmed maintaining regular links with their field.

Sector	Field	Sub-field	(r)	Sub-total (r)	Sector (r, %)
Public	Education	Nursery	2		
		Early Years	2		
		Compulsory Education	4		
		Post compulsory Education	8	16	
	Support Services	Social Work	1		
		Psychology	3		
		Psychotherapy	3		
		Bereavement Counselling	1		
		Anger/Coercion Management	1	9	
	Medical	Medical Photographer	1		
		Nursing	2		
		Occupational Therapy	2	5	
	Public Services	Environmental Health	2		
		Health and Safety	1	3	
	Academic	Historian	1		
Sociologist		1			
Librarian		1	3		
					36r, 62%
Private	Professions	Accountancy	1		
		Human Resources	3		
		Law	4		
		Marketing	2		
		Management Consultancy	2		
		Media	1	13	
	Industry	Computing	2		
		Engineering	3	5	
	Entertainment	Events Management	1		
		Sports	2		
		Theatre	1	4	
				Total	58r, 100%

Figure 7: Professional expertise on entry

Highest academic qualification on entry: the summary report indicates this item was too narrow in scope (n=55), an analysis of comments added two further categories, Foundation Degree and Doctor of Practice: Education (n=58).

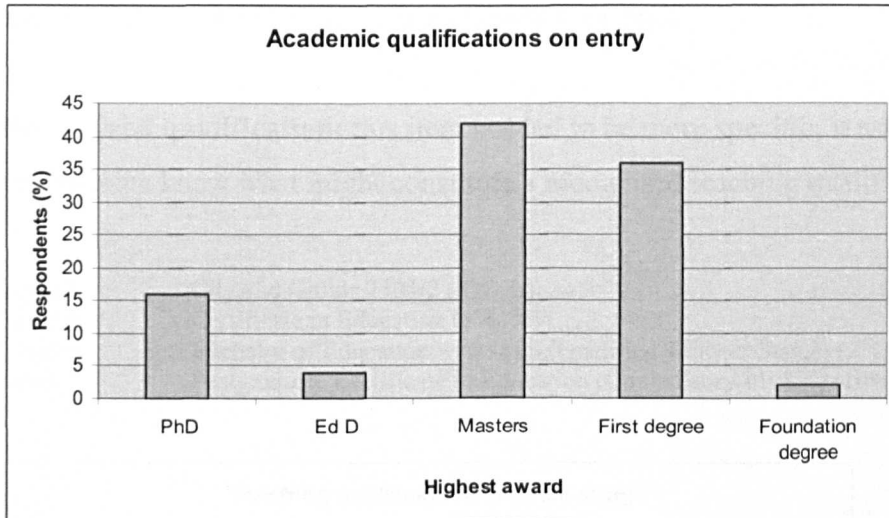


Figure 8: Levels of academic achievement on engagement to post

MidwayU attracts new staff primarily qualified to level 7 (Masters), (42%, 24r) or level 6 (36%, 21r). Level 8 academics included Doctors of Philosophy (PhD) (16%, 10r) and of Practice (Ed D) (4%, 2r). The single (2%) Foundation (level 5) respondent commented on undertaking a top up pathway (level 6) on engagement.

Profile summary: the sample population is representative in terms of attribute data for academic staff at MidwayU as established in the scope section. Recent recruits have entered post-1992 academia through non-traditional routes, nearly half were motivated by pull factors (a conscious desire to teach), just over a third by push factors (a desire to escape disappointing career trajectories). They were drawn from a wide range of public and private professions, most were academically qualified to, or above the level they were employed to teach.

2. Entry Data: benchmarking early preparedness for HE teaching

This section aimed to elicit whether respondents perceived themselves as prepared to teach at a higher level, either through holding recognised teaching qualifications, or having amassed adult teaching experience elsewhere or both.

Recognised qualification: this item needed to be more specific; it assumed that respondents knew what might constitute a recognised teaching qualification.

Level 3	City and Guilds 7301/2 (5%, 3r)
Level 5	Certificate in Education (8%, 5r)
Level 6	Bachelor of Education with QTS (Qualified Teacher Status) (7%, 4r)
Level 7	Postgraduate Certificate in Education (Compulsory/FE/HE) (10%, 6r)

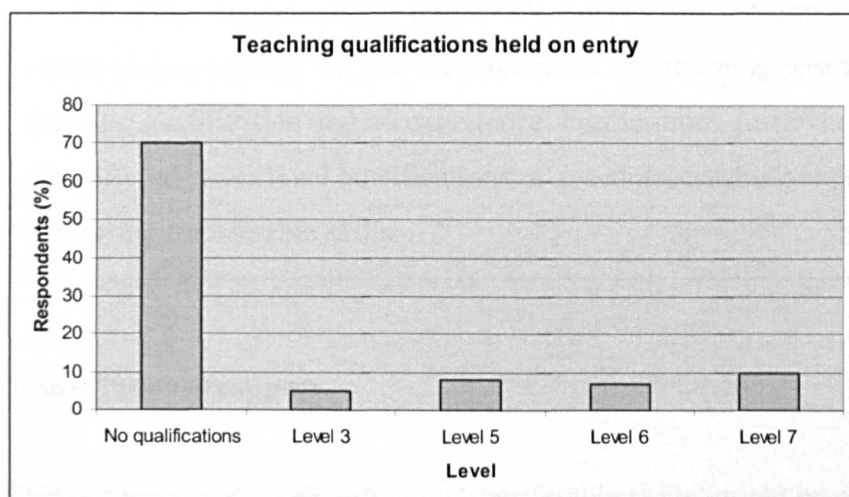


Figure 9: Teaching qualifications held on entry

On first analysis (n=60) the majority described themselves as having no specific teaching qualifications at any level (63%, 38r). The group that claimed qualification (37%, 22r) was then investigated for level of qualification and four further respondents (7%) were deemed unqualified once first degrees were discounted. Thus the actual figures were: seventy percent (42r) non-qualified, 30% (18r) qualified to some level as graphed above (levels seven: 10%, 6r, six: 7%, 4r, five: 8%, 5r, and three: 5%, 3r respectively).

Amassed experience: this item elicited a range of interpretations as to what ‘teaching experience’ might constitute. Filtered analysis of the non-qualified group (70%, 42r) suggests a third (14r) also lack teaching experience. Of those who considered themselves not qualified but experienced (67%, 28r) the analysis of self-descriptive narrative data offered categorizations such as private tutoring, teaching assistant and professional trainers (formal posts and informal activities) in a range of education and training settings but not specifically higher education, inferring a variety of transferable skills.

Benchmark summary: a significant majority (70%, 42r) of new recruits entered the profession with no recognized teaching qualification, 20% (12r) held qualifications at level 6 or below, 10% (6r) postgraduate certificates. The data trawl of amassed experience revealed a range of interpretations in what this might constitute. The statistical data suggests that a third (33%, 14r) of new recruits who entered post-1992 academia had applied for, and were recruited to a teaching post for which they had no teaching qualification and no experience. Furthermore, just over half the sample (56%, 40r) offered lower level qualifications or anecdotal teaching experience ‘equivalents’ conferring transferable skills.

3. Institutional support

This section aimed to identify how ‘transferable skills’ might be converted to ‘fit for purpose skills’ through opportunities for induction, for engagement with accredited teacher training and CPD events, and for undertaking higher study or individual/collaborative primary research as directed by formal and direct management planning. It also considered aspects of the individual’s working environment (facilities to do the job) and teaching workload as potentially impacting upon informal and indirect means of acclimatization (habitus acquisition).

Induction

Forty two percent (25r, n=59) did not consider they had been formally inducted, one commented: *'I did not have the opportunity to attend the corporate induction as I already had significant teaching responsibilities by this point'* (Occupational Therapy). Those that had attended (n=34) rated its usefulness in terms of gaining understandings of 1) how the institution works, 2) how their school works and 3) the LTA needs of the student body.

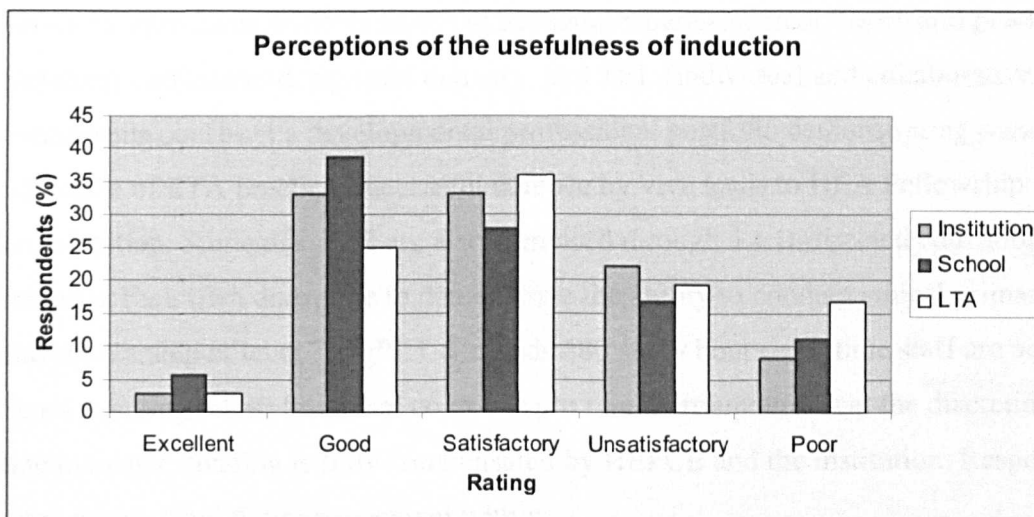


Figure 10: The effectiveness of formal induction according to academic staff

Inductees indicated there was uncertainty as to its duration, form, quality and value. Whilst the statistical data indicates that most respondents rated formal induction as satisfactory or better: Institution (69%, 25r), School (74%, 26r) and LTA mission (64%, 23r), narrative data from the comments (44%, 16r) were primarily negative.

Respondents questioned its duration: *'A day's training'* (Coaching), its form: *'I had a mentor... this didn't last long though'* (Education), its quality: *'A very disjointed process, which really did not get to grips of what a lecturer does and how the support mechanisms effectively work for them (an issue around the psychological contract)'* (Human Resource Management) and its value: *'The University is a massive grinding bureaucracy which is*

extremely alien... Induction merely sells us the rhetoric of what we're doing here, and tells us the official procedures for acting in this environment. Neither of these things tell us what we really need to know to survive and achieve anything. This is learnt the hard way'

(Computing). Another noted: *'It didn't check whether I COULD teach though'* (Education).

Engagement with (HEA) accredited teacher training: The Postgraduate Programme in Learning and Teaching (PgPLT) informs and supports staff lacking teaching qualifications and/or significant teaching experience. This four module (60 level 7 credits) course (1 year duration) introduces students (staff) to pedagogical/androgical theory and practice including curriculum design and delivery, and TEL (individual and collaborative). Participants construct a developmental professional portfolio demonstrating personal reflection of LTA practice, successful defence by viva leads to HEA Fellowship accreditation. Students (staff) are also mentored through a self-directed educational enquiry rooted in their own discipline to demonstrate the ability to conduct ethical primary research and scholarship at level 7. PgPLT demands 600 study hours, full time staff are accorded 60 hours teaching relief; fractional contracts pro rata. Participation is at the discretion of the line manager, funding is fully compensated by HEFCE and the institution. Respondents were asked about their engagement with it.

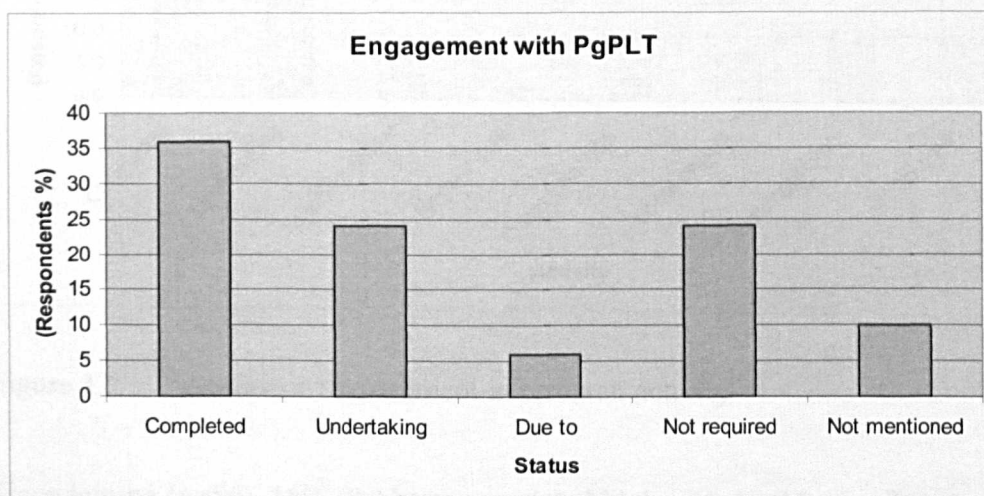


Figure 11: Gaining HE teaching accreditation

Here, (n=50) thirty six per cent (18r) had successfully completed the programme, 24% (12r) were undertaking it at the time of the survey, 6% (3r) were aware that they were due to enroll, 24% (12r) considered themselves exempt and 10% (5r) were unaware of the programme. A significant number (16%, 10r) however, did not answer this question making overall awareness difficult to quantify. Engagement is not always straightforward: *'Currently intercalated... due to increased workload'* (Computing). Success can lead to further, higher level study: *'have [since] enrolled on Masters qualification'* (Education).

CPD: Continuing Professional Development is formalized through DPRs (Development Progress Review) linked to pay scales (exceeding, meeting, failing to meet expectations). Half (57%, 34r) (n=59) were involved, 24% (14r) were not and 19% (11r) unsure.

Engagement with research: undertaking primary research can be within an accreditation framework (higher study) individual and self-directed, or locally collaborative.

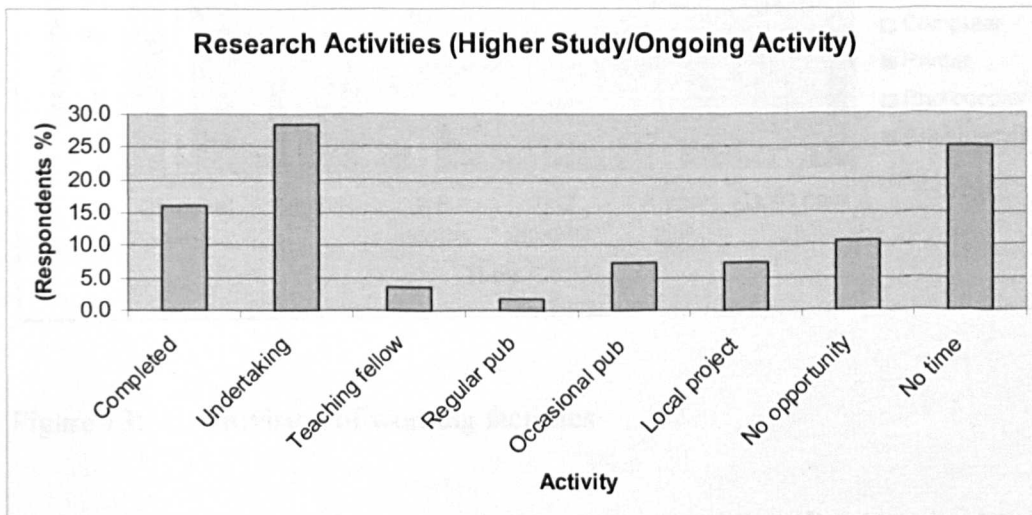


Figure 12: Academic involvement in research activity

Since joining (n=56), 16% (9r) have completed higher study (Masters 6%, 3r, Ed D: 3%, 2r, PhD: 7%, 4r), 29% (16r) are currently engaged (Masters 14%, 8r, Ed D: 6%, 3r, PhD: 9%, 5r). A single (2%) respondent publishes regularly, four (7%) occasionally. Two (4%) were teaching fellows, four (7%) involved in local projects (7%, 4r). Institutional support

varies but significantly 36% (20r) reported having neither the opportunity (11%, 6r), nor the time (25%, 14). One commented: *'Research is very separate from teaching in the general ethos'* (Education). With respect to fee subsidy (n=20), these may be met in full (50%, 10r) in part (35%, 7r) or not at all (15% 3r) (Associates). In terms of time allocation (n=17), the majority (65%, 11r) had none whereas (35%, 6r) did where research was linked with specifically funded projects, for example Teaching Informed by Research (TIR) bids.

Working environment: Indirect support for habitus acquisition can be gleaned through the timely provision (or not) of a functional, functioning working environment. Respondents (n=59) reported on the length of time before a range of facilities were available to them.

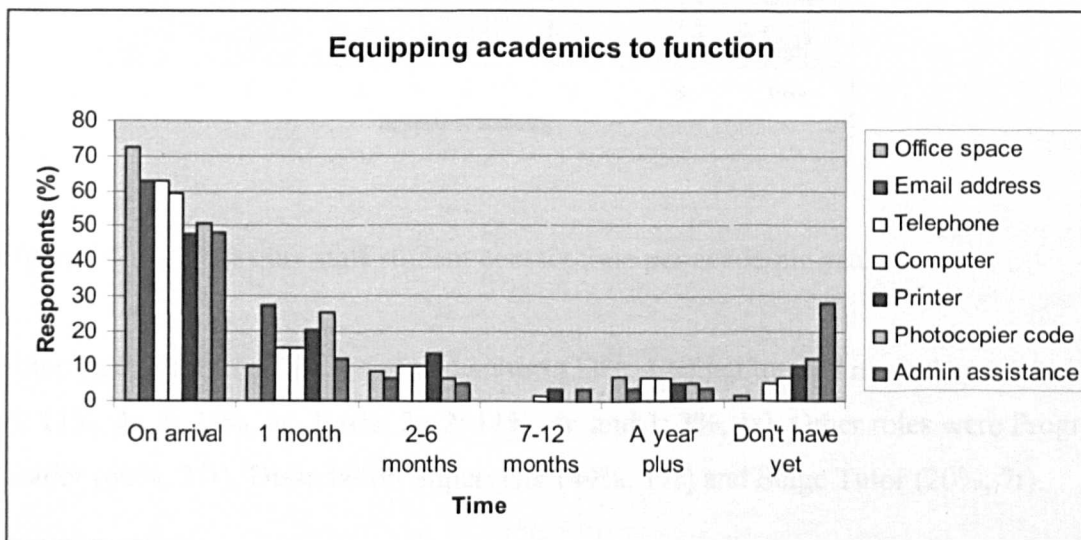


Figure 13: Provision of working facilities

Provision is patchy, of 16 comments, only one was positive: *'It was an impressively organised process'* (Education). Associate staff tended to be most affected: *'As an associate lecturer not many facilities are available. The above refers to my recent acceptance as a full time member of staff'* (Engineering). Core staff can find office space problematic: *'I had an office immediately, it has been taken away in an office reshuffle and currently I have been working without dedicated office space for 8 months'* (Psychotherapy) and: *'Initially allocated a desk but now hot seating'* (English).

Teaching workload: Timetables and teaching hours are reconciled (550 teaching hours per full time contract annually) on an individual basis. Respondents (n=59) reported their current contractual status as Full time (F/T) permanent (63%, 37r), Full time renewable (2%, 1r), Fractional [0.5-0.9] permanent (17%, 10r), Fractional [0.1-0.4] renewable (5%, 3r) and Associate (13%, 8r) lecturers.

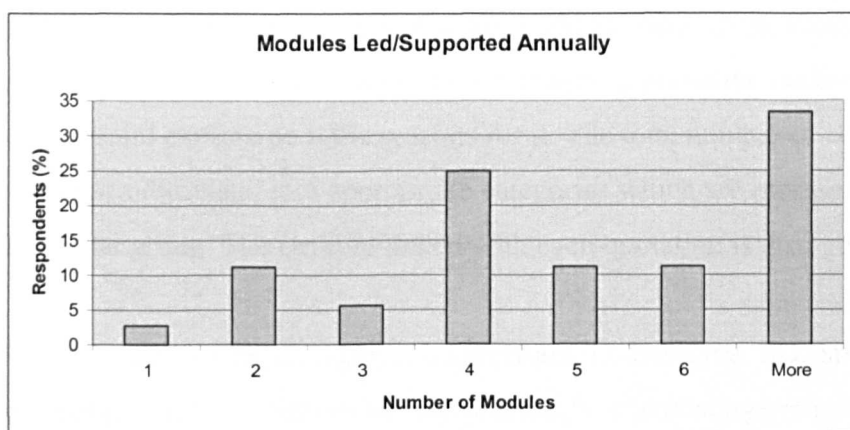


Figure 14: Full time staff student contact time per academic year

Filtering F/T staff (n=36) found that a third (33%, 12r) led/tutored more than six modules (6: 11%, 4r, 5: 25%, 9r, 3: 6%, 2r, 2: 11%, 4r, and 1: 3%, 1r). Other roles were Programme Leader (60%, 21r), Dissertation Supervisor (49%, 17r) and Stage Tutor (20%, 7r).

Institutional support summary: Inductees (just over half) rated its usefulness as satisfactory or better but 43% (15r) questioned its form, duration, quality and value. Engagement with PgPLT was significant, 66% (33r) had completed, were active or due to register. Twelve (24%) were exempt, five (10%) unaware. Most (57%, 34r) engaged with CPD, contractual status was no determinant, however F/T core staff (61%, 36r) are more likely to be engaged with primary research. Higher study attracts fee subsidies but not time relief, 36% (20r) had no time or no opportunity to research. Most had access to a functioning working environment within the first six months but these were not guaranteed, Associates regularly provided their own facilities. Teaching loads for core staff varied, most (64%, 29r) led/supported four or more modules per academic year.

4. Widening Participation: perceptions of implications for personal practice

This section was designed to draw out respondents' understanding of and response to Widening Participation (WP) according to propositions mined from the literature. These described an effect of WP (the premise) and suggested an implication (the claim) deriving from that proposition. Respondents were invited to indicate whether they agreed/disagreed and to what degree using a Likert scale, and comment on the thoughts the proposition prompted. Qualitative data was filtered against quantitative rankings to gauge the degree of opinion and explore possible reasons for it. The total number of comments is first recorded and then subdivided into appropriate categories which are represented by typical quotations from that group. The ranking linked with each quotation is also given, using the key below:

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

n = sample size, r = number of respondents, % = percentage ratio

The most popular rating is emphasized, quotations are coded SA, A, U, D or SD

Q1: The traditional university was an instrument of cultural reproduction. At the heart of this transference of cultural, social and economic capital was a teacher/learner interaction imbued with intimacy (Bauman, 1997). This intimacy is not achievable in a politically driven massified system responding to the supremacy of market forces (Scott, 1997).

Premise: There was an intimacy in the academic/student relationship

Claim: It is impossible to provide that intimacy in a mass system

	SA	A	U	D	SD	n
r	4	25	12	15	2	58
%	7	43	21	26	3	100

Figure 15: Academics' perceptions of the present potential for intimacy

These statements suggest the wider field of HE is irrevocably (and detrimentally) changed through massification, the macro view. Of the sample (n=58), half (50%, 29r) agreed/strongly agreed, 29% (17r) disagreed/strongly disagreed and 21% (12r) were uncertain.

Twenty five (43%) respondents commented, of this group 32% (8r) accepted the traditional university as the site of cultural reproduction but challenged its efficacy as a learning institution: *'The traditional university was a place where the privileged reinforced their position and some learning took place'* (Education) [D], or a place of intimacy: *'This intimacy was in many respects a myth... my first year (1973) most classes were 150+'* (Medical Photography) [A]. Contemporary HE was cited as a model of social engineering: *'We are all reduced to "factors of production"... the only cultural capital being truly successfully reproduced under this regime is consumerism'* (Computing) [SA]. The post-1992 sector was seen as a positive development for students: *'Whilst HE is commodified; arguably post-1992s are far more student-centred'* (Sociology) [D]. Conversely 60% (15r) took the micro view. Of these, twelve (48%) shifted the responsibility for intimacy from the political to the personal, 52% (6r) placed the onus on the student: *'It is available with some students but they need to be far more proactive'* (Sociology) [A] and: *'It is less possible with greater numbers, some students who make themselves known get a lot of support, those who are not quite so evident tend to get lost in the system'* (Education) [A]. The rest (48%, 6r), considered responsibility lay with the teacher but acknowledged constraints on the academic, for example: *'It can be difficult to find time/make time for in-depth contact'* (Business) [A]. In contrast three (24%) from smaller programmes could facilitate intimacy as suggested here: *'I have found it perfectly possible to make close relationships with students'* (Youth Services) [D]. Two (8%) respondents were uncertain, and their comments difficult to interpret.

Q2: The forced imposition of market forces upon academia has re-cast the university as a unit of production, one that has less and less control over its inputs and more and more accountability for its outputs (Jary and Parker, 1998).

Premise: The university has been re-cast as a unit of production

Claim: It has less control over its inputs and more accountability for its outputs

	SA	A	U	D	SD	N
r	13	30	8	8	0	59
%	22	50	14	14	0	100

Figure 16: Academics' perceptions of the nature of contemporary HE

The majority (n=59) agreed/strongly agreed (72%, 43r). Eight (14%) were uncertain, the same number disagreed, none strongly. Twenty three respondents commented (39%). Eighteen (78%) accepted claim and premise, one referred to: *'More responsibility without authority'* (Medical Photography) [A]. Two (8%) referred to inputs: *'You do not know who you are getting, what level they are at, or anything really about their competences'* (Education) [SA]. Most (39%, 9r) referred to outputs, for example: *'It does sometimes feel like a factory, it has largely become a numbers game'* (Human Resources Management) [A] and its impact on practice: *'I don't like feeling as though you've got to get everybody through'* (Sociology) [A]. One intimated powerlessness: *'This is a managerial matter'* (Law) [A]. Heightened expectations were cited: *'As they are now paying customers they are expecting more from teaching staff and research status means little to students'* (Coaching) [A]. For one re-casting is inevitable: *'We are in an age of competition and universities have to reflect the needs and wants of the market'* (Education) [A]. Furthermore, accountability could increase: *'Not nearly as much as FE – yet!'* (Education) [A]. Selection was an advantage (8%, 2r): *'I think in my area we are in a protected position because of the governance of professional bodies, I clearly see a difference where there is no such governance'* (Applied Mental Health) [U], and: *'We interview and counsel all our applicants and in general we are very happy with their progress'* (Youth Services) [D]. Absolute retention was challenged: *'We have built a strong reputation with industry by running a challenging course which many students are "not good enough" for. This model runs entirely against management practice in the university, we have low retention rates and are proud of it. Management wish us to not only improve our retention (possible if we raise the bar to entry) but also to simultaneously widen our intake. This is madness. We are doomed to fail imposed targets whilst having our heartfelt subject-specific cultural agenda crushed out of us by the grinding wheels of the system'* (Computing) [SA]. This statement dovetails with the three elements of the next question, exploring the possible consequences of accountability without control.

Q3: A) According to Toohey (1999) WP students' levels of competence with respect to subject knowledge and study skills are untested on entry thus presenting substantial challenges to academics. B) This has led to widespread accusations of dumbing down in the perceptions of the public, employers and indeed academics themselves (Baty, 2004). C) Increasingly, the academic, like the student, feels unknown and undervalued (Kinman and Jones, 2004).

- Premise: Widening Participation students are untested on entry
 Claim 1: This presents substantial challenges to academics
 Claim 2: That subsequent degree awards are less valid and valuable
 Claim 3: That the professional status of academics is diminishing

	SA	A	U	D	SD	N
r	15	26	9	7	1	58
%	26	45	15	12	2	100

Figure 17: Academics' perceptions of the challenge of WP students

	SA	A	U	D	SD	N
r	6	29	15	5	0	55
%	11	53	27	9	0	100

Figure 18: Academics' perceptions of the notion of 'dumbing down'

	SA	A	U	D	SD	N
r	7	19	18	13	0	57
%	12	33	32	23	0	100

Figure 19: Academics' perceptions of their professional status as diminishing

The sample size for A, B and C were 58, 55 and 57r respectively. Seventy one per cent (41r) agreed/strongly agreed with claim A, 15% (9r) were uncertain and 14% (8r) disagreed/strongly disagreed. Concerning claim B, 64% (35r) agreed/strongly agreed, 27% (15r) were uncertain and 9% (5r) disagreed, none strongly. With respect to claim C, 45% (26r) agreed/strongly agreed, 32% (18r) were uncertain and 23% (13r) disagreed, none strongly. Comments (34%, 19r) combined points about the premise and all three claims making quantification *per se* meaningless. The purpose of the question was succinctly captured by one respondent as: 'There is a need to question why we are here and what the role of academia is today' (Human Resources Management) [A: A, B, C].

A. The challenge of entry competences raised uncertainty about who WP students are, one described how mature students: *'are not entering HE via A level but through foundation pathways thus core skills have not been acquired'* (Coaching) [A:SA, B:A, C:U], another considered young students: *'What planet is Toohey on? Young people today are more rigorously examined as never before... schools... turn out a "best fit" "product" not perfectly hungry 18 year old minds'* (Law) [A:SD, B:U, C:A]. The term 'untested' was challenged: *'Perhaps diverse would be better, and it is certainly up to the academic to bring everyone to the same level'* (Marketing) [A:U, B:U, C:A]. Oversubscribed programmes had little control for example: *'We have a 5:1 ratio of applicants to places, so are able to select appropriate skills from the application forms. However we are not able to interview students, which we would like to, since this would be perceived a frivolous waste of productive time'* (Computing) [A:U, B:A, C:NR]. For several teaching is always represented by: *'A challenge yes, substantial no, it's your job and you get on with it or as a teacher you fail your students'* (Journalism) [A:D, B:A, C:D]. One viewed the answer as *'...study skills as the first module. This should highlight students with additional needs and hence personal tutors should be supporting students to move forward'* (Education) [A:U, B:A, C:D].

B. Dumbing down means the: *'Status of the institution becomes more important'* (Education) [A:A, B:A, C:U]: and is due to the institution: *'more from lowering the barriers to exit. It is the insistence of management that we retain all students and pass as many as possible in some form or other that weakens the value of HE'* (Computing) [A:U, B:A, C:NR].

C. As to academic de-professionalization, one used analogy: *'The education industry has grown like "Topsy" but the academic portion of that has certainly not grown as fast as the other business functions'* (Technology) [A:SA, B:U, C:SA]. Most referred to the importance of: *'Relationships with colleagues and line managers, both of mine are inclusive and effective'* (Sociology) [A:SA, B:A, C:D]. Perceptions of personal value can fluctuate: *'Within the institution I at times feel acknowledged and at other times feel like a number on a wage slip'* (Education) [A:U, B:A, C:D]. One, however, observed: *'If academics and students feel undervalued and lost in the system, they must surely realize that the system is simply a game that must be played more competitively than before'* (Law) [A:SD, B:U, C:A]. Academics then considered the value of a degree as currency.

Q4: 'With the growth in student numbers has come a devaluation in the currency of a degree' (Smith and Webster, 1997, p2).

Premise: HE has been massified

Claim: The more degrees awarded, the lower the relative value of each

	SA	A	U	D	SD	n
R	12	27	8	11	1	59
%	20	46	13	19	2	100

Figure 20: Academics' perceptions of the present currency of a degree

The majority (n=59) (66%, 39r) agreed/strongly agreed, 13% (8r) were uncertain and 21% (12r) disagreed/strongly disagreed. Filtering the narrative data (21 comments, 36%) found opinion relatively evenly distributed, these were sorted into the two camps outlined below.

Those who agreed/strongly agreed (57%, 12r) accepted both premise and claim. Some held inter-institutional competition responsible: *'Too many degrees devised for financial gains within a number of institutions'* (Coaching) [SA]. Degree value was questioned: *'...it is no longer a gold standard'* (Sports Science) [A]. One perceived a state-driven coercion to partake in a myth: *'...there is an "arms-race" that forces many people to endure further years of education that is of dubious value other than demonstrating a willingness to participate in the conspiracy that what is being taught will feed directly into their working life'* (Technology) [SA]. A public perception of dumbing down impacted upon students, for example: *'...it's becoming more important to go to the next level just to stand out'* (Human Resources Management) [A] and practice: *'It is hard not to spoon-feed as many students are uncertain even with detailed instructions'* (Education) [A], and on personal status and progression: *'staff are expected to achieve higher levels of education'* (Radiography) [A] and: *'certainly job adverts [in HE] now demand a PhD and/or research profile'* (Law) [A].

Those who were uncertain (14%, 3r), disagreed (24%, 5r) or strongly disagreed (5%, 1r) accepting the premise but not the claim as in this case: *'The public perception is that the more people have a degree, the less it is worth, therefore, for some, widening participation*

is synonymous with dumbing-down. I don't agree with this view' (Education) [U] and: 'In Western societies we have a view of education as a commodity, which is, or should be, limited to a relative i.e. clever people' (Education) [U]. For some compliance is the only option: '... in future, how "deprived" will people be without a degree?! Better to have one than not in the long term' (Law) [SD] because: '...other skills have become less respected as a degree has become more commonplace and expected' (Applied Mental Health) [D]. One argued a degree still correlated with employability: 'The notion and purpose of a degree has changed but it is still a fundamental characteristic of marketability...in an increasingly competitive job market' (Human Resources Management) [D]. Concern was expressed for the future of the degree, for example: 'A WP may not gain more than a 2:2. I would be concerned if classifications were abolished and all students simply awarded a pass, I could see a devaluation occurring with this' (Education) [D]. For one, management practices, not WP were responsible for devaluation: 'It is not necessarily the numbers but the fact that academics sometimes feel under pressure to moderate their marking so that more students pass that devalues the degree... with political correctness going mad, it's getting worse' (Earth Sciences) [D].

The perception, that high numbers are synonymous with lower standards, impacts upon academic status, philosophy and practice as explored by the next three questions.

Q5. The traditional measures of widening participation are quantitative data concerning students' social class, gender, age and ethnicity. According to Michie et al (2002) these are blunt instruments, it may be equally important (when designing institutional policy) to know whether a student is, for example, a parent, works full time, has not left home or is the first in their family to go to university.

Premise: HE collects general WP attribute data

Claim: It is virtually valueless in terms of supporting these students

	SA	A	U	D	SD	n
r	19	28	7	4	1	59
%	32	47	12	7	2	100

Figure 21: Academic's perceptions of the value of current WP measures

Of fifty nine respondents, 79% (47r) agreed, strongly agreed, 12% (7r) were uncertain and 9% (5r) disagreed/strongly disagreed. Fewer comments were elicited (24%, 14r). Knowing a student's circumstances was perceived as important for the institution, one observed: *'the first set of criteria is largely about compliance (equality of opportunity), the latter is about appreciating diversity'* (Human Resources Management) [SA], and for academics: *'Absolutely, as this would give us a more "rounded" view of a student and their needs'* (Sociology) [A] because: *'...social factors have a huge effect on studying and should not be ignored'* (Mentoring) [A]. For one this is the essence of WP: *'[It] should, in my opinion, be about starting where the person is and understanding their context and helping them move in the direction of their choice from that point'* (Applied Mental Health) [SA]. One, however, offered a caveat: *'we seem to be assuming here that 'designing institutional policy' is a good thing, this has rarely been my experience and smacks of big brother'* (Technology) [SA].

Three respondents opposed this view. One considered that success was the responsibility of the student: *'Once a student is here they need to fit in with how the system works'* (Human Resources Management) [D]. One argued for some differentiation but only in terms of an: *'Awareness and needs of full and part time students'* (Industrial Automation) [D]. One dissenter was especially emphatic: *'Does it matter where a student comes from??? Surely more important is where they are going??? These measures are simply to get an idea of where the money is coming from. Make it free again and you wouldn't care!'* (Sports Science) [SD].

Question 6 moves from institutional understanding of WP to challenge respondents as to their understanding of and respect for habitus, a student's situational awareness and consequent capacity to present with personal agency.

Q6. WP students have little knowledge of the explicit structures and practices of academia, let alone its implicit norms and mores (Bowl, 2003).

Premise: WP students are different to traditional students

Claim: They are unfamiliar with how academia functions and operates

	SA	A	U	D	SD	n
r	13	29	11	3	0	56
%	23	52	20	5	0	100

Figure 22: Academics' perceptions of the habitus associated with WP

Filtering comments uncovered why at least three people had not rated the proposition, demonstrating a clear unfamiliarity with the debate: *'What is WP?'* (Dance); *'What are WP students, Work Placement?'* (Sports Science), and: *'I do not know what a WP student is'* (Industrial Automation). Of those who did rate it (n=56) 75% (42r) agreed/strongly agreed, 20% (11r) were uncertain and 5% (3r) disagreed, none strongly. Of nineteen comments, 16 (29%) had rated the claim. There was concern that established academics did not understand WP students, one observed that: *'...lecturers who have been in university for some time assume they do, or should'* (Technology) [A]. Another that: *'[Students] seem to expect it to be an extension of school... they don't seem to understand they are responsible for their own work'* (Human Resources Management) [SA] and also: *'Many find the first few months of study very stressful and disorientating'* (Study Skills) [SA]. The issue of out-reach teaching (in FE institutions) was raised: *'I feel that these students are more out on a limb in terms of the structures and protocols of university... some only enter [it] at enrolment and graduation'* (Education) [SA]. For one the remedy is the promotion of student agency by: *'friendly staff [and] ...university systems... [that] are helpful, and not "shrouded in mystery" [then] students quickly adapt and ultimately take ownership'* (Youth Services) [A].

Three respondents took a wider perspective and considered the future of HE. Firstly in terms of the institution's undergraduate offer: *'[This] questions the validity of current degree structures, [are] specialist honours programmes still fit for purpose?'* (Human Resources Management) [SA]. Secondly, in terms of the potentially positive impact of WP students who might challenge: *'The stultifying and unadventurous "structures and practices of academia". Universities... want to reproduce students in their own image. Widening participation but narrowing progression'* (Education) [A]. The third commented at length but is included because it appears to encapsulate the whole nature of the WP in HE debate. It asks why we do, what we do, in the way that we do it.

'One of the strongest contrasts I'm finding in a post-92 WP environment compared with my own... Oxford college education, is just how ingrained the implicit norms of academic discourse were in myself and my peers, and how utterly absent such norms are within [our] student body. This wouldn't be a big problem were it not for our attempt to cling on to the notion of being a University and teaching 'academic' subjects, which just isn't working. We have a general skills module in the first year which attempts to impose these academic norms, but the students are not receptive and it doesn't sit with the nature of our highly vocational course (targeted at an industry which also lacks these norms). We then have a final-year IS module which expects our students to apply an academic model of discourse to their writing, and generally speaking they just can't do it' (Computing) [SA].

Of those who were uncertain (20%, 11r) one commented: *'I'm not sure if you can limit that to just WP students, or if really all students these days have little knowledge or understanding of what is required of them at university, or what the whole point of it is. It shouldn't be a question of "I've finished school, don't know what to do next so I'll go to uni and doss about for three more years"'* (Earth Sciences) [U]. This comment indicates a weariness which may have its roots in the implications for academics meeting the challenges of WP explored in the next question.

Q7. In the Guardian online, Wragg (2004) states 'Taking more students does not simply involve sticking 10 more chairs at the back of the lecture theatre. This is a complete misunderstanding of widening participation. Most additional students have lower entry grades. They need more attention than traditional students'.

Premise: The rhetoric of WP suggests a simple numbers game
 Claim: The reality is more complex and demands more of academics

	SA	A	U	D	SD	n
r	20	30	5	4	0	59
%	34	51	8	7	0	100

Figure 23: Academics' perceptions of greater dependency of WP students

A significant majority (85%, 50r) of respondents (n=59) concurred with this proposition, 8% (5r) were uncertain and 7% (4r) disagreed, none strongly. Most comments (25%, 15r) concerned preparedness, for example: *'Most students are entering HE subjects they know nothing at all about and they struggle'* (Industrial Automation) [A] and about providing extra support: *'Instructions have to be very detailed and a lot of session time put aside to go over and over assignments'* (Education) [SA] because: *'They get worried and focus on passing rather than actually learning anything'* (Human Resource management) [SA]. Specific mention was made of the success of mature students who having: *'... developed life-skills soon come to manage their studies well'* (Youth Services) [A], often going on to achieve: *'... academic excellence'* (Sociology) [D]. Additional support was perceived as the remit of the institutions (and academics as agents): *'We take the money; we should provide the back up'* (Journalism) [A]. Conversely, one stated: *'I agree, but this is exactly why we should "not" be widening participation. The diversion of attention to WP students is diluting the quality of the course for stronger candidates and destroying the value of a degree. We should not be increasing class sizes'* (Computing) [A]. This implication, of WP engendering a culture shock that demands more, not less personal capital on entry to progress is explored in the next item.

Q8. Historically, successful graduates were expected to leave the university having acquired autonomy; in contrast massification demands that students enter with it in order to survive (Smith and Webster, 1997).

Premise: Traditionally student autonomy was a product of an elite system
 Claim: A mass system makes student autonomy a pre-requisite of survival

	SA	A	U	D	SD	n
r	1	17	26	11	3	58
%	2	29	45	19	5	100

Figure 24: Academics' perceptions of what students need to survive HE

This argument produced the greatest amount of uncertainty (45%, 26r) whereas 31% (18r) agreed/strongly agreed and 24% (14r) disagreed/strongly disagreed (n=58). One did not

rate the proposition admitting: *'[I] don't understand this'* (Youth Services). Of 17 comments (30%), uncertain respondents (41%, 7r) agreed with the premise but not the claim. Whether graduateness guarantees autonomy was challenged, for example: *'[If] university is or was about imbuing candidates with autonomy; if it is supposed to be an important output, I see no sign of any structured approach to its development'* (Technology) [U] and: *'They gain a degree but without autonomy – that is not part of the current menu'* (Education) [U]. One explained: *'A lot of jobs require a degree these days but that in itself devalues the degree. It is no longer an impressive qualification but just a standard requirement which seems daft for many jobs which would be far better served by apprenticeships rather than the often highly theoretical material covered in degrees'* (Earth Sciences) [U]. One reflected: *'It's not so much the massification of HE, as it is the testing culture of the schools that's at fault'* (Education) [U]. Those who agreed/strongly agreed (23%, 4r) were concerned that: *'They are left to manage in the main'* (Education) [A] confirmed by: *'Most of the students I encounter do not have autonomy when they arrive and they do not have it when they leave. In fact a significant proportion could not even spell it'* (Psychology) [D].

The strongest comments came from those (18%, 6r) who strongly disagreed, represented by: *'Absolutely not, massification in fact changes our practices to suit the lack of autonomy shown by the wider intake. We spoon-feed and hand-hold more than ever, in order to "improve the student experience" which is really just "the customer is always right." With students paying for their education, we do everything we can to make them feel comfortable. As a result they are not challenged and less autonomy is required. This is a suitable model of cultural production for a nation of service workers and retail consumers. The degree then loses all its previous value'* (Computing) [SD]. This comment encapsulates the shape of the WP debate raised thus far: a perceived need for greater support to negate low levels of cultural and academic capital, that responsibility for providing support rests with the academic in their role as an agent of the institution which has been re-cast as a unit of production leading to a devalued degree. The final two questions in this section move the debate into the teaching/learning arena challenging whether what is delivered is appropriate to the needs of a contemporary workforce-in-waiting.

Q9. In fact, the notion of transmitting instrumental information has had its day; we are in the business of transformational learning (Biggs, 2003).

Premise: Transmitting knowledge was sufficient to a modern economy

Claim: A postmodern economy demands people able to transform

	SA	A	U	D	SD	n
r	16	21	17	3	1	58
%	28	36	29	5	2	100

Figure 25: Academic’s perceptions of the nature of contemporary teaching

Of 58 respondents 54% (37r) agreed/strongly agreed, 29% (17r) were uncertain, and 7% (4r) disagreed/strongly disagreed. Of 15 comments (26%) three declared themselves as uncertain because they had (effectively): *‘No idea what Biggs is on about here’* (Technology) [U] rather than being uncertain about the argument itself. Advocates of a transformational pedagogy concurred that: *‘We should be in the business of transforming people’* (Education) [SA] because: *‘We are aiming to prepare students for an uncertain world, they have to be able to transfer skills’* (Education) [SA] but: *‘Whether we are is another question’* (Sociology) [A]. One question whether a transformative approach is welcomed: *‘WP tend to be unclear about what is expected of them at uni, sometimes because they subscribe to the notion of “transmitting instrumental information”’* (Study Skills) [A]. For one, because: *‘Many WP students did not achieve their potential as school, [then] access to higher education at a later stage DOES transform their lives’* (Youth Services) [A]. One respondent disagreed that transformational learning is the reality: *‘The process is jug and mug (Bowles and Gintis)’* (Education) [D]. To another: *‘Biggs is an insidious part of the rhetoric surrounding the marketisation of HE... universities have always provided transformational learning, only they do less so now because in our efforts to please the customer, we dare not challenge them enough to transform them’* (Computing) [SD].

Thinking about teaching practice was developed in the final question concerning the development and expansion of theories of learning in facilitating higher standards.

Q10. In fact, high standards are conceptually more than feasible, more is understood about ‘concepts and practices of continuing education’ than ever before (Taylor, 2000 cited in Thomas, 2001).

Premise: Adult learning (andragogy) is better understood than ever before

Claim: Practice imbued with theory (praxis) raises standards

	SA	A	U	D	SD	n
r	6	22	23	5	1	57
%	10	39	40	9	2	100

Figure 26: Academics’ perceptions of praxis raising standards

Nearly half (n=57) agreed/strongly agreed (49%, 28r), a significant number (40% 23r) were uncertain, 11% (6r) disagreed/strongly disagreed. This item elicited fewest comments (21%, 12r) which referred to a range of issues, two were uncertain what the question meant (Education) [U] and (Study Skills) [U]. There was concern about whether teachers do know more: ‘[I’m] *not convinced all academics fully understand or appreciate the depth of this debate and as such may not necessarily be immersed in the principles of continuous learning*’ (Human Resource Management) [U]. One who would like to extend their pedagogical knowledge reflected: ‘*I do go to CPD events when I can fit them in but usually they’re about issues (disability/using technology) rather than about concepts of teaching*’ (Human Resource Management) [U]. Further uncertainty was suggested by: ‘*... quite possibly but there should be less theorizing and more doing*’ (Earth Science) [U], an interesting point as good principles of undergraduate teaching rest upon active learning in a range of contexts as explored in the next section.

Widening Participation: perceptions of implications for personal practice

Summary: these items moved from the macro to the micro to garner degrees of habitus with respect to respondents’ understanding of massification and public perceptions of outcomes (Q1-4). Personal perceptions of widening participation (Q5-8) in the context of contemporary learning theory (Q9-10) shed light on local practice. Engagement was statistically significant as indicated by the quantified summary tabulated in Figure 27 below.

Q	Propositions: Premise (P), Claim (C)	SA/A %	U %	D/SD %
1	P There was an intimacy in the academic/student relationship C It is impossible to provide that intimacy in a mass system	50	29	21
2	P The university has been re-cast as a unit of production C It has less control over its inputs and more accountability for its outputs	72	14	14
3	P That WP students are untested on entry C1 This presents substantial challenges to academics C2 That subsequent degree awards are less valid and valuable C3 That the professional status of academics is diminishing	71 64 45	15 27 32	14 9 23
4	P HE has been massified C The more degrees awarded, the lower the relative value of each	66	8	12
5	P HE collects general WP attribute data C It is virtually valueless in terms of supporting these students	64	12	9
6	P WP students are different to traditional students C They are unfamiliar with how academia functions and operates	75	20	5
7	P The rhetoric of WP suggests a simple numbers game C The reality is more complex and demands more of academics	85	8	7
8	P Traditionally student autonomy was a product of an elite system C A mass system makes student autonomy a pre-requisite of survival	31	45	24
9	P Transmitting knowledge was sufficient to a modern economy C A postmodern economy demands people able to transform	54	29	7
10	P Adult learning (andragogy) is better understood than ever before C Practice imbued with theory (praxis) raises standards	49	40	11

Figure 27: Academic perceptions of the impacts of WP upon practice

On average the quantitative response rate was 97% (58r) and qualitative 30% (18r). Statistically most responses (90%) agreed with a given proposition to some degree. Uncertainty could relate to the proposition itself or not understanding the question, the latter a topic for the discussion.

5. Seven Principles: perceptions of implications for personal practice

This section explores perceptions of the impact of WP using Chickering and Gamson's (1987) 'Seven Principles of Good Practice in Undergraduate Education' model to discern components of any differential gap between teaching philosophy and gateways/barriers to effective practice. Respondents rated each principle then selected the contextual statement which most resonated with them (adding comments) and ultimately considered how the principle manifested in practice. The key is as previously unless presented as narrative.

Principle 1 states: Good practice encourages contacts between students and faculty (academic staff)

	SA	A	U	D	SD	n
R	34	25	1	0	0	60
%	56	42	2	0	0	100

Figure 28: Academics' perceptions of the importance of contact

All respondents answered (n=60). Most strongly agreed (56%, 34r) or agreed (42%, 25r) interpreted as essential, desirable, respectively. One was uncertain (2%); no one disagreed/strongly disagreed. The statements which resonated were:

Statement	Rating	(%, r)
I think this is essential and actively encourage it		48%, 29r
It's fine in theory but in practice it can be difficult to make time		31%, 18r
I teach too many students to forge strong links with individuals who don't actually seek me out		21%, 13r
I think students should be as independent as possible and so don't encourage this,		Nr
I need time out		Nr

Figure 29: Academics' experience of making/maintaining contact

This principle attracted considerable debate (15 comments, 25%) primarily about barriers, factors which impeded contact, for example student numbers (25%, 6r): *'We all teach too many students to see this superb principle work for all of those students. It is the most satisfying part of the job though, isn't it?'* (Law), contract (17%, 4r): *'As an associate, only*

on campus for limited time' (Marketing), conditions (13%, 3r): *'Forced change in room situation has led to less contact as only way to work... is at home. So contact after class sessions or via e-mail only possible'* (Medical Photography) and time: *'Making time always means, ultimately giving one's own time'* (Education). Whether contact is always appropriate was raised, five (21%) placed a caveat on agreeing concerning facilitating autonomy: *'Students also need to be able to work independently and develop their problem solving skills. This is a fundamental part of university life that will be used in their working life'* (Coaching) and: *'I think that we should encourage conversation between teachers and students but sometimes familiarity can breed dissent, it's a fine line'* (Sport Science). Four (17%) reported success in making and maintaining high levels of student contact, typically: *'We have a very "close" relationship with students and "open door" policy aids their learning'* (Law). How contact happens was then explored.

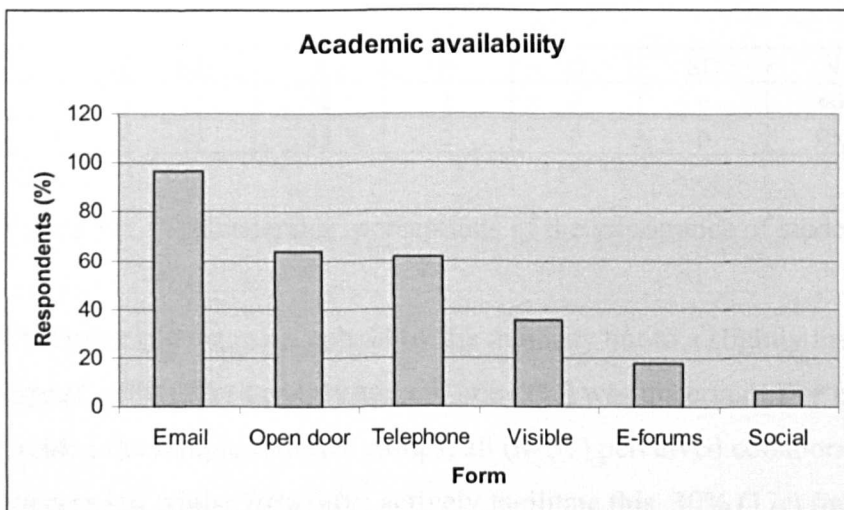


Figure 30: How academics facilitate student contact

The most popular mode of communication was email (97%, 58r). An open door policy was operated by 65% (39r), 63% (38r) were available by telephone. Visible (37%, 22r) refers to being seen in communal places, for example a refectory. Virtual discussion groups were employed by 18% (11r), 7% (4r) actively organized social events for academics/students.

Of 15 comments (25%), 9 (60%) operated appointment systems: *'I have student surgery hours'* (Human Resource Management). This pragmatic solution can be problematic: *'Currently there is a 3 week wait for an appointment, due to the number of students I have, as well as my teaching / other responsibilities'* (Occupational Therapy) and: *'Students do 'pop' by, but I try to discourage that as it interrupts what is a heavy workload'* (Sociology). Other issues concerned visibility: *'there is no... informal meeting place at [our campus]... Open door policy is not feasible with 12 staff to an office, due to incessant distractions'* (Technology).

Conclusion: Respondents hold this principle to be desirable (43%, 25r) if not essential (56%, 34r). Areas that excite debate concern concomitant commitments, high student numbers, contractual status and working conditions.

Principle 2 states: Good practice encourages reciprocity and co-operation amongst students

	SA	A	U	D	SD	N
r	27	32	1	0	0	60
%	45	53	2	0	0	100

Figure 31: Academics' perceptions of the importance of student collaboration

This principle was also upheld by the majority but to a slightly lesser degree, 53% (32r) agreed, 45% (27r) strongly agreed, one (2%) was uncertain. The contextual statements divided the sample into two camps, all (n=57) perceived collaboration as pertinent to success but whilst 70% (40r) actively facilitate this, 30% (17r) found it problematic:

Statement	Rating	(%, r)
Yes, encouraging team work is essential		37%, 21r
Yes, I actively encourage students to work with new people		33%, 19r
It's fine in theory but can be difficult to manage and monitor		23%, 13r
I do it but dread student complaints about shared grades and inactive members		7%, 4r
It's not really relevant to my discipline		Nr

Figure 32: Academics' experience of facilitating student collaboration

The comments (28%, 16r) were various. For example, group work provided: *'students with an opportunity to develop key transferable skills'* (English) inherent to employability: *'... any job you care to name will involve working in, or managing teams at some point as part of the "graduate role", we owe it to students to make them... people-savvy, co-operative individuals too'* (Law). Thirty three percent (19r) actively engineered group composition, for philosophical reasons: *'Diversity recognizes the need to develop a broader range of skills to work with different cultural groups – this should be actively pursued'* (Human Resource Management) or pragmatic: *'... in the work environment they will have to work in groups often with people they don't like or don't get on with'* (Earth Science), also, students self-selecting different groupings was unlikely: *'It's important that they come out of their "comfort zone" and challenge themselves in a structured and relatively safe environment. It usually gets positive feedback after the initial horror subsides!'* (Education), however, not everyone agreed: *'They soon figure out who they want to work with, and who they might want to avoid'* (Education). One found it problematic if assessing: *'If two students working on the same project/lab enter similar data, how can you individually assess?'* (Industrial Automation). Shared grades are not uncommon but according to one: *'Assessed group work is strongly discouraged by the Ming Empire, sorry – Quality Enhancement Polizei'* (Technology). Formative feedback can be even less of a lure: *'I've tried to encourage group work this year with third year students but it was a resounding flop. They simply did not want to know. They are forced into a lot of group work in their second year and as such, I believe they are jaded by it by this stage'* (Law) suggesting that poor curricula design impacts upon engagement. Respondents then selected strategies or resources they used.

Key:

Sem:	small group discussions in seminar sessions	(83%, 48r)
NA Task:	small group (None-Accredited) directed tasks	(71%, 41r)
Lec:	small group discussions in keynote lectures	(55%, 32r)
Tech:	I encourage students to use technology to work/network	(53% 31r)
Study:	I encourage study networking	(52%, 30r)
A Task:	small group (Accredited) directed tasks	(48%, 28r)
Design:	I design assessments to encourage collaboration	(38% 22r)
Contract:	I encourage students to draw up a group contract	(21%, 12r)
Social:	I encourage social networking	(19%, 11r)

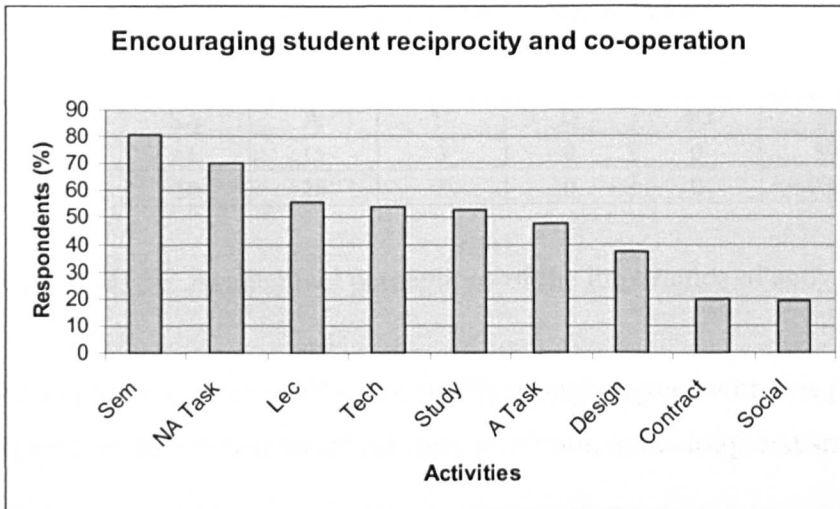


Figure 33: Strategies and resources academics use to facilitate student collaboration

Traditionally seminars facilitate small group discussions following a keynote lecture and this model was evident (83% 48r), although lectures also offered opportunities for interaction (55% 32r) ('class' size unknown). More (71% 41r) used non-accredited directed tasks rather than accredited (48% 28r). Encouraging study groups was viewed as part of the academic role (52%, 30r) however encouraging social networking was less important (19%, 11r). Despite institution-wide promotion of the TEL mission, especially of collaborative tools (wikis, blogs, e-forums), 47% (26r) did not select these. Students drawing up a group contract to agree working terms as a mechanism to agree (or at least document) participatory intentions appeared unfamiliar to 79% (12r). No useful narrative data emerged (12%, 6r), all reiterated the contextual statements rather than expanding upon them. This suggests that student collaboration does not universally excite debate yet it is a key factor in employability and important in fostering social cohesion and tolerance.

Conclusion: Respondents hold this principle to be desirable (53%, 32r) if not essential (45%, 27r), one respondent (2%) was uncertain. There is a perception that facilitating collaborative student learning is incumbent upon the academic and inherent to the promotion of employability. There is a general lack of engagement with how it might effectively manifest as shown by the limited number of comments.

Principle 3 states: Good practice uses active learning techniques

	SA	A	U	D	SD	n
r	41	15	3	0	0	59
%	70	25	5	0	0	100

Figure 34: Academics' perceptions of the importance of active learning

Nearly three quarters (70%, 41r, n=59) strongly agreed with this principle, 25% (15r) agreed, three respondents (5%) were uncertain, none disagreed/strongly disagreed.

Respondents selected the range of active learning techniques they employed, and then identified any barriers they had encountered. All (n=58) agreed that active learning was relevant to their discipline. Figure 35 charts how interactivity can be generated within a taught session, figure 36 charts learning/teaching opportunities outside taught sessions.

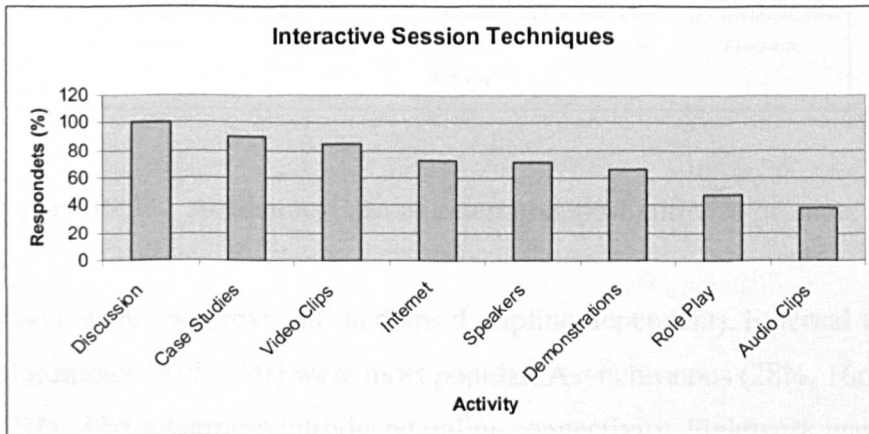


Figure 35: Academics' use of techniques to encourage interactivity in session

All (n=58) encouraged academic/student and peer-to-peer discussion in session. Case studies (90%, 52r) are perceived as effective in exemplifying praxis and prompting problem-solving. Video/DVD (85%, 49r), the internet (73%, 42r) and audio (38%, 22r) are perceived as useful tools to bring the outside world into the learning setting and encourage pre- and post-session researches, similarly, external speakers (71%, 41r) can also offer real-

world perspectives. Demonstrations (66%, 38r) help students develop practical skills; role play (49%, 28r) helps explore appropriate behaviours and responses in a safe environment. Four (of 8r, 14%) comments added animations, and student-led seminars/presentations as effective. Another questioned the notion of discussion: *'I tend to teach questions, not answers. I curtail the temptation to "spoon feed". I encourage students to be researchers, not baby birds'* (Technology). Budgetary constraints were raised: *'[I] don't have any money for guest speakers'* (Medical Photography) as were module demands: *'Depends on the assessment just which ones are used'* (Education).

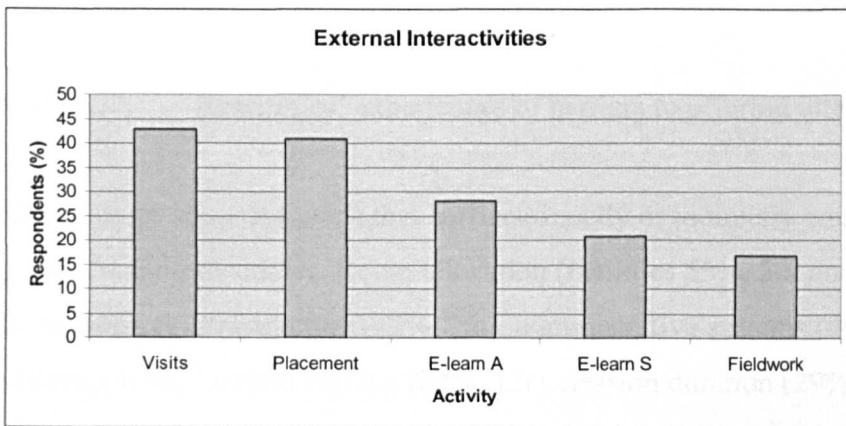


Figure 36: Academics' use of external opportunities to promote learning

These were less prevalent (perhaps discipline-dependent). External visits (43%, 25r) and placements (41%, 24r) were most popular. Asynchronous (28%, 16r) and synchronous (21%, 12r) e-learning introduced online connectivity. Fieldwork was utilized by 17% (10r).

Respondents then identified barriers to active learning

Key			
Room T	room (technological constraints)	Tech	unreliable technology
Room S	room (space/layout constraints)	Train	lack of training
Bvs	budgets for visiting speakers	Time	session time too short
Bev	budgets for external visits	W/Load	personal workload
Admin	administration		

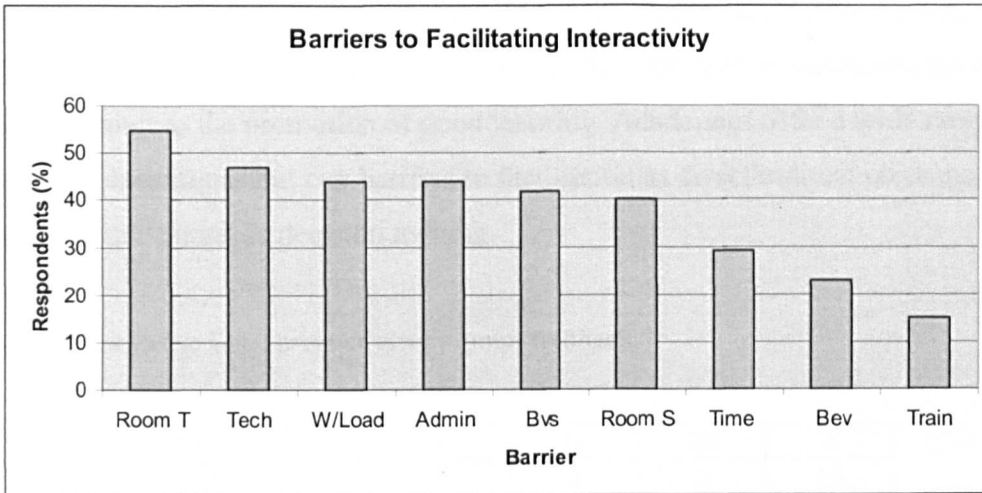


Figure 37: Academics' experiences of barriers to offering interactivity

The findings suggest (n=55) that barriers directly or indirectly emanate from institutional priorities and procedures. Room allocation (facilities 55%, 30r and space 40%, 22r), technological infrastructure (47%, 26r), administrative systems (44%, 24r) and budgets for visitors (42%, 23r) and visiting (22%, 12r). Session duration (29%, 16r) and training provision (15%, 8r) are established centrally and directly impact upon teaching practice. An academic's personal workload (44%, 24r) is the result of multiple factors arising from strategic decision-making. These findings could therefore reasonably be said to support the argument that academics do indeed experience responsibility without power, not just in terms of inputs received but also to the extent that they are facilitated to add value.

The few comments (11%, 6r) referred to prohibitive environments: *'Classrooms with fixed seating'* (Education) and: *'...in a lecture theatre, although I do group work, it can be challenging for students'* (Sociology), and: *'Large numbers of students in keynote lectures (regularly up to 115)'* (Occupational Therapy). Personal workload was an issue; there was a perceived lack of: *'Time to plan sufficiently'* (Occupational Therapy). One raised a wider concern: *'There is an insidious pressure to convert module content to that which can be taught on a PC. Many parts of the university do not actually understand what learning really is, and implicitly conceptualize "education" as a "stuff" like burgers'* (Technology).

Conclusion: Respondents hold this principle to be essential (70%, 41r)/desirable (25%, 15r). There is a perception that facilitating student learning is incumbent upon the academic and inherent to the promotion of good learning. Academics offer a wide range of active learning techniques but cite barriers to facilitation as direct/indirect consequences of central systems and strategic decision making.

Principle 4 states: Good practice gives prompt feedback.

	SA	A	U	D	SD	n
r	35	24	1	0	0	60
%	58	40	2	0	0	100

Figure 38: Academics' perceptions of the value of timely feedback

This principle was upheld by the majority (n=60), 58% (35r) strongly agreed, 40% (24r) agreed, one (2%) was uncertain. Respondents first indicated whether and how they used formative feedback (relating to non-assessed work).

Of 59 responses, 39% (23r) used it 'Always', 56% (33r), 'Sometimes', 7% (4r), 'Not really'. No respondents were 'Not sure' or 'Never' used it. Those who responded (n=59) used a mix of communication methods including verbal (81%, 48r), written (70%, 41r), electronic (46%, 27r) and online self-assessment (7%, 4r). Most of the 10 comments echoed these main categories but one reported: '*Working on using audio clips – current research*' (Education).

Statement	Rating	(%, r)
(Non-participation) I find that students don't do non-accredited work		68%, 25r
(Time) I don't have time to mark regularly throughout the semester		60%, 22r
(Structure) Modular teaching means students don't know enough until very near the end		51%, 19r
(Unreliability) I can't rely on students to keep to deadlines; work comes in outside of the marking time I've allocated		35%, 13r

Figure 39: Academics' perceptions of barriers to providing formative feedback

This item elicited a relatively small response pool (62%, 37r). The main barriers were student non-participation in non-accredited activities, academic time; modular structure in terms of when to set formative tasks and unreliability where academics ring-fenced marking time but this ‘deadline’ was not respected by students. Of six (16%) comments, three (50%) raised issues of parity: *‘I have piloted self-assessment but found the constraints of the turnaround system prevented immediate feedback, and as it was a pilot not all participated so left me with issues around equity of feedback for some but not all’* (Sociology) and: *‘Only some students will access this’* (Sociology). One who offered a pre-assessment draft-reading option reported: *‘I like students to submit rough drafts so that I can help them with problems (usually referencing)... however not all students submit’* (ESOL). One used session time to encourage: *‘... peer-assessment to ensure regular and relevant feedback’* (Psychology).

Respondents reflected upon issues attendant to the provision of summative feedback.

Key: A: Always, U: Usually, S: Sometimes, Nr: Not really, N: Never

Statement	(Rating %, r)	A	U	S	Nr	N	n
I mark specifically to the Learning Outcomes		75%, 42r	19%, 11r	4%, 2r	2%, 1r		56
I offer referrals for fails		74%, 22r	22%, 12r	4%, 2r			55
I write a full report on the cover sheet		72%, 38r	19%, 10r	7%, 4r	2%, 1r		53
I mark referencing skills		69%, 39r	26%, 15r	5%, 3r			57
I advise students where to get further help		65%, 37r	23%, 13r	11%, 6r	2%, 1r		57
I mark academic writing skills		60%, 34r	28%, 16r	12%, 7r			57
I use praise even for the weakest student		57%, 32r	26%, 15r	13%, 7r	4%, 2r		56
I write detailed comments on the script		55%, 30r	25%, 14r	16%, 9r		4%, 2r	55

Figure 40: Academic’s approach to summative feedback

The findings indicate a degree of inconsistency in what different programmes offer in terms of summative feedback. Two (of 6) comments imply discipline customization: *‘I don’t generally have scripts and receive work electronically’* (Medical Photography) and: *‘We are not allowed to write on scripts’* (Occupational Therapy). One programme uses: *‘Electronic feedback not front cover sheets which are sent within three weeks of the assignment’* (Young

People’s Services). Timeliness was essential to one: *‘I become very frustrated by academic systems in place – I mark work promptly but am not allowed to pass this on to students until some weeks later’* (Occupational Health). The value of comprehensive summative feedback was outlined: *‘Marking is a hefty chunk of work, and we double mark... students aren’t kept guessing about the practical stuff and can put energy into the theory, practice and reflection’* (Applied Mental Health). Barriers to effective marking included:

Statement	Rating	(%, r)
I get it done but mainly in my own time		69%, 37r
I find I’m writing the same comments over and over		46%, 25r
I think I’ve finished and then all the ECFs come		46%, 25r
I neglect my family/friends/myself		45%, 24r
Students only want their grades – my office is full of uncollected scripts		45%, 24r
I struggle between autumn/spring semesters with marking & preparation		39%, 21r
I find differentiating between grades difficult		20%, 11r
I don’t often authorize ECFs		15%, 8r
Not sure about ‘prompt’ due to volume I’m usually late with some		11%, 6r
Handwriting constantly causes me physical pain		9%, 5r

Figure 41: Academics’ experiences of the marking process

This item elicited more comments (24%, 13r, n=55) suggesting reasons for degrees of resonance. Key was marking in personal time 69% (37r). This might be anticipated for Associates where contracts reflect solely contact hours: *‘As a sessional I have to prepare/mark in my own time’* (Industrial Automation). Core staff also struggle: *‘I’m interested in this concept of “marking periods” and think it would be a good idea’* (Technology) and: *‘I have a heavy marking workload at the end of the autumn term, with teaching for the spring term starting on the first day the university is open, this issue also applies between the spring and summer terms into the autumn term’* (Occupational Therapy). An ordered work flow is lost where activities overlap (39% 21r): *‘The short period available to grade papers (especially after exams) can make preparation for the new semester difficult’* (Human Resource Management). Stress evidenced as neglect of family, friends and self (45%, 24r).

Summative feedback can be problematic; it is often a repetitive process (46%, 25r): *‘I do find myself writing the same things. Often I think our assessments are unimaginative and*

simply require people to write things. I don't really know if all this writing and marking achieves much other than grading students' (Education), and its value questionable as often students do not collect it (39%, 21r). It can be physically painful (9%, 5r): *'My handwriting causes students reading difficulties so started trying to type onto electronic versions of assessment forms but it does take longer as I'm not a fast typist [sic] (or accurate)'* (Medical Photography). Electronic tick box feedback may simply generate different work: *'This...raises the issue of sending via email, then printing 5 sheets per script'* (Young People's Services). Extenuating Circumstances Forms (often evidence of additional needs) were not commented upon but nearly half (46%, 25r) considered that they were interrupted by these late submissions. In contrast, 15% (8r) claimed not to issue many of these. These statements did not resonate with everyone; one reported: *'None do now as I have adapted my feedback and techniques to correct for such problems'* (Psychology). This implies there was a time when some/all did but that they have instigated positive personal change.

Conclusion: Respondents hold this principle to be essential (58%, 35r)/desirable (40%, 24r), one (2%) was uncertain. They discerned between formative and summative feedback as the attendant issues differ. With the former, there appears to be a gap between rhetoric and reality, just 39% (23r) 'Always' integrate formative feedback. Summative feedback options indicated a disparity in approaches to (written) assignment marking across the undergraduate offer. Centralized quality standards were not transparent in practice. This might be explained by pressures on academic time (69%, 37r); marking impinges upon personal life (45%, 24r). Some struggle to close one set of modules whilst preparing another (39%, 21r), others with motivation given the repetitive work (46%, 25r) and student failure to engage with the feedback process beyond grade collection (39%, 21r).

Principle 5 states: Good practice emphasizes time on task (study skills development)

	SA	A	U	D	SD	n
R	14	28	8	2	0	52
%	27	54	15	4	0	100

Figure 42: Academics' perceptions of integrating study skills development

This principle was upheld by the majority (n=52), 54% (28r) agreed, 27% (14r) strongly agreed but it also attracted some uncertainty (15%, 8r) and disagreement (4%, 2r). How integration might manifest was then considered.

Statement	Rating	(%, r)
I routinely emphasize the development of transferable skills		82%, 45r
I point students to generic university resources		78%, 43r
I refer students to the Study Advisor Scheme		62%, 34r
I incorporate skills training within my modules		56%, 31r
My programme has access to discipline-specific support resources		53%, 29r
My programme includes a core skills module		51%, 28r
I teach content, it's up to students to access the support they need		6%, 3r

Figure 43: Academics' perceptions of learning support options

Most (82%, 45r) emphasized transferable skills. Just over half 'incorporate study skills', have access to discipline-specific resources' and/or include 'a core skills module', suggesting just under half rely upon generic support, either referring students directly or expecting students to access them independently.

Of 7 comments (13%), one reported: '[I am] *not aware of university resources as never been trained myself*' (Marketing). Two rated current resources inadequate: '*Study skills seem to be undervalued, yet ideally it should constitute 50% of what we imbue students with*' (Technology) and: '*We really need to develop more subject specific resources*' (Applied Mental Health). Three viewed skills development as ongoing: '*... skills are included within subsequent modules*' (Radiography) and: '[It needs] *'wait time' or time to digest information*' (Medical Photography), a third stated students: '*...need to be constantly reminded of referencing – I never leave it to chance*' (Education). One reported: '*I do not understand the phrasing of this principle*' (Computing).

Conclusion: Slightly fewer respondents hold this principle to be desirable (54%, 28r) or essential (27%, 14r), 15% (8r) were uncertain, 4% (2r) disagreed but not strongly. Just under half relied upon generic central support services, 6% (3r) did not consider study skills development to be part of their academic remit.

Principle 6 states: Good practice communicates high expectations (from teachers to learners)

	SA	A	U	D	SD	N
r	21	32	4	0	0	57
%	37	56	7	0	0	100

Figure 44: Academics' perceptions of the importance of high expectations

This principle was upheld by the majority, 56% (32r) agreed, 37% (21r) strongly agreed, however 7% (4r) were uncertain. How these might be communicated was then explored.

Statement	Rating	(%, r)
I discuss the importance of self-motivation with my students		90%, 53r
I encourage deep learning		86%, 51r
I emphasize high expectations		70%, 41r
I use autobiographical input to describe learning processes		63%, 37r
If students want to take a shallow approach there's not much I can do		9%, 5r
My students are already highly motivated with clear career aims		7%, 4r

Figure 45: How academics consider they communicate high expectations

Most referred to self-motivation and deep learning, often through autobiographical input. Of 5 comments (9%), two confirmed this, typically: *'It's our role [to translate] the high demands of the workplace into the educational experience'* (Law). One reflected upon earlier training: *'One definite thing from PGPLT was trying to encourage deep learning, but this will take time for me to develop'* (Marketing). Modular structure was challenged: *'I find [it] undermines deep and wide learning'* (Technology). Two Occupational Therapy lecturers considered their students, undertaking professional courses, highly self-motivated.

Principle 7 states: Good practice respects diverse talents and ways of learning

	SA	A	U	D	SD	n
r	29	27	1	0	0	57
%	51	47	2	0	0	100

Figure 46: Academics' perceptions of the importance of respect for difference

This principle was upheld, 51% (29r) agreed, 47% (27r) strongly agreed, one (2%) was uncertain. How a respect for difference might be made manifest was then explored.

Statement	Rating	(%, r)
I try to match learning styles but it's not always possible due to class size		53%, 29r
I try to match learning styles but it's not always possible due to course content		40%, 22r
I design LTA practice to include all learning styles consistently		36%, 20r
I try to match learning styles but it's not always possible due to room		35%, 19r
It's up to students to make the best of the material they are given		16%, 9r
It's up to students to make the best of the delivery methods they meet		11%, 6r

Figure 47: How academics respect diversity

Nearly a third (36%, 20r) had not met barriers to incorporating learning styles consistently however, of 11 comments (19%) three challenged the validity of the learning styles model, for example: *'Over-concentration on learning styles can be limiting'* (Education). In contrast, four were firm advocates and one was concerned that it was not widely enough applied: *'The concept of diverse learning styles is not well understood within the university context'* (Technology). One took the debate into the workplace: *'The problem is we're training students for employment in an industry which will not pussyfoot around trying to provide for learning styles... Excessive LTA practice in HE just fosters a generation of students who expect everything to be presented to them in the most 'digestible' way possible which is entirely inappropriate experience for employment and life in general subsequently'* (Computing). This view would seem to be supported by the 16% (9r) and 11% (6r) who consider that students must make the best of the 'material they are given' and 'delivery methods they meet', respectively.

Figure 48 summarizes the ratings of each of the principles to quantify the degree of acceptance of the model as a whole.

P	Principle: Good Practice...	SA/A %	U %	D/SD %
1	Encourages contacts between students and faculty (academic staff)	98	2	0
2	Encourages reciprocity and co-operation amongst students	98	2	0
3	Uses active learning techniques	95	5	0
4	Gives prompt feedback	98	2	0
5	Emphasizes time on task	81	15	4
6	Communicates high expectations (from teachers to learners)	93	7	0
7	Respects diverse talents and ways of learning	98	2	0

Figure 48: Academics' conceptual acceptance of the Seven Principles (summary)

Quantitative data suggests a general acceptance of the components of the model. Six of the principles elicited agreement/strong agreement from over 90% of respondents. Slightly less acceptable was the principle (5) referring to the teaching of study skills as incumbent upon academics. Respondents (n=50) then commented on the potential usefulness of Chickering and Gamson's (1987) model in the context of HE in the UK given that it has been widely distributed as a mutual contract of learning and teaching practices in the USA.

Statement	Rating	(%, r)
I think this would be useful as an introductory tool to setting ground rules		46%, 23r
Where does the student agree their obligations?		20%, 10r
I think this would be very useful		18%, 9r
We already have the 3 Rs (Rights, Responsibilities and Regulations)		8%, 4r
It reads more like a students' charter to me		4%, 2r
Students are already sufficiently aware of their power as customers		4%, 2r

Figure 49: How academics might use this model

Academics in this sample (n=50) clearly had reservations about whether the model should be accorded full contractual status, just under a fifth (18%, 9r) agreed. A further 46% (23r) might use it in the context of setting ground rules, suggesting limited usefulness. In contrast, 36% (18r) raised objections, asking where the student agreed their obligations (20%, 10r), 8% (4r) or considered that the 3Rs were sufficient and 8% (4r) were concerned not to appear to give students more rights, agreeing that it read more like a students' charter (4%, 2r) and was unnecessary as students are sufficiently aware of their power as

customers (4%, 2r). Of 7 comments (14%), only one was relatively positive: *'Possibly useful as a starting point'* (Education), one reported: *'I don't recall this model'* (Accounting) and another was prepared to: *'... follow [it] up'* (Medical Photography). One suggested: *'Aren't we already doing this? Perhaps, often informally though'* (Sociology). Two were concerned how such a contract might affect the tenor of the academic/undergraduate relationship: *'I'm afraid that kind of approach plays into the hands of people who would like education to be a depersonalized mass product'* (Technology), and: *'I think we need to be clear about managing staff and student expectations'* (Psychology). One reflected that: *'None of the above statements really apply. No one model is appropriate. Teachers have to know their students'* (Education).

Seven Principles: perceptions of implications for personal practice summary: The principles attracted statistically significant responses with ratings averaging at 97% (58r) matching the earlier response pool concerning the WP propositions mined from the literature. Comments, however, were fewer, on average 18% (10r). This could suggest that the developmental statements, and ways in which the principle might manifest (and any barriers) offered sufficient options to render further narrative expansion unnecessary or it could suggest participation fatigue. This latter notion is somewhat dispelled by the number of participants (n=55) interested/possibly interested in further engagement with the study through interviews 47% (26r) and 26% (14r) respectively (p158). All the principles generated majority support as desirable if not essential but whether the model should be incorporated as a formal teacher/learner contract aroused considerable resistance.

6. Sensing shift: perceptions of implications for personal practice

This section was designed to elicit perceptions of shift in the tenor of the academic/student relationship in the context of widening participation and respondents' views on how that shift might manifest in practice and what institutional information might support academics in developing effective contemporary practice.

Respondents considered whether specific attribute data might inform teaching practice.

Key: D: Definitely, P: Possibly, Nc: Not certain, Nr: Not really, N: No

Statement	(Rating %, r)	D	P	Nc	Nr	N	n
Works full time		41%, 24r	37%, 22r	3%, 2r	10%, 6r	9%, 8r	59
Has access to own IT equipment		37%, 22r	37%, 22r	7%, 4r	7%, 4r	12%, 7r	59
Is a parent		34%, 20r	44%, 26r	2%, 1r	9%, 5r	11%, 6r	58
Works 20 hours + per week		34%, 20r	39%, 23r	9%, 5r	8%, 5r	10%, 6r	59
Is a carer		33%, 19r	44%, 25r	4%, 2r	11%, 6r	8%, 5r	57
Has moved away from home		21%, 12r	38%, 22r	7%, 4r	22%, 13r	12%, 7r	58
Is the first in their family to attend		20%, 11r	29%, 16r	16%, 9r	23%, 13r	12%, 7r	56
Live at home but some distance away		19%, 11r	44%, 25r	9%, 5r	18%, 10r	10%, 6r	57

Figure 50: Academics' perceptions of the usefulness of situational attribute data

The majority of respondents quantitatively recorded that for 6 of 8 attributes there might possibly be some relevance to their practice. Of 12 comments (20%), 5 referred to ascertaining such information either at interview or early on where it is pertinent to the practitioner element of their programmes: *'I already hold most of this information as I have to match students' needs to potential placements'* (Occupational Therapy). Given that: *'This is about inclusion'* (Education) it could be useful: *'I'd be interested in identifying students who need me to take more consideration over constraints on their time'* (Law) however, *'these things might help me understand... but I'm not sure what I can do about any of them'* (Human Resource Management). Three were opposed: *'I am from a WP background myself and ensured that all of these issues remained separate from my studies. It is difficult but not impossible'* (Coaching) and: *'I tow the same line for all'* (Law). One was scathing: *'The student 'contract' if there is to be such a thing should involve compliance with the provided course timetable. If they're there then I can teach them. I don't want to know or don't have time to know why they're there for the most part. The only antidote to this alienation is a reduction in the student population and a return to much lower student: staff ratios, so that we can all get to know each other as individual people. This will not happen under the WP regime, and providing cold statistical "data" can never replace the human relationships we have lost'* (Computing).

Competence on entry data was then considered:

Statement	(Rating %, r)	D	P	Nc	Nr	N	n
Academic level achieved to date		62%, 36r	21%, 12r	2%, 1r	10%, 6r	5%, 3r	58
Subjects studied		55%, 32r	26%, 15r	2%, 1r	12%, 7r	5%, 3r	58
IT skills levels		55%, 32r	29%, 15r	4%, 2r	8%, 5r	4%, 2r	58

Figure 51: Academics' perceptions of the usefulness of competence data

More than half viewed such data as definitely useful. Five of 6 comments indicated that this would inform practice: *'Yes, we need to take this into account in our course design'* (Computing) whilst one pointed out: *'Chosen programmes may not necessarily have been as a consequence of previous learning opportunities'* (Human Resource Management).

Respondents were challenged to reflect on more subtle indicators of shifts in the teacher/learner interaction that can impact negatively on progression and achievement.

Statement	(Rating %, r)	D	P	Nc	Nr	N	n
Assignment anxiety		41%, 23r	27%, 15r	18%, 10r	10%, 6r	4%, 2r	56
Expectations of an instant response		39%, 22r	34%, 19r	9%, 5r	11%, 6r	7%, 4r	56
Reluctance to tackle non-accredited work		35%, 20r	35%, 20r	9%, 5r	17%, 10r	4%, 2r	57
Low levels of critical thinking skills		40%, 23r	47%, 27r	7%, 4r	3%, 2r	2%, 1r	57
Low levels of academic writing skills		34%, 19r	46%, 26r	14%, 8r	2%, 1r	4%, 2r	56
Dependence		28%, 16r	46%, 26r	11%, 6r	13%, 7r	2%, 1r	56
Inability to prepare for sessions		23%, 13r	42%, 24r	7%, 4r	23%, 13r	5%, 3r	57
Lateness		17%, 9r	37%, 20r	13%, 7r	24%, 13r	9%, 5r	54
Overall anxiety		21%, 12r	32%, 18r	21%, 12r	20%, 11r	5%, 3r	56
Applications for ECFs		15%, 8r	31%, 17r	31%, 17r	16%, 9r	7%, 4r	55
Absence		16%, 9r	21%, 12r	35%, 20r	23%, 13r	5%, 3r	57
Inability to focus in sessions		13%, 7r	32%, 18r	9%, 5r	39%, 22r	7%, 4r	56
Aggression		2%, 1r	5%, 3r	23%, 13r	32%, 18r	38%, 21r	56
Formal complaints		2%, 1r	9%, 5r	28%, 16r	25%, 14r	37%, 21r	57

Figure 52: Academics' perceptions of shifts in student behaviours

A significant shift (D + P) was linked with assignment anxiety (68%, 38r) yet there was a notable reluctance to tackle non-accredited work (70%, 40r) which could be viewed as assignment preparation if not practice. This anxiety transmits as a perceived increase in the demand for instant responses (73%, 41r) and general dependence (64%, 42r). Highly rated as observable changes were students' low levels of critical thinking (87%, 50r) and academic writing skills (80%, 45r), and a failure to prepare for sessions (65%, 27r) although less so concerning an inability to focus in session (45%, 25%). Areas where respondents were less certain of negative shifts concerned lateness (54%, 29r), increased applications for ECFs (46%, 25r) and absence (37%, 19r). Relatively few perceived a rise in formal complaints (11%, 6r) or heightened aggression (6%, 4r). Most comments of 9 (16%) reiterated the general tenor of the options, two noted that they had not been in HE teaching sufficiently long to observe shift, one pointed out that: *'If students don't focus it isn't always their fault. The lecture might be extremely dull and [not] deserve to be focused upon. Students don't have a duty to be interested'* (Education). One who had experienced antagonistic behaviour under different circumstances reported: *'With respect to the HND students I have encountered, their behaviour in particular is aggressive, offensive and very immature. This is less evident with other students'* (Psychology).

A negative behaviour that is anecdotally on the rise is plagiarism; respondents reflected upon whether this was their perception, the root cause and whether they/their students used plagiarism detector software (Turn It In).

Statement	(Rating %, r)	Yes	Uncertain	No	n
It is mainly due to misunderstanding		55%, 31r	39%, 22r	5%, 3r	56
Plagiarism is on the increase		39%, 22r	49%, 28r	12%, 7r	57
It is mainly deliberate		12%, 7r	46%, 26r	42%, 24r	57
I use Turn It In		42%, 24r	7%, 4r	52%, 29r	57
My students use Turn It In		21%, 12r	32%, 18r	47%, 27r	57

Figure 53: Academics' perceptions of plagiarism as a prevalent phenomenon

There was primarily uncertainty as to whether plagiarism is on the increase (49%, 28r) and the root cause of existing levels; the majority (55%, 31r) viewed it as the result of student

misunderstanding. Approximately half (52%, 29r and 47%, 27r) of academics use, or direct their students to use the institution’s chosen plagiarism detector software. Of 9 comments (16%) most reiterated the item options, one reported: *‘We are trying to build it out of assignments’* (ESOL) but did not indicate how this might be achieved, another suggested: *‘We ask for plagiarism by asking for so much bloody writing!’* (Education).

Technology Enhanced Learning (TEL) is pivotal to the institution’s LTA mission. Here, a distinction is made between TEL, that is, using technology to *transform* learning, and Technology enabled Learning (TeL) (my acronym), implying using technology to *transmit* learning through posting materials/alerts to the Virtual Learning Environment (VLE). The former affords opportunities to exploit potentials for innovation, the latter employs the VLE: Blackboard (BB) and PeopleSoft (PS), as a conduit to disseminate the same materials and notices that might previously have been handed out in session or posted on a corridor notice board. Figure 54 charts engagement with the VLE in the context of TeL, figure 55 explores TEL software usage.

Key: R: Regularly, S; Sometimes, Nf: Not familiar, Nr: Not really, N: No

Statement	(Rating %, r)	R	S	Nf	Nr	N	n
BB posting session materials	89%, 50r	5%, 3r			2%, 1r	5%, 3r	56
BB posting module handbooks	88%, 49r	5%, 3r			2%, 1r	5%, 3r	56
BB posting assignment briefs	87%, 48r	5%, 3r			2%, 1r	6%, 3r	55
BB posting supplementary materials	78%, 43r	11%, 6r			5%, 3r	6%, 3r	55
BB notices (whole cohort)	73%, 41r	14%, 8r			7%, 4r	5%, 3r	56
BB email alerts (selected students)	64%, 35r	14%, 8r	4%, 2r		7%, 4r	11%, 6r	55
PS absence alerts (selected students)	34%, 18r	23%, 12r	9%, 5r		17%, 9r	17%, 9r	53

Figure 54: Academics’ engagement with technology to enable learning (TeL)

A significant majority (73%, 41r and over) utilized the VLE to transmit module materials and notices to the student cohort; none were unfamiliar with these facilities. Fewer respondents were aware of or used options to contact individual students through BB (general) or PS (attendance monitoring), 64% (35r) and 34% (18r) respectively.

Statement	(Rating %, r)	R	S	Nf	Nr	N	n
Horizon Wimba web pages				33%, 16r	6%, 3r	61%, 30r	49
External blogs		7%, 3r	2%, 1r	23%, 11r	13%, 6r	55%, 26r	47
External wikis		4%, 2r	2%, 1r	25%, 12r	15%, 7r	54%, 26r	48
Horizon Wimba interactive classroom		2%, 1r	4%, 2r	33%, 17r	8%, 4r	53%, 27r	51
BB wikis		2%, 1r	12%, 6r	22%, 11r	13%, 7r	51%, 26r	48
Adobe Presenter		4%, 2r	14%, 7r	28%, 14r	9%, 5r	45%, 23r	51
BB blogs		14%, 7r	11%, 6r	19%, 10r	13%, 7r	43%, 23r	53
BB discussion boards		21%, 11r	23%, 12r	12%, 6r	19%, 10r	25%, 13r	52

Figure 55: Academics' engagement with technology to enhance learning (TEL)

Slightly fewer respondents engaged with this item as indicated by the fall in average sample size from 55r (figure 54) to 50r, (from 92% to 83%) of the possible pool (n=60), suggesting irrelevance to some respondents which would increase the Nf/Nr/N findings. Few respondents utilized transformational communications software. Wikis and blogs are discrete asynchronous platforms accessible to selected members, the institution recommends use of these within BB as they are nested within a secure intranet but external applications are available. Discussion boards are generally open to a whole learning cohort for asynchronous posting of contributions to a topic thread; these were the most popular with 44% (23r) regularly or sometimes opening these. Horizon Wimba (HW) is a proprietary group specializing in TEL, the interactive classroom offers synchronous communications with audio/visual, web cam and text communications over the internet effectively creating a virtual learning setting for teachers/learners geographically distant from one another. Here, (n=51) few respondents (6%, 3r) used it with any frequency. HW web pages were even less utilized (if at all); these offer academics authorial software where a Word document is converted into hypertext facilitating the incorporation of interactive quizzes, audio/visual files, hyperlinks and animations. Adobe Presenter allows voice-over to PowerPoint slides as a means of expanding upon their content, relatively more respondents (16%, 9r) used these regularly or sometimes. These final two options are intended to give students access to learning materials on demand and repeatedly.

Eleven comments shed some light on reticence to embrace TEL. Competence was an issue: *'I have not been trained in these yet'* (Coaching), as was personal antipathy: *'What is a*

Wimba web page (I really don't want to know) (Education) and a perception that BB is unstable and unsophisticated: *I hate Blackboard, by using it rather than what I previously used, Moodle, I'm giving my students a far poorer service!!!!!!* (Medical Photography). Others were more positive: *I am investigating the use of Wimba... but have not yet implemented it* (Industrial Automation). A caveat: TEL software is designed to enhance learning, whether it does, is the responsibility of the author/designer, it is just as possible to use new and novel technologies to transmit rather than transform and this item did not explore this aspect of the debate. Respondents next reflected upon student participation in TEL/TeL initiatives.

Key: E: Excellent, G: Good, A: Average, P: Poor, D: Dismal

Statement (Rating %, r)	E	G	A	P	D	n
Accessing module instructions	14%, 8r	66%, 37r	16%, 9r	4%, 2r		56
Accessing assignment information	20%, 11r	63%, 35r	13%, 8r	2%, 1r	2%, 1r	56
Accessing session materials	25%, 14r	61%, 34r	14%, 8r			56
Accessing supplementary materials	16%, 9r	42%, 23r	35%, 19r	7%, 4r		51
Responding to BB alerts	16%, 7r	42%, 19r	27%, 12r	11%, 5r	4%, 2r	45
Responding to BB notices	13%, 6r	36%, 17r	32%, 15r	15%, 7r	4%, 2r	47
Responding to absence alerts	9%, 4r	33%, 14r	41%, 17r	9%, 4r	7%, 3r	42
Using blogs	9%, 2r	22%, 5r	30%, 7r	26%, 6r	13%, 3r	23
Using wikis	5%, 1r	18%, 4r	27%, 6r	32%, 7r	18%, 4r	22

Figure 56: Academics' perceptions of student engagement with TEL/TeL

The response pools per option mirror the findings charted above in that Tel via the VLE (average n=50) is the most common experience. Few reported students as excellent; most ratings were good excepting responses to absence alerts (average 41%, 17r) which might be anticipated as students who fail to engage physically are unlikely to engage virtually. The response pools for blog and wiki participation were low (46%, 23r, 44%, 22r respectively) as expected from the few academics that used these. These TEL platforms are perceived as appropriate to contemporary students but respondents do not appear to concur, 78% (17r) rated participation levels as average or below. The comments (7) did not add to the debate except one: *Don't get me started on wikis and blogs!* (Marketing).

Academics were then challenged to reflect upon their reactions to three earlier findings from the (ultimately) discarded new student phase (pp1-2). These pertained to perceptions of whether expectations with respect to academic, personal and social needs were being met. In each case, less than 50% of the student sample (510r) agreed/strongly agreed.

Statement	(Rating %, r)	Shocked	Surprised	Not surprised	n
Academic expectations		6%, 3r	40%, 22r	54%, 30r	55
Personal development expectations		4%, 2r	29%, 16r	68%, 38r	56
Social expectations		4%, 2r	33%, 18r	63%, 34r	54

Figure 57: Academics' reflections upon students' expectations

In each category, most respondents were not surprised. These items elicited more comments than previously: 35, 33 and 28 respectively. Narrative data was filtered and quantified to construct an overview of perceptions of reasons for low levels of satisfaction. Exemplars of general statements are given alongside the quantitative selection. Key: Sh: Shocked, Su: Surprised, Ns: Not surprised and the number of comments (X of Yr).

Academic expectations (35r): According to one: *'They have everything'* (Law, Sh:1 of 2r). For several this did not reflect feedback: *'Module evaluations are generally very positive'* (Human Resource Management, Su: 5 of 12r), others asked what such expectations might constitute: *'am disappointed, does this reflect lack of clarity when discussing academic expectations (what are they)?'* (Radiography, Su: 7 of 12r). The majority referred to managing expectations: *'We need to establish what these expectations were, and terrible as this may seem, dispel them as soon in the student experience as possible. When students come to realize what [is] expect[ed] of them, they can start or continue the process of becoming independent learners'* (Law, Ns: 8 of 20r). A few were defensive, blaming students who: *'want to be spoon-fed and as such are surprised they need to engage themselves'* (Event Management: Ns: 6 of 20r) or colleagues: *'I may be doing a good job but what some colleagues are doing is totally appalling... not only beyond belief but totally incompetent'* (Medical Photography, Ns: 2 of 20r). Others view the student-as-customer as responsible: *'Students... are largely influenced by the marketisation trend and see themselves as*

unhappy customers because they're paying for a degree, and they're not getting good grades or they're failing. They think that because they paid for it they should pass with flying colours and have a relaxed comfortable time while doing so (Computing, Ns: 4 of 20).

Personal development expectations (33r): This was interpreted as Personal Development Planning (PDP): *'They have full support, even an assessed reflective diary'* (Law, Sh: 1 of 2r) which may demand that academics: *'encourage them to help themselves with this, and encourage more pro-activity'* (Education, Su: 4 of 9r). One was surprised because: *'Placement feedback is very positive'* (Community Services, Su: 1 of 7r). Again, what constitutes these expectations was raised: *'not sure what personal development expectations are'* (Law, Su: 4 of 9r). This theme was developed by the majority: *'Students do not know what to expect or what is expected of them; how can they therefore form reliable expectations'* (Psychology, Ns: 4 of 22r). Most referred to low levels of student engagement with PDP: *'Bear in mind you can take a student to the library but you cannot make him think'* (Technology, Ns: 14 of 22r), others academic engagement: *'PDP has to be bought into by all staff, if you ask some staff they would not know what it is'* (Medical Photography, Ns: 4 of 22r).

Social expectations (28r): A common theme was: *'Is this our responsibility?'* (Occupational Therapy, Sh: 1 of 2r) and: *'Who do they expect to meet their social expectations?'* (Education: Su, 6 of 10r) because: *'The diversity of students' ideas around what their needs are, is like looking for the proverbial needle in a haystack'* (Sociology, Ns: 7 of 15r). There was confusion: *'Not sure what this means really'* (Human Resource Management, Su: 2 of 10r) and: *'I can't explain my answer'* (Education, Ns 1 of 15r). Two questioned an artificial raising of expectations: *'Media emphasis tends to be on the 'social' side of life and neglects to mention that to benefit from this, students need to actively engage with opportunities'* (Psychology, Ns: 2 of 15r) and that academic staff should do more because: *'Local students miss out on the natural bonding that comes with sharing halls'* (Education, Ns: 2 of 15) and: *'It is often difficult for mature students especially... Joint Honours to... develop their social networks'* (English, Ns, 1 of 15r). Some academics considered: *'Do we need to work more closely with the [student union]?''* (Radiography, Su: 2 of 10r) or have taken it up: *'I have started organizing more events for [my] students due to this problem'* (ESOL, Ns, 2 of 15r).

Respondents then reflected upon up to three most challenging aspects of their work.

Category	Theme	Grouping	r	Total	%
HE Landscape	Government policy	Change, lack of funding	4		
	Diversity	Heterogeneous student body	9		
	Massification	Student numbers	5	18	13
Institutional Ethos	Managerialism	Top-down, target driven	12		
	Bureaucracy	Admin system/staff/load	17	29	20
Deficits	Lack of support for:	Induction/CPD/personal progression	11		
		Adequate/timely resources	6		
		Research activity	4		
		Scholarly activity	4		
		Technological up-skilling	3		
		Curricular development	3		
		Collaborative projects	2	33	23
Academic Role	Workload	Time constraints	11		
		Workload overload	9		
		Juggling concomitant commitments	5		
		Complexity of LTA role	4	29	20
Contract	Non-core staff	Associate: uncertainty/isolation	3		
		Fractional: f/t work for p/t pay	2	5	3
Practice	Students	Low levels of engagement	12		
		Supporting academic deficits	8		
		Managing expectations	5	25	17
Peers	Colleagues	Contrasting expectations	4	4	3
				143	100

Figure 58: Academics' perceptions of the challenges of working in a modern university

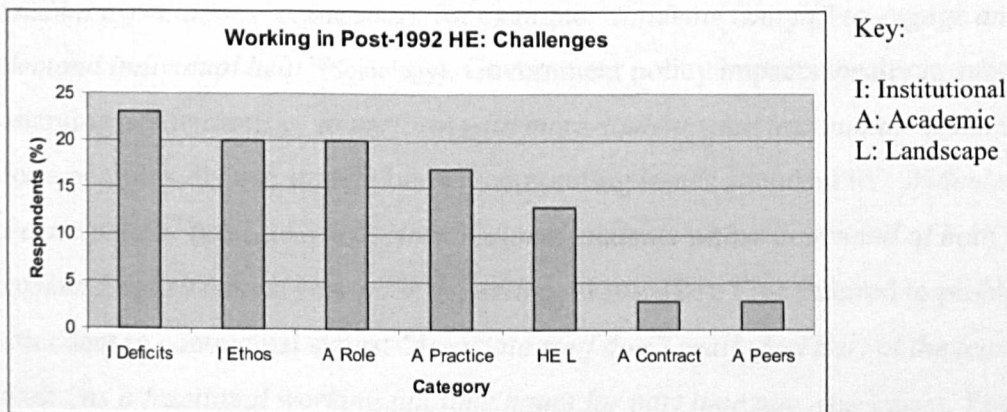


Figure 59: The most challenging aspects of working in a modern university

Of 147 comments, 4 were discarded as ambiguous (n=51). Narrative data was filtered by nested key words (category, theme and grouping), first quantified and charted (figure 58), then graphed in priority order (figure 59) for ease of reference (c = comments).

Institutional deficits were the most challenging (23%, 33c). Respondents considered that a lack of support detracted from their capacity to flourish professionally: *'Lack of funding for meaningful staff development'* (Law) but yet a: *'requirement for an ever-widening skill-set'* (Psychology) or practice effectively, by: *'Developing and delivering programmes that are fit for purpose'* (Radiography). These deficits manifest in an ethos (20%, 29r) of centralist managerialism: *'It feels like a factory'* (Human Resource Management) because: *'The customer-focused institution'* (Education) demands that academics be: *'All things to all'* (Dance). The bureaucracy demands much of staff: *'The amount of mundane administrative tasks I have to do'* (Youth Services) but regularly fails to work for them: *'Everything seems last minute e.g. class size, room facilities'* (Education). Academics struggled with the depth and breadth of their workload (20%, 29c): *'... too much teaching – insufficient time to think'* (Human Resource Management) or *'to really prepare'* (Computing) or to engage in: *'scholarly activity'* (Education) or to: *'research'* (Psychology) resulting in an uneven: *'Work life/study balance/ family life'* (History). These challenges are compounded by student interactions (17%, 25c). Academics cite low levels of engagement: *'Lack of 'drive' from students generally'* (Law), a need to negate academic deficits: *'Extremely weak students who are ill-equipped to deal with the course'* (Psychology) and to manage: *'The misaligned student expectations'* (Computing), for example: *'Students who fail to engage and then demand individual help'* (Sociology). Government policy impacts locally in subsequently charging academics: *'... to perform with more students and less money'* (Earth Science), cater for a complex diverse student body incorporating issues attendant to: *'Widening Participation'* (Education) and: *'International students whose command of both written and spoken English can be very poor'* (Marketing) (13%, 18c). Five referred to problems attendant to contractual status: *'Associate staff don't really feel part of the team'* (Marketing) and: *'as a fractional working full time hours for part time pay'* (Education). Four (3%) stated poor relationships with colleagues, perceiving: *'A lack of respect by some academics for new subjects'* (Design) and: *'High absence rates amongst colleagues'* (Education).

Respondents then reflected upon up to three most rewarding aspects of their work.

Category	Theme	Grouping	r	Total	%
Students	Guidance	Leading students to success	30		
	Interaction	Sharing with students	14		
	Inspiration	Light bulb moments	14		
	Practice	Teaching role	9	67	47
Colleagues	Professional relationships	Collegiate atmosphere	19	19	13
Research opportunities	Secondary	Engagement with subject	11		
	Primary	Activity and dissemination	6	17	12
Professional development	Informal	Indirect widening experience	10		
	Formal	Direct progression	4	14	10
Professional status	Respect	Appreciation	9	9	6
Career path	Conditions	Good prospects	5		
	Pay	Well paid	3	8	6
Professional autonomy	Job control	Flexibility	6	6	4
Commercial engagement	External	Collaboration	3		
	Institution	Our corporate image	1	4	3
				144	100

Figure 60: Academics' perceptions of the rewards of working in a modern university

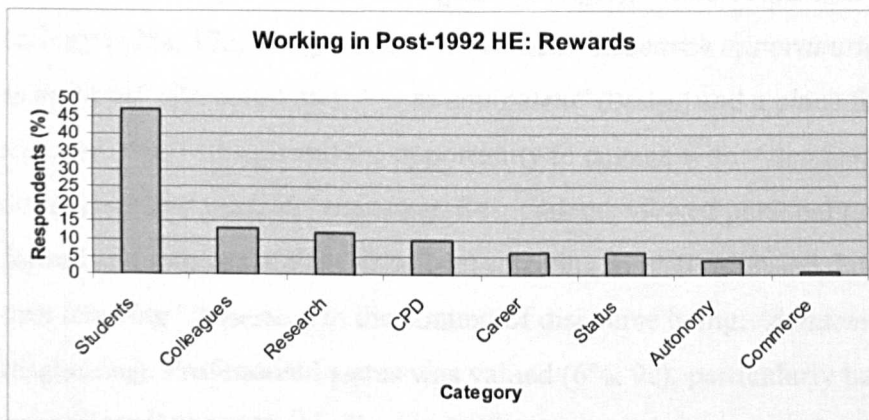


Figure 61: The most rewarding aspects of working in a modern university

A similar number of comments (144) were recorded, none discarded (n=52). Narrative data was again filtered, quantified and charted (figure 60), then sorted and graphed in priority order (figure 61) for ease of reference.

This item was designed not solely to uncover rewarding aspects of contemporary academic life in post-1992 HE but to terminate the survey on a positive note, demonstrating ethical concern for the well-being of respondents and reciprocity for their time and energy.

The most rewarding area concerned interactions with students (47%, 67c). Respondents referred to guiding students to achievement: *'Watching students blossom'* (Human Resource Management) and made especial mention of light bulb or: *'Air punch moments that you have been a part of'* (Applied Mental Health). These respondents focused upon teaching, the majority enjoyed: *'Engagement with students'* (Computing), they could have: *'Fun in class'* (Occupational Therapy) and valued reciprocity: *'sharing knowledge and experience'* (Education). Extra curricular: *'Interaction with motivated students'* (Computing) was welcomed. Teaching *per se* accords a perception of personal achievement: *'The excitement of the lecture'* (Law) and: *'The satisfaction of delivering an effective tutorial'* (Computing) accorded a: *'sense of accomplishment from teaching well'* (Law), all culminating in: *'Graduation Day!'* (Human Resource Management). Respondents relied upon and valued colleagues (13%, 19c), for being: *'supportive'* (Education) and: *'like-minded'* (Environmental Health) ensconcing a sense of collegiate belonging which could over-spill into research activity (12%, 17c). Respondents welcomed: *'Research opportunities'* (Coaching), *'Access to material'* (Education) and: *'... to equipment'* (Design) and a place for: *'Knowledge transfer'* (Sport Science) and the opportunity to engage with: *'Academic debate with colleagues and students'* (Education). Respondents viewed personal progression as both formal and informal CPD (10%, 14c) referring to institution-led development and: *'My own learning'* (Education) in the context of discourse being: *'Academically stimulating'* (Engineering). Professional status was valued (6%, 9c), particularly being: *'Respected [and] appreciated'* (Social Work). The academic career path was viewed as a privilege by 6% (8c), one considered: *'The pay – seriously, we're fortunate to earn so much from a job that is innately enjoyable, however stressful'* (Law), another reflected that there existed: *'The prospect of a structured, progressive career'* (Youth Services). Academic autonomy mattered (4%, 6c) as it conferred: *'The freedom to manage one's own time and thought'* (Computing). Four (3%) mentioned commercial links: *'Working with Industry'* (Business Management) or as being part of MidwayU's: *'Corporate image'* (Civil Engineering).

Sensing shift summary: respondents reported perceptions of shift in the academic/student relationship and considered what student data might be captured to guide curricula design and delivery to improve the alignment of teacher/learner expectations. The most significant attribute was full time work; then concomitant commitments, place of residence and family history of attendance were considered possibly useful. Smaller programmes, often linked to professional practice regularly collected this data at selection. Data indicating academic and IT competences were deemed more important.

Negative shifts in student behaviours, such as increasing anxiety and dependence, poor preparation and low levels of critical thinking and academic writing skills resonated to some degree with most. No significant rises in aggression or formal complaints were generally realized. There was uncertainty as to whether plagiarism had increased; but where it was detected the cause was attributed to misunderstanding rather than deliberate deception. A significant minority used and/or encouraged students to use Turn It In. A shift in LTA practice is an institutional drive for TEL. The majority practiced TeL, that is, they regularly utilized the VLE to transmit existing materials online. Very few utilized transformational software citing lack of training, unstable and unsophisticated IT platforms and personal antipathy. Student response to the VLE was generally 'Good'.

The majority of respondents were not surprised that less than 50% of the initial student sample perceived that their academic, personal development and social expectations were being met. These items elicited the most comments to date (35r, 33r, 28r), majority opinion expressed the need to clarify and manage student expectations across the board.

Comments pertaining to the challenges of respondents' working life were ranked in priority order as institutional deficits and ethos, the academic role and practice, HE drivers, contractual status and colleagues. Rewards comprised: student interactions, collegiate atmosphere, research and CPD opportunities, career path, professional status, autonomy and links with corporate bodies (287 comments were offered overall).

7. Further participation with the study

Respondents were thanked for their time and interest in the survey and invited to participate in the interview stage. The response (n=55) was highly positive: 'Definitely' (47%, 26r) and 'Possibly, tell me more' (26%, 14r) giving a potential interviewee pool of 40 (73%). This suggested that the majority were willing to engage further and in depth. Unfortunately focus groups proved impossible to organize, however, potential participants had already included themselves in the interview pool.

Phase 1: Conclusions

Analysis of survey data followed the overarching structure of the 'Map of Aims' (figure 3, p76). The profile data authenticated the sample population as representative of the general academic teaching staff population at MidwayU as identified in the Scope (p73). A significant majority (70%, 42r) of recruits held no recognized teaching qualifications on entry. Amassed experience was interpreted variously and anecdotally, suggesting equivalents conferring transferable skills. Institutional support was patchy. Induction (again, interpreted variously) was questioned in terms of form, duration, quality and value by 43% (15r) of the 58% (42r) who rated its effectiveness. Fewer respondents (n=50) commented on engagement with the PgPLT, the majority (66%, 33r) had/were/were due to participate, 24% (12r) considered themselves exempt, 10% (5r) were unaware of the programme. With respect to CPD 43% (26r) did not consider themselves active participants, employment status did not account for lower levels of engagement, however core staff were more likely to be engaged in active research than non-core. Full time staff (61%, 36r) engaged with higher study tended to benefit from fee subsidies but not reduced teaching hours, for independent researchers, commissioned TIR projects did fund teaching relief. Accessing an effective working environment (physical and virtual) proved more problematic for Associate staff, however, core staff were not immune from change and downgrading in these over time. Teaching loads varied, most core staff (64%, 29r) led/supported four or more modules per academic year.

Responses to premises and claims mined from widening participation literature were positive, on average 90% agreed/strongly agreed (figure 27, p129). Most considered that massification forestalls intimacy in the academic/student relationship; that the institution is more accountable for outputs (employable graduates) but has less control over its inputs (students from traditionally under-represented groups) and that recruiting an expanding and untested student body presents substantial challenges to academics. It also devalues the socio-economic and cultural capitals traditionally associated with a first degree and thus the status of the academic profession. WP attribute data was rated ineffective in informing how greater numbers of new students might be supported. In this context, student autonomy appears a pre-requisite of survival rather than a product of an undergraduate education. This demands a paradigm shift away from traditional notions of higher education as one of knowledge transmission (*from academic to student*) to a more holistic model of transformation: academic *with* student.

One such model, Seven Principles for Good Practice in Undergraduate Education (Chickering and Gamson, 1987) elicited a strongly positive acceptance from respondents (figure 48, p145). A significant majority (over 90%) considered that good practice encourages contact between academics and students, facilitates peer-to-peer reciprocity and demands active learning techniques matched with timely feedback embedded in a teaching ethos where high expectations are communicated and diverse talents and ways of learning are respected. Slightly fewer (81%) accepted that the teaching of study skills (Principle 5) was incumbent upon the academic. For each principle, respondents described barriers to effective practice in varying degrees, suggesting the principles represent an ideal rather than a reality; consequently respondents were generally reluctant to see them accorded any formal contractual status with students in the context of current circumstances.

These circumstances, and any sense of shift in them, concluded phase 1. Respondents indicated less certainty that specific knowledge of students' concomitant commitments, place of residence and familial familiarity with higher education might be more than possibly useful in guiding curricula design and delivery whereas knowledge pertaining to

academic and IT competences would be useful. They had observed a negative shift in a range of learning behaviours notably students' preparedness to learn and capacity for critical thinking and academic writing, giving rise to increasing levels of dependency and anxiety particularly at assignment time. Whether this led to increased plagiarism was debatable, existing levels were attributed to misunderstanding the concept. Student engagement with the VLE was generally 'good' in response to widespread use of the VLE by the majority of respondents (TeL). Very few, however, engaged with TEL, citing low levels of training, little confidence in technologies and a lack of personal interest. Respondents were then challenged by data gathered at the outset of this project wherein less than 50% of students considered their academic, personal or social expectations had been met, most were unsurprised. These findings elicited considerable qualitative data (96c) concluding as an urgent need for the management of student expectations. Finally the challenges to an academic's working life (n=51) were ranked as institutional deficits and ethos, the academic role and practice, HE drivers, contractual status and colleagues (figure 58, p155). Rewards (n=52) were ranked as: student interactions, collegiate atmosphere, research and CPD opportunities, career path, professional status, autonomy and links with corporate bodies (figure 60, p157); in combination 287 comments were elicited overall.

An indication of the value of the study to participating academics was based upon levels of engagement with it. These were extensive, average response rates to 65 survey items were:

- profile/benchmark/institutional support 97%, 58r
- implications of Widening Participation 97%, 58r
- implications of the Seven Principles 95%, 57r
- identification and perceptions of impacts of shifts 92%, 55r

Building upon this validation of the study was the size of the potential pool of interviewees (67%, 40r) indicating a significant willingness for continued engagement with it in phase 2.

Phase 2: the interviews

Choice and context

Fifteen participants selected one of three sets of themed questions, affording each the opportunity to direct the interview from the outset. My aim in this design was to garner possible early indications of habitus/field matches and mismatches because the act of self-selection might suggest greater confidence in talking about one area: my workplace (field), my role (habitus) or my students (practice), than another.

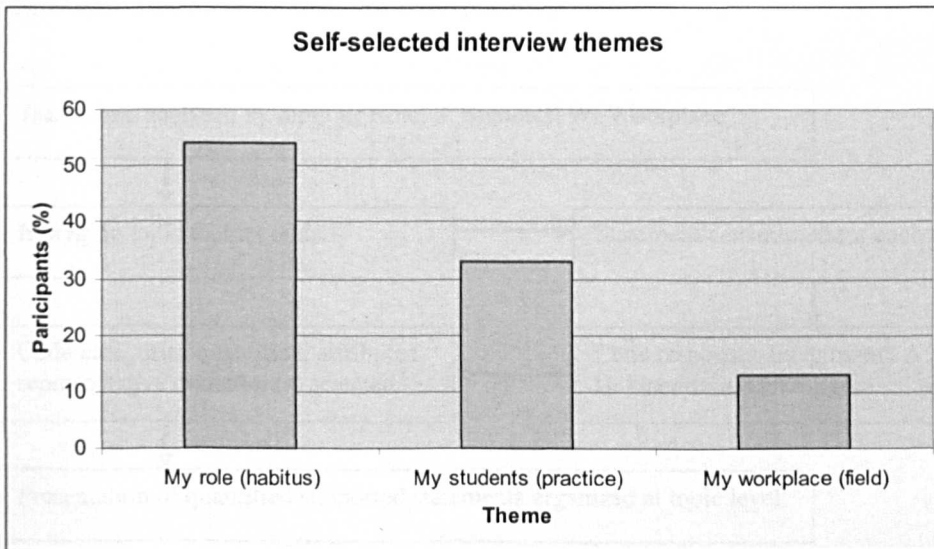


Figure 62: Participants' preferences in topics for interview

Analysis of the reasons for selecting any given area fell into push/pull categories. All but two interviewees (13%) rejected 'my workplace' on the basis that they were more interested in the micro than the macro scale of their working lives. This reluctance to confront wider field/sub-field issues *per se* was qualified by a general appreciation that all three areas were naturally and inextricably linked but that reflection was best directed inwards towards 'my role' (54%, 8r) or to the immediate, 'my students' (33%, 5r).

Overview

Analysis of data captured through fifteen interviews (average duration 1 hour), is presented as a series of quantified constructs. The blending of qualitative and quantitative data indicates the degree of positive or negative alignment with each statement or alternatively uncertainty. Rich data drawn from distinct but closely related topics rarely conforms to neat categorizations therefore this section is structured so as to offer an overview of the responses to the three main areas but sufficiently flexible to include data emerging from a different response pool giving rise to overlap, the notions of professional development, relations and arena mapped in figure 2 (p53). Analysis was an iterative process but here is represented as a linear map for transparency.

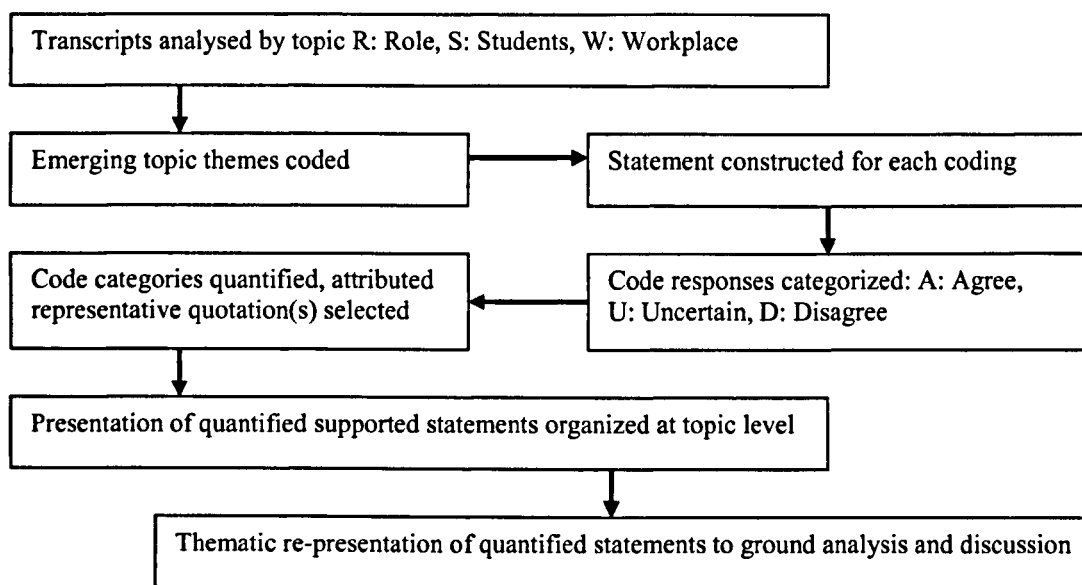


Figure 63: The process of qualitative data analysis for a sequential mixed design

In all tables the quantification key is: Key: A: agree, U: uncertain, D: disagree, T: total.

The final table of constructs (figure 69, p168) re-organizes emerging themes to provide a cohesive structure for discussion.

Interviews were guided ensuring that participants had the opportunity to focus upon areas of most interest to them rather than be party to a prescribed exercise in opinion collecting; the priority was to yield data the participant deemed rich and thus significant. Each individual is represented by a pseudonym as listed below alongside a brief biography drawn from their survey response form, and presented within ethical parameters to situate their experiences and perceptions when quoted but maintain anonymity and confidentiality.

Notes:

Pseudonyms are gender/ethnic appropriate

Discipline is sufficiently broad to indicate general, not specific academic interest

Years in HE is as at 2010

Teaching qualifications are denoted by:

OE: held on entry, SE: gained since entry, U: currently undertaking, D: due to take, E: exempt, NR: no response and N: none

Contract: FT: full time, PT: part time, P: permanent and A: Associate

Topic	Pseudonym	Discipline	Years in HE	Teaching qualification	Contractual status
My role	Roger	Education	2.5	OE	FT/P
	Sue	ESOL	5	SE	PT/P
	Tony	Law	10	SE	FT/P
	Alec	Education	5	OE	FT/P
	Francis	Computing	2	N	A
	Elaine	Social Work	7	SE	FT/P
	Steve	Engineering	4	U	A
	Ruth	Education	6	N	FT/P
My students	Simon	Computing	7	E	FT/P
	Trevor	Accounting	9	SE	FT/P
	Claire	Psychology	12	N	FT/P
	Guy	Education	7	OE	PT/P
	Mary	Education	1	OE	PT/P
My workplace	Judy	Social Sciences	2.5	SE	PT/P
	Rob	Human Resources	9	NR	FT/P

Figure 64: Pseudonyms and brief biographies of participants

Early emerging themes

My role	Statement	A	U	D	T
Pedagogical philosophy	I am both the 'sage on the stage' and the 'guide by the side'	5		3	8
	Teaching is a performance	3			3
	Widening participation challenges academics	7			7
	The customerization of students diminishes academic professionalism	1	1	1	3
	My remit includes a formal pastoral element	2			2
	I endorse a student-centred pedagogical philosophy	6	1		7
	Some students appear to lack motivation	4			4
	I work on a professional programme and my students are tested on entry	1			1
	I use autobiography in my teaching	5			5
	I incorporate new technologies in my delivery	2		1	3
	Modularization constrains learning	2	1	2	5
	Some colleagues are ill-equipped to do the job	5			5
	Academics would benefit from training in pedagogical theory and practice	5		1	6
	Retention at all costs serves neither students nor academics	4			4
	Presentism erodes academic autonomy	2	1		3
There is top down pressure to upgrade students	2			2	
Primary identity	I am first and foremost a teacher	6	2		8
	I am primarily engaged in secondary research	6	1	1	8
	I identify with being an 'academic'	2	1	4	7
Constructed values	I am value-driven	6	2		8
	I am value-added	7	1		8
	I am valuable	6	1	1	8
	I am valued	2	3	3	8

Figure 65: Emerging themes: 'My role'

My students	Statement	A	U	D	T
Competences	Widening participation challenges academics	5			5
	Some students are academically ill-equipped to participate in HE	4			4
	Some students are culturally ill-equipped to participate in HE	5			5
	Some students appear to lack motivation	4			4
	Some student expectations are unrealistic	5			5
	Joint Honours have difficulty in developing an academic identity	3			3
	Retention at all costs serves neither students nor academics	4			4
Learning landscape	The physical environment presents barriers for academics	4			4
	Managerialism diminishes academic professionalism	4			4
	Academics would benefit from training in pedagogical theory and practice	3	1	1	5
Impacts of TEL	The drive for technology enhanced learning is not cohesive	3			3
	I incorporate new technologies in my delivery	2		1	3
Primary identity	I am primarily engaged in secondary research	3		1	4
	I identify with being an 'academic'			3	3

Figure 66: Emerging themes: 'My students'

My workplace	Statement	A	U	D	T
New managerialism	The institution is structured on a business model	2			2
	Managerialism diminishes academic professionalism	2			2
	The customerization of students diminishes academic professionalism	1			1
	Some colleagues are ill-equipped to do the job	2			2
	Teachers are required to enchant students	2			2
	Teaching is a performance	2			2
	I incorporate new technologies in my delivery		1		1
Therapeutic education	There is such a thing as a therapeutic university	2			2
	Widening participation challenges academics	2			2
	Joint Honours have difficulty in developing an academic identity	2			2
Graduate employability	Graduateness is more than knowledge and skills	2			2
	There is top down pressure to upgrade students	2			2
Primary identity	I am primarily engaged in secondary research			2	2
	I identify with being an 'academic'		1	1	2

Figure 67: Emerging themes: 'My workplace'

The future	Statement	T
Predicting change	The HE landscape will change rapidly and beyond recognition	4
	Competition not widening participation will drive selection	3
	Post-1992 HE will adopt the instrumentalism of employer-driven FE	4
	MidwayU needs to continue re-positioning itself	2
	There will be redundancies	3
	Dual professionalism will demand accreditation	1

Figure 68: Emerging themes (6): academics' perceptions of political change

Phase 2: Conclusions

Topic selection rested upon personal interest, subsequently emerging themes were first captured. These were then re-organized and re-quantified in conjunction with the Map of Aims (figure 3, p76). In the event 41 themes emerged overall (figure 69, p168). There was considerable overlap in some key areas where participants in one group referred to themes raised by another indicating the real-world connectivity between habitus, field and practice. For example, a significant number commented upon: widening participation challenging academics (93%, 14r), the research-teaching nexus (93%, 14r), an 'academic' identity (80%, 12r) and whether a higher education teaching qualification was essential/desirable (73%, 11).

Statement	A	U	D	T
Habitus: agentic internal dispositions, the individual's competencies				
I identify with being an 'academic'	1	2	9	12
I am primarily engaged in secondary research	9	1	4	14
I am first and foremost a teacher	6	2		8
My remit includes a formal pastoral element	2			2
I am both the 'sage on the stage' and the 'guide by the side'	5		3	8
Teaching is a performance	5			5
I use autobiography in my teaching	5			5
I endorse a student-centred pedagogical philosophy	6	1		7
Some colleagues are ill-equipped to do the job	7			7
I am value-driven	6	2		8
I am value-added	8			8
I am valuable	6	1	1	8
I am valued	6	1	1	8
Academics would benefit from training in pedagogical theory and practice	8	1	2	11
Field: social and symbolic space, the organizational environment				
The institution is structured on a business model	2			2
Teachers are required to enchant students	2			2
The customerization of students diminishes academic professionalism	2	1	1	4
Modularization constrains learning	2	1	2	5
There is such a thing as a therapeutic university	2			2
Managerialism diminishes academic professionalism	6			6
Presentism erodes academic autonomy	3			3
Retention at all costs serves neither students nor academics	8			8
There is top-down pressure to upgrade students	4			4
I work on a professional programme and my students are tested on entry	1			1
Graduateness is more than knowledge and skills	2			2
The physical environment presents barriers for academics	4			4
The drive for technology enhanced learning is not cohesive	3			3
I incorporate new technologies in my delivery	4	1	1	6
Widening participation [WP] challenges academics	14			14
Practice: distinct and distinctive, the demands of the job				
Some students appear to lack motivation	8			8
Some students are academically ill-equipped to participate in HE	4			4
Some students are culturally ill-equipped to participate in HE	5			5
Some student expectations are unrealistic	5			5
Joint Honours have difficulty in developing an academic identity	5			5
Hysteresis: predicting change in the field of power				
The HE landscape will change rapidly and beyond recognition	4			4
Competition not widening participation will drive selection	3			3
Post-1992 HE will adopt the instrumentalism of employer-driven FE	4			4
MidwayU needs to continue re-positioning itself	2			2
There will be redundancies	3			3
Dual professionalism will demand accreditation	1			1

Figure 69: Thematic presentation of interview data within a Bourdieusian framework

The constructs (statements) are critically analyzed and discussed, in conjunction with relevant evidence from the survey findings, against the literature in the next chapter.

ANALYSIS AND DISCUSSION

Introduction

That the field of higher education has been subject to a paradigm shift in the last three decades through: 'Wider phenomena such as massification, accountability and marketisation' (Di Napoli and Barnett, 2008:1, p5) was established and evaluated at the outset of this study. These macro-scale changes were issued from the field of power through government edict driven by national economic competitiveness and have profoundly impacted upon academic identity and practice through the audit culture attendant to new managerialism (Deem et al, 2007). The 'attempt to systematize and codify student-teacher interactions' (Morley, 2003, p129) at the micro-scale has driven the quantification of the qualitative relations of the academic/student interaction associated with higher education and in so doing, re-cast the identities of both. Contemporary HE is a landscape populated by students-as-customers.

The rationale for operational change is an essential rationalization, the tightening of control of economic capital through the mechanisms of efficiency, calculability, predictability and control captured in the notion of McDonaldization (Ritzer, 1993). It is in this unfamiliar and uncharted territory that academics are confronted to re-think their place and purpose. This study is situated in the post-1992 sector because academic staff working in this field had already experienced a unique 'hysteresis' (Hardy, 2008, p131) through the unification of the higher education system whereupon a collective habitus for a polytechnic (if not FE) culture was challenged. In the light of that seismic event and the aftershocks which continue to dislocate the foundations of the system, it seeks to uncover the shape and state of the academic professional habitus in new universities, nearly two decades on.

In the interim, academic reactions to change were variously modelled as a set of strategic responses: 'sinking, swimming, coping and re-constructing' by Trowler (1998, p111), in terms of tribal entrenchment rather than institutional identity by Becher (1998) and in the

context of a tripartite academic identity by Taylor (1999). This study aimed to move beyond the primarily psychological focus on agentic choice of these very useful models to develop a sociologically empirically underpinned theory of what an academic professional habitus might be. The premise of habitus is the internalization of dispositions that equip an individual to occupy a social space effectively and align themselves with its concomitant 'distinct and distinctive practices' (Bourdieu, 1994, 1998, p8). Hysteresis disrupts power relations; a disequilibrium where what constitutes distinct and distinctive practice becomes distorted as the field seeks to re-orientate itself in the contexts of its past history, the current politico-socio-economic environment and future visions of purpose. Thus, a new model, validated through its emergence from data analysis of mediated relations between subjective agents and objective field structures (Swartz, 1997, Grenfell, 2008:1) is needed to meet the demands of two antithetical ideological positions.

The deliberate inculcation of an academic habitus; first alluded to by Dearing (1997) as teaching credentialism for new recruits, and the 'hope that... most existing staff will also seek recognition for their teaching skills' (Dearing, 1997, 14.30) has strong resonance with both utilitarian and virtuous philosophies. It is utilitarian in that it structures field forces through a model of efficacy where the greater good is interpreted as effectiveness manifested as practice in the objective interests of the field. It is virtuous in that it structures individual dispositions through an ethical model whereby effectiveness, if not excellence is interpreted as the equipping of academic teachers with an embodied theoretical pedagogical praxis in the subjective interests of this group of agents (Macfarlane, 2004). A slow uptake in formal teaching programmes across the sector to date (Gosling, 2010) indicates an institutional confusion of what might constitute an academic habitus, resistance to participation by some academics (Lueddeke, 2003) and outright rejection by some educational theorists (Hayes, 2002, Barnett, 2009).

Any reticence to act on the professionalization of higher education teaching is substantively challenged by the tenets of two recent consultation reports commissioned by the previous administration (Labour) and the incumbent (Conservative/Liberal

Democrat) coalition government respectively. Both reports herald further (and relatively) immediate impacts upon the system in this area. The former, the Browne Report (2010) 'Securing a Sustainable Future for Higher Education', increases tuition charges above a threshold of £6,000 to a maximum of £9,000 pounds per academic year and states:

It will be a condition of receipt of income from the Student Finance Plan for the costs of learning that institutions require all new academics with teaching responsibilities to undertake a teaching training qualification accredited by the HE Academy, and that the option to gain such a qualification is made available to all staff – including researchers and postgraduate students – with teaching responsibilities.

Browne (2010, p47)

The latter, the Higher Education White Paper (2011) 'Students at the Heart of the System', suggests:

A further way in which higher education institutions can demonstrate their recognition of the importance of teaching is to publish anonymised information for prospective and existing students about the teaching qualifications, fellowships and expertise of their teaching staff at all levels.

DBIS (2011, p29)

Both reports imply that teaching excellence is a measurable and discrete entity and that subject expertise in isolation is an insufficient indicator of reputational distinction for neither individual institutions nor academics. The re-conceptualization of the student elevates him/her to that of a sophisticated consumer, one informed by data that in other enterprises might be considered economically sensitive in a competitive arena. New managerialism has intensified in the demands it makes of individual academics through its pursuit of the spectacular (capturing attention) and enchantment (keeping it) (Ritzer, 2002) to recruit and retain future customers. Against this background it becomes

incumbent upon a research study that endorses the formal inculcation of an academic habitus in theory to present an empirically underpinned, well-evidenced treatise. It must identify not only the nature of practice and a dual professionalism, a dual habitus, but also those external field forces and conditions that temper personal philosophies and efficacy in the classroom, and inform the positioning of self in the wider workplace, that these too might be formally and systematically recognised as critical scaffolding that only the institution can provide. To that end, this introduction has briefly contextualized the debate concerning the professionalization of higher education teaching in the current political climate. The process of generating analysis and discussion and the justification and rationale for choices made is described below following a reflection on reflexive practice.

Reflexive practice made transparent

Reflexive practice on my part as researcher is integrated explicitly and implicitly throughout the chapter. It is made explicit in the context of interpreting the academic voice where I acknowledge my own social position within the bounds of the study, particularly with interviewees as colleagues (some known before the event, some through it). It is made implicit throughout by an auditable data trail that hopefully demonstrates careful, faithful and objective reporting of primary data and a similarly resolute approach to secondary data. My aim has been to demonstrate an ethical respect for both, and a calculated avoidance of epistemic distortions or cognitive dissonance in answering the research questions before constructing a final set of claims and recommendations.

The academic voice is the voice of a collective wherein individual members experience quite different daily academic lives depending upon their disciplines and specifically the programmes they are engaged with (Macfarlane, 2004). Discipline directs activities in inculcating students with specific field practices, norms and mores but how this is executed and to what degree of success closely correlates with quantitative factors including student-staff ratios and available resources, and qualitative elements such as the competences and commitment of the students and staff involved. The complexity of

multiple domains of being, of practice and of place demanded that ‘data was modeled in terms of intersection’ (Strathern, 2008, p13) but to identify the relational transactions attendant to a Bourdieusian methodology requires first the reduction of each of those domains into its constituent components. Reconstruction must then be a discursive process, that is, new constructs are built on reasoned not intuitive interpretation.

Therefore any analysis of the academic voice must be treated with:

...some caution... When informants share their sense of who they are and what their current experiences mean to them, they do so in ways that are collaborative acts of identity formation involving both the researcher(s) and the respondent(s).

Taylor (2008, p30)

This does not suggest that emerging data is too partial (subjective) and solely of its moment, its: ‘*tempo*’ (Bourdieu, 1972, 1977, p8, original emphasis), to usefully inform theory and generate practice *per se*. Rather it is a caveat that warns of the need for constant interpretive vigilance on the part of the researcher (Richards, 2009). Data analysis must be grounded in the reflexive practice of self (Deer, 2008:1) and discussion shaped with integrity, in pursuit of the transparent trustworthiness consistently referred to by Teddlie and Tashakkori (2009). There are especial considerations when one engages in research situated in one’s own professional situation and it seems useful here to introduce the Bourdieusian notion of a ‘*cleft habitus*’ (Bourdieu, 2004, 2007, p100, original emphasis). This conceptual thinking tool refers to a set of agentic predispositions which Bourdieu declared in his ‘Sketch for a Self-Analysis’ meant he:

Felt ill-at-ease and an imposter in the academic world, possessing a “cleft habitus”, the effect of a “very strong discrepancy between high academic consecration and low social origin” (p.69) and from this vantage point was able to better “objectivate” the academic terrain.

Burawoy (2008, p1)

Whilst I make no claim to high academic consecration and consider the term ‘imposter’ an overstatement, I do identify with Bourdieu’s inner detachment from place with respect to how I have approached my research. I have consciously observed a critical distance between my personal profile as researcher (where my habitus is less-well formed) and my public profile as lecturer (where my habitus is fully formed). I have subsequently concluded that this cleft arises not solely from my social origins (although they were indeed low) but from my late entry into higher education and even later transubstantiation from student novice to teaching ‘expert’. My sociological gaze, the metanoia that Bourdieu demands of scholars who would undertake primary research, is rooted in an outsider’s view of academe *per se*, having only ever been exposed to its post-1992 incarnation, the teaching institution. Nevertheless:

For Bourdieu, the best scholarly work is that done by one with deep ambivalence about the academic world, by one with the kind of “cleft habitus” that makes one observant everywhere and completely at home almost nowhere.

Carlson (2009, p473)

In this respect I would acknowledge empathy with, rather than sympathy for, issues commented upon by survey respondents and raised by interviewees. Given the diversity of all the informants in terms of being, of practice and of place, there are situations I recognized and situations I did not. My task therefore, was to capture that internalized cleft habitus and to exploit the nature of its separateness to better record and represent the rich data my colleagues were interested enough to share.

Structuring a relational methodology

Primary data is critically analysed in the light of extant literature to identify similarities and differences, and introduces new authoritative texts to explore ‘matters arising’. The authenticity of the sample population of respondents (phase 1: survey) from which participants (phase 2: interviews) were drawn is first justified to accord the study validity

(Denscombe, 1998), reliability (Bell, 1999) and transparency (Trochim, 2006). From this platform, the discussion is structured by the three research questions. These provide an overarching framework within which emerging themes are organized and quantified, the ethos of grounded theory (Strauss and Corbin, 1998). This synergy of narratives and numbers is the essence of a 'sequential mixed design' (Teddlie and Tashakkori, 2009, p26) because they are 'complementary parts of the systematic, empirical search for knowledge' (Silverman, 2010, p8). It also offers a means by which complex material might be navigated and conclusions accorded 'credibility' (Teddlie and Tashakkori, 2009, p209), in order to have 'heuristic value elsewhere' (Trowler, 1998, p3).

Growing or grounding theory in relational terms is not a precise ontological methodology that lends itself to a simple process of analysis and discussion predicated upon a linear sequential presentation of discrete units comprising question posed, response(s) received and subsequent commentary. Rather it is a reflexive, iterative process that seeks to deal with the complexities of an inquiry characteristic of an epistemologically constructivist case. It is an appreciation of the relational transactions between field forces and agentic behaviours in the context of habitus pursuing capital advantage and accumulation. As a consequence of the multi-valence characteristic of a relational methodology, decisions must be made, and be made explicit, regarding how the final analysis is structured. Here, rich phenomenological data are accorded primacy (in terms of their suitability to direct the debate not in terms of data validity). The emerging interview themes guided the organisation of data sets within the overarching structure of the research questions and were tabulated as a 'Thematic presentation of interview data within a Bourdieusian framework' (figure 69, p168) for navigational purposes thus far. These themes have been further condensed to distill the evolution of the debate (figure 70) below.

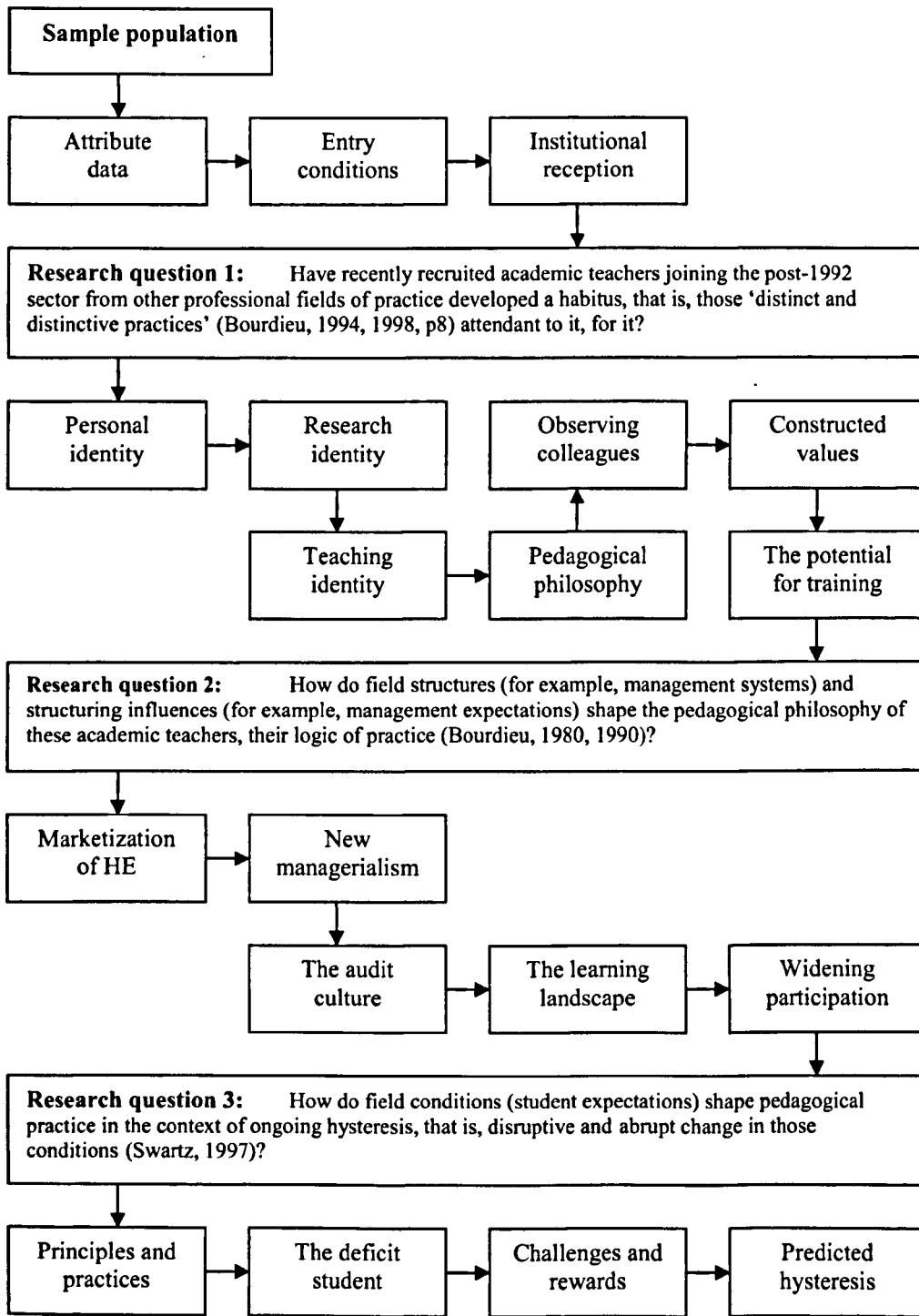


Figure 70: Mapping the debate surrounding the professionalization discourse

Where themes might just as easily have slotted into a second and/or third set, the perspective from which the issue is discussed is stated, according rigour but not rigidity. Survey data (quantitative/qualitative) are drawn upon to contextualize, or support or challenge the thrust of an emerging debate, and where pertinent, to quantify it. By this means phenomenological and positivistic data are merged to create a synergy that enlightens the debate in a way that in independent isolation neither part could satisfactorily offer (Bourdieu, 1980, 1990). It is incumbent upon me as researcher to acknowledge that decisions concerning set organization and membership are mine and mine alone but they are not arbitrary. Rather they are informed by the Bourdieusian sociological perspective I align my thinking with in tandem with a reflexive and purposeful mining of the literature. I begin with a validation of the sample population, the start point of talking to the right people about the right things at the right time.

Sample population: attributes, entry conditions and institutional reception

Authentication of the sample population was established by mapping respondents' attribute data (p103) against that disseminated by MidwayU (p73). Profile and benchmarking data established a broad-based picture of who entered the profession, how and why, the capitals they brought with them (subject and/or teaching expertise), and their institutional reception, these areas were not revisited at interview to avoid redundancy. Taken together they constitute a foundational data set to which experience of the field over time was supplemented by interviewees. The findings confirm that the conatus (life-trajectory) of contemporary post-1992 academic teachers bears little resemblance to the smooth scholastic progression described by Becher (1989). Instead:

...a combination of the 'massification' of HE in the UK... means that there is an increasing number of academic staff who have backgrounds away from the academy (for example in commerce and the professions) and for whom there is a greater likelihood of tension and conflict in the entry process.

Trowler and Knight (1999, p179)

Respondents were drawn from the public (59%, 34r) and private (38%, 22r) sectors, two (3%) had prior academic backgrounds as GTAs (figure 7, p106), establishing the multiple fields from which new recruits are drawn. It indicates how seismic a shift the transition from one field to another can be, the private sector is philosophically and ideologically distinct from the public sector, inferring different expectations of the new post. Moving within the same sector can also be problematic where structures traditionally associated with the public sector: job security, career advancement and a safe final pension scheme, as compensation for relatively lower remuneration, are being re-shaped (Baron, 2000).

Motivations for making the move (figure 6, p105) fell mainly (85%, 47r) into two 'pull' or 'push' categories, 15%, (8r) were categorised as neutral, having not thought about it until it was suggested). Forty nine percent (27r) expressed a positive desire to teach (pull factor): *'[I] found a lot of satisfaction in pinning the theory tail on the practice donkey, I wanted to share that experience with others... to enable people to work towards an award'* (Psychotherapy). Thirty six percent (20r) wanted to escape disappointing career trajectories (push factor): *'I was due to be deployed to a lower grade and a post that did not interest me within the NHS'* (Occupational Therapy). For several (11%, 6r) teaching was, in effect, a means to an end; a mechanism for pursuing personal research interests.

The move was made formally or informally (figure 5, p104). Most (70%, 40r) had responded to a recruitment advertisement for full time, fractional or Associate contracts. Thirty percent (17r) however, had begun their lecturing career with ad hoc contact, for example as guest speaker, and the association had developed over time. These findings reflect the growth of the sector, 64% between 1994/5 and 2008/09 (HESA, 2010), and increasing diversity as institutions widened their undergraduate offer in response to employer-led demand (Barnett, 2009) and competition for students (Kumar, 1997).

Whether new recruits are always equipped to make the move cannot be assumed. As Dearing (1997) observed, not all have a higher degree, here 38% (22r) did not (figure 8, p107), or teaching qualifications, 70% (42r) did not (figure 9, p108). Furthermore there is confusion as to what constitutes teaching experience. Respondents who considered

themselves experienced (67%, 28r) offered categorizations such as private tutoring, teaching assistant and professional trainer (formal posts and informal activities) in a range of education and training settings but not specifically HE, inferring a variety of transferable skills.

This disruption to the traditional transubstantiation of student to academic has significant implications for the subsequent inculcation of 'disciplinary values' (Becher, 1989, p3) and 'accomplished teaching' (Ramsden, 2010:1, online) as well as the smooth development of a habitus that matches the logic of the field. MidwayU promotes itself as a 'research informed but teaching-led institution' (QAA, 2010, online). The findings indicate that the majority (70%, 42r) have no teaching credentials and that the minority (30%, 18r) that do, are not generally familiar with the unique demands of a higher education, that is, the construction of gradueness. The inculcation of subject knowledge and transferable skills in the learner requires that the teacher be equipped with appropriate practical skills and strategies, and aligned with the philosophy and ethos of the field and the attendant expectations of undergraduates and employers. Even where new recruits do hold a teaching qualification, being pedagogically qualified to teach children and young people does not necessarily translate intuitively to an informed androgogy (teaching adults). In these conditions the process of acclimatization (habitus acquisition) to the new field thus becomes of especial importance, and it is incumbent on the institution to smooth the transition if the cultural capitals that new recruits bring in terms of subject specialism are to be optimally invested.

Data pertaining to institutional reception in the context of addressing deficits, for example, opportunities for induction, teacher training and/or higher study suggested that provision was inconsistent and often depended more on local (school) conditions than a coherent universal policy. Salient to this is the rapid acquisition of a teaching load that can prevent engagement with such opportunities that might exist (figure 10, p110): *'I did not have the opportunity to attend the corporate induction as I already had significant teaching responsibilities by this point'* (Occupational Therapy).

A mining of the literature found a paucity of specific research in the area of academic staff induction. At its most basic induction defines as the:

...professional practices designed to facilitate the entry of new recruits to an organization and to equip them to operate effectively within it.

Trowler and Knight (1999, p178)

Forty two percent (25r) did not consider they had been formally inducted. Those that had (58%, 34r) (figure 10, p110) rated its usefulness as satisfactory or better in terms of gaining understandings of how the institution works (69%, 25r), how their school works (74%, 26r) and the LTA mission (64%, 23r). Whereas the statistical data from this group suggests a positive response from inductees, qualitative data were primarily negative indicating a more sophisticated understanding of the weighting of induction towards the needs of the field rather than its agents. In the event what was required did not materialize, it did not comprise:

...the accommodative process which takes place when new entrants to an organization engage with aspects of the cultural configurations they find there.

Trowler and Knight (1999, p178)

Respondents questioned its duration: *'A day's training'* (Coaching), its form: *'I had a mentor... this didn't last long though'* (Education), its quality: *'A very disjointed process, which really did not get to grips of what a lecturer does and how the support mechanisms effectively work for them (an issue around the psychological contract)'* (Human Resource Management) and its value: *'The University is a massive grinding bureaucracy which is extremely alien... Induction merely sells us the rhetoric of what we're doing here, and tells us the official procedures for acting in this environment. Neither of these things tell us what we really need to know to survive and achieve anything. This is learnt the hard way'* (Computing). Respondents recognized that primacy is accorded to the field which neglects their needs by:

...eliding important differences in background and future role... the characteristics which different new entrants may bring... They are also expected to be able to wipe clean any previous socialization experiences through divestiture, moulding the new academic entrant to the desired corporate cultural shape.

Trowler and Knight (1999, p181)

In denying agentic histories, dispositions, expectations and aspirations, induction becomes little more than initiation, a process of information transmission rather than a conscious attempt at a mutually beneficial reciprocal social interaction. When the *rules* of the game are disseminated rather than a *feel* for it inculcated, then culture shock is aggravated not abated. The process is perceived as one-way traffic where the 'organizational environment [assumes] the individual's competencies [to meet] the job's demands' (Taylor, 1999, p46) and this assumption is untested: *'It didn't check whether I COULD teach though'* (Education).

The findings suggest that the assumption of teaching competence is not safe. MidwayU offers an HEA accredited programme in learning and teaching; at the time of the survey the offer comprised exploration of learning theory, practical teaching, self-evaluative research and reflective practice. Teaching observations were developmental not assessed *per se*. Engagement was discretionary; respondents described their involvement with the programme. The notably lower response rate (n=50) made it difficult to construct a complete picture of engagement. Of those who did respond 66% (33r) (figure 11, p111) had completed, were completing or due to complete. Of the remainder, 24% (12r) were exempt and 10% (5r) were unaware. Engagement can be problematic: *'Currently intercalated... due to increased workload'* (Computing). Success can prompt further, higher level study: *'have [since] enrolled on Masters qualification'* (Education). Given the centrality of this theme to the study, it is further and extensively developed in the context of habitus acquisition (research question 1). This early exploration attracted few survey comments but served to establish a tentative benchmark for general engagement.

Indirect institutional support for habitus acquisition can be gleaned through the timely provision of a fit-for-purpose working environment. Overall provision appeared to be patchy (figure 13, p113). Of 16 comments, only one was positive. Associates struggled with facilities: *'As an associate lecturer not many facilities are available. The above refers to my recent acceptance as a full time member of staff'* (Engineering) but core staff were not guaranteed consistency: *'I had an office immediately, it has been taken away in an office reshuffle and currently I have been working without dedicated office space for 8 months'* (Psychotherapy) and: *'Initially allocated a desk but now hot seating'* (English). The unprecedented expansion of the profession (HESA, 2010) constrains resources, including office space which can impact upon practice and staff well-being (figure 30, p131): *'Open door policy is not feasible with 12 staff to an office, due to incessant distractions'* (Technology). There is a paucity of research on the effect of an inadequate working environment on academics, it is not flagged as a stressor in Kinman et al's (2006) report 'The Well-being of the UK Academy: 1998-2004'. Literature searches tend to generate research on students' (dis)satisfaction with learning spaces rather than teachers' (dis)satisfaction with working places.

Summary: how agents enter the field and are received by it

Survey respondents' attribute data confirms the sample as representative of the academic staff community at MidwayU. Their biographies indicate that they were drawn from a wide range of professional backgrounds and were recruited first and foremost for their subject expertise; a significant majority had neither teaching qualifications nor lecturing experience. Over a third had ceased their academic study at first degree level, and given that three quarters were aged over forty, their previous experience of higher education can reasonably be assumed to lack recency and to be of a significantly different HE landscape. It is a shortcoming of this study that respondents were not asked whether their undergraduate experience was of a traditional, polytechnic or post-1992 university as this might have usefully added depth to understanding the expectations they entered the field with and shed light upon any 'tension and conflict in the entry process' (Trowler and Knight, 1999, p179).

Respondents who were internally motivated to make the move fell into two distinct groupings. Just under half expressed a positive desire to teach, to share their subject knowledge and professional expertise with undergraduates looking to enter that field. In contrast, just over a third viewed teaching as means of escaping the former field which had become dissatisfying or stagnant. Whilst nearly three quarters were formally recruited, the rest had forged casual links with the institution; they were drawn in initially to provide ad hoc services, for example as a guest speaker or for specific projects or modules on temporary contracts, subsequently these links were strengthened and formalized over time. What is clear is that traditional routes into academia and the connotations associated with these with respect to an individual academic's educational provenance and habitus for the field cannot be assumed. Where the primary practice of the field is to teach at a higher level, and where a significant condition of the field is practice within the context of widening student participation, then new metal is effectively forging new metal. It is thus incumbent on the institution, 'the organizational environment' to ensure that staff can develop the 'competencies' to meet 'the job's demands' (Boyatzis, 1982, cited in Taylor, 1999, p46). The findings suggest that opportunities for induction, accredited training and higher study were patchy and inconsistent in quality, and that participation tended to depend upon local conditions. Much of the narrative data infers a sense of sink or swim, which can in some cases, persist and thus impede current effectiveness and self-efficacy.

Capturing the academic voice

The debate surrounding the professionalization of teaching is complex and laden with ideological freight. It is often rooted in assumptive thinking arising from an agenda wherein teaching credentials take on a quantitative value (to the institution) rather than qualitative (to the academic) (Ramsden, 2010:2). Paradoxically this devalues outcomes and generates reluctance to participate in personal progression. Conceptually, educating the educators then becomes loaded with covert meaning. If equipping individuals with the dispositions to do the (new) job is to become normalized then the process must start with the known rather than the presumed.

A useful start point is to capture the academic voice, their perceptions of their ‘individual competencies, the organizational environment and the job’s demands’ (Taylor, 1999, p46). In this way the debate becomes a community dialogue rather than a monolithic monologue (Trowler and Knight, 1999) and notions of habitus acquisition become inherent to the attainment of a set of conceptual tools for ‘coping’ (Grenfell, 2008:1, p2) attendant to an effective professional life. In a Bourdieusian context, once made overt, that is, brought to consciousness, these conceptualizations become embodied over time. Left to themselves they may manifest through a kind of unconscious osmosis but the process is slow (Swartz, 1997) and slowness can generate suffering (Trowler, 1998). The discussion now considers how agents perceive their own internal dispositions.

Research question 1: Have recently recruited academic teachers joining the post-1992 sector from other professional fields of practice developed a habitus, those ‘distinct and distinctive practices’ (Bourdieu, 1994, 1998, p8) attendant to it, for it?

Once in post the new recruit must forge a new professional identity, that is, acquire the habitus aligned with the logic of the field in order to be effective. Agents need to construct an organized set of dispositions (structure) to direct future action (structuring) from existing (structured) socializations (familial, educational and professional) in the context of the demands and constraints of the new field. They must develop a ‘feel for the game, a feel for [its] regularities’ (Maton, 2008, p54) because such a habitus is not an automatic outcome of joining a particular group, but a process which can be consciously fostered by those whose own habitus is well-formed (Moore, 2008).

Opening with an analysis of participants’ perceptions of their academic identities and pedagogical philosophies, their relationships with colleagues and value constructions, the discussion then considers the potential acceptance or rejection of the professionalization of teaching through training. It closes with an evaluative summary of how participants perceive their identity and the factors that encourage or temper action. The themes as set out in figure 69: ‘Thematic presentation of interview data within a Bourdieusian framework’ (p168) serve as sub-headings.

I identify with being an ‘academic’

One mechanism through which habitus development might be gauged is by exploring how academics in post perceive their personal and professional ‘academic identities’ (Taylor, 1999, p40), beginning with whether they consider themselves academics at all. Identities are social constructs; they are situated in time and place and imply degrees of value and status (symbolic capital). They are also psychologically orientated; they emerge as an individual’s internalized external cues about whom and what they are from their interactions with the field in which they operate; reactions from other agents with whom they operate, and ultimately outcomes, that is, how successfully (or not) they operate. The filtering of these cues gives rise to a perception of self that affects future behaviour. This perception is not fixed but fluid because self-efficacy is:

Based on a model of triadic reciprocal causation, Bandura explains that human or personal agency, i.e. the will and self-assurance to undertake actions, can be seen as interacting reciprocally [with] three components...behaviour, the external environment, and “internal personal factors in the form of cognitive, affective, and biological events” (Bandura, 1997, p 6).

Bailey (2006, p347)

Thus self-perception shifts as external messages are interpreted and re-interpreted and internal personal factors respond and react in the context of tangible and intangible outcomes. The need for the satisfaction of the related psychological dimensions of: ‘autonomy, relatedness and competence’ (Sheldon and Kasser, 2001, p35) drives the degree of self-determination an individual perceives to be true of him/herself. Self-efficacy and self-determination are inextricably linked with notions of the locus of motivation (intrinsic or extrinsic) and its vulnerability to external conditions described as:

... the rational mental process that produces the emotional and physical energy for action... [It has the propensity] to ebb and flow, to be strengthened by nurture or weakened by neglect.

Smith and Spurling (2001, p3)

These brief reviews of socio-psychological theories have sought to conceptualize how individuals arrive at perceptions of personal dispositions and practices (affective and effective domains) and are potentially useful frameworks within which to examine indications of degrees of field-habitus match or mismatch. Even in combination they do not constitute a perfect lens. Potential overlays from the researcher's own preconceptions and perceptions have already been examined in the context of reflexive research practice (p172). In addition, the literature suggests that filtration persists as the agent (interviewee) seeks to present in the best light, the caveat offered by Taylor (2008) and the '*illusio*' (Bourdieu, 1980, 1990, p66, original emphasis) of the disinterested academic.

This study found little evidence of either. Most survey respondents (65%, 39r) (p103) waived anonymity at the start (60%, 36r) or end point (5%, 3r). Each was sufficiently interested to respond to some 65 survey items (p162), ranking choices, selecting multiple options and commenting, briefly or at length. The response pool for further involvement at the interview stage (67%, 40r, p160) exceeded what was practically possible (on my part). It is possible to argue that a questionnaire, especially one provided in an easily accessible online format, offers a diversion from the mundane, an opportunity to cast one's voice into the void but again, that two thirds considered further participation further denies this.

In the event, interviews were not easy to arrange, full calendars and sudden events often meant re-arranging at the last moment. Once in the interview, however, participants were thoughtful, they took their time, there was no perception on my part of them buying into, or regurgitating to me some adopted fallacy. I met a number of academic staff who clearly thought about what they did, where they did it, why, how, to whom and to what end. For most interviewees, selection of a themed option was a novelty: *'I liked that they*

generated some thoughts in me (Tony), *This is interesting, how you've done this, the prompts for thought were very clear* (Sue), *It's the one that appeals to me most* (Roger), *You've managed to encourage me to talk about things that I wouldn't normally talk about and dig below the surface* (Alec) and *The workplace is the one that most interests me... but all three I was fascinated by... this is really such a cracking study in terms of relationships and relationship management... to know what we're doing, to know how we're doing it, to know how we should engage our key audience... absolutely essential* (Rob). It is in this context, of an engaged openness that twelve (80%) interviewees discussed whether they identified with being an 'academic'.

Three quarters (9r) did not. Some appeared to reinforce the notion that teaching is inferior to research (Greenbank, 2006) by qualifying their statements: *No, I don't think so... I just teach* (Tony), *No, sadly no, I see myself as a teacher* (Sue), and *No! Perhaps more mentor* (Steve). There appeared to be a conscious rejection of the title itself: *No, I don't like the word actually... I'm just a teacher* (Guy), that it inferred a mantle of elitism: *A lot of academics are very up themselves and egoistic* (Trevor).

There was, however, a desire for the academic 'cosmopolitan identity' (Taylor, 1999, p42) in terms of having a mandate to have 'cerebral fun' (Evans, 2002, p7), to 'play seriously' (Bourdieu, 1994:1998, p128) but without the archaic and negative connotations of the academic label: *This is where there is a big difference between people who've come from industry and people who've come through academia...I guess I just don't behave like a traditional academic... I want to learn it not write it* (Simon) and *I'd hate anybody to think I was an academic because I'm not! I don't want to be an academic but I want room and scope to learn... I'm not given that* (Rob).

The notion 'of the situated academic who shapes and is shaped by his or her individual workplace' (Taylor, 1999, p41) resonated with two participants who referred specifically to the institution, its internal ethos: *I have never defined myself as an academic because I don't think we work in a truly academic culture... it doesn't encourage us to become academics, it doesn't give us the time to do that* (Ruth) and external status: *I cannot see*

myself as an academic because at the end of the day we are at [MidwayU] and as much as I have respect for the institution, it's about credibility' (Judy). The majority then, had a clear picture of what an academic was and rejected it as antithetical to their personal view of themselves.

Two were less certain about what an academic might be, one mused: *'I do struggle with this idea of being an academic... I'm slowly coming round to the idea... I'm in the middle of my doctorate too' (Elaine)* whereas the other viewed the notion as situational: *'In the classroom I consider myself an academic, in the greater role I see myself as being part of the business' (Francis)* echoing the notion that the notion of role 'refers to the part played by an individual in a particular setting' (Taylor, 1999, p41). It is not only context- but time-dependent: *'I probably do now... because I've done the things that academics seem to do... when I first came here I was very much a practitioner... so in that sense it's adopting a role' (Alec).*

These findings appear to confirm the suggestion that contemporary academics are suffering an identity crisis (Edwards et al, 2009) and that habitus acquisition is, to some degree, impeded by a wider identity crisis of a field in flux. The identity of the field, as understood and recognized by all its agents is important because:

...academic identity is, therefore, a highly contested and contextual notion, which deserves analysis within the specific environments that nourish them.

Di Napoli and Barnett (2008:2, p23)

Participants alluded to the fact that: *'...free time, outside the urgency of a practical situation' (Bourdieu, 1994: 1998, p128)* is the pre-requisite of developing a sense of an academic identity in terms of taking a scholastic and self-managed approach to one's professional development, the notions of *'academic autonomy... [and] academic freedom' (Taylor, 1999, p42)*. These foundational precepts of what it means to be an academic stem from the historicity of the wider field. In the context of hysteresis, the

field has changed, it has: 'Despite superficial similarities... become unrecognizable' (Trowler, 1998, p1). Yet the myth persists (Taylor, 2008), to the extent that it can motivate an agent to exchange economic capital attendant to success in another field for an anticipated cultural capital gain in this one as suggested by a survey respondent: '*What really persuaded me was the idea that I would have freedom/free time to pursue new personal projects, either research or enterprise, with the teaching as a secure job with a stable income to support these "side projects"'*' (Computer Games) (figure 6, p105). He later recorded that in three years he had not undertaken any such projects because he had not had the time in common with fourteen (25%) other respondents (figure 12, p112).

That the basic tenets of academic life, are 'unrealistic luxuries' (Evans, 2002, p8) because the practical situation is too urgent (Deem et al, 2007) appears to resonate with most participants. The general tone indicates disappointment; a habitus/field mismatch where personal expectations are not met: 'They are in effect mourning the loss of the job they thought they had' (Kinman, 2004, quoted in Curtis and Grace, 2004, online). Mourning can be aligned to the Bourdieusian concept of suffering where underpinning doxic presuppositions are under attack. The demise of anticipated autonomy and freedom under the weight of external demands, the demands of students and management (Karran, 2009), is not a shallow irritation; rather it is a deeply felt, internalized, embodied loss:

...there are real matters of the intensification of academic work and a sense of personal grieving that demand attention.

Taylor (2008, p28)

Thus doubt is cast on the 'worth of the game' (Swartz, 1997, p125).

I am primarily engaged in secondary research

A picture of what the game might comprise emerges through perceptions of the 'research-teaching nexus' (Ramsden, 2010:1, online). Of thirteen interviewees, the majority (69%, 9r) referred to secondary research as quite distinct from primary or pure

research: *'...research with a lower case 'r' and Research with an uppercase 'R', my research is the meta-analysis of existing Research'* (Alec). The confusion of terms was challenged: *'a better way of looking at it might be are you an interpreter or a researcher?'* (Roger). The former is the province of the teacher: *'to be doing your teaching correctly requires you to do a lot of research but not in the classic sense of scholarly research, writing papers'* (Francis). The formal divide between the two research activities (Dearing, 1997) underpins perceptions of a shifting institutional identity which devalues scholarly activity (Macfarlane, 2004). There is: *'a muddying of the waters as though we're an institution that we're not, there's a lack of regard for those who teach rather than research... if you are on the teacher side of that continuum you are seen as an administrator and therefore, less skilled... the actual skill of teaching isn't acknowledged'* (Ruth). An institutional drive to consciously construct a research profile meant that:

Recruitment of new academic staff within higher education is often undertaken on the premise that excellent researchers... will by implication be better teachers.

Kinchin and Hay (2010, p44)

This policy was proving a barrier to an Associate wanting to secure a full time contract: *'what the university appears to be hiring is people who are a mile deep but an inch wide... whereas I am fairly deep... but very wide and that is not of value for anyone doing hiring here... we get back to the culture, the overall values of the institution which I think is at war with itself right now'* (Francis). The suggestion that existing staff should participate in pure research was rejected vehemently by one: *'I am not a researcher, to hell with that... I'm a teacher... it's a teaching establishment, I'm here to teach these people, I'm not here to fuff about with research and stuff like that!'* (Tony).

There was an evident conviction that the primary academic identity at MidwayU was first and foremost as teacher (54%, 8r) and that this role is one of an interested agent, a: *'lector'* [not the disinterested] *'auctor'* who produces or professes original works'

(Bourdieu and Passeron, 1977, 1990, p57, original emphasis). It is a role that demands the accordance of space and time, to, as one participant phrased it, meta-analyse existing knowledge in the interests of first enhancing one's own knowledge and subsequently the student experience, the lynchpin of value-added. What constitutes authorial status, however, appears limited to pure research, book authoring (published meta-analysis) does not merit the same prestige:

Staff producing the 'wrong sort' of research and publications, such as student textbooks, have been excluded from the selectivity process

Macfarlane (2004, p151)

It is viewed as an extension of scholarly activity, one that has to be fitted in and around the practical situation: *'Primary research, that's something that I don't have time to do, there simply aren't enough hours in the day... I mean we've got two books on the go, that's quite enough!'* (Alec). Nor is meta-analysis viewed as a particular gift, it is perceived inherent to the teaching role: *'what I was trying to do was kind of like translate some of that for ordinary people'* (Guy). Scholarly activity was viewed as sufficient unto itself: *'I publish to the students and that's enough'* (Simon) and rewarding: *'What I enjoy most about my job is preparing for lectures, updating myself, learning'* (Trevor).

Engagement with extended learning whether informally and self-managed; or formally as higher study emerged in the survey stage (figure 12, p112) with 16% (9r) having completed and 29% (16r) undertaking further accreditation as CPD rather than a strong desire to research: *'I'm in the middle of my doctorate... I wasn't coerced into doing it; it wasn't something I longed to do either'* (Elaine). Most respondents benefited from fee subsidies but not time allocations which resonated with two interviewees (doctoral candidates). One raised the lack of parity between disciplines in tangible management support for higher study. He referred to a meeting addressed by an Assistant Dean wherein the speaker described how no academics in his school were timetabled up to full hours and doctoral candidates were allocated further time out: *'We talk about the core values but we don't see them being acted out... [when we heard this] the gasp that went*

round that room! Let's not beat us to death, let's find a mechanism where we can have teaching informed by research, a curriculum fit for the future without being told we're going to work you to the bone' (Rob). That academics strategize, that they exhibit 'types of behavioural responses' (Trowler, 1998, p111) was evident: *'I asked... for some research leave but HR said "She can't have research leave because she's not being funded for a research project" so I said "Well, I'll call it scholarly activity then"'* (Judy).

The distinction between working with extant knowledge and creating new in the minds of participants goes beyond a reflection upon what academics *do*, into the doxic realms of personal predispositions, that is, the essence of what people *are*. This distinction is important when debating what is valued in the field. Field values bestow capital(s) upon an agent. Where such value is deemed as lesser or even absent, the corresponding impact on agents whose practices are not viewed as of a higher order by those agents hierarchically positioned to reward can erode an individual's professional self-concept and diminish subsequent effectiveness (Macfarlane, 2004). A perception of distinction made more than a century earlier observes that researching to teach and researching to create concerns not what people *elect* to do, but what their inner dispositions drive them to do because: 'they are also distinct gifts, and are not commonly found united in the same person' (Newton, 1853 cited in Karran, 2009, p25).

A management drive to publish denies individual distinction and creates a field/habitus mismatch for those who entered the field anticipating quite different conditions: *'No way on God's earth am I going to start writing papers... there's a drive for it, they want us to'* (Tony). Coercion is perceived, one Associate described how his full-time colleagues were: *'not so gently urged... there's a huge push for that'* (Francis) and also that there are different perceptions of end goals, the purpose of the field is challenged: *'[I am] very unconvinced of the value of that... it's a zero sum game, you've got x amount of time... if you're requiring that your employees research and publish then you're taking away from all these other things which is what our students are here for'* (Francis) supporting this survey comment (figure 16, p116): *'As they are now paying customers they are expecting more from teaching staff and research status means little to students'* (Coaching).

Two participants enjoyed primary research, but acknowledged that it does not have universal appeal at MidwayU: *'I wouldn't want to see us pushing staff to write, to do conferences, who don't want to do that, they didn't come on board for this'* (Judy), nor that it necessarily infers exceptional or even added value: *'In [my subject] it's publish or die... it's good in some ways 'cos it motivates you, focuses you... it's bad in that it's very navel-gazing so my research is... I'm the world's leading authority on... my bit... and who else gives a dam!'* (Claire).

For most participants then, the pragmatic merges with the philosophical:

He too, who spends his day in dispensing his existing knowledge to all comers is unlikely to have either leisure or energy to acquire new.

Newton (1853 cited in Karran, 2009, p25)

Time-funded research can be available through TIR funding (including teaching cover). Such a project should be institutionally commissioned; it should feed into the curriculum and result in publication. In reality, the urgency of the practical situation can overtake events. One participant had been inspired to apply having engaged with independent research through the PgPLT. Until that point, as with 11% (6r) of respondents (figure 12, p112), she had had no occasion to explore her research potential, however, moving forward was problematic: *'the PgPLT... was the first opportunity to do some research [then] I started with a TIR bid... but just not had the time to publish'* (Sue).

That teaching should be informed by research was not disputed, rather the debate hinged upon what form that research should take and how it should be resourced and valued. Participants appeared to concur with the call for a broad scholarship, rather than a narrow research focus (Ramsden, 2010:1). Scholarly activity (meta-analysis) was viewed as fundamental to teaching quality and currency but also as an enjoyable professional pursuit, rewarding in terms of personal satisfaction and student engagement. The few (20%, 3r) who were predisposed to primary research, who described having that 'inward drive' (Evans, 2002, p53) acknowledged its limited value in the context of a massified

teaching environment. That the environment is time-starved and that one form of research is venerated over the other, a 'higher calling' (Evans, 2002, p55) by management also strongly resonated. Given that most participants elected to discuss their role (54%, 8r), that is, what they do, or their students (33%, 5r), who they do it with, it is reasonable to conclude that academic staff in this study view themselves as first and foremost teachers.

I am first and foremost a teacher

University teaching is a broad church. Teacher/learner transactions are purpose-, context- and setting-dependent. They are qualitative relationships quantified through mechanisms such as the SSR (student-staff ratio) (UCU, 2010), CVA (Comparative Value Added) (Rodgers, 2007) and recently the NSS (National Student Survey) (Williams and Cappuccini-Ansfield, 2007). Fifty percent (29r) of respondents agreed/strongly agreed that intimacy is impossible in a massified system (Scott, 1997) but others were uncertain (21%, 12r) or disagreed (29%, 17r) to some degree (figure 14, p114). Most concur with the assertion that intimacy demands student cooperation (Ramsden, 2010:1): *'It is available with some students but they need to be far more proactive'* (Sociology) and: *'It is less possible with greater numbers, some students who make themselves known get a lot of support, those who are not quite so evident tend to get lost in the system'* (Education). Conversely, three who worked on small programmes commented along the lines: *'I have found it perfectly possible to make close relationships with students'* (Youth Services) demonstrating that perceptions of daily work are specific and situated (Taylor, 2008).

Thus, the teacher/learner interaction can, on occasion, be an intimate relationship but within pre-set parameters, for example, a supervisory tutorial, or pastoral interview. For larger programmes the usual model is that of a mass lecture followed by seminar groups which can be of a significant size (UCU, 2010), however:

There is no evidence to suggest that non-lecture teaching sessions are governed by different basic philosophies.

Kinchin and Hay (2007, p44)

Participants who selected 'My role' (54%, 8r) were challenged to consider whether as teacher they presented as either: 'the sage on the stage or the guide by the side' (Trowler, 2008, p32). Certainly notions of role re-emerged, which role predominated was dictated by the setting (Taylor, 1999) and the task at hand.

I am both the sage on the stage and the guide by the side

Notions of sage as pertaining to the transmission of factual information and instructions, and of guide to the scaffolding of student learning emerged from those (63%, 5r) who acknowledged a dual teaching identity: '*A bit of both I would have thought*' (Elaine) and: '*Definitely both... I enjoy my own knowledge... I'm also the guide by the side... there's a definite those who are getting it and those that aren't... I provide and guide*' (Tony). Academics needed: '*to take on the role of the guider or the pacer*' (Francis), it was: '*a morphing, dependent upon where the students are*' (Alec) over time or: '*within the same session*' (Roger). The suggestion is that role saliency depends upon more than just setting and task but also upon the academic's professional ability to gauge and respond appropriately to student engagement, and their individual personality as discussed in the context of teacher as performer below. Those who described themselves purely as a: '*facilitator*' (Sue, Steve and Ruth) worked with smaller student cohorts (less than thirty).

My role incorporates a formal pastoral element

A role which incorporates one-to-one contact (academic/personal guidance) which falls regularly to academic teaching staff is that of personal tutor particularly in the context of:

...the widening participation agenda [which has] led to a greater number of students who seemed to require a higher level of support for many complex difficulties relating to both their personal situations and their learning contexts.

Riddell and Bates (2010, p3)

The role of the personal tutor in higher education is not clearly defined, it is often an informal and thus invisible one and as such: *'not reflected in any figures'* (Elaine). Formalizing a role in a time-starved organization accords it with the evidence to make a case for resources, for example, dedicated hours and potentially training as new skill sets are required. Role interpretation is also inconsistent across the university. A personal tutor can be primarily pastoral, part of a: *'fairly unique tutorial support process, every student [is] allocated a personal tutor, that tutor stays with them for 3 years'* (Elaine) or administrative: *'It's quite heavy... I'm responsible for all the first year students...we're getting more involved in admin stuff... kind of first level hands-on management. We don't have a lot of complaints really, there's a few admittedly, same as in Marmite, they either love us or they hate us'* (Tony). The impact of the *informal* incorporation of such a role into daily practice is discussed more fully in the context of field structures (research question 2) in terms of the management demands for student satisfaction, and the profiles of new students as perceived by informants. For teachers working on much larger programmes, the concept of teacher as performer was spontaneously referred to by five participants, three in the context of their role, two in considering their workplace.

Teaching is a performance

Again the distinction between identity and role emerged, this time in the context of a theatrical discourse, a contribution to the annual Standing Conference on University Teaching and Research in the Education of Adults [SCUTREA] (2003) observed:

The interaction between teachers (even if they are off-stage and out of costume they can still be in role displaying the appearance and manner of teachers) and the audience (the students) becomes a defining characteristic of what is identified as a learning event.

Armstrong (2003, online)

There were references to aspects of dramatic performance, particularly of playing a part (acting a role): *'I do like that stage idea! It's a performance, yeah and it's exciting for me*

as well' (Tony) suggesting that when enthusiasm for what is being taught is transmitted to students through the medium of dramatic effect, it enhances engagement for both (Armstrong, 2003). A stage presence and audience-awareness can facilitate monitoring and instant response i.e. the morphing referred to earlier: *'if you know how to act, you know how to get the audience's attention... how to see whether the audience is with you or not'* (Francis). The ability to perform has its roots in the individual's: *'personality and character'* (Roger). To decide to perform is a strategizing activity: *'I'm most definitely a performer...you've got to be that authority, you've got to be the person who's in control... that manager despite what might have been happening up to the point where you cross that threshold into the classroom'* (Roger). In this instance the suggestion is that the power balance between roles (expert and novice) is reinforced through acting the part, a skill that can be developed over time: *'I can play the game, I can do my acting job and I'm very good at it because I've learned how to be good at it'* (Rob).

It is thus a learned skill, suggesting that what can be learned can be taught (Dewar, 2002). Performance can be utilitarian: *'We do have to perform; I think it's important that we perform, I get very frustrated by people who just read from their notes, who don't interact with their audience... they are customers, they are paying so they do expect to go to lectures and not be bored to tears, they do expect to have their imaginations lit which is that sort of enchantment'* (Judy). Likening teaching to a performance is a positive: it can engender early engagement, the precursor of learning; it can enthuse students and foster learning resilience, the founding principles of facilitating learner autonomy: *'So sage on the stage, yeah, at the beginning but then if you were that still at the second semester of the third year then I think you are confusing what your role is... 'cos you're then just turning out machines who just know how to process some information rather than those who have got the confidence to find out for themselves and admit that it's ok not to know something... it's about resourcefulness, I expect this in the students... that's when I'm the 'guide by the side'* (Alec). That teaching is a continuum of approaches and activities, one more teacher-led at the outset and more student-led at the close resonates with the notion of 'Constructive Alignment' (Biggs, 2003, p27) because it perceives good practice as a move from a teacher- to a learner-centred pedagogy over time.

I use autobiography in my teaching

Five participants referred to an activity that can facilitate a sense of intimacy, that is, the use of autobiography in teaching:

Personal experiences, e.g. from life, research or previous employment, are excellent sources of material... Stories that somehow relate to your audience's experience are the ones that bear the most fruit. Stories that add a touch of humour to the lesson are most effective; but do not try to be funny if you are not.

Dewar (2002, p64)

Whilst not necessarily dramatic *per se*, sharing oneself can be a way of connecting, of making students party to the inner story and making the abstract real and pertinent (Tony, Sue and Steve). Shared narrative is both professional and personal: 'Indeed, emotion is a valuable tool for motivating students' (Macfarlane, 2004, p141). It acts out the issue at hand: '*One of the bonuses here is that we aren't long from practice most of us... [we are] able to give real life anecdotes to students, real heartfelt experiences that they might not get always with somebody who's not been in the field for 20 years*' (Elaine). The use of an 'autobiographical lens' (Brookfield, 1995, p29) for critical reflection engages teacher and learner in dialogue. It develops the meta-cognitive processes that both augment and cement learning: '*I try to give real world examples of why this is important, no matter how esoteric the topic is*' (Francis) and nurtures student autonomy in the social construction of new knowledge and understanding.

I endorse a student-centred pedagogy

All members of this sub-set ('my role') echoed the tenets of a 'social constructivist' (Brockbank and McGill, 2007, p27) pedagogical philosophy in describing their teaching approach. This philosophical stance holds that learning is socially situated and knowledge is socially constructed: '*With widening participation... there are an infinite number of*

contexts in which the knowledge and the skills will be applied; they have to think about it in their context. This is better than students who accept knowledge as gospel truth' (Roger). Social constructivism echoes the Vygotskian model of student-centred learning (Dempsey et al, 2001). It is the essence of an inclusive teaching practice which draws individuals into a learning community consciously constructed as a safe, yet challenging environment, to smooth the transition from surface to deep learning (Adams, 2006). The ability of the teacher to role-morph is a significant skill. They must also be willing to embrace this paradigm shift from teacher-centred to learner-centred where 'the role of the teacher is to create a synergy of content and learning together' (Saulnier, 2008, p3).

Why participants here might align with a constructivist pedagogical philosophy (Biggs, 2003) is worthy of deeper analysis. Seven had previously engaged with accredited teacher training, either FE or HE level, at MidwayU or elsewhere (Roger, Sue, Alec, Francis, Ruth, Steve and Elaine) and one had been in post for a decade (Tony). This suggests that they had had either the opportunity to engage with formal habitus inculcation (to some degree), or the longevity to acquire it through 'ongoing adaptation' (Swartz, 1997, p107). Practice, however, is not static but dynamic in response to changing conditions (Haggis, 2009); all were significantly challenged by widening participation as later analysis will show. An early intimation of this emerges in the context of whether practice incorporated a student-centred pedagogy, not as loosely interpreted by individual participants but as it is refined in the literature. Student- or:

Learner-centred means focusing our attention squarely on student learning... it shifts the responsibility for learning to the students and away from the teacher.

Saulnier (2008, p2)

This definition, derived from and supported by a raft of historically contextualizing literature in Saulnier's (2008) paper: 'From "Sage on the Stage" to "Guide on the Side" Revisited' does not appear to correspond with all participants' responses. Rather some interpreted a student-centred pedagogy as being helpful: *'I help them with everything I*

possibly can' (Tony) and approachable: *'getting to know students well is vital to compensate for weakness'* (Sue) because: *'trust and understanding... [are] the building blocks'* (Steve) of facilitating learning through an ability to: *'meet them where they are'* (Frances) and to guide them: *'it's about empowerment, it's about helping people to move on, to develop the skills they need to achieve what their own personal goals are'* (Alec). These comments do not suggest a shift in responsibility for learning to learners from teachers; they resonate with notions of a therapeutic pedagogy:

...the cultural shift towards seeing students as vulnerable within the classroom and tutorial.

Ecclestone and Hayes (2009, p87)

This suggests a subtle misrecognition of what is averred (stated) and what is done (practiced). The rhetoric of student-centred pedagogy is denied when in reality the teacher is ideologically inclined to anticipate a 'student-deficit model' (Jones and Thomas, 2005, p616). The protective behaviours provoked by the perception of the fragility of learners (Ecclestone and Hayes, 2009) are only ostensibly directed towards those learners. In a commodified system, however, it is likely that:

Teachers assume control because they believe that students cannot be trusted to make decisions about learning.

Saulnier (2008, p4)

Resigning control of decisions about learning ultimately impacts upon the teacher who is vulnerable to student evaluation and management accountability: *'Some people are uncomfortable with generating that kind of situation. It's risk-taking; isn't it? It's about exposure, you expose yourself and sometimes people can't do that'* (Roger). Protection then becomes first and foremost of oneself; it is a strategizing behaviour (Trowler, 1998) that presents as altruism but is not in fact, a selfless act(ion). Trusting students involves risking unpredicted outcomes, the antithesis of rationalization:

If the QAA's intention was that teachers should banish unpredictability from the curriculum, what then of the mission to prepare students for a real world where they have to be uncertain and still act, have doubts and still know what to do, encounter the unforeseen and carry on?

Strathern (2008, p15)

Hence rationalization can impose misrecognition of notions of a student-centred pedagogy. In the interests of instrumentalism, pedagogy becomes one that constrains teachers to restrain students so that quantifiable outcomes are achieved (tangibles) rather than personal qualities developed (intangibles). It is a form of symbolic violence that erodes the acquisition potential for gradueness because the student (accredited to some degree) is ill-prepared for the reality of the world of work (Glover et al, 2002). This perpetuates cultural reproduction (Bourdieu and Passeron, 1977, 1990) through a lack of individual distinction in a massified system. Most (66%, 39r) survey respondents (figure 20, p120) agreed/strongly agreed that massification lowered the value of a degree by sheer dint of numbers, one observed: *'there is an "arms-race" that forces many people to endure further years of education that is of dubious value other than demonstrating a willingness to participate in the conspiracy that what is being taught will feed directly into their working life'* (Technology). Such passive participation is that which ensures a natural 'reproducing [of] the political order' (Bourdieu, 1972, 1977, p189).

Conspiracy is a collaborative endeavour; it is not just students who are complicit in their own subjugation but the way the field is structured compels academics to engage, albeit subconsciously, with the conspiracy (Ramsden, 2003). It is thus a further assault on the academic identity, which intensifies in the context of working in an industry (Scott, 1997) whose output value is questioned (Jary and Parker, 1998) amid accusations of 'dumbing down' (Evans, 2002, p45) and 'spoon-feeding' (Trowler, 1998, p41).

These findings suggest that whilst most outwardly endorse a student-centred pedagogy, [although one added a caveat: *'professional standards come first'* (Elaine)], in practice this manifests as a therapeutic pedagogy attendant to a perception whereby: *'We are*

being advised to find the good elements of a piece of work which is theoretically very flawed... we are notionally a higher education establishment but is that what we are doing? I think we are not' (Rob). Instead, in an audit culture, fundamental pedagogical decisions become the province of management (Morley, 2003). This diminishes the potential socio-economic and cultural capitals of students in terms of social mobility; it stunts the development of a conatus, a life-trajectory that might challenge cultural reproduction through education (Milburn, 2009) because it leaves:

...students without a range of experiences and qualities that higher education has traditionally sought to imbue.

Trowler (2008, p153)

It also erodes the cultural capital of academic teachers whose profession is viewed with increasing suspicion. The White Paper 'Higher Education: Students at the Heart of the System' (DBIS, 2011) appears at first glance to seek to redress this:

We expect our reforms to restore teaching to its proper position, at the centre of every higher education institution's mission.

DBIS (2011, para 2.7)

It is how this is to be achieved that suggests that assaults on the academic identity will persist if not intensify as the balance of power tips further towards student choice:

It will be correspondingly harder for institutions to trade on their past reputations while offering a poor teaching experience in the present. Better informed students will take their custom to the places offering good value for money. In this way, excellent teaching will be placed back at the heart of every student's university experience.

DBIS (2011, para 2.24)

Accordingly the rhetoric of a student-centred pedagogy is legitimized at the highest level, but its form is again shifting. What is proposed is a new and unchartered field, one irrevocably novice- rather than expert-led. It goes beyond rhetoric into the realms of fallacious argument:

The White Paper tells us that it aims to put excellent teaching back at the heart of every student's university experience. I couldn't argue with that, but I'm very unhappy about the way it tries to do it. It does it essentially by peddling a fiction. The story is that if students know more about relative quality, largely through surveys and equivocal statistics such as 'student workload', then by a mysterious alchemical process university teaching will get better.

Ramsden (2011:1, online)

Thus the myth that 'Happiness has to be measurable' (Morley, 2003, p129) perpetuates and accelerates. Employed for their cognitive labour (Taylor, 1999), it is the 'emotional labour' (Morley, 2003, p67) of academic teachers that is increasingly demanded. Notions of the primacy of spectacle and enchantment (Ritzer, 2002) resonate here; these are later discussed in the context of field structures, however, a subtle and often misrecognized impact on emotional labour concerns the competences and motivations of colleagues.

Some colleagues are ill-equipped to do the job

The impact of the attitude and conduct of colleagues is notably absent from the literature. That academics gather in tribes and carve out territories (Becher, 1989) and that these spaces are contested (Taylor, 2008) has been established but the reputational discourse emphasizes research output not teaching excellence (Kinchin and Hay, 2010). Perhaps not surprisingly, discussion focus upon positive collegiate activities, collaborative learning through communities of practice (Wenger, 1998) within disciplines, or increasingly, across an institution seeking a new trans-disciplinary way of being (Strathern, 2008). A professional body embodies a set of behaviours that defends the

profession itself; it presents a united front when confronted by assaults upon it. When those assaults come from within, they are more difficult to deal with because they impact at a personal level and (unless very serious) are not to be voiced publicly.

Respondents made little mention of colleagues. In a positive vein, as a reward of working in a modern university (figure 60, p157), 13% (9r) valued colleagues as: *'supportive'* (Education) and: *'like-minded'* (Environmental Health). Conversely, and in the context of more than 50% of students expressing dissatisfaction at not having their academic or personal needs met (figure 57, p153), one respondent was scathing in his condemnation of colleagues representing 10% (2r) and 18% (4r) of commentators in observing: *'I may be doing a good job but what some colleagues are doing is totally appalling... not only beyond belief but totally incompetent'* and: *'PDP has to be bought into by all staff, if you ask some staff they would not know what it is'* (Medical Photography). In response to the challenges of working in a modern university (figure 58, p155) respondents (3%, 4r) referred to: *'A lack of respect by some academics for new subjects'* (Design) and: *'High absence rates amongst colleagues'* (Education). In contrast, 47% (7r) of participants raised this issue spontaneously, five in the context of discussing their role, two, their workplace.

Findings indicate that colleagues presented challenges in a number of ways, from low levels of intellectual capacity: *'It troubles me with colleagues sometimes that they are patently unfamiliar with the material that they're delivering'* (Alec) and: *'We have members of staff who are incapable of identifying plagiarism'* (Ruth) to attitude: *'You have to prove yourself to them; you don't have a god-given right to be in front of them because the organization has chosen to employ you'* (Roger). Time-served did not guarantee good practice: *'People who have been here for ten years are very accomplished at what they were trained to do but the job has changed and they're not willing to embrace the change, and probably because they don't know how to'* (Francis).

Two were frustrated by the instrumental/self-protectionist approach of colleagues working on early stages of undergraduate programmes, perceiving over-generous grading which gives students a falsely inflated sense of their own capabilities: *'When they come*

across people [in stage two] who actually push and cajole, encourage, use different tactics to get them to think about what they're doing... they think "I don't recognise this" and they get told they haven't done this or that, they think "well, up to now all I've got is As and Bs" and you think "why am I the bad guy 'cos I've gone through a very structured process to help them"... have we just created an environment where it is, let's make life easier, let's not challenge them too hard?" (Rob). This is a difficult position because later precise marking infers academic rather than student inadequacies: 'They get very disappointed when they don't pass... I think the reason I don't get challenged is because of my feedback, so a student can then see, this is why I got a D, my C, when I normally get Bs elsewhere, because she's picked up what other people haven't picked up previously, again, that's about me covering my back' (Judy). Both refer to the assault that the potential for, or the occasion of being challenged can have on professional identity: 'why am I the bad guy?' and: 'that's about me covering my back'. Redressing the poor work of others fosters self-doubt and self-protective behaviours.

Early grading may be over-generous because it is often undertaken by newly recruited teachers. Despite evidence indicating that the first undergraduate year is key to determining student success (Yorke and Longden, 2008) newly recruited staff are often timetabled with this group: *'There's a sort of unwritten rule that stage ones are somehow easier and we just get them through, we look after them and that can be done by people who are also new to the system and it's exactly the wrong way round'* (Ruth).

These findings suggest that maintaining a professional front when colleagues' behaviours and standards are misaligned can be a significant stressor. It is assumed by students that teaching teams are trained to the same standard and are consciously created cohesive united entities, speaking with one voice but this is clearly not the case. Being a professional means not directly or indirectly criticizing colleagues whilst being challenged for the perceived failings of others. This entails additional work (energy and time spent rectifying them). The teacher training debate hinges upon what a trained workforce can offer management and students, rarely is the potential value to colleagues raised. It is in this context that the discussion turns to an exploration of notions of value.

I am value-driven

MidwayU's core values statement intends to unify staff in a common purpose. It was originally rolled out as a tool to direct and shape discussions at appraisals (DPRs). Survey data (p112) suggested that most (57%, 34r) were active in this process, however, a significant number (24%, 14r) were not involved or were (19%, 11r) unsure of it. Filtered data indicates that most of these (15%, 9r and 19%, 11r respectively) were core staff. This suggests that what constitutes a DPR is locally interpreted, thus management strategy to impose core values in this way is less than successful: *'I don't even know what they are... if I'm not meeting them they'll tell me I'm sure!'* (Tony).

Notably, those participants familiar with the concept of 'educational values' (Smith, 2011, online) challenged the need for a formal statement of core values: *'you would automatically assume that everybody would work towards core values... it assumes that we aren't reflective practitioners'* (Roger) because these are inherent to teaching as a 'vocation' (Macfarlane, 2004, p7): *'No, I'm not driven by the values of the university, what drives me is my values and ethics... some of them interlock'* (Elaine) and: *'I have a set of values that I've brought to my professional life'* (Alec). When personal values are deeply internalized (doxic presuppositions) they become integral to the individual's sense of identity. Assaults on those values from within the field (by management and colleagues) can again cast doubt on the 'worth of the game' (Swartz, 1997, p125). In some instances personal dispositions: *'are being comprised when it comes to marking of work, depth of delivery across the programme, standard of teaching that you're aware of but can't influence... year by year I'm having to confront my own values and I'm less comfortable than I've ever been'* (Ruth). In the context of hoping to move from Associate to core staff, one participant appeared to obfuscate, electing to respond from an external position: *'I see it as a culture thing'* (Francis) supporting the suggestion that:

Indeed, ethics and values are not a subject that a lot of people find easy or necessarily comfortable to talk about.

Macfarlane (2004, p41)

Offering one's values as topic for discussion can be interpreted as inviting censure if there is a perceived mismatch between the values of the self and of the organization (Harland and Pickering, 2011). It is thus not a commonplace debate, and terms are left to individual interpretation, two participants clearly struggled with what being value-driven might mean, preferring instead to discuss motivations: *'my students drive me'* (Sue) and behaviours: *'I try to be helpful and facilitative'* (Steve).

Notions of value-added are part of the higher education lexicon to a far more significant degree than notions of being value-driven (Harland and Pickering, 2011). This is because the formal embedding of values in procedural practice, that is, their prescription as a code of practice in a 'rule-bound culture' (Macfarlane, 2004, p16) makes them more easily identifiable. Through quantification, the abstract qualitative intangible is made a concrete tangible, and therefore is more easily recognized and discussed.

I am value-added

Participants generally referred to value-added as measured by retention and results (satisfaction and success). Those having previously found it difficult to articulate the locus of their value-position could now measure their own success as indicated by statistical data that held significant value for management: *'retention is a big deal'* (Steve) and: *'we are here to give value to our customers who are students'* (Francis). The outward readiness to accept the validity of these measures as inherent to a business model may well be due to residual habitus from the previous professional field:

...university lecturers from vocational fields bring with them values from their various professions. Among these values is a commitment to the needs of 'clients' or 'customers' and less discomfort in applying this language to their own students.

Macfarlane (2004, p9)

There is, however, evidence that an outward acceptance does not constitute a *carte blanche* acceptance of that value. In the process of interpreting imposed rules through internalized predispositions, value-positions emerge. Here two participants focused upon what was of value to students: *'definitely... the stats speak for themselves... but do you know what? I don't care for the university, I care for them... if they're going I want to know why; I want to help them'* (Tony) and: *'it's whether they're happy, admin can go by the wayside'* (Sue). For one, adding value is the academic's *raison d'être* but the measures were suspect: *'in terms of retention as in ticking a box then I think it's an unfortunate mechanism, that's driven by the funding...it's divisive... the results aren't value-added, that's the problem because it's where you actually start from'* (Roger). This refers to the notion of 'the distance travelled by the individual learner' (DfES, 2003, para 4.9), something almost impossible to discern, let alone quantify because students are often untried and untested on entry (Toohey, 1999). In this study a single interviewee (Elaine) was able to select students, and track them through a system of ongoing personal tutor support (p195). Furthermore, massification has meant that: *'Fewer students are now genuinely known by members of staff'* (Macfarlane, 2004, p14, original emphasis).

From this perspective, a top-down drive for retention at all costs (p234) does not resonate with teachers focused upon student development. Deeper considerations of what it means to be a 'good teacher' (Dewar, 2002, p61) include responsibility for jolting students from their comfort zone (Barnett, 2009): *'I upset some occasionally by pushing them too hard'* (Alec) and: *'I believe I do add some value, usually being cruel to be kind, and realistic, my mantra is, at the moment "manage expectations" and I think that's adding value rather than cloud cuckoo land'* (Ruth). Here, value-added is invested with meaning beyond a simplistic measure of imposed student presentism and assignment submission. Rather it is an ethical intervention that seeks to inculcate values in students but it is one for which it is increasingly harder to find opportunities to exercise:

The erosion of the personal tutorial relationship means that the management of students no longer operates on the basis of trust.

Macfarlane (2004, p15)

Attempts to inculcate 'educational values' (Smith, 2011, online), en masse, has the effect of turning those value sets into sets of rules. There is neither time nor space to explore academic values in the context of students' own experiences. Avoiding plagiarism, for example, shifts from being a conscious value-position where the student demonstrates integrity for the convention that authors are credited for their work, to an instrumental approach of obeying (or struggling to obey) the rules of referencing demanded by individual teachers or teams. Survey respondents were uncertain as to whether plagiarism is on the increase (49%, 28r) but most (55%, 31r) considered that the root cause was student misunderstanding (figure 53, p149). Misunderstanding emerges where practice is simply replicated rather than internalized; the how of referencing takes precedence over the why. Inculcation can also be through observation of practice, however:

Yet, all this exhortation by academic staff is often undermined by lectures (and lecture notes) which fail adequately to reference key sources on which they draw. The lesson is simple. We should practice what we preach.

Macfarlane (2004, p30)

The essence of value-added then is a product of the ethical actions and behaviours of value-driven agents, those with a well-formed habitus for the field and its purposes and possessing the dispositions which make good teachers valuable.

I am valuable

This theme engendered a notably emotional response as participants sought to mine their perceptions of their personal and professional value as a discrete entity. Active reflective practice tends to focus on external cues for degrees of validation as individuals seek to ascertain the value of what they do and how they might do it better (Brookfield, 1995). It rarely includes delving into notions of intrinsic self-worth. Even rarer is that such considerations might be vocalized (Harland and Pickering, 2010), nevertheless, all the participants who selected 'My role' responded thoughtfully.

The emotions observed included: self-assurance: *'yes!'* (Francis), levity: *'bloody hell yeah, the whole place would fall down if it wasn't for me... yeah, it would be a sad day if I dropped dead because they'd all, like, miss me'* (Tony), hesitancy: *'I feel I bring something unusual and unique... I'd like to think that I enrich in a way that is unique to me'* (Alec), modesty: *'Absolutely! Isn't that arrogant! But that doesn't mean I don't reflect, I am a reflective practitioner but I'm harder now'* (Sue), a need to justify: *'like today... students... said we like your teaching style, what they were saying was "more than the person who does it normally"'* (Steve) and contextualizing: *'I am valuable... there's a huge discussion around what you mean by valuable but yeah'* (Elaine). A positive sense of personal value resonates with notions of self-efficacy and self-determination (p185). It drives the resilience for continued engagement with a professional life that is complex and challenging (figures 58 and 59, p155) through the recognition of its rewarding aspects (figures 60 and 61, p157).

Feeling valuable is an internal emotional response to external measures (tangibles and intangibles) that accords weight to each and reaches an acceptable equilibrium for that individual at the point of reflection. It is also, however, a state of mind, one vulnerable to shift, particularly when the challenges are perceived as outweighing the rewards: *'I'd like to think so, I don't feel it at this moment in time... the dimension of what I am in terms of experience, I think is of value, maybe my contribution in terms of delivery... maybe not, 'cos anybody can deliver... in terms of what... but it's how you deliver'* (Roger). One participant appeared resigned: *'no, not at all, if I didn't come back on Monday I wouldn't be missed, I'm not sure many people would be, that's the reality'* (Ruth). Understanding the locus of personal conceptions of value as being rooted in the affective domain of emotion (expressed to varying degrees and in a variety of ways) is the key to helping agents manage hysteresis in the field. In such conditions, those agents with a less-well formed habitus have less stable cues from which to construct their agentic identity as they seek to establish themselves. Those with a well-formed habitus experience suffering when the field changes in ways that appear to act against their agentic interests and values. A field in flux is fertile ground for the development of *'...cleft habitus inhabited by tensions and contradictions'* (Bourdieu, 2004, 2007, p100, original emphasis) in terms

of the ambivalence that hysteresis can invoke. Academic teachers at MidwayU are confronted with unprecedented change in terms of their daily agentic interactions with a 'new managerialism' and the 'new student' in the landscape of the 'new university'. It is from this perspective that participants considered whether they were valued.

I am valued

Value constructs are a way of interpreting deeply personal responses to multiple environmental factors, structural and agentic. They are tempered by individual philosophies, personality traits and experience over time, that is, what constitutes being valued shifts as professional priorities change in the context of a wider social life (other fields of value). Four participants considered they were valued to some degree: *'I reckon, I think the students enjoy it... I think they really like me but they know it's got to be done properly... we don't cut them any slack at all, we're trying to train them to be [professionals] for god's sake... that's where the widening participation thing's a bit difficult'* (Tony). A sense of being valued could be fragile: *'Part of the way I feel is from affirmation from the students and... staff and the fact that they give me more work... but then I find it really hard to be evaluated, one comment can be a real downer'* (Steve) and transient: *'I do by some people... I do to some extent by the institution... I think currently there's a lot of movement going on that is making people quite uneasy about what's round the corner... there's a lack of communication'* (Elaine). It could come from maintaining one's own values: *'The best feedback I've had this year is the one that said "thank you for kicking me up the bottom", I don't feel valued by all students, that's not real life, I would rather be respected than liked'* (Ruth). For one, being valued professionally held no especial allure because: *'I'm of an age where I don't really care about money and promotion... what matters is that I look forward to coming to work, it doesn't give me a sense of personal identity, that comes from other places'* (Alec).

Three did not feel valued by management: *'No, I'm still not on the right contract... very occasionally get "well done". I don't think any of us feel valued, with the PgPLT there should be something [tangible reward/recognition]'* (Sue) and: *'I think I'm more valuable*

than I am valued... the head of this department is very focused on creating a research institution... to almost the exclusion of everything else' (Francis). One was reticent: 'Value is used as a control mechanism by management, nothing is guaranteed, it's all about people and personalities... [we are] in this therapeutic environment... and it's not there for us' (Roger).

The rationale for exploring constructed values with participants converges in this last item on being valued as it suggests that value exchange needs to be reciprocal and overt if effectiveness is to be attained and maintained. This is because practice emerges not solely from the cognitive but also from the affective domain of the agent as teacher. A senior management call for alignment to core values as an imposition strategy where these values are not perceived to be demonstrated by operational management fosters mistrust and compounds the negative impacts of hysteresis; notions of disadvantage are likely to outweigh any potential advantages of change. It is the contention of this thesis that introducing agents to Bourdieusian concepts of intersectionality can uncover and help to explain the interconnectedness of post-1992 academic life because:

There has been something of a lack of attention paid to issues of educational values in HE. My starting point is that all HE teaching is deeply value-laden, and that considering the ethical implications of our everyday decisions, and developing the judgment to address the dilemmas that we face is central to academic practice in HE.

Smith (2011, online)

When values and value systems are made explicit, there is less chance of the symbolic violence associated with misrecognition perpetuating. This suggests that any post graduate programme designed to equip teaching staff with an informed working knowledge of pedagogy and practice, should also include an exploration of these in the context of philosophical realms of values and meanings attendant to a higher education. As with the previous example of students and plagiarism (p209), internalized dispositions are more resilient and useful than simply following rules or adhering to a code of

conduct. Both approaches direct action in the immediate but the latter is transient and instrumental, whereas the former is deep-rooted and transformational. In this way, notions of teacher *training*, somewhat of a conceptual anathema to many academics (Gibbs and Coffey, 2004) may well turn to notions of teacher *educating* in the context of a value exchange that is mutually strengthening in its reciprocity. The discussion now turns to an analysis of participants' views of such a programme.

Academics would benefit from training in pedagogical theory and practice

Seventy three percent (11 of 15r) of participants offered their perceptions of MidwayU's existing programme, its usefulness in its recent and previous incarnations. Two (18%) opposed participation; one (9%) was uncertain whether it had anything to offer her personally, however the majority (73%, 8r) enthusiastically endorsed its purpose and practice.

Notions of what might constitute the process of 'professionalizing teaching practice in higher education' (Lueddeke, 2003, p213) are still in their relative infancy. If the wider debate concerns whether this should be done, then inextricably linked to this is how such a process should be shaped nationally and locally. In the early days, courses were:

...explicitly designed to conform to the accreditation requirements of the Institute for Learning and Teaching in Higher Education (ILTHE), a professional body for teachers in higher education formed in 1999 as a result of a recommendation contained in the Dearing Report...

Macfarlane (2004, p12)

The ILTHE was not supported by the wider academic community (Ramsden, 2010:2) and was subsequently superseded in 2004 by the HEA. The current offer is Fellowship (FHEA) status gained through the compilation of a reflective portfolio defended by viva. This can be attained independently or as part of a wider HEA accredited programme designed and delivered locally (here, PgPLT, recently revalidated to PG Cert HE). At

MidwayU there is a drive for all core academic staff to gain FHEA status, one Associate participant was unusually: *'paid to do PgPLT, to get Fellowship'* (Steve). Both accreditation routes attract criticism. Firstly, with respect to any claim to credibility of FHEA as an indicator of good teaching:

Does anyone really believe that the HEA's 'accreditation' processes are perceptibly different from form filling and cosying up to the assessors?

... Does anyone really believe that pointless bureaucracy is a way to improve the student experience?

Ramsden (2010:2, online)

The lack of credence accorded the current system resonated with one participant: *'I'll have to do it but I'll resist it on principle because completing that portfolio and having a chat with someone in Quality and ticking a box doesn't make me feel that I'm any better than I was. We know that there are people who cannot teach who have HEA Fellowship, I rest my case'* (Ruth).

The taught route is criticized for adopting a primarily:

...deficit skills training focused on a narrow definition of 'teaching' rather than a fuller appreciation of professional or academic practice.

The result has been a neglect of ethics in university teaching and an even more worrying conversion of complex ethical issues into simplified rules and procedures.

Macfarlane (2004, p24)

Students' (in this case academic staff) perceptions of the value of any programme offer, that is, the 'worth of the game' (Swartz, 1997, p125), are influenced by personal experience, or how peers (colleagues) describe their experiences. Reputation filters through departments and it can be difficult to engage those holding a negative view to move beyond this into a discussion of what might constitute a positive experience.

Participants who had graduated from the course in the early days of its roll-out declared: *'When I did PgPLT, it was a waste of time'* (Elaine) and: *'It's seen in the department as a joke... the good thing is you get 44 hours for being a mentor so there's always an unseemly scuffling to be a mentor! Oh, no hours now? So there's no point in unseemly scuffling?'* (Claire). A negative collective memory can infect the new recruit with an instrumentalist approach to participation even where that memory may be outdated and unfounded as such a programme evolves and develops. It can also inflate the value accorded to any existing teaching experience (no matter how anecdotal) and teaching qualifications (regardless of level) held by staff as grounds for exemption.

These conditions can lead to resistance to participation and misrecognition of what a higher education might be, the 'worrying conversion of complex ethical issues into simplified rules and procedures' (Macfarlane, 2004, p24) referred to. One participant who had undergone FE teacher training considered it sufficient: *'I'm not sure because from the actual lecturing point of view, one of the things that the course that I did really does give you good grounding for is preparation and planning'* (Mary). There is an indication here of a reticence to explore dimensions of university teaching beyond the knowledge transfer attendant to compulsory and tertiary education. Concepts of the inculcation of autonomy and gradueness in undergraduates (MacDonald Ross, 1996) through a transition from a pedagogical to an andralogical conceptualization of the teacher/learner interaction (Atherton, 2011) in the context of the value of reflective practice (Donnelly, 2008) are set aside in favour of a 'narrow concept' (Macfarlane, 2004, p24) of what HE teaching is. Furthermore, there appears no acknowledgement of the collective value of the wider university community experience, of the opportunity to collaborate with colleagues who, regardless of discipline, face the same issues with regards levels of student engagement (Haggis, 2009), or of the prospect of being positioned to work towards a trans-disciplinary approach (Strathern, 2008). Setting limits on one's own professional development in a shifting educational landscape perpetuates silo thinking and practice: *'Academics can sometimes erect barriers... they leave little doors in it and say "Oh really clever people will find out where the doors are and they'll work out how to get in, or they'll be able to negotiate with me and say, can I come in?" but the rest of*

the heathen hordes... they're attacking the citadel... they don't exactly pour boiling oil on them but... they don't want them in there. Those days have gone (Guy) especially where self-exclusion is endorsed by local management equally disparaging of the course.

To be worthy of respect at ground level, any such programme must first command that respect and then advertise it in the form of its graduates as ambassadors. Of its graduate advocates, three participants were keen enthusiasts: *'What was good about it was what I learned about teaching theory, how to be a teacher 'cos I always thought if you know your subject, you knew how to teach it and that's just not true, and this concept of dual professionalism, I knew I was a professional accountant but I never really realized I should be a professional teacher'* (Trevor) and: *'I learned a lot from other people, people from different backgrounds... it should be the blooming course in the university'* (Simon). The acknowledgment that the programme can have a revelatory impact was echoed by the third who considered that it should be open to all: *'There's no difference between existing and new [staff], they need it as much if not more because they could be stuck in ways... if you haven't got that background, you need it... I'd been teaching for a long time... I didn't make the links with pedagogical theory, I wasn't interested before'* (Sue). This participant had earlier referred (p193) to the fact that the programme imbued her with the confidence to exploit opportunities for primary research and higher study.

Two participants had been involved to some degree with programme delivery and gave their reasons for wanting to be part of this process: *'For new people coming in to HE it is imperative that courses like the PG Cert HE are there, and that people are qualified to teach... and I have absolutely no problem saying that just because you've been doing it for a few years that you're good at it because obviously that is not the case'* (Ruth). One struggled with its reputational deficit, especially in the light of demonstrable change and positive impacts upon the student experience: *'The impetus has got to come right from the top and it's got to be clearly expressed...they talk about learning and teaching being the core activity of the university but... people come along because they're experts but [they also] need to be experts in teaching... If you're going to make learning and teaching a core activity, you've really got to value that and invest in it. [A] Student*

Advisor [told me] she's recognised that since some lecturers have done PgPLT, the numbers of problems students associated with those lecturers has dropped' (Guy).

Enhanced teaching quality enhances the learning experiences of students and the working conditions of staff. In this context:

...a good teacher is one through whom the student actually learns what is outlined in the structural goals and objectives and does so without superhuman effort on the teacher's or student's part.

Dewar (2002, p61)

The words 'superhuman effort' are suggestive of an unwelcome burden arising from misunderstanding between teachers and learners leading to stress, if not Bourdieusian suffering, where habitus/field mismatch results in 'the blaming of the individuals involved for their poor performance' (Daniel Schubert, 2008, p189). It is, therefore incumbent upon higher education teachers to have an understanding of changing field conditions because:

...the ethical responsibilities of lecturers in higher education cannot be considered in isolation from important contextual forces, mainly stemming from massification, which have increased the importance of academic professionalism within higher education.

Macfarlane (2004, p24)

Miscommunication can arise where teachers rely solely on teaching approaches observed and absorbed from their personal past learning experiences and unquestioningly replicate them in the present. This is tantamount to speaking the language of that place in this place. There are two immediate dangers here. The first is that even those students who manage to translate what is required will be denied an emancipatory higher education: *'if we only went with what they thought was appropriate then we'd end up with clones, with people teaching how they'd been taught'* (Roger) and second, the exclusion of those students who could not, confirming the notion of academic citadels referred to above

(p213). Furthermore, when engagement is limited solely to new staff a time-lag will result: *'People who are in full time positions here are not subject to that kind of sensitivity training if you will and furthermore, they reject it, so yes, generationally, that would be effective but it [can't] respond to the actual changes in students today'* (Francis). Institutions cannot afford a time-lag, competition demands that each university demonstrates the capacity to meet the learning needs of contemporary students.

This process starts with meeting the teaching needs of academic staff and rests upon the premise that:

...teaching is an art and therefore is to some degree teachable. So those that are not born teachers need not despair; they can become very good teachers with help and most of all motivation.

Dewar (2002, p64)

One experienced teacher/participant reflected that: *'At this stage in my career, maybe it's inherent... but at the beginning of a teaching career... there have to be techniques and styles that they're going to adopt, employ'* (Roger). This correlates with the notion of habitus as an outcome of a process that develops over time and under the socializing auspices of those whose own habitus is well formed (Moore, 2008). The analysis of this theme suggests a tripartite model of what a teacher education programme might constitute; certainly *content* that explores field forces (its structures and structuring influences), and local field conditions in the context of andragological theory and conceptualizations of effective LTA practice. Content would be embedded in an ethos of collegiate *contact* and *collaboration*. The goal is individual agency, the situational awareness that imbues and inspires *confidence*. The literature advocating teacher education, alongside participants' self-reports, suggests that this should be the inheritance of every university teacher. It thus requires an institutional reception that offers teaching staff the means to participate in 'a virtue approach' (Macfarlane, 2004, p35) to the higher education teaching profession, no matter the utilitarian merits of its outcomes.

Research question 1 summary: developing a feel for the game

The findings confirm that identity is a situated social construct (Taylor, 1999) and as lecturers working in a teaching institution, the majority of participants did not identify with being an 'academic' because they were 'first and foremost a teacher'. Inherent to this identity was a pre-disposition to scholarly activity, to working with extant knowledge both for personal satisfaction and the enhancement of their teaching practice rather than any especial desire to create new knowledge. There was a keen awareness of a shift in institutional identity as MidwayU sought to upgrade its competitive status particularly through a drive for a research profile. This change in field direction had significant implications for them and their perceptions of their degraded professional identity as teachers. Most considered that they were not personally inclined to such activity, it was outside of their aspirational domain. Furthermore, the working environment was not conducive to further work intensification. The small minority who were active researchers either did so as part of higher study (doctorates) or because they had elected to join a discipline with a strong tradition of publishing, that is, they had consciously accepted the field forces and conditions associated with that discipline. When the field changes its demands upon existing agents, such change can meet with fierce resistance as indicated by some participants, or resignation as described by others.

That identity is situated was further confirmed by the different teaching contexts participants discussed. These contexts, for example discipline and programme size at the macro-level and the task at hand at the micro, shaped practice and thus individual teacher's experiences and perceptions of their daily work. Participants who focused upon their role discussed the notion of morphing from sage to guide, and of incorporating specific techniques including the use of dramatic effect and autobiography in their teaching to engender learner engagement. Regardless of diversity in teaching contexts, teachers were united in their apparently social constructivist philosophy. This pedagogical approach is refined in the literature as student-centred but in describing practice, it would appear that most energies and activities were subconsciously invested in redressing the deficits of students perceived as vulnerable.

Describing a primarily teacher-centred pedagogy but endorsing a student-led one, suggests a subtle misrecognition of the real nature of practice which, in the context of close and ultimate accountability for student retention and achievement becomes overlain with increasingly instrumental behaviours. So far as is possible, learner risk is taken out of the equation, a chain of events which shifts the function of the teacher from meeting learner needs to meeting learner demands. This attempt to control outcomes, which must be justified to management, infers a mistrust of students to manage their own learning and denies them the autonomy associated with graduateness, cultural reproduction thus persists. Where individual teachers strive to offer an emancipatory higher education, the consequences of any instrumentalist tendencies of colleagues can impact heavily.

An unforeseen theme emerged as participants discussed how their personal value constructs as professionals were disrupted by colleagues whom they considered were ill-equipped to do the job. Redressing issues caused by the inadequacies of others in terms of their scholastic abilities and teaching style, for example, not only made extra work but created a sense of personal isolation. Education is a social business; the weakness of some teachers necessarily has consequences for the rest, particularly where accountability extends beyond the local situation but rests upon the individual endeavouring to maintain if not raise standards, and enhance the learning experience.

Value constructs or value-positions are not generally the topic of wider debate in higher education. As professionals having histories of previous fields, these tend to be fully formed and transfer to the new field relatively freely, participants considered that their core values converged (generally) with those of the institution but were not driven by them. In terms of value-added, this was mainly reflected by quantitative measures of retention and achievement but there was also a sense that value is added to students through challenging them and being honest. In encouraging participants to reflect upon notions of being personally valuable and valued, it became clear that this mining of their doxic predispositions aroused some initial discomfort in several for whom being valuable was measured through the messages they tended to receive from others. Being valued is an unstable state rendering it vulnerable to the mixed messages of a chaotic landscape.

Of eleven participants who discussed the concept of accredited teacher training, the majority response was enthusiasm for such a programme for both new and existing staff. Those who disagreed based their negative response upon their own experiences of the programme in its early incarnation. Suggestions that it had moved forward did little to persuade them and they clearly did not want to engage with the debate beyond outright rejection. Resistance was perceived from one who considered herself an effective teacher on the basis of a further education teaching qualification and a year's teaching experience. This suggests a narrow focus for what the wider remit of a university teacher might be with respect to a range of skill sets and attributes, for example in trans-disciplinary collaboration, undertaking evaluative research and engaging with reflective practice that is guided by pedagogical theory, in contrast to a rather constraining and instrumental approach based upon that what seems to work is necessarily effective.

Expressing resistance in terms of one's own sufficient competence could equally be masking fears of the demands of training, the time and effort involved particularly where even core staff are only accorded ten percent of the perceived study time required, most of this is for direct contact. As such participation can be difficult to countenance where teachers are already stretched to the limit. There may also be concerns about leaving one's professional comfort zone, and risking exposure in the wider arena. These are sensitive areas and consequently were not pursued at interview, future research, potentially through an anonymous survey may help to identify factors pertaining to resistance. That these issues come to light is important in how the institution addresses them to encourage participation of existing staff and set exemption criteria for new staff.

The discussion now turns to an analysis of the impact and influence of field forces as perceived by informants. Themes are organized from the macro to the micro-scale (figure 70, p176) that issues pertaining to the wider field might contextualize the local climate. Starting with the marketisation of HE and the new managerialism it has spawned, the political policies of an audit culture and massification are explored in terms of their impact upon the pedagogical philosophies and practices of academic teachers responding to the challenges of widening participation.

Research question 2: how do field structures (management systems) and structuring influences (management expectations) structure the pedagogical philosophy of these academic teachers?

The literature review established that field forces, driven by the field of power, principally through ‘massification, accountability and marketisation’ (Di Napoli and Barnett, 2008:1, p5) continue to reshape higher education. Despite the legitimized unification of the formerly binary system in 1992, fractures and fissures remain evident in the distinction between traditional and new universities. The schism between either an institutional ‘academic [theoretical]... or a vocational pedagogic orientation’ (Robbins, 2004, p417) persists. This study has shown that the identities of academic staff in these two learning landscapes are distinctly different. That there is a relative paucity of literature on the post-1992 academic identity is unsurprising given that this group tend to identify as lector not auctor *ergo* they are less likely to publish research in the first instance. Furthermore, if they do, it is likely to pertain to their theoretical discipline, their tribal ‘knowledge identities’ (Strathern, 2008, p11) not their collective academic identity.

Moreover, pedagogical literature tends to prescriptive models of what academic teachers *should* do (their practice) independent of the learning landscape and the diversity of the student body (Chickering and Gamson, 1987, Ramsden, 2003, Saulnier, 2008). In essence what is known about this sizeable workforce is scant and assumptive. It also appears that when that voice is sought, this group’s reflective gaze turns inwards, to their role or students, here just two participants opted to discuss their workplace. Whilst references were made to field structures in other interviews, these were relatively few. The one notable exception was the theme that widening participation challenges academics which was referred to by fourteen of fifteen (93%) of participants. This is a strong indication of how the salient identity of MidwayU is one that:

...has moved to an holistic approach to widening participation which is reflected in the profile of the institution.

QAA (2010, online)

It is from this perspective that themes emerged (figure 69, p168) and are critically evaluated against the backdrop of habitus acquisition. Analysis starts with a consideration of the manifestations of the marketization of higher education, in terms of perceptions of its commercial orientation, the re-casting of teachers as enchanters, customerization, modularization and notions of a therapeutic university. It then considers whether managerialism diminishes academic professionalism with respect to perceptions of control, presentism, retention at all costs, and pressures to upgrade students, measures inherent to an audit culture. The discussion of the learning landscape includes physical and virtual barriers to effectiveness. Finally, the policy of widening participation as a field force establishes the context for the discussion of the impacts of policy in practice (research question 3).

The institution is structured on a business model

Most respondents (72%, 43r) (figure 16, p116) agreed/strongly agreed that HE was driven by market forces (DfES, 2003), and that the resulting transition from cultural to economic capital production had significant implications for the sector. Flexible entry requirements translated as: *'More responsibility without authority'* (Medical Photography) because selection was generally restricted to programmes operating under: *'...the governance of professional bodies, I clearly see a difference where there is no such governance'* (Applied Mental Health). The general experience is: *'You do not know who you are getting, what level they are at, or anything really about their competences'* (Education). Management pressure was perceived: *'I don't like feeling as though you've got to get everybody through'* (Sociology) effectively industrializing higher education: *'It does sometimes feel like a factory'* (Human Resources Management).

There was a sense of powerlessness: *'This is a managerial matter'* (Law), and of capitulation: *'We are in an age of competition and universities have to reflect the needs and wants of the market'* (Education) and that more accountability was to follow: *'Not nearly as much as FE – yet!'* (Education). These comments indicate the perception of a climate of rationalization.

The analogy of the McUniversity and its attendant dimensions of efficiency, calculability, predictability and control (Ritzer, 1993) resonated with both participants in this sub-set: *'...education in the UK has become formulaic... there is a tendency to look at this as a numbers game, trying to achieve better outcomes for the university rather than the student. McDonaldization has been occurring for a number of years through the National Curriculum and is now spreading its way into higher education... think of the blueprint... the menu'* (Rob). The blueprint constrains module choice and prescribes first year studies. Management argues that it will: *'Enhance our academic profile, maintain our academic rigour, and continuously develop our curriculum'* (MidwayU, 2010, online). To one, this was debatable: *'[It's] about rationalization... predictability and efficiency and that we can measure the outcomes... the blueprint is going to constrain us considerably but at the same time we do have to meet our benchmarks... things are changing... less staff... less modules and that will mean less creativity perhaps, there has to be that predictability, that efficiency that goes with it'* (Judy). Rationalization is thus viewed as regrettably necessary in the current economic climate. Larger classes and less modules presents a scenario which further erodes any semblance of an individualised learning experience for students (Smith and Webster, 1997) in restricting choice and the potential for creativity.

Teachers are required to enchant students

Theorizing the McUniversity now includes the concept of enchantment (attracting and keeping the student):

...through the creation of spectacles using mechanisms like simulations, implosion, and the manipulation of time and space.

Ritzer (2002, p22)

Both participants recognised the concept of enchantment and viewed it as a symptom of HE gravitating towards an emulation of commercial models deemed successful in attracting and retaining customers. In its simplest terms, simulation refers to the physical plant and infrastructure. MidwayU has undergone extensive renovations paying close

attention to the external edifice (first impressions) and internal learning landscapes including the library. Implosion refers to a bringing together of a range of ancillary facilities (the updated sports fields, gym, student bar, refectory and the installation of wi-fi) to persuade the customer to stay. Manipulation of time and space is made possible through technology, the VLE provides 24/7 access to a host of resources and services. Research that used to involve hours in the stacks is now available instantly. It is also inferred through flexible learning. Evening and weekend or summer school classes are staffed by teachers for whom the academic working day and week is stretched and who can no longer rely on uninterrupted vacation or scholarly leave periods, the dismantling 'of the identity of time' (Bridges, 2000, p39). Furthermore, it is a culture that feeds notions of instant gratification, the antithesis of the traditional student/teacher interaction in higher education: *'This comes back to the world that we live in, the environments we have created are about beautiful things... as long as the style's alright, we'll overcome the substance issues... show me the pretty things, I don't want all the detail, how can I get through this as quickly as possible with a minimum amount of pain, 'cos I don't do pain'* (Rob). This idea, of students not doing 'pain' was raised by a respondent in the context of student dissatisfaction with their academic development (figure 57, p153): *'Students... are largely influenced by the marketisation trend and see themselves as unhappy customers because they're paying for a degree, and they're not getting good grades or they're failing. They think that because they paid for it they should pass with flying colours and have a relaxed comfortable time while doing so'* (Computing).

The McUniversity culture also re-casts the teacher as enchanter; they are part of the spectacle: *'Enchantment is... re-enchanting a rationalized world... delivering in a way that doesn't appear to be constrained by the McDonaldization thesis when we deliver to our students. A really good analogy is a swan who's pedalling very furiously under the water but looking very elegant and calm above the water...as lecturers we have to project that, students haven't got a clue what goes behind a two-hour session! We have to enchant learning for students that they do engage with it'* (Judy). An enchanted world of higher education can have the effect of *'...recasting the lecturer in the role of a service worker'* (Macfarlane, 2004, p8).

The customerization of students diminishes academic professionalism

Four participants considered the implications of student-as-customer for their sense of professional identity. One refused to acknowledge it: *'Never use that terminology... I nip that in the bud... I tell 'em at the first lecture that I realize that they're paying but if they think that means I'm a monkey with a hat on they've got another think coming, they pay for the privilege of education'* (Tony). This view was challenged as fundamentally flawed: *'Every university, even if it's a 100% state-funded, it's still a business at heart, we just live in a fool's paradise that it isn't, it's more of a culture shift for the staff'* (Francis). Customerization bestows a managerial authority to 'disempower and perhaps even proletarianise professionals' (Trowler, 2008, p153) as considered here: *'management first, then student... management-driven, management-centred'* (Ruth). The loss of autonomy generates self-protective behaviours: *'My supervisor said "you've moved from free-range to battery". It does allow me a certain amount of freedom but there isn't as much as I want, I can't make decisions about refusing a student on my modules... if I'm not going to offer a student a referral... I'd make sure that was a team decision because I'm always aware there's an appeal process... I do feel constantly that we are looking to protect our own backs from students as well as the university... because of the system that we have to work in and the fact that students are consumers, paying consumers'* (Judy). This is Bourdieusian suffering, the professional instinct to take one course of action is challenged by the environmental pressure to take another and the result is a retreat to the safety in numbers strategy inherent to tribal entrenchment.

A link was made between customerization and commodification in this context: *'There's a question of what a student gets and what a student wants...there does seem to be a kind of commodification of education...students have expectations, "I'm paying all this money... I want the product, don't get in my way and don't expect too much... don't mark me too harshly"... students do want things; they want success'* (Guy). The mechanism by which a massified and marketized higher education is made possible is modularization (Trowler, 1998). Whether it constrains learning was raised by five participants in the context of their role.

Modularization constrains learning

The credit framework, introduced in 1992 (Trowler, 1998), is a cornerstone of an audit culture predicated upon quantification through target setting. In its simplest terms, a module is effectively an educational package. What is to be taught/learned and demonstrably so is guided by the setting of Learning Outcomes. In the context of the McUniversity analogy, learning outcomes constitute:

‘...“portion control,” in that the only way to demonstrate that customers – that is, students – have been educated is by demonstrating that they have received the correct “portion”’.

Evans (2002, p165)

It is the set of learning outcomes to which (ideally) assessment is closely aligned, hence the theory of constructive alignment (Biggs, 2003). The form taught sessions and independent study take varies significantly from one subject area to another, the key is to design and deliver activities that take the student to the place where they are now able to do X and Y if not Z by the end of the module. Passing a module earns credits, regardless of the level of pass. Credits are amassed and exchanged for credentials, a certificate of higher education (stage one), a diploma (stage two) and a degree (with or without honours) at graduation.

During the fieldwork stage of this study there was no intimation that MidwayU intended to move from a 15 credit single module, that is eight modules per stage or equivalent, to a menu of 20 credit modules (six per stage) entailing a significant re-write of every existing programme for roll out in September 2012. No informant predicted this or suggested it as a means of resolving issues surrounding student achievement (or lack of), one considered: *‘Biggs is an insidious part of the rhetoric surrounding the marketisation of HE... universities have always provided transformational learning, only they do less so now because in our efforts to please the customer, we dare not challenge them enough to transform them’* (Computing) (figure 25, p125).

The simplicity of the structure belies the complexity of the challenges it presents teachers not least because of the instrumentalist approach to learning it provokes (Hayes, 2004). One subtle example of misrecognition is to ignore the power of terminological connotation manifest in the re-naming of teaching roles. If it is the role of the module leader to 'lead' then the implication is that the responsibility for student progression along an auditable trajectory shifts from learner (now follower) to teacher, and product takes precedence over process: *'it compresses learning... a typical undergraduate now is a product of this assessment process they've gone through in the compulsory sector... and that shows in this business, you know, at the beginning of modules where all they are interested in is having the assessment explained to them'* (Roger).

One mechanism for gauging progress is timely feedback (Chickering and Gamson, 1987) (figure 38, p138), 98% (59r) agreed/strongly agreed with this principle (4). In practice, there were significant barriers to formative feedback (figure 39, p138) namely students' refusal to undertake unaccredited work (68%, 25r), compressed learning rendering early tasks relatively valueless (51%, 19r) and no time to mark during the semester (60%, 22r). With summative marking (figure 41, p140) a key issue was students are too often only interested in grades; offices are repositories of uncollected (disregarded) scripts (45%, 24r). This primary focus on grades (passing) is often attributed to the notion of the deficit student; however, instrumentalism had previously been linked with the notion of a strategic student by academics working in both traditional and modern settings:

Kneale's (1997) study found that 41 per cent... had problems with 'strategic' students who were predominantly instrumental... These students often had good A-level grades [but] no particular interest in higher education per se, who refused to contribute in classes for which there was no mark, who preferred modules that did not have an examination and whose attendance was poor at modules where assessment was by means of an essay. Generally, they only attended sessions up to the point where their essay topic had been covered.

Hayes (2004, p176)

This indicates a field/habitus mismatch; instrumental students learn to negotiate the field without recourse to academic values. They strategize a way through it rather than make a place within it, they are transients. The love of subject is thus usually unique to the teacher: *'There is a small, but significant number of students who are here because it's the next thing to do, they're not necessarily interested in [my subject]'* (Claire). The significance of this group is the disproportionate impact they have on academic teachers' workloads as discussed in the context of field conditions (research question 3).

Where teaching is situated also affects perceptions of modularization. In smaller cohorts where *'the essence of higher education, that of debate and discussion'* (Evans, 2002, p165) can be facilitated, then it can engender mixed feelings: *'probably more positive than negative... there has to be some structure from which you do guide and pace. At least here the guidelines are actually very flexible... so I find a reasonably positive blend of structure and constraint... and freedom'* (Francis). Whether modularization is in the best interests of a particular discipline was challenged: *'assessments come too quickly and I think it doesn't give them a sound basis for... to be well-rounded... bugger all this portfolio submission and online stuff and everything, let's get traditional; let's give 'em an exam, well, only the best get through!'* (Tony).

Modularization then could be seen to enforce instrumentalist tendencies; not least that learning terminates at assessment. One participant disagreed: *'we're working to the blueprint menu but... you can still have clear themes... "Pathways" which students can follow through the programme'* (Alec). This suggests, however, that modularization drives a constructive process of programme design that is *'prescriptive and authoritarian'* (Evans, 2002, p165) in its limitations (the blueprint menu). There is a further inference here that for students to follow, teachers must lead, they must provide navigable maps and maintain control of the learning journey: *'Our job is a continuum – managing expectations and demands at one end - and making sure those who don't ask, don't get lost'* (Simon). The notion of the lost student is an anathema to management.

There is such a thing as a therapeutic university

This item sought to elicit whether participants who selected 'My workplace' were cognizant of a particular theoretical framework constructed to inject a sense of coherence into the debate surrounding notions of the deficit student. Whether commentators accept or refute the idea of a 'therapeutic university' (Hayes, 2002, p143) it does offer an overview of the institution's (field's) part in perpetuating an institutional ethos where some students appear to need to feel right before they can think right, and that teachers, as agents, collude in this culture. Both participants in the workplace sub-set agreed with this view: *'The "therapeutic university", I like the sound of that, are we too soft? Yes... without a doubt... we namby-pamby students, I think they've probably been namby-pambied elsewhere; and it frustrates the hell out of me... it isn't about us, it's from before they come to us and then we're just adding to that'* (Judy). The linking of present (student) behaviours to past educational experiences is a consistent lament in the later discussions on widening participation and the deficit student.

A gap in the findings of this study overall is the general reticence of informants to suggest how a culture of dependency might be or even can be negated. There appears to be a sense of resignation: *'Students are being fed too much... the desire to stay within the comfort zone is extraordinary... what we are trying to do with them is not just to give them this qualification but to help them become more aware of themselves... confidence can be developed in so many different ways, something as simple as praise, the danger that we've got... is dependency'* (Rob). Whether it is appropriate for teachers to attempt to redress years of educational dependency is also debatable. The decision may also be taken out of academic hands by dint of circumstance: *'I don't think we can [continue to] be a therapeutic university with the numbers that we have, with the blueprint... bigger classes, we cannot give that student the level of support that they need, that's not what we're paid to do, we're not qualified to do that'* (Judy). The spectre of the lost (and thus unpredictable) student re-emerges with all the connotations that loss of teacher control infers in the context of an audit culture tightly constrained by a new managerialism.

Managerialism diminishes academic professionalism

The literature review established that new managerialism refers to the wholesale adoption of management practices traditionally associated with the private sector by public sector organisations (Deem et al, 2007). Respondents considered whether their professional status was diminished by field forces such as new managerialism, widening participation, and public perceptions of the devaluation of a degree (figure 19, p118). Forty five percent (26r) agreed/strongly agreed, 32% (18r) were uncertain and 23% (13r) disagreed, none strongly. One who strongly agreed used analogy from Uncle Tom's Cabin: *'The education industry has grown like "Topsy" but the academic portion of that has certainly not grown as fast as the other business functions'* (Technology) which challenges perceptions of personal value: *'Within the institution I at times feel acknowledged and at other times feel like a number on a wage slip'* (Education). This sense of isolation makes local relationships highly significant in restoring a sense of professional self-respect: *'Relationships with colleagues and line managers, both of mine are inclusive and effective'* (Sociology). One was blunt: *'If academics and students feel undervalued and lost in the system, they must surely realize that the system is simply a game that must be played more competitively than before'* (Law) suggesting that it is incumbent on agents to become more 'savvy cultural actors in their field' (Clark, 2004, online).

Six participants gave lengthy accounts of how they perceived management as eroding their professionalism indicating the depth of negative feelings concerning regular assaults on their self-efficacy and self-determination, and subsequent professional practice. The suggestion that the academic teacher cannot afford to trust the student in an audit culture environment (Saulnier, 2008) has already been made (p200), here that lack of trust is replicated in the manager/academic interaction (Macfarlane, 2004). Participants intimated the suffering caused by intrusive and confrontational management practices: *'That's the way the system is, as a consequence...we are constructing, creating mechanisms to circumvent the system... we have created a monster... they think that that system supports the student, we know it doesn't but try telling them that! We are extraordinarily expensive administrators! Why do I have to jump through that hoop? They're questioning my*

integrity, my capability to think, as an academic, about the student experience. I know what I'm doing, why am I not trusted? Why do I have to get something signed off by the Dean... to change a room? I love what I do, what disappoints me is the senior management in this organization treats us like children' (Rob). New managerialism thus infantilizes the academic and forces strategic behaviours to circumvent the system (Trowler, 1998). To counter this, management control is tightened (Deem et al, 2007), a straightforward pedagogical decision to book an extra room turns into a conflict situation: *'There is clearly an issue with the physical environment... it's very difficult to book rooms... without being challenged on why... that is contrary to the customer-focus of the university... by the time you've been through the complexities of organizing a room... you've lost the immediacy of the situation, so I don't think it's fit for purpose... you have to bloody justify yourself... to provide a rationale as to why you need an extra room to be signed off by the Dean, the Dean!'* (Claire) and: *'I get increasingly frustrated by the bureaucracy that constrains us... we are straight-jacketed... we want to be flexible but we can't be...you cannot even request a room... you have to fill out the paperwork... go and get the Dean! Nonsensical!'* (Judy).

The frustration experienced when managers, sometimes highly senior managers are the final arbiter of pedagogical decision-making is further compounded by the humiliation of being unable to make quite innocuous decisions: *'Why are we having to do this? I'd rather go and buy my own [stationery] because I find it incredibly insulting that I've got to ask a Finance member of staff to get their key out... it's humiliating; we should not be put in that position. You go to HR but you have to be careful what you say because it comes straight back, they look after... the university [not] the staff. I can see that I have become institutionalized over the last few years because I just want to get on with my job... I don't want to be having to deal with issues'* (Judy). Hence, suffering transubstantiates into *sufferance*, especially where the department purporting to support staff is perceived as a controlling arm of management.

That doubt is cast on the 'worth of the game' (Swartz, 1997, p125) perpetuates at the most personal level where an academic's work is challenged: *'It's like this academic offence procedure... it's so dragged out and you want to shout, "look it's blindingly obvious, I found the source on the internet and I've failed them" but you get to the point when you think it's just not worth it'* (Simon). It intensifies when that challenge emanates from a student: *'A lot of the systems and culture of the university are treating [students] as customer but they're students! It's all management by exception [academics] don't get any acknowledgment, very little recognition. When a student makes a complaint you're asked to justify what you've done... I'm sure there is a fear factor because of this management by exception'* (Trevor). Whether students were in a position to challenge academic pedagogical decisions was questioned: *'It's this numbers-led, always needing to measure; I mean, how do you measure satisfaction? At school there were two teachers there, I hated them because they made me work so hard... now, with hindsight they were the best teachers I ever had because they pushed me'* (Simon). This confirms the notion that the process of learning demands that teachers jolt students from their comfort zone, which by inference means that satisfaction in the short-term is unlikely. The ethos becomes one of mistrust, consequently:

Anxieties, aspirations and fears invade people's interior spaces, as every individual working in academia is made aware that their performance, productivity and professional conduct is constantly under scrutiny within non-negotiable frameworks.

Morley (2003, p67)

One aspect of this scrutiny manifests as a creeping presentism. This is the belief held by some managers that control can only be exercised when productivity is witnessed *ergo* the only productive worker is the one who is physically present and under the eye of management (Trowler, 1998, Deem et al, 2007). This has significant implications for academics whose working conditions are not conducive to deep and sustained thought and where requests for scholarly activity time (working from home) are dealt with inconsistently across the institution.

Presentism erodes academic autonomy

Presentism, where it is exercised, sends a covert message that academics are not trustworthy; they must be kept in line, by a line manager. Experiences of presentism varied confirming that academic working practices are governed by local conditions. For one, it was a daily reality: *'Presentism? Definitely, completely uncalled for, we're meant to be professionals and we have no autonomy'* (Ruth) whereas for another: *'We don't have that at all, I don't have to tell anybody... none of us do, perhaps people who aren't here so often, maybe they've been told... 'cos you know there's one desk... it's like a ghost lecturer!'* (Tony). The idea of it can excite fierce resistance, if not an ultimate rejection of the field itself: *'if they imposed that on this school people would just walk out, it's not a part of our culture... if they're going to question my integrity about where I am and what I'm doing'* (Elaine). Presentism is therefore, part of the 'decline in trust and discretion placed in academics' (Deem et al, 2007, online), endemic to the culture of new managerialism. Where it is practiced its effects are corrosive but it is not yet widespread suggesting that agents strategize collectively to protect themselves against field forces and supportive lower-level managers can mitigate wider negative trends in some areas.

One area that is not open to negotiation or local interpretation is retention. Given its positive correlation with funding, significant energy is invested by the institution in ensuring that students are retained at all costs. MidwayU has teams dedicated to divining and meeting the needs of students across multiple domains attendant to notions of satisfaction. It is, however, incumbent on academics to track attendance and justify progression, tasks that cast the academic as administrator and also as gatekeeper, practices that may challenge their professional and philosophical value-positions.

Retention at all costs serves neither students nor academics

The strand model of 'access-policy' (Jones and Thomas, 2005, p616) identifies the philosophical value-positions of traditional and new universities in how they approach curriculum reform. In both the academic and the utilitarian strands, widening

participation is synonymous with academic (if not cultural) weakness. The former eschews curriculum reform in active pursuit of excellence and elitism. The latter avers:

...curriculum reform is essential... [evidenced by] Notions of employability, plus learning skills and student support modules... displacing or diluting subject-specific content.

Jones and Thomas (2005, p618)

From this position and given that the system is driven by economic imperatives and made accountable through audit then every possible avenue is explored to ensure that retention is absolute. With the right provisions in place, no student should have reason to leave (or fail), if they do, this ideological stance avers that the right provisions cannot have been in place (a situation that cannot be tolerated).

What is not recognised, however, is that strands are not restricted to institutions; they also resonate with staff working in a range of disciplines where excellence and elitism are badges of honour as suggested by one survey respondent (figure 16, p116): *'We have built a strong reputation with industry by running a challenging course which many students are "not good enough" for. This model runs entirely against management practice in the university, we have low retention rates and are proud of it. Management wish us to not only improve our retention (possible if we raise the bar to entry) but also to simultaneously widen our intake. This is madness. We are doomed to fail imposed targets whilst having our heartfelt subject-specific cultural agenda crushed out of us by the grinding wheels of the system'* (Computing). The suggestion is that widening participation through flexible entry lowers standards, and dilutes the professionalism of a discipline, and ultimately the industry itself as graduates enter, or try to enter that field.

Future barriers to participation in a chosen profession raises ethical issues for academic staff who know from experience that some students have been effectively set up to fail: *'I worry with widening participation... because jobs are tight and I have some of these kids... saying to me "I'm going to be a barrister" and I know they're not going to do it...*

so we have this debate, do you tell them or not?’ (Tony) and: ‘we certainly have students on the programme that should never have been on it [and] students that should have been asked to leave at the end of year one because it’s not in their best interest to continue’ (Ruth). Such students have bought into (literally) the myth that everything is possible to all, but also, managerialism structures the field, here through retention, in such a way as to compel academics to engage, subconsciously or consciously with the conspiracy (Ramsden, 2003) that perpetuates cultural reproduction. Retention at all costs fails to recognize the reality that: ‘There’s something to be said for recognising that university doesn’t suit everybody... if you put in all these extra people into something kind of traditional, you say, “oh come in, welcome in, but we’ll always do exactly the same”, we’re going to get more people who can’t cope so whether the university should change or whether we should just go back to saying only certain students can do it...’ (Guy).

Where academics do try to maintain standards, by removing non-attending students from registers, or ejecting them from the programme for persistent fails, they can be over-ruled: *‘It’s this obsession on retention, to meet targets... we’re not creating a sustainable framework... we’re obsessed in ticking boxes, management by means, by ends, targets, numbers... rather than growth and sustainable quality. This emphasis on module audits and retention, and it’s why we kick them off but if they pay... they can come again’ (Trevor). Just before the interviews, MidwayU academic staff learned that failure to submit an accredited assignment incurred a claw-back of funding for the whole academic year. Given that managerialism positively correlates attendance with engagement, engagement with submission and submission with success (to some degree) then success hinges upon retention. This formulaic (predictive) approach to likely success belies student autonomy and pro-activeness but does add to the academic’s administrative load: ‘The NS [Non-submission] problem? Yes, I’ve spent a lot of time this term chasing students and doing naughty, naughty letters’ (Claire). One did not have the time or inclination to do this in the current time-starved climate: ‘I just don’t track attendance, I gave up; I don’t even try’ (Simon), whether this situation will be permitted to continue remains to be seen.*

Bringing his experience of the resolution to retention at the American institution he had previously worked in, one participant described their practical and ethical solution: *'gateway courses, we don't want to keep out anybody simply because they didn't do well before and are capable of accomplishing it, on the other hand we don't want to burden the system with incapable students and dilute it so we have retention as two separate metrics. At [MidwayU] there's a huge mention of 'Retention', capital R... and if its staff are spending time in remedial work, they're losing the other things that you're truly paying them for'* (Francis). This model then, facilitates the bringing together of learners and teachers under the auspices of an institution that allows both groups the time and space to effectively try each other out. It both demonstrates respect for the diversity and aspirations of the learner (Chickering and Gamson, 1987) but also the professionalism of the educator. The key point is that if the relationship does not blossom, it will, at least, have been tried, and significantly without generating suffering in either.

The opportunity to select students through interview is perceived as an important predictor of retention and success, one survey respondent commented (figure 16, p116): *'We interview and counsel all our applicants and in general we are very happy with their progress'* (Youth Services). It is not an option for popular and consequently oversubscribed programmes: *'We have a 5:1 ratio of applicants to places, so are able to select appropriate skills from the application forms. However we are not able to interview students, which we would like to, since this would be perceived a frivolous waste of productive time'* (Computing). Nor is it any guarantee of retention.

I work on a professional programme and my students are tested on entry

One participant was a programme leader and part of her role was as Admissions Tutor. Selection was through: *'a robust interview process... incorporated in that is an observation... and also a written piece of work [even so a] 40% increase in applications, doesn't mean 40% increase in aptitude and ability, it just means we've got more dredging to do [because] sometimes it's a conflict of interest between professional programmes and the university, because the university is very much about finance and*

*business and bums on seats, my focus is first and foremost is whether those students, at the end of three years, are safe and competent [in practice]’ (Elaine). In the context of whether widening participation challenged academics, she added: ‘we’ve been challenged by the amount of students coming in with additional needs... that has put a huge pressure on, not only the teaching capacity but also it conflicts sometimes with the ethics of [my discipline]... so it’s whether or not we can devise strategies for them’ (Elaine). This suggests that the act of interviewing, even testing students on entry, does not automatically exclude candidates with additional needs *per se*. What is important is the level at which standards of entry are set. These can be difficult to lift where management focus is economically driven. In this case, however, they were reviewed because the programme was accredited by a professional body. At the same time, the expectations of potential recruits were carefully and consciously managed: ‘It’s better this last couple of years... we were able to be more robust in our selection process...we’re very clear about expectations when they come on now... we’re fairly good at counseling students about other careers if it becomes apparent that [this] is not for them’ (Elaine). Research suggests that managing student expectations is a significant factor in retaining students from the institutional perspective (Jones, 2010) and is achieved most effectively when students are fully informed about what is expected of them as well as what they can expect from the course before they accept a place (Longden, 2006).*

This is particularly important when the student is expected to negotiate a mass system in which academics are disproportionately overburdened with administrative tasks in the context of audit mechanisms attendant to the commodification of higher education through modularization, and the economic imperative to retain, as well as recruit high student numbers (Jones, 2010). Managing expectations is not solely utilitarian in effect, but virtuous in that it enables students to make informed decisions and elect to commit to the course (if not the institution). Commitment correlates positively with motivation and thus resilience (Longden, 2006) and autonomy, a cornerstone of gradueness (MacDonald Ross, 1996). Survey respondents considered the premise that traditionally student autonomy was a product of an elite system, and the claim that a mass system makes student autonomy a pre-requisite of survival (Smith and Webster, 1997).

Graduateness is more than knowledge and skills

This argument (figure 24, p125) produced the greatest amount of uncertainty (45%, 26r), 31% (18r) agreed/strongly agreed, 24% (14r) disagreed/strongly disagreed. Uncertain respondents who commented challenged whether graduateness guarantees autonomy: *'[If] university is or was about imbuing candidates with autonomy; if it is supposed to be an important output, I see no sign of any structured approach to its development'* (Technology) and: *'They gain a degree but without autonomy – that is not part of the current menu'* (Education). One blamed compulsory education: *'It's not so much the massification of HE, as it is the testing culture of the schools that's at fault'* (Education). Those who agreed/strongly agreed (23%, 4r) were concerned that: *'They are left to manage in the main'* (Education) confirmed by: *'Most of the students I encounter do not have autonomy when they arrive and they do not have it when they leave. In fact a significant proportion could not even spell it'* (Psychology). The most powerful comments came from those who strongly disagreed, represented by: *'Absolutely not, massification in fact changes our practices to suit the lack of autonomy shown by the wider intake. We spoon-feed and hand-hold more than ever, in order to "improve the student experience" which is really just "the customer is always right." With students paying for their education, we do everything we can to make them feel comfortable. As a result they are not challenged and less autonomy is required. This is a suitable model of cultural production for a nation of service workers and retail consumers. The degree then loses all its previous value'* (Computing). Thus respondents appear not to assume autonomy as attendant to a degree award, a theme echoed by two participants who discussed their conceptualizations of graduateness, firstly: *'To me graduateness... is also about a student's personality, their attributes, give me a third class honours student who's got interpersonal skills and is willing to learn over a first class honours student who cannot interact, any day of the week'* (Judy). It is unlikely, however, that a third class award will open professional or vocational doors to students, again casting doubt on the real value if not value-added then of 'distance travelled' (DfES, 2003, para 4.9) in the real world.

Secondly, one solution to the infantilizing processes imposed by compulsory education might be to radically re-think age at first matriculation, should students test the world and themselves in order to bring a more mature approach to degree studies because: *'It's about developing a toolbox, they need different tools for different times... they don't have the cognitive ability; they don't have the experience to grasp transferability; that might in itself bring into question, should we be teaching eighteen year olds at a higher education institution... [should it] be 21?'* (Rob). That mature students regularly succeeded where younger students struggled was noted by one participant in the context of discussing student motivations: *'mature students, they're a delight, even if they've only been out in work one or two years they've got a very, very different mindset... more motivated... they're here for a reason, they're here to learn and they are more demanding... but they come with their own baggage...single mums who can't come in... half term!'* (Simon). It is not that mature students do not present with problems but that they present with different problems and generally have the cognitive and emotional maturity to juggle their studies with concomitant commitments (Riddell and Bates, 2010).

Degree value was also questioned in the context of whether assumptions could be safely made as to the true levels of the acquisition of subject knowledge and transferable skills. Respondents and participants referred to management exhortations to marking they perceived as over-generous.

There is top-down pressure to upgrade students

Public perceptions of dumbing-down found resonance with survey respondents (figure 20, p120). Sixty six percent (39r) agreed/strongly agreed that degrees were devalued through massification and the subsequent influx of new students having different needs (Wragg, 2004). Commentators referred to an environment where: *'It is hard not to spoon-feed as many students are uncertain even with detailed instructions'* (Education) because: *'academics sometimes feel under pressure to moderate their marking so that more students pass, that devalues the degree... with political correctness going mad, it's getting worse'* (Earth Sciences).

Four participants from across the sample detected management directives to adjust grades upwardly: *'There is more pressure for us to ensure that students pass... there was an incident yesterday... I said I don't agree it's a D- but I understand the issues round this student, let's just get rid of them... it just wasn't worth fighting about'* (Judy) and: *'I've had fails overturned'* (Steve). Inappropriate management interventions erode habitus (inculcation and maintenance) because the demands of the field, its structuring influences, are regularly changing making 'academics increasingly instrumental in their attitudes and behaviour' (Parker and Jary, 1995, p319). A sense of disillusionment (Martin, 1999) and disempowerment (Trowler, 2008) pervades: *'I know that standards have dropped, when my grading is challenged... that's where my values are being compromised... to ignore plagiarism because it's easier'* (Ruth).

A curriculum that generates autonomy is shaped by all aspects of the learning landscape including the physical environment (Stevenson and Bell, 2009). Inherent to this is the provision of active learning opportunities, principle 3 (Chickering and Gamson, 1987). Active learning was strongly endorsed by the majority (95%, 56r) strongly agreed/agreed (figure 34, p135). In practice, however, the physical landscape could be problematic.

The physical environment presents barriers for academics

The learning landscape attracts considerable research interest and thus institutional capital investment as new ways are sought to enchant students. The report 'Learning Landscapes in Higher Education' (Chiddick, 2010) refers to the 'Science of Space' (p40) and 'Critical Pedagogy as a Design Principle' (p42). MidwayU has been visibly active in this area, reinvigorating existing learning spaces with new technologies but also in re-conceptualizing what an active, flexible learning space might comprise. Progress appears slow given budgetary restraints and the constraints of existing plant. Plant (lecture theatres, classrooms) is closely allied with infrastructure which determines how facilities are utilized, earlier discussion referred to participants' frustrations with the room booking system (p231). Respondents recorded their perceptions of barriers to the facilitation of active learning (figure 37, p137). They cited: room allocation (facilities 55%, 30r and

space 40%, 22r), technological infrastructure (47%, 26r), administrative systems (44%, 24r), session duration (29%, 16r) and training provision (15%, 8r). Policies concerning these are established centrally and directly impact upon teaching practice. An academic's workload (44%, 24r) is the result of multiple local factors. These constraints indicate a management intervention in pedagogical decision-making that has a set of implications for academics charged with adding value. Three of six comments referred to prohibitive environments: *'Classrooms with fixed seating'* (Education) and: *'...in a lecture theatre, although I do group work, it can be challenging for students'* (Sociology), and: *'Large numbers of students in keynote lectures (regularly up to 115)'* (Occupational Therapy).

Four participants reflected upon whether the learning landscape was fit for purpose. There was general agreement that the overall environment was inviting represented by: *'I think the whole atmosphere that you get when you come into this environment is that of a friendly, supportive environment... of being conducive to learning, the facilities are set there and there are a lot of support services available, whether all the students know about all the different support services that are available is a different matter'* (Mary). Rooming issues were again raised, there are: *'Major issues with scheduling lab availability, especially at short notice'* (Simon) but these were set amongst indications that the learning landscape includes more than plant plus infrastructure, it includes:

...the formal and informal relationships, the processes of teaching, learning and assessment, the deployment of technology and other factors that combine to shape the nature of the student experience.

Stevenson and Bell (2009, p1)

One describes how academics encounter: *'demanding students whose expectations exceed their abilities... responsibility without authority and [insufficient] staff and then all the crap with timetables and books'* (Trevor). These issues underpin the perception that: *'There's lots of talk about student focus but I've got my doubts whether that's actually, in real teaching and learning terms, student-focused. So no, the learning landscape is not fit for purpose because it's not pedagogically-driven'* (Claire).

Room refits tend to focus on upgrading technologies so that traditional teaching methods are made electronic and hence replicated which supports a teacher-led pedagogy. One participant referred to how active learning can be facilitated by appropriate learning technologies, for example: *'The difference between working at a sixth form college and working here... [is that there] every single classroom had an interactive smart board, it was great, you could really involve students, get all different activities going... I think it can really enhance the learning experience'* (Mary). Enhancing learning through learning technologies is a significant element of the university mission, MidwayU:

...promotes, facilitates and supports technology enhanced learning within faculties, funding the conversion of a wide range of modules into e-supported modes of delivery through the Curriculum Fit for the Future Strategy.

QAA (2009, p13)

In the context of barriers to active learning (figure 37, p137) one respondent commented: *'There is an insidious pressure to convert module content to that which can be taught on a PC. Many parts of the university do not actually understand what learning really is, and implicitly conceptualize "education" as a "stuff" like burgers'* (Technology). What constitutes enhanced learning is not clear; in the statement of findings (p150) I discerned two distinct forms of academic engagement with technology.

These were classed as either TeL, that is, Technology *enabled* Learning or TEL, the more familiar acronym inferring Technology *Enhanced* Learning. I defined the former as the *transmission* of learning but through an electronic conduit, the VLE, to conduct the business of teaching and administration in essentially traditional ways. The latter then, implies the use of technology to *transform* learning through specific software applications to facilitate innovation. There is a notable lack of front line interest in either form in practice.

The drive for technology enhanced learning is not cohesive

One participant, active in online distance as well as on-campus learning, and the faculty TEL committee was concerned that: *'If you talk to anybody about e-learning, they talk about the technology, not pedagogy, not students, not the objectives of what it is you're trying to teach... we have some stunningly good technologists... this is difficult to say this without it being critical, I think they lack the confidence to take a pedagogic focus, for a long time they were much more focused on we have to use [the VLE], we have to do this, do that and not on "how are we using these tools?", now... [they] are moving much more towards supporting pedagogy... they're not so defensive... we are getting there but I think there is a mystique around e-learning, academics who want to maintain that mystique to shore up their own reputations'* (Claire). The jostling of agents, distinction through mystique, is characteristic of hysteresis (Maton, 2008). Ambiguity in mission direction and definition excludes participation by most. The few possessing a habitus for the technological field control resources and shape the practices of those without. Furthermore: *'Technology doesn't make learning better... you've still got to inculcate the right or appropriate attitudes to learning... there's almost a simplistic belief that technology enhanced learning are good things in themselves... it might be a bit cheaper... but I wonder 'cos you're talking about digital immigrants and digital natives and we're all immigrants... we're very much kind of an interim period, we're just waiting for the digital immigrants to die off really'* (Guy). As a reflexive researcher, it is incumbent upon me to state authorship of the following citation (under a former name) in my role as TEL strand leader. It seems to aptly capture the thrust of these two arguments:

Much of the information we have about technoliteracies is necessarily axiomatic... there is little if any 'hard science' associated with it, any rigorous empirical evidence [yet] technology appears to dictate the pace of change. It is important therefore that we maintain a sense of perspective, that technology is always the slave of pedagogy and never its master.

Duval (2011, p339)

That technology is a dimension of the learning landscape that impacts upon practice is demonstrated by this perception which reiterated the importance of another landscape dimension, time: *'If we're given the time to really feel confident and competent in the different things... we need the time'* (Mary). To ascertain the broader picture of TEL/TeL engagement across the institution, respondents reported their engagement with both.

I incorporate new technologies in my delivery

Survey findings suggested that on average, 80% (48r) regularly used five domains of the VLE, posting module handbooks, session and supplementary materials, assignment briefs and notices for students (figure 56, 152). In striking contrast, engagement with specific, named learning technologies was primarily negative (figure 55, p151). Fewer respondents engaged with the items (n=50). Most (86%, 43r) rated themselves as disengaged overall, any usage tended to discussion boards (21%, 11r) and blogs (14%, 7r). Software invested in by the institution and heavily promoted through CPD events, for example Wimba Classroom, Wimba Create, and Adobe Presenter have not yet permeated the conscious practice of the majority. Comments related to personal competence: *'I have not been trained in these yet'* (Coaching), personal antipathy: *'What is a Wimba web page (I really don't want to know)'* (Education) and a perception that the VLE is unstable and unsophisticated: *I hate Blackboard, by using it rather than what I previously used, Moodle, I'm giving my students a far poorer service!!!!!!* (Medical Photography). Again the issue of time was raised: *'I am investigating the use of Wimba... but have not yet implemented it'* (Industrial Automation). Given the energy and capital invested in the shift to more e-learning opportunities, the notion of using TEL did not excite significant comment at interview, less than half the participants referred to it.

Two were keen to explore the potentials of *'Facebook'* (Francis, Sue) and two to provide a lecture-capture archive for students: *'What I've started to do is deliver the lecture through Wimba Classroom and then archive it so that students are in the lecture but then they can go back and watch the lecture again, and they find that really useful'* (Claire) and *'I was involved in the [Lecture Capture] pilot scheme which is great if students have*

missed sessions but the only thing you wonder... would some students maybe opt to stay at home and listen to it online rather than coming in? But then is that a bad thing? (Mary). The interesting point here is the misrecognition of the TeL/TEL distinction. The latter case refers to an electronic mechanism for recording lectures; it does not necessarily imply a shift in teaching/learning practices/experiences, only that what has been delivered can be revisited at will, the 24/7 culture of the digital native (Prensky, 2001, p1). Neither participant who referred to Facebook could suggest how it might be used to enhance learning; any evidence is anecdotal and thus locally situated (Duval, 2011). One referred to a personal adversity to incorporating new technologies for ideological reasons: *'I don't, that's a deliberate policy because they're spending too much time on bloody Facebook anyway... I'd rather they talk to the tutors face to face... for me to use a tool I'd need to see the benefit'* (Simon). Research suggests that student behaviours are moulded by their immersion in interactive technologies. The report 'Higher Education in a Web 2.0 World' found that:

Web 2.0, the Social Web, has had a profound effect on behaviours, particularly those of young people whose medium and metier it is. They inhabit it with ease and it has led them to a strong sense of communities of interest linked in their own web spaces, and to a disposition to share and participate. It has also led them to impatience – a preference for quick answers – and to a casual approach to evaluating information and attributing it and also to copyright and legal constraints.

Melville (2009, p38)

The behaviours of learners impacts on the practices of teachers especially where there are misconceptions about what the impact of using learning technologies might be for tutors. One participant had previously constructed a blended module comprising a range of electronic platforms, a situation he was not minded to repeat because: *'Technology gives the illusion of a one to one'* (Roger) affording students an unrealistic expectation of a personal and immediate response to postings. This is the antithesis of managing student expectations and as such: 'These factors all constitute triggers for students making

complaints' (Jones, 2010, p45). There is also an illusion that technology reduces the teaching workload: *'I want to use a wiki to save me time on marking presentations'* (Judy). Wiki technology facilitates asynchronous collaboration independent of time/distance constraints, offering flexibility. It also comprises a suite of monitoring tools to measure that engagement at an individual, group or cohort level. In having the means to monitor the process of learning, rather than solely mark the product the teacher is vulnerable to heightened management expectations of audit reports that track student practices. This raises ethical issues:

Should tutors have access to the process of collaboration rather than only the product? [What] about the impact of observation (and tracking) on the learning process, [on] personal privacy, [on] informal communications e.g. use of text speak/emoticons... being potentially viewed by a marking tutor schooled in academic discourse.

Duval (2011, p341)

Pedagogical decisions about practice emanate from philosophical stances; therefore the TEL debate must go beyond notions of enchantment or of economics into the realms of ethics. The value accorded technology has a profound effect on the valuing of those called to use it. In a climate of resistance, that value needs to be made transparent, as does its worth: *'I couldn't get the Wimba thing going and I haven't got the patience with technology, if it doesn't work for me it's sod that! You've always got to think how much work is this going to mean for me because we have so many hours in the day'* (Judy).

The suggestion that students engage with TeL/TEL through Web 2.0 technologies affording them 'a disposition to share and participate' (Melville, 2009, p38) was considered at the survey stage. In terms of TeL, accessing the VLE for module information and resources (figure 56, p152), few (average n=50) reported students as excellent; most were good excepting responses to absence alerts (average 41%, 17r) which might be anticipated as students who fail to engage physically are unlikely to do so virtually. The response pools for blog and wiki participation were low (46%, 23r, 44%,

22r respectively) as expected given the few academics that used these. Of those that did, participation levels were perceived as average or below. One commented: *Don't get me started on wikis and blogs!*' (Marketing). In the context of potential political change, one participant predicted: *'...a push towards technology but with the belief that technology's a magic bullet, it is of itself, a good thing to do'* (Guy). This is borne out in institutional rhetoric but not the perceptions and experiences of practicing teachers. The magic (teaching) bullet continues to evade higher education (Haggis, 2009).

The field issue that elicited the most comment from the majority of informants is the challenge of widening participation. This is a difficult data set to sort as it is referred to in a range of contexts and at a range of levels. I have elected to include those which appear to explore widening participation as a policy, as a field force, in this section and those which discuss impacts on practice in the context of research question 3 which deals with field conditions.

Widening participation [WP] challenges academics

The literature review discussed the dual rationale for WP in HE as a mechanism for simultaneously up-skilling the workforce and redressing social injustice in the interests of global economic competitiveness and social cohesion (p12). It established that the massification of HE (p39) grew the sector by nearly 40% in 2007 (Gill, 2008), that most new students cluster in post-1992 institutions (Kumar, 1997) and that they are considered to lack a habitus for HE (Rhodes and Nevill, 2004). The survey sought to ascertain respondents' understanding of WP as a field force and their perceptions of its impacts and implications. The traditional measures of WP are quantitative attribute data concerning students' social class, gender, age and ethnicity. Data collection in this form meets the requirements to monitor entry with respect to the inclusion of formerly under-represented groups to ensure that quantitative targets are being met in terms of widening access but they can infer a deterministic view of the entrants themselves. This is the antithesis of what Bourdieu intended to be understood about habitus:

Bourdieu... argues that habitus becomes active in relation to a field, and the same habitus can lead to very different practices and stances depending on the state of the field.

Reay (2004, p432)

The argument then is that the form or shape of the reception accorded new agents by the new field (on entry) and its continued response (over time) has a transformational effect upon an existing habitus. The potential for positive and developmental relations between field and agent has its roots in the knowledge each has of the other. In the context of WP where new students lack a habitus for the new field, it becomes incumbent on the institution as field to identify the form or shape of the existing habitus, whether traditional WP data collection measures achieved this was contested.

Survey respondents ranked whether existing attribute data sets were useful (figure 21, p121) or whether a better data set would pertain to an individual's situational attributes (concomitant commitments, domicile) and cultural heritage (first in the family to enter HE) of new students to inform policy and practice (figure 50, p147) Most (79%, 47r) agreed/strongly agreed that current data was virtually valueless, 12% (7r) were uncertain and 9% (5r) disagreed/strongly disagreed. One commentator discerned between data that informs the institution, and data that encourages inclusive practice: *'the first set of criteria is largely about compliance (equality of opportunity) the latter is about appreciating diversity'* (Human Resources Management). Three were in favour of situational data: *'Absolutely, as this would give us a more "rounded" view of a student and their needs'* (Sociology) because: *'...social factors have a huge effect on studying and should not be ignored'* (Mentoring), and the teacher/learner interaction is held to: *'be about starting where the person is and understanding their context and helping them move in the direction of their choice from that point'* (Applied Mental Health). One was concerned, however, that: *'we seem to be assuming here that 'designing institutional policy' is a good thing, this has rarely been my experience and smacks of big brother'* (Technology).

Commentators who opposed the claim echoed the tenets of the academic strand model of 'access policy' (Jones and Thomas, 2005, p616): *'Once a student is here they need to fit in with how the system works'* (Human Resources Management) and: *'Does it matter where a student comes from??? Surely more important is where they are going??? These measures are simply to get an idea of where the money is coming from. Make it free again and you wouldn't care!'* (Sports Science). Whether new students should be left to sink or swim indicates the conflicts concerning widening participation. The inference appears to be that standards are maintained through a Darwinian survival of the fittest, there is little if any recognition of the impact of early capital disadvantage on future life trajectory (conatus), thus education as a mechanism of cultural reproduction persists (Bourdieu and Passeron, 1970, 1977).

Respondents also considered the premise that WP students are different to traditional students and the subsequent claim that they are unfamiliar with how academia functions and operates (figure 22, p123). The response pool fell slightly as three declared they were unfamiliar with the debate: *'What is WP?'* (Dance); *'What are WP students, Work Placement?'* (Sports Science), and: *'I do not know what a WP student is'* (Industrial Automation). These comments were unanticipated, given earlier definitions in several contexts which they had ranked and occasionally commented upon, suggesting that understandings are heavily situated and not always transferable to different contexts.

In the event, 75% (42r) agreed/strongly agreed, 20% (11r) were uncertain and 5% (3r) disagreed, none strongly. A lengthy but highly pertinent comment acknowledged the capital disadvantage of new students, the subsequent impact of field forces, and questioned whether this resulted in an appropriate employability: *'One of the strongest contrasts I'm finding in a post-92 WP environment compared with my own... Oxford college education, is just how ingrained the implicit norms of academic discourse were in myself and my peers, and how utterly absent such norms are within [our] student body. This wouldn't be a big problem were it not for our attempt to cling on to the notion of being a University and teaching 'academic' subjects, which just isn't working. We have a general skills module in the first year which attempts to impose these academic norms,*

but the students are not receptive and it doesn't sit with the nature of our highly vocational course (targeted at an industry which also lacks these norms). We then have a final-year IS module which expects our students to apply an academic model of discourse to their writing, and generally speaking they just can't do it' (Computing). The observation that the structuring influences of the field consistently fail to structure its outputs (graduates) to match the shape of the next field rendering them less than fit for purpose was reiterated: *' [This] questions the validity of current degree structures, [are] specialist honours programmes still fit for purpose?'* (Human Resources Management). One expressed hope that WP would force change in the field in challenging: *'The stultifying and unadventurous "structures and practices of academia". Universities... want to reproduce students in their own image. Widening participation but narrowing progression'* (Education). That WP has radically re-shaped the sector is undisputed (Di Napoli and Barnett, 2008:1) but its explicit structures and practices and implicit norms and mores remain intact. One was uncertain whether a lack of habitus for HE was an indicator of WP or simply integral to the products of compulsory education: *'I'm not sure if you can limit that to just WP students, or if really all students these days have little knowledge or understanding of what is required of them at university, or what the whole point of it is. It shouldn't be a question of "I've finished school, don't know what to do next so I'll go to uni and doss about for three more years'* (Earth Sciences).

From the micro-view, the student perspective, 75% (42r) agreed that WP students have little knowledge of the explicit structures and practices of academia, let alone its implicit norms and mores (Bowl, 2003) but that: *'...lecturers who have been in university for some time assume they do, or should'* (Technology). Students appeared to: *'seem to expect it to be an extension of school... they don't seem to understand they are responsible for their own work'* (Human Resources Management) and as such: *'Many find the first few months of study very stressful and disorientating'* (Study Skills). One, working on a small programme intimated notions of habitus development through: *'friendly staff ... university systems... [that] are helpful, and not "shrouded in mystery" [then] students quickly adapt and ultimately take ownership'* (Youth Services). Whether this ideal is possible in a massified system was earlier discussed in the context of intimacy (p194).

Whilst the rhetoric of WP suggests a simple numbers game, the reality is more complex and demands more of academics (Wragg, 2004) (figure 23, p124). In ranking this premise and claim a significant majority (85%, 50r) agreed/strongly agreed. Students appeared unprepared: *'Most students are entering HE subjects they know nothing at all about and they struggle'* (Industrial Automation). They were anxious and demanding: *'Instructions have to be very detailed and a lot of session time put aside to go over and over assignments'* (Education) because: *'They get worried and focus on passing rather than actually learning anything'* (Human Resource management). Mature students, however, having: *'... developed life-skills soon come to manage their studies well'* (Youth Services), often going on to achieve: *'... academic excellence'* (Sociology) suggesting that the dependency generated by a less well-formed habitus decreases with maturity. Adult learners may also adopt an instrumental approach to study but many have learned, through life experience of acting in other fields, to strategize more readily.

One considered that the institution's economic imperative to supply imposed a moral imperative to meet the demands generated by its offer: *'We take the money; we should provide the back up'* (Journalism). For one, the perceived dependency of new students is an argument for the cessation of massification: *'I agree, but this is exactly why we should "not" be widening participation. The diversion of attention to WP students is diluting the quality of the course for stronger candidates and destroying the value of a degree. We should not be increasing class sizes'* (Computing). This is tantamount to the analogy of the field as 'a science fiction force-field' (Thomson, 2008, p69) which seeks to repel undesirable intruders for fear of dilution. The disposition inherent to a habitus which endorses this ideology is rooted in field conservation wherein change is not only undesirable but illogical; that is, it goes against the logic of the field, its practice. For example, there may well be strong pedagogical arguments for not increasing class size, but the notion of holding more classes is not considered, it is effectively an unthinkable:

As a result the most improbable practices are rejected as unthinkable,
but, concomitantly, only a limited range of practices are possible.

Reay (2004, p433)

In this way education as an exclusive system assures cultural reproduction. The majority of participants recognized the challenges inclusion, through WP, presents to academics. These challenges came in the guise of perceived assaults on academics' professional ethics and the draining of their personal resources when confronted with dependency.

The primary discourse, however, hinged upon the notion of the deficit student. In terms of culpability for this state of affairs, weaker students were viewed as products of the instrumentalism provoked by compulsory schooling, the wider enculturation of credentialism as the passport to employment, and flexible entry requirements: *'We have many students with lower UCAS points... there is this cultural expectation that young people will go to university, generated by this government and by parents themselves and schools, if a young person doesn't go to university it's almost a failure'* (Judy) and: *'If I perceive it correctly in the sense of let's lower the levels to get more people in if you like, I don't think that's doing anybody any favours'* (Tony). Similarly: *'Because we've been widening participation, we're taking students from different backgrounds who maybe don't have the same levels of the skills'* (Mary). For some, earlier disadvantage meant that for academics: *'WP requires us to have a better understanding of our students... you can't just make assumptions, like maybe traditional universities have, that they come, as somebody once said "oven-ready and self-basting". They are not necessarily weak students; they just need to be supported in finding the way in'* (Guy) but this is not replicated in the wider field: *'there has not been a recognition that the way you teach these students is different, the skills they need are different and the life they lead is different'* (Simon). Notions of a less-well formed habitus were identified: *'We need to understand what it's like for people to come to university, particularly people from families who've got no history of university attendance'* (Guy) thus: *'A lot of them lack habitus, being the first in the family to come'* (Trevor). Opportunities to develop habitus can be economically restrained which impacts upon study habits: *'when they stay at home I don't think they set up a good study environment, if they're in halls... they make new friends, they're probably more set up for studying, and they're relatively close... [if they are not and have] only one tutorial on a day, they don't come in'* (Simon).

Students were perceived as ignorant of the emancipatory potential of HE because: *'The previous educational experience was McDonaldization, fast food, fast access, "how can I get through this in the shortest possible time with the least possible impact?" I think they live their lives that way, "I want an answer but I want an answer now"'* (Rob), which permeates contemporary social life: *'our culture, as a country has dumbed down, through widening our participation we are attracting students who are not up to the job, not fit for purpose basically to do this rigorous degree'* (Trevor). Attitudinal deficits could be compounded by learning deficits: *'a number of students with mental health problems'* (Judy) and: *'More and more students with learning disabilities... I think they're being given a false sense of ability at schools... here it can be quite a shock to their system... all of a sudden they're at university and that hand-holding isn't there'* (Simon).

The deficit student erodes an academic's personal resources: *'There's a lot of esteem building to be honest but it does make it tough, you have to be watching a lot of balls at the same time... colossally difficult'* (Claire) as they seek first to establish a supportive ethos: *'The first thing I do is reassure them'* (Steve) and maintain it but it can be: *'the hardest environment for me to get the students to be interactive. It's usually about week six or seven... they feel safe enough to respond to the Socratic approach'* (Francis) simply to facilitate the possibility of learning because *'It's down to Maslow isn't it? Because they feel safe... secure... confident, they trust the person on a personal level... then the information has more value'* (Roger). Helping students feel right in order that they might think right was criticized: *'the level of dependency is incredibly high because that's the culture we have adopted... it's time that culture changed dramatically... it's not helpful for students, it actually creates dependency'* (Ruth). Deficit compensation could run contrary to personal values: *'we've been challenged by the amount of students coming in with additional needs... that has put a huge pressure on, not only the teaching capacity but also it conflicts sometimes with the ethics of [my discipline]'* (Elaine).

Overall, informants aver that WP challenges academics philosophically, ethically and practically. They consistently referred to students' deficits, their habitus/field clashes, as strongly impacting upon personal practices. The shape of these deficits is explored in the context of research question 3.

Research question 2 summary: negotiating the field of play

Nearly three quarters of respondents perceived the saliency of economic drivers in HE and the impact of this upon their working conditions and practice. Just two participants opted for 'My workplace' indicating a wider reluctance to consider macro issues at interview. Both were familiar with the concept of the McUniversity and the rationale for rationalization. The example each gave independently of tightening control was the institutional blueprint which serves as a module menu. Notions of spectacle and enchantment also resonated with them. These were contextualized in terms of institutional competitiveness, as phenomena which demanded their overt allegiance in how they conducted themselves and their practice in a landscape populated by student-as-customer. The perceived shift in power from expert to novice, under the auspices of a new managerialism gave rise to self-protective behaviours; academics actively strategize to forestall student complaints, in this way their professionalism is diminished.

Even where an academic declares a conscious rejection of the notion, the trend towards student supremacy is endemic, it pervades the structuring structures of the landscape and manifests in agentic behaviours that in turn, perpetuate notions of a therapeutic university. A characteristic of this ethos is modularization, the deconstruction of knowledge into learning packages, from which awards can later be constructed. This division of the learning process invokes an instrumentalist approach in some students which challenges the pedagogical philosophy of most respondents who confirmed a strong affinity with the principles of good practice overall (Chickering and Gamson, 1987). The example given was the student reluctance to undertake non-accredited work, thus denying themselves opportunities for formative feedback. Similarly, their reluctance to collect summative feedback (which has, generally, incurred intense academic labour often in personal time to no apparent avail) means they deny themselves opportunities for improvement. Informants appear to link instrumentalism with the deficit student, which for a significant majority implies the new student, rather than a strategizing student seeking to negotiate the field as painlessly as possible.

Management was perceived as diminishing academic professionalism. It was not that informants, many of whom were voluntary corporate refugees, experienced culture-shock because the institution functioned as a business *per se*, but as a result of the infantilization wrought by perceptions of excessive control and regular experience of management interference in pedagogical decision-making. These assaults exploded the myth popularly associated with academic status, namely the inherent rights to academic freedom and autonomy. Furthermore, the process of infantilization sends a strong message that academics cannot be trusted to manage their activities with integrity and must be kept in line. Accountability infers scrutiny, where that scrutiny extends to one's physical presence as evidence of productive work the outcome for the academic is resignation, resistance or outright rejection. All these perceived external assaults on personal value-positions become internalized and give rise to strategizing behaviours to avoid or at least minimize the potential their impact. For some suffering transmutes to sufferance.

That these controls operate in the interest of the student was challenged, particularly in the context of retention at all costs. Some students were clearly set up to fail by a system that cannot conceive of a genuine mismatch between students' abilities and aspirations. Instead the onus is on the academic to redress deficits through the inclusion of (and additional workload involved in) remedial teaching. The ethical implications of this are an over-burdened workforce, dilution of the learning experience for stronger students and lack of opportunity on larger programmes to progress average students. At the end of the process the disengaged student leaves with little hope of entering their chosen profession as they lack distinction in a working world heavily overpopulated by graduates. Retention might be considered more likely where testing potential recruits was possible but one participant, working on a smaller programme reported that the prerequisites for improving retention were sufficiently high entry levels in tandem with clear management of student expectations. Negotiating higher entry levels was possible, only, she suspected because the programme was accredited by a professional body. Even where this was the case, it did not eradicate the need for additional support for a significant number of students. Informants working on popular, and thus generally larger, programmes had no opportunity to test selective entry.

Informants were not convinced that a degree conferred a concomitant graduateness, students regularly lacked autonomy. There was a suggestion that perhaps eighteen was too young an age to facilitate meaningful participation but that time out in the real world, even one or two years would mature their affective and cognitive abilities such that a higher education would be more effective. Concern over falling standards was expressed as another management assault on practice and professionalism, for example, through a perceived pressure to upgrade student work. Participants reported passing students against their better judgment and turning a blind eye to plagiarism simply because to do otherwise would have embroiled them in a conflict they had no chance of winning.

In considering whether the learning landscape was fit for purpose, participants described barriers to active learning as both physical and philosophical. They appreciated that the wider institution offered a welcoming edifice imbued with a sense that this was a place of learning. Once in the classroom/lecture theatre, however, infrastructure dictated pedagogy, what was deemed possible was bounded by the physical environment.

With respect to the virtual environment, it became clear that whilst the VLE might transcend spatial and temporal constraints for learners; its potential for enhancing rather than simply enabling learning is yet to be understood let alone universally embraced. Participants perceived the drive for TEL as lacking cohesion, in part due to a shroud of mystique, cultivated by those with a technological habitus. Most academics were not encouraged to contemplate the ethics of new ways of learning, and thus teaching; or the wider implications for themselves, students and management but to accept virtually wholesale and unquestioningly that technology *per se* is intrinsically good. In practice, they were far more pragmatic. Where technologies did not challenge established practice, only converting it to electronic form, participation rates were high. In contrast, where new ways of working were encountered, few grasped the opportunity citing lack of time and/or training or personal antipathy. Those who had attempted innovation often found themselves confronted with the consequences of an unstable and unsophisticated platform which disrupted active learning, or that they had created an illusion of 24/7 availability, not solely of learning materials but also of themselves.

The most significant theme to emerge was that widening participation challenged academics. This was replicated throughout the survey data where many comments referred to low levels of student abilities and attitudes. There was a tendency to a kind of determinism wherein, at one extreme, WP became synonymous with notions of deficit. This deficit was the legacy of a therapeutic compulsory and tertiary education and hence, a fixed entity. For most, this was a deficit that higher education either could not, or should not, seek to redress. In the Bourdieusian sense, this group *suffered* such students because they had no choice; they perceived their professionalism as diminished by the customerization of students and the subsequent tightening of controls through a new managerialism. In being accountable for outputs, most were endeavouring to add value to inputs over whom they had little control and of whom they had little knowledge.

There was significant agreement that the collection of general WP attribute data was purely a mechanism to demonstrate institutional compliance with government targets and were it to be disseminated directly to academics it would do little or nothing to inform practice. Situational data was viewed as potentially more useful but it was difficult to see how most academics could respond personally to individuals in a massified system. Whereas smaller programmes were more readily positioned to create the idealized conditions for habitus development, larger ones struggled to know their students in any kind of meaningful way. Nevertheless, many reported expending considerable time and energy working to redress perceived deficits in the student body which they attributed directly to widening participation. The morality of encouraging a wide-in-numbers yet limited-in-scope student base was regularly disputed. There was a widespread perception that this was a powerful field force that compelled academics to adopt increasingly strategic behaviours and practices. These self-protective devices were enacted in response to risk aversion in a climate that was perceived as riven with inconsistencies and contradictions, led by management but tailored by student demands. That the wider emancipatory element of higher education has given way to a narrow focus on employability is mourned by some, but not nearly as much as the resulting assault on an academic's professional stance, their philosophical value-position and their pragmatic response, the drain on their personal resources.

Research question 3: How do field conditions (student expectations) shape pedagogical practice in the context of ongoing hysteresis, that is, disruptive and abrupt change in those conditions (Swartz, 1997)?

The discussion so far has considered perceptions of the academic identity in terms of the internal dispositions (agency) and the external forces (structure) that situate and shape notions of that identity. Action, or practice, is more than the product of the dynamic interactions between structure (field) and agency (habitus); it is further shaped by the influences and impacts of local field conditions. Survey respondents had been presented with a model of best practice: 'Seven Principles of Good Practice in Undergraduate Education' (Chickering and Gamson, 1987) (figure 48, p145). They ranked each of the principles, and supplementary statements relating to how practice manifested and was shaped by gateways or barriers, the model strongly resonated as the ideal. At interview, five interviewees selected 'My student', choosing to discuss their practice primarily in the context of the deficit student. They were keen to report the dispositions of students whose habitus for higher education, in their opinion, appeared less well-formed. In focusing upon students who lacked motivation, were ill-equipped academically and culturally, and who expressed unrealistic expectations, participants considered that deficit students made disproportionate demands on their time and energy and that this burden was primarily and directly attributable to widening participation.

Rather than presenting integrated data analysis as previously, this section comprises four linked but distinct elements. It opens with a review of the respondent data-set concerning the seven principles to establish common perceptions of practice where those principles have not yet been explored in the context of previous themes (Principles 3: p241 and 4: p228). It then moves on to discuss the key themes presented by participants. A consideration of the 'worth of the game' (Swartz, 1997, p125) to respondents in terms of challenges and rewards of working in a post-1992 university is reviewed before the section closes with an evaluation of participants' predictions of the potential impact of further hysteresis in the field and its potential implications for the look of the game in the context of political shift.

Principles and practices

The principles model was empirically underpinned and constructed to address, in tandem, student diversity, commonly construed as student deficit by academics, and student dissatisfaction with incompetent teaching and impersonal campuses in American universities (Chickering and Gamson, 1987). A raft of State reports had earlier concluded that in the context of massification, the student/academic relationship had broken down. Therefore the model was intended as a mechanism whereby reconciliation could be facilitated. The principles were conceptualized as embracing elements and contexts of learning for clear communication between academics and students but also, to serve as a practice framework from which university managers could develop policy to provide the environmental conditions for the principles to be enacted. The extensive dissemination of the principles across the United States and Canada suggested widespread acceptance (Chickering and Ehrmann, 1996).

A high level of acceptance was also reported in this study (figure 48, p145). Six principles elicited agreement/strong agreement from over 90% of respondents. Slightly less acceptable was principle (5) referring to the teaching of study skills as incumbent upon academics (81%, 42r). Respondents were less convinced the model merited contractual status (18%, 9r) (figure 49, p145). It had potential for setting early ground rules but there was concern it was weighted towards the academics' obligations, rather than the students' responsibilities and consequently read more like a students' charter. It was deemed unnecessary as students are sufficiently aware of their power as customers. Comments were few, and related to how such a contract might affect the tenor of the academic/student relationship: *'I'm afraid that kind of approach plays into the hands of people who would like education to be a depersonalized mass product'* (Technology), and: *'I think we need to be clear about managing staff and student expectations'* (Psychology). The data suggests that the White Paper (BBIS, 2011) recommendations for explicit student charters will not be especially well-received by academic staff in this setting.

Principle one asserts that frequent contact with academics encourages student motivation; it fosters a sense of belonging, and of being known. Ninety eight percent (59r) upheld this principle (figure 28, p130). Many (48%, 29r) encouraged contact (figure 29, p130) but in practice it could prove problematic with respect to numbers: *'We all teach too many students to see this superb principle work for all of those students. It is the most satisfying part of the job though, isn't it?'* (Law), employment contract: (17%, 4r): *'As an associate, only on campus for limited time'* (Marketing), conditions: (13%, 3r): *'Forced change in room situation has led to less contact as only way to work... is at home'* (Medical Photography) and time: *'Making time always means, ultimately giving one's own time'* (Education). When the model was constructed contact inferred face-to-face, contemporary relations tend to the electronic (97%, 58r) (figure 30, p131). Most operated an open door policy (65%, 39r) others were visible in communal places (37%, 22r). Contact can also be virtual through online discussion groups (18%, 11r), a few (7%, 4r) organized social events. Barriers included numbers: *'Currently there is a 3 week wait for an appointment'* (Occupational Therapy), workload: *'Students do 'pop' by, but I try to discourage that as it interrupts what is a heavy workload'* (Sociology) and facilities: *'there is no... informal meeting place...open door policy is not feasible with 12 staff to an office, due to incessant distractions'* (Technology). These findings resonate with the notion that intimacy, being known, whilst laudable, is rarely a feature of a massified higher education (Scott, 1997).

The second principle holds that learning is enhanced by student collaboration. Most (98%, 59r) concurred (figure 31, p132) and were active in its facilitation (70%, 40r) (figure 32, p132). Those that found it problematic suggested that it could be difficult to manage and monitor (23%, 13r) and some students complained about shared grades and inactive group members (7%, 4r). Positive aspects of facilitated group work included: *'we owe it to students to make them... people-savvy, co-operative individuals too'* (Law) encountering diversity, recognizing a: *'need to develop a broader range of skills to work with different cultural groups'* (Human Resource Management) and learning life skills: *'... in the work environment they will have to work in groups often with people they don't like or don't get on with'* (Earth Science) because: *'It's important that they come out of their "comfort zone" and challenge themselves in a structured and relatively safe*

environment. It usually gets positive feedback after the initial horror subsides!' (Education). Barriers included assessment: *'If two students working on the same project/lab enter similar data, how can you individually assess?'* (Industrial Automation), institutional policy: *'Assessed group work is strongly discouraged by the Ming Empire, sorry – Quality Enhancement Polizei'* (Technology) and: over-use: *'... it was a resounding flop. They simply did not want to know. They are forced into a lot of group work in their second year and as such, I believe they are jaded by it by this stage'* (Law) suggesting that poor curricula design impacts upon engagement. In practice respondents employed a significant range of strategies and resources to facilitate collaboration, within sessions, particularly post-lecture seminars discussions (83%, 48r) and through technologies (53%, 31r) (figure 33, p134). Limited narrative data suggested that student collaboration does not excite debate despite its pertinence to notions of gradueness.

Principles pertaining to active learning and timely feedback (3 and 4, respectively) were discussed in the context of whether the learning landscape was fit for purpose and perceptions of the constraints of modularization. Principle 5 is not especially well-phrased *'... emphasizes time on task'*: *'I do not understand the phrasing of this principle'* (Computing) and was extended to infer more than the inculcation of time management skills but the active promotion of a suite of study skills. This was the first principle to generate some uncertainty (15%, 8r) and disagreement (4%, 2r) (figure 42, p141). The interesting point here was where respondents considered the locus of responsibility for study skills acquisition lay (figure 43, p142). The majority (82%, 5r) emphasized gradueness as transferable skills. Because respondents were able to select more than one option, it was clear that those who incorporated bespoke study skills in their modules or programmes (on average 53%, 29r), also pointed students to generic skills resources (78%, 43r) or advisors (62%, 34r). Three respondents (6%) however either did not consider this within their role or remit or were: *'not aware of university resources as never been trained myself'* (Marketing). The need to teach study (if not basic) skills to compensate for academically and culturally ill-equipped students is a significant theme of the forthcoming discussion generated by participants concerning the deficit student.

Principle six obliges the communication of high expectations. It was upheld by the majority (93%, 53r) (figure 44, p141). Most respondents (figure 45, p143) consciously emphasized self-motivation, deep learning and high expectations, often using autobiographical input as earlier described by participants (p198). Four (7%) on small professional programmes noted that their students were already highly motivated, however five (9%) did not consider they could do much where students wanted to take a shallow approach. Again, narrative data did not move the debate forward except to reiterate a sense that: *'It's our role [to translate] the high demands of the workplace into the educational experience'* (Law). Massification implies that on larger programmes, communicating high expectations is generally on a mass scale and the message may not reach the consciousness of individual students who are not situated to hear it.

The final principle refers to respect for diverse ways of learning. It was upheld by 98% (56r) (figure 46, p143) who described how they achieved this (figure 47, p144). Most referred to trying to match learning styles, barriers to this were class size (53%, 29r), course content (40%, 22r) and rooming (35%, 19r) although 36% (19r) considered they achieved this consistently. Given the high number of respondents who concurred with the principle, a relatively significant group considered that it was up to the student to make the best of the material they were given (16%, 9r) and the delivery methods they met (11%, 6r). This again suggests a subtle misrecognition of what is averred (stated) and what is done (practiced). Three commentators considered compliance with learning style theory as potentially damaging: *'The problem is we're training students for employment in an industry which will not pussyfoot around trying to provide for learning styles... Excessive LTA practice in HE just fosters a generation of students who expect everything to be presented to them in the most 'digestible' way possible which is entirely inappropriate experience for employment and life in general subsequently'* (Computing). Thus the deficit student transubstantiates into the deficit employee (if they are employable at all) because the institution has not only failed to address these deficits albeit unconsciously and in the name of respecting diversity, but in the very fact of trying to meet its every possible demand has compounded them in the individual. Graduateness no longer pre-supposes fit for purpose in the workplace (Glover et al, 2002).

Graduateness, or any semblance of it, was perceived as outwith the potential for many students by participants who elected to discuss their pedagogical philosophies and practice in the context of widening participation as a field condition. They considered they regularly observed a range of deficits that manifested as a lack of motivation, low levels of academic ability, and a cultural mismatch for higher education and subsequent unrealistic expectations. These were particularly evident in Joint Honours students struggling with a dual academic identity (Canning, 2005). Given the inextricable linkage of these factors, the analysis integrates these five themes as facets of the deficit student:

The deficit student

There appear to be two philosophical stances concerning where the responsibility for the provision of motivation in a teaching/learning interaction lies, they are effectively polar opposites. Which stance an individual teacher takes will shape their response in terms of their practice. At one pole, responsibility rests with the learner, this approach is rooted in 'cognitive psychology' (Haggis, 2009, p379) and holds that the learner must be pre-disposed to learn from the outset. At the other, responsibility rests with the teacher: 'Motivation is the product of good teaching, not its prerequisite' (Biggs, 1999, cited in Rodgers, 2007, p57). It is from this second perspective that notions of value-added are measured because it positively correlates student motivation with student satisfaction. By dint of this argument, dissatisfaction must logically correlate with poor teaching, as discussed in the literature review (p57). Responsibility for motivational resilience attracts similar polarities because motivation can be fragile and vulnerable to external environmental factors and internal personal world-views (Smith and Spurling, 2003).

These attributes of the shifting energy that observably drive action when present but impede it when absent mean that accountability for its state can underpin a culture of blame (Taylor, 1999) and confusion for the teacher for whom reflection can turn to recrimination (firstly blaming oneself and then, when exhausted, simply blaming the student) (Biggs, 2003). Why some students had embarked upon a programme at all was questioned: *'Some of them wouldn't even have a clue... I wonder why they're doing a*

degree... parents have got them to do it maybe or it's the done thing?' (Tony). This suggests a perception of direct or indirect cultural/societal coercion to attend, and an attendant coercion on the institution to open access which meant that: 'we take on students now who are less motivated, less committed, less prepared for HE and with a range of different abilities and capabilities when they come in' (Ruth).

A perceived lack of commitment to the very idea of university was discussed in the context of the strategic student (p228), here the suggestion is that the phenomenon is more prevalent: *'There is a small, but significant number of students who are here because it's the next thing to do, they're not necessarily interested in [my subject]' (Claire) and 'I think there are a small minority who come here because they didn't know what else to do and because so much emphasis nowadays is put on getting a degree... it's the next step but they haven't really come here with a purpose' (Mary). By its very nature purposelessness precludes motivation. In this way it is similar to duress which engenders resistance in the learner. It thus creates an emotional barrier and as described here, forces the teacher to question their value positions in whether they have done the psychological work they consider attendant to good teaching: 'There are going to be some students in the classroom because they have to be but they're getting zero out of it, and nothing that I do will change that [but] it is my responsibility to reach everyone, no matter how mass it is... something as simple as confirming that you have... connected energetically with every single student, that is part of my job, my role, so that they feel validated, recognized, valued, and that tends to bring them into the classroom' (Francis).*

The perception of a lack of motivation is drawn from the observations of academics and their interpretation of the manifestations of those observations. In most cases, however, participants made it clear that they viewed such students as products of their past educational history and critically, their contemporary culture. Perceived indicators of motivational deficit include ill-preparedness: *'We get students who clearly just don't understand the concept of higher education, that it's very much more independent... what we expect of them, how to go about learning so that puts pressure on us... but we can't abandon these souls who I think can do it, they just don't have the skill set in there to be*

able to take advantage of the opportunities we're offering... huge range, massive impact on the sort of work we do' (Claire) disruptive behaviour: 'If there's no cultural or taught framework for learning that they've had then they're going to struggle with that... increasingly I'm having more classroom management issues, mobile phones, talking over me, eating, punctuality is a problem... yeah, if you want to be a secondary school teacher that's part of your training but if you're a university lecturer' (Trevor) and shallow learning: 'I'd like to think that my learners listen to what I have to say... and then go and check it out for themselves and further their own knowledge base... unfortunately I don't think that happens enough' (Roger).

Apparent disengagement can be misrecognised as some kind of willful, self-elected choice by the student, whereas in fact, passivity is a learned behaviour: *'They're not stupid, they're not dumbed-down but they've just not been brought up, as it were, you know, to think that you can discuss and question and criticise'* (Guy). Whereas the teacher trying to involve learners in academic discourse is likely to view such as an emancipatory activity, the student is often bewildered; they have little or no habitus for such a novel situation. Furthermore, entire concepts, such as a personal responsibility for managing and negotiating their learning is simply beyond them: *'[I] say to them that what they're trying to do is to become independent, autonomous learners and that... it's down to them to try and find ways round things, obviously we're there to support them and guide them but it's frustrating at times, when you've told them'* (Mary).

The subsequent burden on the academic workload and the leaching of personal resources can force a radical re-think within schools and teaching teams, here the determination is to move away from a therapeutic approach: *'Students are more techno-savvy, but have lost the ability to focus, they can leap from one thing to another but if you ask them to read something that's just a few pages long, they can't do it. [The] general mantra seemed to be "be gentle with them in the first year" now we're shifting that, "let's be tough with them, pretty tough on the marking" because that's the year they can fail without it having an impact on their degree'* (Simon). Impact equates not only to student achievement but also to academic accountability. What getting tough means is not

developed here, there is the risk that tightening controls on outputs (grades) could lead to increasingly instrumental academic practices, referred to throughout the data set as spoon-feeding (Ramsden 2011:2) so that if the bar is raised, more steps need to be constructed by the teacher for the learner to have a chance of reaching it. The prevalence of a subtle misrecognition of cultural behaviours interpreted as a lack of motivation is further compounded in the context of students' academic deficits.

Whether students are in fact, academically ill-equipped relates to the form and shape of education they have been equipped for, success in one tier of the educational system does not guarantee success in the higher education landscape which sets very different parameters on learning processes and products (Haggis, 2009). Their habitus is for the previous place and transition can be extremely stressful for them and their teachers: *'I've probably noticed that the levels of understanding are not as high as they have been, it comes back to what's required with respect to writing academically because... the transition between A' Level and the degree level is quite substantial... there ought to be [an] interim thing to sort of make students more aware of what the expectations are'* (Mary). To counter stress, some students appear to cut their way through the field, jettisoning anything that does not appear to be of tangible benefit: *'They vary wildly, there are some students who expect to come to lectures, be told everything they need to pass the assignment, and their main focus is, "are we going to be assessed on this?" which is soul-destroying'* (Claire). Deficits (motivation, commitment, academic ability) are interlinked with unrealistic expectations: *'I have got an increasing core of very bad students and it's getting worse... their ability to understand, perhaps the level of intelligence, their level of work commitment, they're lazy, they come to university for the wrong reasons. [My subject] is perceived as a good career move, it's seen as lucrative but they don't realize the commitment, and also the level of skill and perhaps intelligence required... perhaps they're pressurized by parents'* (Trevor), demonstrating that motivation is often predicated upon the need 'to obtain a qualification for a decent job' (Biggs, 2003, p3) prompting a shallow approach to study.

One participant, on a programme solely assessed on course work reflected that deficits he observed probably arose from an earlier over-fixation with examinations: *'We talk about independent learners, there's an expectation that students will just be able to do it... increasingly, particularly if they've come from schools where they're drilled to pass exams, they may not have developed their independent learner skills sufficiently'* (Guy). Conversely, another considered: *'it's the exams that do them, they've got no exam technique, they can't write over three hours, they don't seem to have the attention span to stay in the room for three hours'* (Trevor). A perceived shrinking of attention spans is a recurrent theme throughout the data set and is regularly attributed to the 24/7 instant gratification culture students inhabit (Attwood, 2009).

Unrealistic expectations are dangerous territory for the academic especially where the learner's self-perception is of their salient self as customer first, student second (Jones, 2010). Such students present with an inflated sense of their own potential and an expectation that academics will collude in this: *'they've got higher expectations than their abilities... it's the worse ones that are the more demanding ones'* (Trevor) and: *'There are now much more of the mentality that "I'm paying for this... I want a good degree" but they don't necessarily match that... [these] students aren't the students who are engaging as well as the typical "I'm here because I want to learn about [my subject]"'* (Claire). When the academic does not react in the expected way, culture shock ensues: *'when they initially start they imagine it's going to be very much like it was at school, you hold their hand right the way through, you feed them the information, you tell them exactly what to put in and they bring it to you for you to check but you haven't got time for that... a lot of them have a bit of a shock'* (Mary).

Dependency was particularly evident with Joint Honours students. Participants agreed that they faced particular difficulties with constructing an academic identity as dual-discipline students: *'This is a bug bear of mine! I was Joint Honours... they tend not to perform so well... whether that is because there are lower entry criteria [or it's] more difficult to study [or] because they're not really sure where their identity and support lie, I don't know. There's a bit of a perception amongst staff that Joint Honours are weaker*

which I think is unfair and obviously, if you're a Joint Honours student and the perception is that you're a bit weaker than that's maybe what you perform to. There's a bit of elitism... but I think there is an underlying feeling' (Claire), confirming that:

Each discipline has its professional language and literature and defends its territories (physical and intellectual) from outsiders. Members practice border and boundary control.

Canning (2005, p38)

In this case the student is attempting to develop a dual habitus in an environment where they are often perceived as weak, or less committed; some academics do not communicate high expectations of them (principle 6). If students have effectively been written off by virtue of the programme they have selected, because 'the non-specialist is seen as a burden and deviation from best practice' (Canning, 2005, p41) then subsequent perceptions of labeling erode motivational resilience. Labels, however, are often borne of experience: *'Oh my god, they don't read, they actually don't know basic concepts! There was a distinction between the specialists... and Joint Honours... students were cherry-picking their modules, which with the blueprint they won't be able to do but I think [they] were avoiding the heavy theoretical modules'* (Judy). The shift towards trans-disciplinary working (Strathern, 2008) has not, it would appear, shifted beyond the student offer into the mind-sets of the disciplines themselves. This presents significant difficulties for students, not least with assessment in the context of modularization:

The quality of assessment on a multidisciplinary programme is not the sum of the quality of its individual components. Assessment in economics may be 'fit for purpose' for the economics student, but not necessarily for the area studies student doing the same module.

Canning (2005, p41)

Dual-discipline students are disadvantaged in not being personally integrated into a particular learning domain, they are even less well known to tutors as they are less

evident: *'I was Joint Honours and I found it difficult, you didn't seem to fit into one discipline or the other because if you're a specialist... often there is a tutor that you can go to... when you're a Joint Honours student you don't have that, you're never quite sure who to go to for information'* (Mary). Where institutions offer a tutoring scheme, the academic counselors available are as likely to have no knowledge of either subject the student is taking (Canning, 2005): *'I feel sorry for them, 'cos they have no identity, they don't know where they belong... who handles them? They seem to get cast around'* (Simon). Conceptually, the Joint Honours scheme is seen as a positive, and at MidwayU it attracts a significant number of students: *'The good thing about Joint Honours is that it gives them more choice... the confusing thing... is that it has no real identity...they tend to get lost... they're in the ether somewhere... the difficulty we've got is that [with] defined programmes you then pigeon hole them and there are some people... that want the freedom to cross boundaries'* (Rob) but academics recognize that they can bring an especial set of deficits that is compounded by the structures of the fields they are attempting to negotiate.

In summary the notion of the deficit student is firmly entrenched in the perceptions of academic staff who engaged with this study. It appears to have become synonymous with widening participation itself conceptually and is frequently held responsible for a significant component of contemporary academic work. Faced with students for whom one is accountable but who do not appear able to cope can result in instrumentalism especially where retention is tightly controlled meaning:

...a decision might be made to make a change to the amount of assessment, to change the amount of class contact time, or to change the level of resources available for remedial and diagnostic learning support.

Longden (2006, p175)

These pragmatic decisions can have profound impacts on individual value-positions and the field conditions of a particular discipline because they challenge the purpose of the field itself and in so doing, question the value of the capital the field confers.

The challenges and rewards of working in a modern university

Respondents reported their perceptions (287 comments overall) of the 'worth of the game' (Swartz, 1997, p125). Many of the challenges that emerged (figures 58, 59, p155: 143 comments) have been discussed through analysis of the survey items and participants' interview themes. They included field forces, for example massification (18c), new managerialism (12c) and the bureaucracy associated with an audit culture (17c), and field conditions, primarily working with deficit students (25c) and occasionally deficit colleagues (4c). In terms of institutional deficits, however, a significant number (33c) identified a range of areas and activities where they did not feel supported by the institution. This lack of support related to personal progression: induction, CPD opportunities and career trajectory. It was raised in the context of research activities (primary and secondary), and as a demand for acquiring new skill sets and to be: *'All things to all people'* (Dance). Workload featured (29c); there were time constraints, a perception of overload, one that made it difficult to juggle: *'work life/study balance/family life'* (History) and the complexity of their role. Some Associate staff (3c) experienced isolation; some fractional staff (2c) considered they worked: *'full time hours for part time pay'* (Education). These perceptions resonate with the findings of the literature review concerning notions of academic identity (Trowler, 2008) anxiety and emotional labour costs (Morley, 2003) and stress (Kinman and Jones, 2004). Personal value-positions and constructs are persistently challenged (Macfarlane, 2004) by management and student demands (Karran, 2009). All these elements impact negatively on the individual academic whose habitus may be less-well formed through institutional neglect or worn down through consistent strategic improvisation to cope (Swartz, 1997) in the face of unremitting hysteresis, that is, abrupt and disruptive change in the field. Why academics stay in the profession, must therefore rest on their perceptions of the rewards of the game.

The most rewarding elements of the working in a modern university are, perhaps unsurprisingly, generally the same categorizations as the challenges, albeit none mentioned management in this context (figures 60, 61, p157: 144 comments).

Overwhelmingly, respondents (67c) commented on the satisfaction of leading students to success, of working with engaged students and being part of and privy to their personal progression: *'Air punch moments that you have been a part of'* (Applied Mental Health). For all the frustrations of teaching, there are personally rewarding aspects: *'a sense of accomplishment from teaching well'* (Law). Respondents referred to the supportiveness of a collegiate atmosphere (19c) and the enjoyment of having opportunities for active research and engagement with academic discourse (17c). In terms of a career path, good prospects and pay were mentioned (8c), as were positive experiences of professional development (14c). The status of the role was important as was the respect accorded to it (9c), also key was autonomy (6c). None of these factors negate the negatives but they can temper them: *'the pay – seriously, we're fortunate to earn so much from a job that is innately enjoyable, however stressful'* (Law). It is the ethos of the field itself that creates satisfiers, where the field fosters the things academics consider they are employed to do and their work is accorded value by others then the game is worth it. Given that all fields are influenced by the field of power, predicted change within the dominant field was considered by participants.

Hysteresis: predicting change in the field of power

Reflecting on the depth and breadth of the themes that emerged at interview concerning participants' role, students and workplace, I perceived them to appear relatively reticent when discussing the future to any significant degree. Four considered the wider field of HE. The tenor of change was raised: *'I think we're in a very turbulent time, we're pre-election... we'll get the Tories or a hung parliament and we'll go back to a blank canvas'* (Elaine) and two possible outcomes: *'We've had a period of growth, only natural to have a period of stabilization followed by perhaps contraction'* (Alec) and: *'We may see the rise of private higher education'* (Ruth). Change would impact on individual staff: *'it's going to be a different landscape, whether or not I'll be here, who can say?'* (Judy).

In terms of the post-1992 sector, three considered that competition would force selection to control inputs: *'There've got to be processes put in place whereby we are more*

selective which goes away from widening participation' (Mary), 'I think we should be more elitist, that's what a university signifies, excellence at a higher level; I embrace the concept of widening participation but not at university' (Trevor) and 'It's going to start re-trenching... there might be a return to fixed ability, fixed intelligence notions... we'll choose our students on very safe, grounds' (Guy). Four suggested that further rationalization of practice would manifest to ensure efficiency, calculability, predictability and control: 'There'll be more pressure to be instrumentalist... a push towards technology but with the belief that technology's a magic bullet, it is of itself, a good thing to do' (Guy). The evidence for this was the existing model of further education and its intense focus upon employability: 'everything's going to be very much focused on the FE model, it's all going to be about occupations, careers, employment-driven and if you can come to terms with that in what would be your role then that would be ok but if you're an out and out HE academic then you're going to struggle with this' (Roger). One considered: 'We are an employer-led organization here... to quote our VC "people from [MidwayU] get jobs"... if we lose sight of that then this place is going to shrink more quickly than anyone could ever dream because the competition's pretty tight out there' (Alec). The further intensification of the audit culture could potentially further disrupt the very purpose of a higher education: 'we will become more business-conscious, unfortunately most of the world sees this as being more bureaucratic, that's how they're going to implement it... where they have to be able to tick these particular boxes... we're going to get more administration... more standardized tests that we will be pushed through and that will be a huge loss (Francis).

In the context of consequences for the institution, two commented upon MidwayU's re-positioning agenda: 'I am very impressed with our new VC, he does run this place as a business... he's turned this place around... they market this place as part of the community... very astute (Simon) and: '[MidwayU has] got to re-position itself and we're moving to do so, quite clearly... we can have an international reputation for study online. They need to stop trying to be all things to all people, I would be devastated if I lost my scholarly activity but... our core business is to teach students... we need to build ourselves a niche market' (Claire).

Sector contraction and rationalization were perceived to herald redundancies, this perhaps explains why individuals find it difficult to think about the future: *'There's going to be redundancies aren't there? I daren't even think about it to be honest... I teach core subjects so they need me... but if there's no bloody students'* (Tony) as people look to protect themselves: *'I'd be the first to go, but then I am cheap so it might mean I'm more in demand'* (Steve). An understanding of the wider economy suggest that existing benefits of service are vulnerable to attack, as well as academic posts: *'from a common sense point of view the workforce has to be cut dramatically, the country cannot afford to pay us or our pensions'* (Ruth). For one, hysteresis could have a positive impact upon the profession itself over time: *'It's going to get more competitive, we're going having to up the game, part of that will be higher postgraduate requirements, I think the PgPLT is great, we should be doing that'* (Sue).

In the event, the sector has continued to experience seismic shift. There is evidence of calls for mandatory teacher training for new recruits (Browne, 2010) and competition has been intensified as institutions fight for students in the wake of increased university tuition fees. This fight necessarily entails provably enchanting the customer through evidence of high student satisfaction rates, and a demonstrably student-led ethos, thus quality is quantified and on display. Accountability has intensified and a higher proportion of academic work is administrative. Rationalization of the undergraduate offer is evident through the blueprint and more recently the planned move to a twenty-credit module model across the board (by 2012). Further impacts on practice include a wholesale shift to electronic marking (level 4 by 2011, all levels by 2012/13). MidwayU policy is to relocate staff rather than make redundancies wherever possible resulting in people working in environments they had not anticipated, often encountering new sub fields that may well demand a new habitus. Some agents have elected to leave the field altogether. In this context, there is a case for a re-think if not a new-think about the philosophical framework within which agents, academics, are enculturated to their shifting roles. This can happen in the context of a Bourdieusian “‘philosophy for everyman”, as a way of coping with contemporary living’ (Grenfell, 2008:1, p2) as set out in the Recommendations chapter.

CLAIMS

A reflexive note on conventional research terminology

Drawing reasoned and reasonable, and simultaneously, tight and manageable conclusions from a considerable body of work presents formidable challenges. I have already referred (p84) to the fact that reflexivity is a rigorous examination of the researcher's doxic presuppositions through internal and external dialogue with self and others. That process is ongoing, therefore it became incumbent upon me to consider whether I was drawing a set of *conclusions* or presenting a set of *claims*. I thus returned to the literature. One particular article: 'Bridging the methodological divide in games research' (Williams, 2005) convinced me that *claims* was indeed a more apposite term because this is effectively a humanistic study albeit necessarily and intentionally rooted in the social sciences, that is, it is located in 'Zone B' of the 'QUAL-MM-QUAN Continuum' (Teddlie and Tashakkori, 2009, p28) (figure 4, p82). Zone B represents primarily qualitative research with some quantitative components (p82, p175). Positivist (quantitative) research is where:

...the goal is to find broader patterns in surveys and to simply establish the existence of a phenomenon... The social scientist wants to know *proportion*.

Williams (2005, p9, original emphasis)

In contrast, in taking a phenomenological (qualitative) approach:

The conscientious humanist is not trying to draw a broad conclusion about society, but simply identify the existence of a phenomenon, much like the pure experimentalists... The fact that the phenomenon exists and how it works socioculturally is the key rather than how prevalent it is.

(Williams, 2005, p9)

Williams (2005, p10) calls for a 'modern scholarship... [comprising] interdisciplinary work' in his field. I found the parallels with Bourdieu compelling, not least because Williams (2005, p10) also calls on researchers/scholars not to commit 'semantic sins [that is to use] loose language'. This insistence upon a new lexicon, here with respect to how we think and express ourselves about primary research first emerged in the methodological design (p86); notions of reliability transmuted to 'transferability' and validity to 'credibility' (Teddlie and Tashakkori, 2009, p209), if not 'truth' (Silverman, 2010, p275). From this perspective, precision must extend to how the end point is defined. This study therefore terminates in a set of *claims* rather than *conclusions* because it is an 'interdisciplinary work' (Williams, 2005, p10).

Interdisciplinarity is a combination of two research paradigms (p80, p177), two research 'moment[s]' (Bourdieu, 1972: 1977, p3) wherein each contributes '...complementary parts of the systematic, empirical search for knowledge' (Silverman, 2010, p8). It thus confers synergy of numerical and narrative data (Williams, 2005, Teddlie and Tashakkori, 2009, Silverman, 2010) and so affords this study a dual opportunity to both *capture* and *contextualize* new knowledge of the agents of interest. Both paradigms converge in terms of first seeking to establish the existence of a set of phenomena; they diverge as the positivist concerns him/herself with confirming its prevalence and the phenomenologist with 'how it works socioculturally' (Williams, 2005, p9). I found this a powerful argument for this study wherein the story of these people has not ended (concluded), it is ongoing; critically it is of its '*tempo*' (Bourdieu, 1972, 1977, p8, original emphasis). In offering an empirically underpinned theorization of this case at this time, then the work offers an original contribution to the debate surrounding the professionalization of higher education teaching, that is, it offers an informed start point. Endorsing this perspective also validates my hope that the study might have heuristic value elsewhere particularly with respect to the testing of and justification for the integration of two perhaps unfamiliar lexicons, the philosophical conceptualizations of Pierre Bourdieu (how mediated relations might be explored) and a new research language pertaining to a 'modern scholarship' (Williams, 2005, p10) (how new knowledge might be presented to the field). I turn now to a discussion of how these claims are organized.

Introduction

This chapter sets out how new knowledge has been constructed to offer an empirically underpinned model of the conatus, identity and practice of recently recruited academic teaching staff in a post-1992 setting in order to address the gap in extant literature concerning this group. It is a significant and pertinent inquiry given the further intensification of government scrutiny of the higher education landscape and its especial drive for teacher accreditation (Dearing, 1997, Browne, 2010, DBIS, 2011). There is a creeping realization that in such settings, increasingly, new metal is forging new metal.

I argue that a deficit in an informed knowledge of the properties of the former not only undermines the process of realizing the potentials of the latter but diminishes the efficacy of individual agents to the detriment of the structures of the field itself. Furthermore, I propose a means by which this new knowledge might be developed to construct a theoretically underpinned conceptual model of a higher education teacher training intervention. The model is situated in the conscious application of habitus theory and arises from a positive response to agentic data in this particular case but is sufficiently broad to withstand local interpretation elsewhere. This is because I do not align myself with a prescriptive one size fits all approach to inculcating subject specialist teachers with the co-requisite appreciation of the science of pedagogy and the art of teaching.

I contend that hysteresis; abrupt and disruptive change in field forces and conditions (p4) is unlikely to abate and may very well accelerate in the current climate. Consequently I offer a threefold rationale for such an intervention. At one and the same time:

1. It accords higher education teachers as a body, professional status through satisfying national (State) and local (institutional) drivers (employers)
2. It fortifies the efficacy of agentic practice satisfying those charged with delivering a higher education at ground level (employees)
3. It optimizes the likelihood of gradueness in students (employability)

I first evaluate the usefulness of habitus theory to justify why I consider it a valuable theoretic tool for exploring possible disjuncture within a post-1992 setting and conceptualizing its nature. My arguments here are drawn both from the literature and reflections upon my research journey. In this context I then offer my set of empirically underpinned claims and a rationale for each. The claims are organized sequentially and tabulated as: 'A data-led response to the efficacy of habitus theory in discerning the situational awareness and situated positioning of recent recruits to higher education teaching' (figure 71, p282). The chapter closes with a discussion of my contention that hysteresis is unlikely to abate and may accelerate; therefore equipping HE teachers with the dispositions for the science of pedagogy and the art of teaching is a virtuous and utilitarian response. Furthermore, there is potential for the wider application of Bourdieusian sociological theory in other social research contexts.

Evaluation of the usefulness of habitus theory

The underlying contention of this thesis at its inception (p3) was that a new construction of what it might mean to be a post-1992 academic is required given that 'the academic *habitus* has been challenged' (Morley, 2003, p67, original emphasis). This statement suggested that habitus theory might satisfactorily offer 'at least a "new gaze", a sociological eye' (Bourdieu & Wacquant, 1992, cited in Maton, 2008, p60) through which the notion of a professional habitus *per se* might be explored. By this I mean that the Bourdieusian trinity of habitus/field/capital (p14) potentially offered a conceptual model for understanding the mediated relations between agency, structure and capital acquisition and advantage in a particular professional field. There were several key elements that made this possibility relevant to my research intent and thus worthy of further investigation.

Firstly, the literature had proven to be unsatisfactory in offering a complete picture of contemporary post-1992 academic life. It was either rooted in traditional institutions (Becher, 1998, Taylor, 1999, Evans, 2002) or focused on the psychological aspects of agentic response to change in new universities (Trowler, 1998). These significant works

have had much to offer in terms of directing aspects of this study and have provided a valuable dimension for exploring the detail of survey items and interview themes at design level. I considered, however, that working solely on the micro-scale failed to capture the tenets and tenor of the social world in which these academics function. Neither was it reasonable to attempt to superimpose a traditional academic identity on this group. Furthermore, given the frenetic pace of change in the field of operations through: 'Wider phenomena such as massification, accountability and marketisation' (Di Napoli and Barnett, 2008:1, p5), the earlier studies were somewhat dated, being of their '*tempo*' (Bourdieu, 1972, 1977, p8, original emphasis).

Secondly, the literature was similarly deficient in presenting a clear picture of the intricacies of habitus theory. The term *habitus* had entered research parlance particularly in the context of understanding aspects and outcomes of widening participation but too often it was presented as though the concept was generally understood if not axiomatic (Reay, 2004). This study demanded a thorough comprehension of not only Bourdieusian theory but also the attendant methodology if it were to be accorded rigour and robustness. I thus turned to the works of Bourdieusian scholars such as Swartz (1997) and Grenfell et al (2008) which considerably eased the transition of exploration of key original texts, Bourdieu could be inaccessible and at times, loquacious (Swartz, 1997).

Scholarly literature suggests that Bourdieu became best known for 'field theory', implying precedence of field over habitus (structure over agency); a perspective where the move is from the macro- through the meta- to the micro-domain. Somewhere, perhaps in translation, his work has been overlain with a linearity which belies its iterative nature. Certainly field theory had first been conceptualized during the anthropological study of the impact of fundamental change (the introduction of a market economy) imposed by the field of power (France) on a relatively stable and homogenous society (Algeria) (Swartz, 1997). It is in studying the collective agentic response of such a society to field structures and forces that habitus theory originally emerged. It was then refined over a lifetime of testing in the context of researching hysteresis in other fields, particularly education as a mechanism for social and cultural reproduction. Ultimately, the key value of

Bourdieuian sociological theory lies in the concept of *mediated relations* between objective structure that underpin social fields and the dispositions of incorporated fields (*habitus*) in agents. Whereas one may have more power over the other in concrete and symbolic terms, neither is accorded primacy in this theory because agents are ‘eminently active and acting’ (Bourdieu, 1994, 1998, pviii).

Consequently, this study rests on the premise that the ‘active and acting’ propensities of agents arising from their internal dispositions can be captured and analyzed and that such empirical findings can reasonably and rationally underpin a model of the professional *habitus* acquisition processes of recent recruits to post-1992 academia. For Bourdieu, situational awareness was the foundation of situational change, *habitus* theory is:

... a kind of “philosophy for everyman”, as a way of coping with contemporary living.

Grenfell (2008:1, p2)

Gleaning an understanding of how disjuncture in mediated relations between agency and structure is triggered by hysteresis uncovers a point in those relations where intervention can speed up the naturally slow process of *habitus* acquisition. The purpose of intervention is to ensure that outcomes no longer rely on an unconscious osmosis (p55) or the wearing of a superficial mantle of the field’s ‘distinct and distinctive practices’ (Bourdieu, 1994, 1998, p8) but are an embodiment of them. Theoretically such exposure to and conscious active engagement with the socializing auspices of those whose own *habitus* is well formed (Moore, 2008) affords new agents resilience in the context of early acclimatization and future hysteresis. The analysis and discussion considered in detail (p172) how, by pinpointing this critical juncture, both structural and agentic interests can be served through positive situational change thus reconciling both economic and moral imperatives (Macfarlane, 2004). In strengthening its agents, the field strengthens itself. It is this capacity to bring to light the true nature of social interactions that renders Bourdieuian social theory a valuable theoretical tool for exploring the state and status of mediated relations between agency and structure in a post-1992 university setting.

Furthermore, combining positivist and phenomenological data is a pragmatic solution to researching mediated relations between structure and agency. Bourdieu was a radical thinker in challenging the accepted discrete research methodologies of the time for studying social worlds (p14). He viewed such distinction as restrictive and deficient because:

... the opposition between objectivism and subjectivism [is one] which locks research into a series of fictitious alternatives.

Bourdieu (1980, 1990, p289)

These two elements, the insufficiency of positivist or phenomenological ontological approaches as exclusive and complete in understanding any social world, and the implied necessity of an absolute objectivity in the researcher were key questions that underpinned my search for a methodology that could confer authority on my early intuitive and thus, at that time partially informed research perspective.

Bourdieu rejected notions of the disinterested researcher (Robbins, 2008) averring that to subject oneself to the rigours of undertaking research implies that the curiosity is piqued. There is a desire to understand a phenomenon or set of phenomena, how it/they emerge(s), manifest(s) and influence(s). The researcher must therefore be very interested in the question at hand to sustain them in their research journey. Pursuant to this, in presenting research findings as new knowledge to the academic field, to its higher order and thus dominant agents for acceptance accords interest in terms of its potential value for capital exchange (p22). In refuting the notion of the disinterested academic then, Bourdieu insisted that the researcher engage with reflexive practice, they must:

Objectivize his or her relations to the object of study as well as his or her own position and action within a field.

Deer (2008:2, p210)

The demand for a reflexive interpretation of both statistical and narrative data through the lens of the social position of the researcher (Deer, 2008:1) led me to declare my personal academic conatus (p28), my journey as a 'transfuge' (Robbins, 2008, p28). Later (p173) I was introduced to the notion of '*cleft habitus*' (Bourdieu, 2004, 2007, p100, original emphasis). Both encounters were illuminating; they gave explanation as to why my innate tendency towards the pragmatic and the reflective resided strongly within me. I am, perhaps fortunate that unlike Bourdieu, I did not have a discipline-prescribed and thus embodied research habitus that propelled me one way or the other as convention might demand and thus risk outright censure for having combined objective and subjective data. My task was to test my identification with the central tenets of Bourdieusian theory against contemporary research practice to discern whether mixing research methods had validity.

The research literature indicates that there is a growing body of contemporary researchers (Williams, 2005, Trochim, 2006, Teddlie and Tashakkori, 2009, Silverman, 2010) who endorse the mixing of methods in pursuit of a holistic methodology that confers an inner consistency upon results as discussed comprehensively in the methodology chapter. Principally, figure 4 (p82) represents the thrust of this study diagrammatically. I elected to adopt a 'sequential mixed design' (Teddlie and Tashakkori, 2009, p30) wherein the findings of one phase informed the design of the next. Here, phase one, the survey, ascertained the detail of the bigger picture through the capture of broadly categorized factual and perceptual data to provide a foundation for phase two, the themed interviews. In this way the inquiry was continually honed, from the wider questions arising from gaps in the literature to the testing of early assumptions and assertions across a broad spectrum, the analysis of which was intended to pinpoint potential areas of interest to participants. Thus theory was grounded early on allowing the emergence of a rich, narrative data set for capture and subsequent thematic categorization in a structured way (Strauss and Corbin, 1998).

From the analysis of the second set of findings, new knowledge is thus constructed and the process by which it is constructed is accorded credibility through a transparent,

auditable rigour (p86). Moreover, the thematic direction of the three interview options served purely to guide participants in what they might wish to offer. This was a conscious decision to avoid any suggestion that the researcher had pre-determined notions of what an academic professional habitus might be. This demonstrated respect for the value positions and significant concerns of participants and ensured that the resulting model of the disjuncture between habitus, field and practice discussed in the context of the first two claims was an accurate response to perceptual agentic data, structure was not imposed upon data analysis; it emerged from it (figure 69, p168). For ease of navigation, the claims are first tabulated below, a rationale for each is then offered:

	Context	Claim
1	Responding to perceptual agentic data	The relative weightings of Bourdieusian conceptual domains of logic can be tailored to reflect local findings, conditions and priorities
2		Examination of the relative potency of mediated relations between domains can indicate where agentic strengtheners might be interjected
3	The case for a structured and structuring intervention programme for all higher education teachers	Newly recruited academic staff regularly lack a habitus for higher education teaching on entry
4		Recently recruited staff can struggle with developing an academic identity; any agentic habitus develops more by accident than design
5		Limitations on participation in habitus development for contractual staff can undermine academic inclusion and damage the student experience
6	Data-led construction of a value-led programme	Contemporary academic practice in post-1992 HE offers many rewards as well as challenges; optimism is key to habitus acquisition

Figure 71: A data-led response to the efficacy of habitus theory in discerning the situational awareness and situated positioning of recent recruits to higher education teaching

Responding to perceptual agentic data

Claim 1: The relative weightings of Bourdieusian conceptual domains of logic can be tailored to reflect local findings, conditions and priorities

To indicate my early presuppositions as to the general direction of this study, I customized Taylor’s (1999, p46) adaptation of Boyatzis’ (1982) model of competence

(figure 2, p53). I mapped habitus, field and practice onto the individual's competences, the organizational environment and the job's demands, respectively, to demonstrate that the conjunction of these domains, the point of their intersection (effective specific action or behaviour) was evidence of a habitus-field match. I then listed areas that might constitute field forces, agentic dispositions and practices to direct the design of survey items and considered provisional areas of complementary competences where two entities overlap. These notions pertained to professional development (PD), professional relations (PR) and the professional arena (PA) (habitus/practice, habitus/field, field/practice respectively). The findings gave rise to a substantial data set as presented.

Significantly, had the fieldwork terminated at phase one, it would have been possible to confirm this mapping exercise as reflecting, if not mirroring, the logic of contemporary academic practice in a post-1992 setting. This is because the shape of the survey was under the control of my direction as researcher. I selected the areas, and how sections were ordered and organized. In truth, respondents could have elected not to respond to certain lines of questioning but in the event this was not the case (p162). At this point the only real advancement in knowledge proffered by the study would have been the construction of a specific post-1992 profile on entry, acknowledging that:

...a combination of the 'massification' of HE in the UK... means that there is an increasing number of academic staff who have backgrounds away from the academy (for example in commerce and the professions) and for whom there is a greater likelihood of tension and conflict in the entry process.

Trowler and Knight (1999, p179)

What would not have emerged is that there is a greater likelihood of tension and conflict *beyond and sometimes considerably beyond* the entry process. This only emerged because the shape of each interview was controlled by individual participants. The provision of three overarching themes: role, workplace and students (habitus, field and practice) offered flexibility for self-selection of areas resonating with their perceptions

and dispositions. When modeled in terms of the relative weightings of priority areas for academics themselves, the picture is very different, the polar opposite of what might have been anticipated. I have brought forward the initial mapping of the logic of academic practice (figure 2, p53) to facilitate ease of comparison of the assumptive and exploratory model arising from the literature, with the ultimate modeling of the data.

Figure 2: [copy] The logic of academic practice – a Bourdieusian perspective of Boyatzis' (1982) model of competence, reproduced in Taylor (1999, p46)

In the event, Bourdieusian domains materialize as fractured, connections between them were weak. Whereas field and practice were assumed to be axiomatic, this was not shown by data analysis. The original model also evolved, key interactions, the 'lists and labels'

were re-structured as a set of affective themes as prioritized by participants. These were organized and quantified in figure 69 (p168), here the quality of those interactions is mapped (figure 72). Participants were primarily concerned with notions of their primary, research and teaching identities and how their personal pedagogical philosophy and value constructs (habitus) were tempered if not assaulted by working in a management-led, student-focused landscape (field) wherein the notion of the deficit student (practice) impacted upon personal efficacy. Uncovering how complementary competences (p52) are mediated with respect to professional relations (PR) and the professional arena (PA) facilitates the design of a professional development (PD) programme that is locally situated and thus more likely to be effective in terms of inculcating a dual professional habitus for academic teachers as a collective and as individuals.

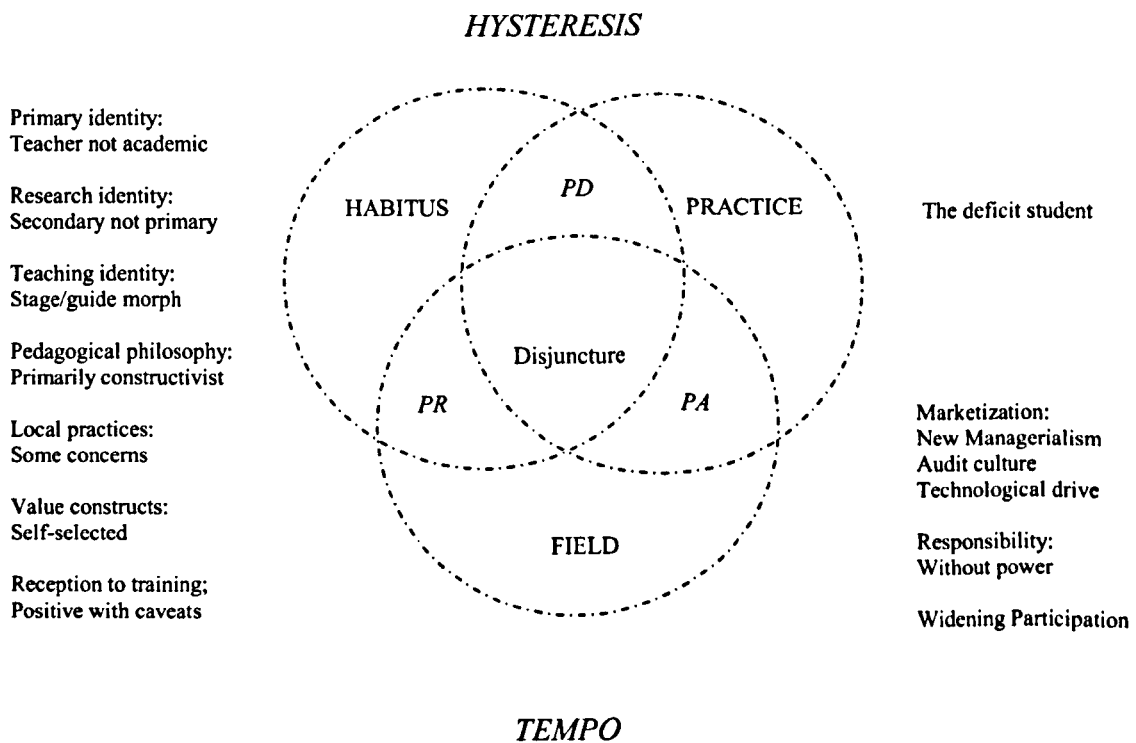


Figure 72: The relative weightings of Bourdieusian conceptual domains of logic arising from the analysis of academics' perceptual data at MidwayU

This is not to say that effective practice does not exist, far from it, as is discussed in the context of claim 6, where optimism is drawn from the data in considering how a data-led

habitus acquisition programme might be constructed. It does, however, indicate that the acquisition processes of the capacity for effectiveness (habitus) are not currently consciously constructed and thus are inconsistent across the institution. This has significant implications for the challenges of working in the field for new recruits having little or no knowledge of its 'distinct and distinctive practices' (Bourdieu, 1994, 1998, p8) and for existing agents working under the radical re-shaping of those practices in the light of the demands of new managerialism and student-as-customer.

It is in this finding that the Bourdieusian philosophy of coping has most power. This is where the combination of his social theory and mixed methodological approach confirm the efficacy of each and their combined relevance to contemporary social research. A positivist approach in isolation through the quantitative measurement of inputs, value-added and outputs (Morley, 2003) cannot suggest where deficits might be addressed because it does not incorporate agentic dispositions. Similarly, a phenomenological approach in isolation through the qualitative collection of a set of voices cannot address deficits because at best it misrecognizes, and at worst, ignores the nature and strength of field forces. Bourdieu brought people and place together under one research gaze so as to first understand, and then empower, this is the notion of situational awareness.

Claim 2: Examination of the relative potency of mediated relations between domains can indicate where agentic strengtheners might be interjected

An evaluation of the findings suggests that the disjuncture between habitus, field and practice can emerge early on. How the wider field (here, the institution) receives new agents strongly influences the potential for habitus acquisition from the outset. This claim rests upon the premise that teacher training interventions are different from and separate to, induction processes. Nevertheless, the latter can have a significant impact upon agentic engagement with the former where they are perceived as missing or insufficient. Simply put, if early field reception is found wanting in fostering a new explicit teaching identity founded in a respect for existing professional expertise then new agents are likely

to take refuge in disciplinary tribes and focus upon their identity as subject specialist (Becher, 1989). Through local socialization processes, that identity then becomes entrenched and predominant (Taylor, 1999). Furthermore primacy is accorded to the specific epistemological parameters and ontological practices of the subject; consequently the notion of a dual professionalism goes unrecognized: *'I knew I was a professional accountant but I never really realized I should be a professional teacher'* (Trevor, p216). Institutional directives to redress this imbalance across the institution through the provision of teacher training can then meet with reluctance if not outright resistance on the part of individual academic staff (p221). Potential participants are unlikely to prioritize such a programme precisely because it emanates from the wider field and as such can be viewed as extraneous and additional to the demands of the immediate field. In essence, the explicit valuing of a dual professional habitus from the outset can smooth the path for its inculcation. This scenario demands that induction processes and teaching interventions are complementary, and normalized in terms of new recruit reception, both offer critical junctures for the inclusion of agentic strengtheners. The following discussion justifies the validity of this claim through making my underpinning thought processes and data interpretations transparent.

It has been established (p6) that the modern university is an engineered structure, created by the state to serve the economy and promote social mobility (Million Plus, 2010:1). To meet such demands, the institution must cultivate a cohesive university community wherein groups of agents who have a habitus rooted 'in the particularities of different collective histories' (Bourdieu, 1994, 1998, p6) are united through a shared sense of purpose and common identity. Field cohesion is thus the province of new managerialism, and the ethos rationalization. In practice, the institution can no longer serve as a kind of umbrella under which different disciplinary tribes (Becher, 1989) shelter while functioning independently. Rather, it must control them, through its principles and procedures to ensure efficiency, calculability and predictability (Ritzer, 1993).

That such principles and procedures are communicated to recruits early and clearly through an institutional induction intended to 'equip them to operate effectively within it'

(Trowler and Knight, 1999, p178) might appear axiomatic but the reality in this case is that just under half of the survey respondents did not consider they had been formally inducted (p180). Of those that did, whereas the statistical data suggests a positive response to the process (over 60% satisfaction ratings in three domains); the qualitative facilitated a more sophisticated understanding of actual impact, reiterating the case that numbers in isolation cannot uncover the truth of the mediated relations between agents and structure and may in fact, be misleading.

Here, just under half of inductees questioned its duration, form, quality and value. Furthermore, the notion that primacy is accorded to the needs of the field to the detriment of the needs of new agents (p180) was confirmed. There was a perception that they were being moulded to the 'desired corporate cultural shape' (Trowler and Knight, 1999, p181). This is particularly pertinent where new recruits are not raw and thus eminently malleable, agents present with an embodied habitus for the field in which they previously worked. Indeed, their value to the new field lies precisely in their individual professional identity and its attendant cultural and symbolic capitals, the expertise and situational awareness that the institution must inculcate in its students as gradueness (p55).

Where early opportunities for habitus inculcation are either missed entirely or are perceived as insufficient, the outcomes can be negative to a greater or lesser degree and thus difficult to negate if not redress. Habitus acquisition is a transformational process, it cannot be conferred upon new recruits by dint of information transfer; when the *rules* of the game are disseminated rather than a *feel* for it inculcated; culture shock results (p181). The situation is made more complex where the institution presents as uncertain in its identity. The decision to join a professional field indicates a positive acceptance of and alignment with its perceived nature, character, activities, values, goals and rewards. There is an expectation that the field will make clear its norms and mores as part of the integration process.

It is when that institutional identity appears to be shifting that confusion reigns for both new and existing staff. When the public face of an established teaching institution begins

reconstruction as one that consciously re-casts itself as moving towards a research profile, the status of teaching is further devalued (Macfarlane, 2004). Subsequently, the accreditation of teaching practice is less attractive even where a significant number of recent recruits (here, 70%) have no recognized teaching qualification or any form of prior teaching experience (33%, figure 9, p108).

Figure 72 (p286) diagrammatically represented how mediated relations between agent and structure had become fractured. 'My role' (in my immediate context) becomes the dominant vista but it is the habitus of specialism rather than teaching practice. 'My workplace', the field, orbits as an intrusive and controlling phenomenon, exerting irresistible tidal pressures on the local landscape (Thomson, 2008). Ultimately 'My students', practice, becomes bound up primarily with notions of the deficit student (Jones and Thomas, 2005). Fractured or disjointed relations lack potency, the energy that drives effective action. It is not that work does not get done, nor that it does not regularly get done well, quite clearly it does. It is rather that energy must be self-generated by individuals and/or collectives, similarly with motivations and resilience. Where the direction of energy flow is from as well as to the field, agentic stress might be attenuated (Kinman and Jones, 2004). This pinpoints two specific junctures, where agentic strengtheners might usefully be interjected early on, induction and teacher training.

It has also identified that if the erosion of the academic psychological contract (Edwards et al, 1999) is to be mitigated then these processes must be purposeful and harmonized. In the first staff are brought into a shared construction of institutional values, mores and norms as manifested through conscious alignment with actions and outcomes. These are the precursors of the creation and maintenance of a thriving and mutually reciprocal university community. In the second staff are empowered in their primary identity as teachers (p185) by actively participating in a shared construction of what it is to be a higher education teacher in a post-1992 context. How this construct might be framed is considered in the discussion of claim 6, prior to this the transition from focusing the discourse solely upon new recruits to one concerning existing staff is rationalized.

The case for a structured and structuring intervention programme for all higher education teachers

Claims 3, 4 and 5 are grouped to emphasize that the academic workforce as it is shaped and controlled by management and subsequently presents itself to the student body (PR and PA, figure 72, p286) is made heterogeneous not solely through discipline but also through contractual status and levels of personal confidence and teaching competence. These distinctions are irrelevant if 'excellent teaching [is to be] placed... at the heart of every student's university experience' (DBIS, 2011, para 2.24) because they belie the reality of everyday practice. The student experience as measured in terms of satisfaction (the NSS) does not make allowances for these differences, quite the opposite, it assumes that all staff are fully equipped (if not accredited) to teach by virtue of the institution having chosen to employ them as front line practitioners.

Claim 3: Newly recruited academic staff regularly lack a habitus for higher education teaching

The analysis of the profile of recent recruits to the profession (p178) established that the traditional transubstantiation of student to academic has been disrupted to the extent that it is virtually unrecognisable in post-1992 HE, a fact which has significant implications not least for 'accomplished teaching' (Ramsden, 2010:1, online). A habitus matching the logic of the field can no longer be assumed but rather must be consciously and explicitly constructed and endorsed. To reiterate, here nearly three quarters had no recognized teaching credentials on entry, a third of these had no teaching experience in any educational setting. Most of those that were teacher accredited to some level had worked in other fields of education or training and so were unfamiliar with the unique demands of a higher education, the philosophy and ethos of the specific field was outwith their experience. It is difficult to conceive of any other profession where new recruits are received into the field and are not trained in current practice arising from '... the particularities of different collective histories' (Bourdieu, 1994, 1998, p6) wherein habitus is rooted. The discourse surrounding the professionalization of higher education

teaching was prompted by Dearing (1997) who recommended that all new academic staff *should* undergo accredited teacher-training, and the ‘hope ... that most existing staff will also seek recognition for their teaching skills’ (Dearing, 1997, 14.30). In the current climate of financial constraints, limiting access to new core staff appears a rational response from an institutional perspective but in fact it is more strategic. The Browne (2010) report: ‘Securing a sustainable future for higher education’ recommends quite clearly that the only grounds for drawing down student funding is the mandatory training of this group:

It will be a condition of receipt of income from the Student Finance Plan for the costs of learning that institutions require all new academics with teaching responsibilities to undertake a teaching training qualification accredited by the HE Academy.

Browne (2010, p47)

This then, is the underpinning rationale for limiting participation to new academics entering the profession from 2010. The implications of this constraint are significant, not least the institutionally endorsed time-lag: ‘... *generationally, that would be effective but it [can’t] respond to the actual changes in students today*’ (Francis, p218). The danger is that a trickle of newly qualified recruits permeating the field over time will have no tangible effect on the immediate issues of student satisfaction and academic morale. This is particularly relevant in an economic climate of job insecurity and redundancies (Morgan, 2010), wherein existing staff are more likely to be deployed to new unanticipated sub fields that may well demand a new habitus (p274) rather than new posts created. At the same time natural wastage is impeded by threats to public sector pensions, at Midway U 39% were within fifteen years of retirement (p104). The resulting increasingly static nature of the academic workforce is a further factor in delaying the professionalization of higher education teaching unless existing academics are included. This position makes no economic sense in a competitive arena; investing in habitus acquisition is an investment in the very fabric of the field itself.

Claim 4: Recently recruited staff can struggle with developing an academic identity; any agentic habitus develops more by accident than design

This claim was prompted primarily first from analysis of qualitative survey data in the context of reviewing induction (p180): *'The University is a massive grinding bureaucracy which is extremely alien... Induction merely sells us the rhetoric of what we're doing here, and tells us the official procedures for acting in this environment. Neither of these things tell us what we really need to know to survive and achieve anything. This is learnt the hard way'* (Computing). Second, from interview data referring to the notion of teaching as a performance (p197): *'I can play the game, I can do my acting job and I'm very good at it because I've learned how to be good at it'* (Rob). The commonality of both respondent and participant, two people arriving at the same conclusion from very different disciplinary origins and revealing themselves through different research contexts rests in their mutual use of two key words, namely 'acting' and 'learnt/learned'. The computer lecturer had been in post for three years, Rob for nine.

This confirms that unstructured socialization hinders habitus acquisition. Left to its own devices, habitus is hard won at best (learnt/learned), it is something that is battled for. Habitus is not 'acting' except where it implies acting out embodied dispositions. This is an important distinction. In the former, one adopts a role (p279), the wearing of a superficial mantle of the 'distinct and distinctive practices' (Bourdieu, 1994, 1998, p8) of the field. In the latter behaviours are the external manifestations (actions) of an internal set of convictions that have developed over time, those structured dispositions relating to place and purpose, hence Rob's claim: *'I can play the game'*. These are the foundations of effective and sustainable practice, an essential constituent of the habitus processes academic teachers are charged with inculcating in their students. As the literature review showed (p57) the State, and thus management cast student satisfaction as the indicator of good academic performance (teaching). This conviction that the two variables are strongly and irrevocably positively correlated is encapsulated in the central tenets of the White Paper: 'Students at the Heart of the System' (DBIS, 2011).

So strong is this assertion that the report exhorts institutions to publicly demonstrate their commitment to teaching excellence through the publication of statistical data pertaining to the ‘... teaching qualifications, fellowships and expertise of their teaching staff *at all levels*’ (DBIS, 2011, p29, my emphasis). This transparency, the government avers; would increase inter-institutional competitiveness, competitiveness would drive up standards and the resulting enhanced student experience and thus presumably rising satisfaction would be captured and recorded. Here the government not only has its eye on the internal market but also the international arena where reputation is all. As yet the directive is not mandatory but in including staff ‘at all levels’ the suggestion is that it is in the institution’s own interest to invest in and widen participation in teacher accreditation. The ‘hope... that most existing staff will also seek recognition for their teaching skills’ (Dearing, 1997, 14.30), reiterated by DBIS (2011) is also supported by Browne (2010). The danger here is that the act of achieving accreditation (academic numbers) will take precedence over course quality (academic narratives).

Such a perception lowers the subsequent capital value of accreditation inviting resistance from existing staff for whom it is not yet compulsory. Such opposition is further compounded where the authority of the accrediting body is questioned both widely (Hall, 2010, Ramsden, 2010:2) and locally: ‘*We know that there are people who cannot teach who have HEA Fellowship, I rest my case*’ (Ruth, p214) demonstrating how doubt is cast upon the ‘worth of the game’ (Swartz, 1997, p125). Furthermore, mandatory compliance purely on economic grounds implies a continuation of the trend for a training that in focusing upon the deficit teacher denies staff an ethical ‘... and fuller appreciation of professional or academic practice’ (Macfarlane, 2004, p24). In this scenario habitus acquisition is reduced to a narrowly defined, tick-box exercise, and as such is not worthy of the name. Rather, it is a manifestation of the increasing tendency to weary compliance, as early commentators evaluating the likely impact of the structures imposed by new managerialism predicted (p36); the intensification of bureaucracy ‘... will make academics increasingly instrumental in their attitudes and behaviour’ (Jary and Parker, 1995, p319).

When academics act under sufferance, the Bourdieusian notion of suffering is invoked (p20), sufferance of ‘... systems of classification that are... actually culturally arbitrary... [they constitute] symbolic violence’ (Daniel Schubert, 2008, p184): *‘I can see that I have become institutionalized over the last few years because I just want to get on with my job... I don’t want to be having to deal with issues’* (Judy, p232). One unanticipated area where notions of suffering emerged from the data concerned how the poor practice of weaker colleagues challenged the professional practice and personal values of those working in their orbit (p203).

Just under half of interviewees raised this theme spontaneously. Participants referred to some colleagues as having low intellectual capacities and little or no grasp of good practice. One observed the failure of some time-served staff to adjust their teaching practice to the demands of the contemporary field: *‘People who have been here for ten years are very accomplished at what they were trained to do but the job has changed and they’re not willing to embrace the change, and probably because they don’t know how to’* (Francis, p204). Clearly some agents fail to appreciate and respond appropriately to the changing logic of the field.

Another example included a perception that a fear of student and/or management censure through the awarding of low grades by some staff later rebounds upon those unwilling to compromise their value-positions by lowering standards further along a programme of study. Two participants described how assaults were made on their professionalism by disappointed students misled into having an inflated sense of their personal abilities. Maintaining a professional front when colleagues’ behaviours and standards are misaligned can be a significant stressor (p205), one that is often suffered in silence in order to maintain the professional image of the local team. To counter the potential for conflict academics can experience self-doubt and resort to self-protective behaviours: *‘why am I the bad guy?’* and: *‘that’s about me covering my back’* (Rob and Judy respectively, p205). The teacher training debate hinges upon what a trained workforce can offer management and students, rarely is the potential value to colleagues raised.

Claim 5: Limitations on participation in habitus development for contractual staff can undermine academic inclusion and damage the student experience

So far this discussion has focused on new and existing core staff, the debate rarely encompasses a significant group of academic teachers, namely contractual and Associate staff. This group constitutes a significant proportion (just over half, p73) of the academic staff profile in this setting. They are contracted to supply the demands of the local field (Barnett, 2009) regularly on a Just-In-Time business model and can be involved in any or all of the multifaceted roles of an academic teacher; they are subject to the same audit trails (Morley, 2003). Contract renewal depends upon consistent measurable achievement and acceptance of comparatively low remuneration: *'I'd be the first to go, but then I am cheap so it might mean I'm more in demand'* (Steve, p274).

This group suffers a number of disadvantages. A functioning and functional work environment is often denied them (p182). Contracts are fixed, workloads are not (p140): *'As a sessional I have to prepare/mark in my own time'* (Industrial Automation). They are unlikely to have access to teacher training although unusually this study found that one had been funded and: *'paid to do PgPLT, to get Fellowship'* (Steve, p214). Isolation and uncertainty are challenging (p156): *'Associate staff don't really feel part of the team'* (Marketing). Massification had meant that permanent, full time employment was a real possibility; here a third had achieved core status in this way (p104). These opportunities have lessened however because the institutional identity has shifted, demand is now for proven researchers: *'what the university appears to be hiring is people who are a mile deep but an inch wide... whereas I am fairly deep... but very wide and that is not of value for anyone doing hiring here... we get back to the culture, the overall values of the institution which I think is at war with itself right now'* (Francis, p190). Any attempt to engage with higher study or construct a personal research profile is at the cost of the individual (p112). None of this matters a whit to students (p192): *'As they are now paying customers they are expecting more from teaching staff and research status means little to students'* (Coaching).

From the student perspective, the individual lecturer/tutor/supervisor engaging with them is deemed 'fit for purpose' because the institution has elected to place them in that role. The potential for a professional habitus acquisition for this group is the lowest of all given their positioning as temporary agents; institutionally they merit the least attention despite being contracted as representatives of that institution. Moreover, their future status remains unclear in terms of engagement with teacher training. A key word search of both the Browne report (2010) and the recent White Paper (DBIS, 2011) failed to uncover any reference to this group despite their prevalence. This is a significant oversight where institutions are being driven to establish a unique and sustainable competitive edge based upon demonstrable teaching excellence. Reputation is built collectively; it can be quickly eroded where the reality does not match the rhetoric.

Summary of claims 3, 4 and 5

These three claims were underpinned by empirical evidence drawn from primary data analysis and contextualized by reference to extant literature and reports recently disseminated by the field of power, the State. I have thus argued that the public face of the institution is a composite of many private academic faces and that to ignore this incontrovertible fact undermines any claims that teaching excellence is venerated within. From a utilitarian perspective all teaching staff are charged with inculcating gradueness, enhancing the student experience and striving for improved levels of student satisfaction. By these measures is the institution judged nationally and internationally. Where stakes are high, wholesale investment in the teaching capacities of all academic teachers regardless of longevity of practice or contractual status is warranted because fee-paying students neither temper their demands nor adjust their expectations according to the preparedness of teaching staff. In 2012, unprecedented fee rises will transmute customer to super-consumer, the prosumer, one who is proactive in their purchasing choices. This continued commodification of HE has significant implications for transparency in teaching excellence. From a virtuous perspective, the preparedness of agents to meet the demands of the field is a moral imperative (Macfarlane, 2004).

Data-led construction of a value-led programme

Claim 6: Contemporary academic practice in post-1992 offers many rewards as well as challenges; optimism is the key to habitus acquisition

There is an ever-present danger when attempting to construct a case for action to be taken to address a deficit that positive elements are at best overlooked or at worse, disregarded. Habitus acquisition is optimistic; it implies that agents *can* consciously develop a ‘feel for the game... one that is durable... transposable’ (Maton, 2008, p51). Moreover, the game accords capital advantage and accumulations; rewards that spur further commitment to and engagement with the rewarding activity. In the context of academia these are more likely to be symbolic and cultural than economic. For example, respondents reported significant pleasure in leading students to success, sharing with them; being party to and part of their ‘light bulb’ moments, and teaching them generally (figure 61, p157). Participants reported the joy of engaging with secondary research, for its own sake: ‘*What I enjoy most about my job is preparing for lectures, updating myself, learning*’ (Trevor, p191) and for disseminating that meta-analysis in person or through book publications: ‘*what I was trying to do was kind of like translate some of that for ordinary people*’ (Guy, p191). Positive human interactions, with colleagues, with students having common interests and goals both invigorate and energize and in so doing raise the ‘worth of the game’ (Swartz, 1997, p125).

In this context then, I offer the case for a value-led programme delivered through a structured forum by experienced leaders. In this scenario, participants are guided by the socializing auspices of those whose own habitus for higher education teaching is well formed (Moore, 2008). The ethos of such a forum must be one in which agents are strengthened in their capacity to deal with the ‘... complex ethical issues’ (Macfarlane, 2004, p4) attendant to practice. To have a habitus for a field is to be empowered to act effectively and ethically within its constraints and to be situated so as to take advantage of its opportunities. A consciously designed programme of habitus acquisition does not set out to displace existing habituses; it demonstrates respect for them and seeks to build

upon them. Every agent is unique. Each possess different knowledges and competences; each fosters different expectations and aspirations. Action emerges from both effective and affective domains in response to cognitive and emotional stimuli. This is why the detail of such a programme can be neither prescriptive nor pigeon-holed:

The term 'training' may summon up images of military drills, but in practice the training of university teachers often involves relatively sophisticated processes underpinned by theoretical models of professional development... and change over time in teacher's conceptions of teaching.

Gibbs and Coffey (2004, p88)

In constructing the model below I drew upon the positive comments of graduates of MidwayU's existing programme (p216):

- *'What was good about it was what I learned about teaching theory, how to be a teacher 'cos I always thought if you know your subject, you knew how to teach it and that's just not true, and this concept of dual professionalism, I knew I was a professional accountant but I never really realized I should be a professional teacher' (Trevor)*
- *'I learned a lot from other people, people from different backgrounds... it should be the blooming course in the university' (Simon)*
- *'There's no difference between existing and new [staff], they need it as much if not more because they could be stuck in ways... if you haven't got that background, you need it... I'd been teaching for a long time... I didn't make the links with pedagogical theory, I wasn't interested before' (Sue)*

These comments are worthy of reiteration because they point to the revelatory nature attendant to exposure to previously hidden opportunities. The concept is simple in its aims yet sophisticated in its outcomes, the creation of a dual professional habitus.

Through engagement with the science of pedagogy and the art of teaching the relations

between agency and structure are purposefully mediated in order to interject strength. The context is similarly straightforward, such a programme offers a time and place separate from the demands of the job wherein staff-as-students can interact with experienced practitioners and extant literature to explore and debate what it is to be a higher education teacher in a post-1992 setting. The locus is a community of practice where collegiate rather than silo thinking is the norm. Because habitus is a set of acquired internal dispositions and is an internal response to external strictures and demands in order to optimize personal capital, it confers confidence upon and within agents.

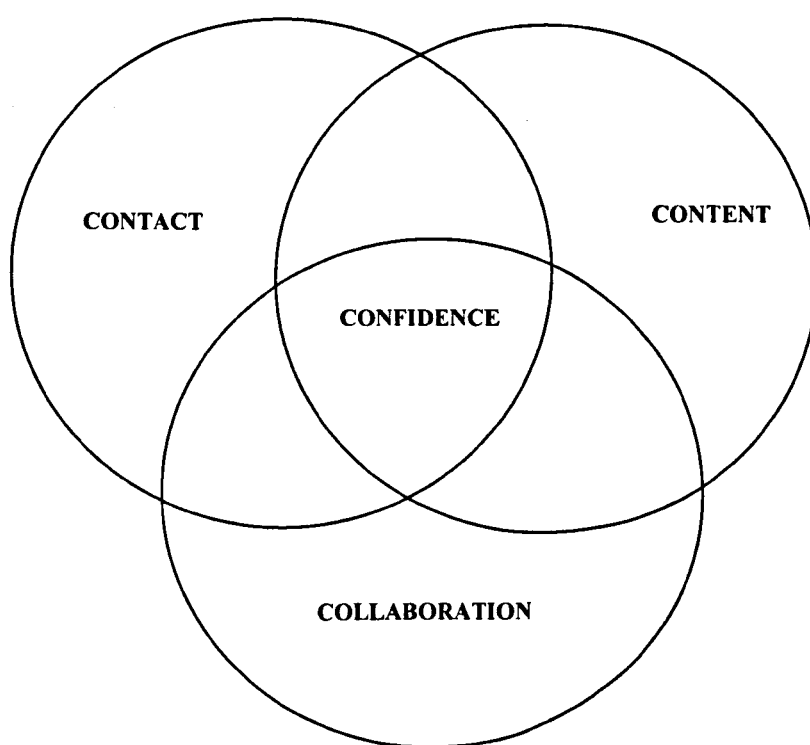


Figure 73: The 4C model of habitus acquisition

Thus far I have avoided alluding to *skills development* given the negative connotations associated with practical training as outlined above (Gibbs and Coffey, 2004). I now find it appropriate to include the notion of *skill sets* as drawn from informants' data. They are tabulated below to represent those domains that constitute a teaching habitus integral to an academic identity that they might inform programme design.

	Role	Context	Practice	
Academic Teacher	Scholar	Researcher	Interpret extant knowledge	Student Learner
	Developer	Curriculum	Sequence knowledge transmission	
	Sage	Lecture	Transmit extant knowledge	
	Guide	Seminar	Facilitate transformational learning	
	Tutor	Tutorial	Facilitate individual learning	
	Supervisor	Leader	Support autonomous learning	
	Mentor	Critical friend	Support praxis development	
	Coach	Cheer leader	Support skills development	
	Counselor	Pastoral	Support life skills development	
	Challenger	Disciplinary	Maintain HE/subject standards	
	Assessor	Marking	Formative/summative feedback	
	Clerk	Admin	From handbook to grade-book	
	Evaluator	Receptive	Facilitating the student voice	
	Reflective	Responsive	Honing practice	

Figure 74: Academic teachers' dimensions of identity

The academic identity is clearly multi-faceted. Effective practice demands an underlying set of organized dispositions; furthermore, these must be sufficiently durable to withstand the pressure of change. This is the power of habitus.

Hysteresis is unlikely to abate and may accelerate

In combination the claims suggest that equipping HE teachers with the dispositions for the science of pedagogy and the art of teaching is a virtuous and utilitarian response to change. This is pertinent because there is no evidence that higher education is approaching any form of stasis. On the contrary, the release of the recommendations of the Browne (2010) report and the White Paper (DBIS, 2011) infer continued seismic shift in the central tenets of a higher education. Existing precepts pertaining to purpose are jolted if not lifted altogether from what might have once been viewed as relatively stable foundations. When demand is consumer-led then supply must be reactive in the immediate term, and proactive in divining likely long term trends, that is, in refining the nature of future demand. Thus the modern university finds itself responding to the vagaries of the postmodern marketplace. Throughout this thesis I have endeavoured to make the case that in strengthening its agents, the field strengthens itself, a utilitarian act of self-preservation and perpetuation. Bourdieu referred to the concept of field as: ‘... *le champ*... an area of land, a battlefield and a field of knowledge’ (Thomson, 2008, p68). This conceptualization contextualizes the nature of a social world thereby setting the scene for consideration of the impact of hysteresis.

The logic of the field requires that many agentic communities fulfill a range of essential functions that together constitute a whole that is greater than the sum of its parts. If the metaphor of battlefield is extended to investigate a field under siege then it makes sense to consider any single insider agentic community as a battalion that must be armed if it is not to be over-run and the field breached. This is how Bourdieu interpreted habitus acquisition; it is the arming of the agent in readiness for action, an ethical and moral imperative (Macfarlane, 2004). Teachers at MidwayU face the same challenges as others across the sector, not least tightening fiscal constraints, technological advances and the prospect of the prosumer (student as producer/consumer). The logic of the field is founded in habitus because agentic strength is the logical place to start.

The potential for wider application of Bourdieusian sociological theory

I previously considered the appeal of habitus theory in this setting and concluded that a Bourdieusian framework was satisfactory in meeting the epistemological and ontological demands attendant to researching a specific social world. The theory prompted the inception of early inquiry and subsequently provided the gaze through which data, captured through a structured mixed methodology was interrogated to uncover and understand the nature of the mediated relations between agency and structure. In so doing it generated timely and empirically underpinned new knowledge concerning the socialization of individuals employed within a professional arena. It is its grounding in Bourdieusian sociological theory that confers this study with heuristic value in other social research contexts because it has demonstrated that the notion of habitus is intrinsically valuable in understanding such acclimatization processes.

Furthermore, it is also satisfying. By this I mean that relational theory affords the researcher the conceptual tools to draw out and examine primary data in a robust and transparent way. Bourdieu accords the researcher with a research identity, that of reflexive researcher (p15), a transformative concept. It simply was not possible to deconstruct Bourdieusian thinking and elect to align myself with this or that according to my preferences (doxic presuppositions/preconstructions, p27). It is an immersive philosophy that induces a personal metanoia couched in a new lexicon (p17, p14), both are illuminating. Bourdieu was concerned with notions of social justice and the alleviation of agentic suffering (p28), thus he constructed a “‘philosophy for everyman’... a way of coping with contemporary living’ (Grenfell, 2008:1, p2). It is arguable that contemporary living is increasingly complex, unprecedented change on the macro scale (the economic field) profoundly impacts upon the micro scale (multiple social fields). In the latter, individual situational awareness (agency) is the start point for situational change (p28), a key rationale for social science research generally and here specifically.

RECOMMENDATIONS

- That a teacher training intervention for higher education is consciously rooted within a Bourdieusian ethical framework, and that the sociological theory underpinning professional habitus acquisition is made explicit to agents that they might be active participants in a process, not passive recipients of a procedure
- That the benefits of cross-university networking (contact) and trans-disciplinary working (collaboration) are embedded in a curriculum focusing upon exposure to and engagement with teaching and learning theory and practice (content) strengthens agentic capacity for action (confidence) be emphasized and endorsed by and across the institution from a value perspective
- That such a programme is open to all agents who would benefit from it regardless of longevity or contractual status
- That such a programme accords respect to the existing professional habitus of the participant and consciously builds upon it in the construction of a new dual professional habitus conferring an academic identity that incorporates notions of the specialist higher education teacher
- That such a programme offers participants opportunities for exploring their personal academic potentials, for example, engagement with communities of practice outwith their particular 'tribe' for the sharing and advancement of good practice and the undertaking of critically evaluative primary research as it pertains to their own local subject-based pedagogical practices
- That the deliverables of such a programme are disseminated to other agents, and students, to foster and strengthen a cohesive learning community in the context of ongoing hysteresis

- That accreditation is accorded social and symbolic capital through a specific public graduation event
- That accreditation is accorded cultural capital through a conscious recognition of pedagogical theory as a powerful knowledge domain in its own right, one that justifiably sits alongside subject knowledge in terms of accorded status
- That accreditation is accorded economic capital through the increase in remuneration for staff-as-graduates by one step up the academic pay scale
- That a longitudinal study of those agents who enter and exit such a programme be undertaken to critically evaluate the nature of the mediated relations between agency and structure, that a habitus field match might be cultivated and capitalized upon to mutual benefit

Closing observations

The findings of this study indicate that teaching excellence cannot be assumed. It cannot be conferred by work intensification, or invoked through tightening management control. This is because teaching is essentially a vocation and so embodied in its most effective practitioners. The embodiment of distinct and distinctive practices, of field logic, lies at the heart of habitus theory which holds that habitus is acquirable but that left to its own devices it is a slow process vulnerable to suffering and symbolic violence. It is not that agents whose habitus for a field is not well-formed do not perform, quite clearly they do. Neither is it the case that the field holds no rewards for them, quite clearly it does. What habitus theory does is make field logic explicit to its agents in order that junctures where strengtheners might be interjected are capitalized upon. In strengthening its agents, the field strengthens itself, an act of self-preservation and perpetuation that is both utilitarian and virtuous. A truly higher education is one in which novices are engaged in transformational learning underpinned by transformational teaching founded upon the intersection of the science of pedagogy and the art of teaching embodied within the agent charged with cultivating graduateness in a workforce-in-waiting.

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Invitation to participate in doctoral research: Academic Experiences
 Laura-Lee Duval

Sent: 20 February 2009 16:46

To: [Redacted]

Hi [Redacted]

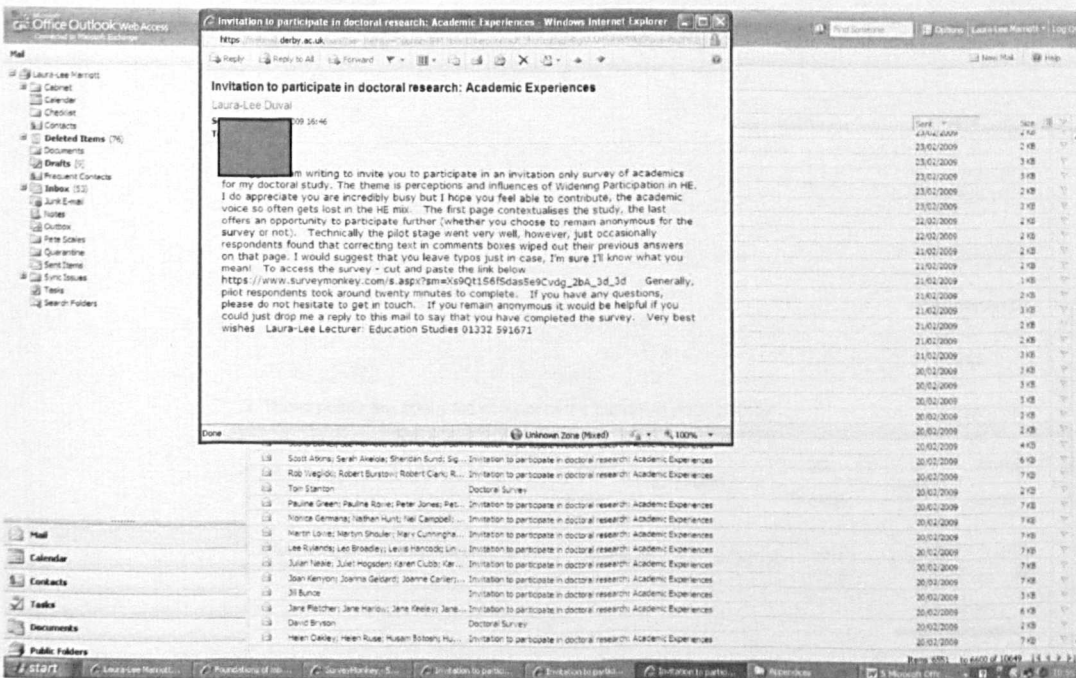
I am writing to invite you to participate in an invitation only survey of academics for my doctoral study. The theme is perceptions and influences of Widening Participation in HE. I do appreciate you are incredibly busy but I hope you feel able to contribute, the academic voice so often gets lost in the HE mix. The first page contextualises the study, the last offers an opportunity to participate further (whether you choose to remain anonymous for the survey or not). Technically the pilot stage went very well, however, just occasionally respondents found that correcting text in comments boxes wiped out their previous answers on that page. I would suggest that you leave typos just in case, I'm sure I'll know what you mean!

To access the survey - cut and paste the link below

https://www.surveymonkey.com/s.aspx?sm=Xs9Qt1S6fSdas5e9Cvdq_2bA_3d_3d

Generally, pilot respondents took around twenty minutes to complete. If you have any questions, please do not hesitate to get in touch. If you remain anonymous it would be helpful if you could just drop me a reply to this mail to say that you have completed the survey.

Very best wishes



Evaluation Edit

[Design Survey](#) | [Collect Responses](#) | [Analyze Results](#)

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Response Summary

Total Started Survey: 10
Total Finished Survey: 10 (100%)

PAGE: EVALUATION

1. These points are about the design of the survey:

[Create Chart](#) | [Download](#)

	Definitely	Generally	Not certain	Not really	No	Response Count
Did you find it 'user friendly'?	40.0% (4)	60.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	10
Was it easy to navigate?	60.0% (6)	40.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	10
Were the instructions clear?	40.0% (4)	60.0% (6)	0.0% (0)	0.0% (0)	0.0% (0)	10
Did you feel it flowed naturally from one section to the next?	80.0% (8)	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)	10
Did you have enough answer options?	40.0% (4)	30.0% (3)	0.0% (0)	20.0% (2)	10.0% (1)	10

[Comments](#)
[Show Responses](#) | **4**

answered question | **10**

skipped question | **0**

2. How long did it take you to complete it?

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	Response Percent	Response Count
About ten minutes	0.0%	0
About a quarter of an hour	30.0%	3
About half an hour	50.0%	5
Longer	20.0%	2

[Comments](#)
[Show Responses](#) | **5**

answered question | **10**

skipped question | **0**

3. These points are about the content of the survey in each section:

[Create Chart](#) | [Download](#)

	Strongly agree	Agree	Not certain	Disagree	Strongly Agree	Response Count
1. Informed consent: this was clear and concise	70.0% (7)	30.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	10

answered question | **10**

skipped question | **0**

3. These points are about the content of the survey in each section:						Create Chart	Download
2. About You: The option to remain anonymous freed me to answer personal questions	50.0% (5)	40.0% (4)	10.0% (1)	0.0% (0)	0.0% (0)		10
3. Widening Participation: The statements were interesting and made me think about the context in which we work	70.0% (7)	20.0% (2)	10.0% (1)	0.0% (0)	0.0% (0)		10
4. The 7 Principles: I felt this was a useful model to explore what we do	50.0% (5)	40.0% (4)	10.0% (1)	0.0% (0)	0.0% (0)		10
5. And Finally: These are pertinent issues	44.4% (4)	55.6% (5)	0.0% (0)	0.0% (0)	0.0% (0)		9
Comments							1
Show Responses							
answered question							10
skipped question							0
4. Please add any suggestions for amendments/improvements, it would be helpful if you could note the section/question numbers.							Download

	Response Count
Show Responses	4
answered question	4
skipped question	6

5. THANK YOU! Please indicate whether you would be prepared to participate in the interview pilot phase below:			Create Chart	Download
	Response Percent	Response Count		
Definitely	70.0%	7		
Possibly, tell me more	20.0%	2		
No thank you	10.0%	1		
Your contact details here			5	
Show Responses				
answered question			10	
skipped question			0	

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Displaying 50 of 60 respondents

[Crosstab Responses](#)[Download Responses](#)[Share Responses](#)**Response Type:**
Normal Response**Collector:**
Degrees of Graduateness: Academic Perspectives
(Web Link)**Custom Value:**
empty**IP Address:**
195.194.178.251**Response Started:**
Monday, February 23, 2009 1:22:48 PM**Response Modified:**
Thursday, July 12, 2012 10:29:23 AM**1. Please confirm that you consent to participate in the study by ticking each of the following boxes:** I have read the above information I have the researcher's contact details I understand I am free to refuse to answer any question I understand my information will be treated in the strictest confidence I agree to take part in the study**1. Your name (optional)**

Provided but deleted for anonymity

2. Are you?

Male

3. Are you?

40-49

4. Please indicate your ethnicity (categories as per application form for an academic post).

White British

5. How did you get here? (Please select from the drop down menu)

Personal invitation to join as an Associate Lecturer

6. When was this?

2001

7. What is your highest academic qualification?

Masters

8. Please briefly outline your area of professional expertise, it would be helpful if you could describe how long you have/had been in this field, your highest post within it and whether you still maintain links with it.

Human Resource Management - Learning & Development (professional / personal development)

9. Did you hold a teaching qualification at the start of your HE teaching career?

No (Please answer Q10 & 11)

10. Did you have practical experience of teaching on entry?

Yes

Varying - both HE and industry based

11. Do you now hold or are you working toward a teaching qualification eg PGPLT?

Not required

12. Why did you choose to enter HE?

My industry/profession did not offer sufficient future challenges

13. Now you are here, what is your job title?

Senior Lecturer

Programme Leader

14. What are the terms of your employment contract?

Full time permanent contract

15. Do you belong to a union?

Yes

16. Which faculty do you belong to?

Business, Computing and Law

17. What is your primary discipline? For example Accounting, Law, Education Studies...

Human Resource Management

18. On your arrival were you formally inducted?

No

19. If 'No', have you since been inducted?

Yes

20. If you have (initially or subsequently) been formally inducted, how do you rate the usefulness of that process with respect to:

	Excellent	Good	Satisfactory	Unsatisfactory	Poor
1. Understanding how the university works				X	
2. Understanding how your department/school works?			X		
3. Understanding the LTA (Learning, Teaching and Assessment) needs of the student body?			X		

Please add any comments here: A very disjointed process, which really did not get to grips of what a lecturer does and how the support mechanisms effectively work for them (an issue around the psychological contract)

21. Your working environment: how long was it before these facilities were made available to you:

	Immediately	One month	Two to six months	Six months to a year	A year or more	Don't have this yet
Office space	X					
An email address		X				
A telephone	X					
A computer	X					
A Printer		X				
Photocopier code		X				
Administrative assistance		X				

Please add any comments here: Some of the issues around 20 above are also applicable here.

22. Your current teaching role: please select all that apply

Programme leader

23. How many modules (on average) do you lead/tutor annually?

4

24. Are you/have you been involved in research since joining the institution?

I'm undertaking an EdD

25. If you are currently involved in accredited research, who funds this?

No Response

26. If you are currently involved in accredited research, are you allocated 'hours' for your work?

No Response

27. If you are currently involved in accredited research do you feel supported by?

No Response

28. Do you have an agreed CPD framework (Continuing Professional Development Plan - often organised through DPR - Development Progress Review interviews)?

Yes

29. Thank you for telling me about your entry into HE and where you are now. If you have any further comments to add about this process, please use the text box below.

No Response

1. The traditional university was an instrument of cultural reproduction. At the heart of this transference of cultural, social and economic capital was a teacher/learner interaction imbued with intimacy (Bauman, 1997). This intimacy is not achievable in a politically driven massified system responding to the supremacy of market forces (Scott, 1997).

Agree

The model needs to adapt to a new environment (the requirements of new generations attract and place differing demands on the teaching / learning relationship)

2. The forced imposition of market forces upon academia has re-cast the university as a unit of production, one that has less and less control over its inputs and more and more accountability for its outputs (Jary and Parker, 1998)

Agree

The agenda is to some degree driven by the student experience - but we need to ask questions of what we mean by this term and how it facilitates both the student and tutor experience.

3. A) According to Toohey (1999) WP students' levels of competence with respect to subject knowledge and study skills are untested on entry thus presenting substantial challenges to academics. B) This has led to widespread accusations of dumbing down in the perceptions of the public, employers and indeed academics themselves (Baty, 2004). C) Increasingly, the academic, like the student, feels unknown and undervalued (Kinman and Jones, 2004).

	Strongly agree	Agree	Not certain	Disagree	Strongly disagree
A		X			
B		X			
C		X			

For your comments: There is a need to question why we are here and what the role of academia is today.

4. 'With the growth in student numbers has come a devaluation in the currency of a degree' (Smith and Webster, 1997, p2).

not certain

Unsure about this - the value is still there to a large degree for each individual undertaking their chosen programme.

5. The traditional measures of widening participation are quantitative data concerning students' social class, gender, age and ethnicity. According to Michie et al (2002) these are blunt instruments, it may be equally important (when designing institutional policy) to know whether a student is, for example, a parent, works full time, has not left home or is the first in their family to go to university.

Strongly agree

Absolutely - we need to appreciate the diversity of the changing dynamic of student population.

6. WP students have little knowledge of the explicit structures and practices of academia, let alone its implicit norms and mores (Bowl, 2003).

Strongly agree

Which questions the validity of current degree structures - e.g. specialist honours programmes - are they still fit for purpose.

7. In The Guardian online, Wragg (2004) states 'Taking more students does not simply involve sticking 10 more chairs at the back of the lecture theatre. This is a complete misunderstanding of widening participation. Most additional students have lower entry grades. They need more attention than traditional students.'

Strongly agree

What are the student's motivations for being engaged in their chosen programme - is it to facilitate the current economic climate? is it to facilitate new life experiences? etc, etc

8. Historically, successful graduates were expected to leave the university having acquired autonomy; in contrast massification demands that students enter with it in order to survive (Smith and Webster, 1997).

Not certain

As a tutor I would hope that I could encourage a degree of autonomy (to a greater or lesser degree).

9. In fact, the notion of transmitting instrumental information has had its day, we are in the business of transformational learning (Biggs, 2003).

Strongly agree

You can always teach an old dog new tricks (if you'll pardon the metaphor)

10. In fact, high standards are conceptually more than feasible, more is understood about 'concepts and practices of continuing education' (Taylor, 2000, cited in Thomas, 2001) than ever before.

Agree

Feasibility and achievability are two different points on the map, so time and effort needs to spent exploring where they are and what they look like.

11. If you would like to add any further comments, please use the text box below.

No Response

1. Principle 1 states: Good practice encourages contacts between students and faculty (academic staff). How do you rate this principle?

Agree

2. Which statement resonates with you, and why?

Yes I think this is essential and actively encourage it

There are more obvious tensions in managing the political demands, which don't always appear to match the willingness to achieve / encourage a more engaged student group.

3. How does contact with your students outside of timetabled sessions and formal tutorials generally manifest? (Please select all that apply.)

I operate an open door policy

I'm available by email

I'm available by telephone

4. Principle 2 states: Good practice encourages reciprocity and co-operation amongst students. How do you rate this principle?

Agree

5. Which statement resonates with you, and why?

Yes I actively encourage students to work with new people

It is necessary to measure and manage each group to facilitate team working, so that students can appreciate how it can help them.

6. How do you facilitate student reciprocity and co-operation? (Please select all that apply.) Small group discussions in keynote lectures Small group discussions in seminar sessions Small group directed tasks (not-accredited) Small group directed tasks (accredited) I design assessments to encourage collaboration I encourage study networking**7. Principle 3 states: Good practice uses active learning techniques. What is your opinion of this principle?** No Response**8. What sort of active learning techniques do you facilitate? (Please select all that apply.)** In-class discussions Video/DVD clips Accessing relevant internet links Demonstrations followed by practical activities Case studies External visits Guest speakers Role-playing**9. If you have encountered barriers to encouraging active learning, please indicate the sort of problems you have met. (Please tick all that apply.)** Not knowing which room(s) I'm in until after module designed (technological facilities) Not knowing which room I'm in until module design (space constraints) Administrative systems Unreliable technology My workload**10. Principle 4 states: Good practice gives prompt feedback. How do you rate this principle?** Strongly agree**11. Do you use formative (ungraded) feedback as a learning tool?** Sometimes**12. What methods do you use to feedback formatively?** Verbal Written**13. If you do use or would like to use formative feedback, please indicate any and all difficulties you may have had in using, or attempting to use this?** I don't have time to regularly mark throughout the semester I find that students don't do none-accredited work Formative work requires an different appreciation of learning, which may sometimes may be more difficult to get the message across.**14. With respect to summative feedback from written assignments, which statements resonate with you? (Please select as many as apply.)**

	Always	Usually	Sometimes	Not really	Never
I write detailed comments on the script	X				
I write a full report on the cover sheet	X				
I use the praise even for the weakest student	X				
I mark specifically to the Learning Outcomes			X		
I mark academic writing skills	X				
I mark referencing skills	X				
I offer referrals for fails	X				

I advise students where to get further help X

Comments:

15. Please consider which of these statements resonate with you during marking periods.

I get it done but mainly in my own time

I don't often authorise ECFs

The short period available to grade papers (especially after exams) can make preparation for the new semester difficult, especially when learning materials are consistently updated year on year.

16. Principle 5 states: Good practice emphasis time on task (interpreted as encouraging study skills development).

Agree

17. With respect to study skills, which of the following statements resonate with you. (Please select all that apply.)

My programme has access to discipline-specific support resources

I point students to generic university resources

I refer students to the Study Adviser scheme

I incorporate skills training within my modules

I routinely emphasise the development of transferable skills

18. Principle 6 states: Good practice communicates high expectations (from teachers to learners). How do you rate this principle?

Agree

19. In this context, which of these statements resonate with you? (Please select all that apply).

I encourage deep learning

I discuss the importance of self-motivation with my students

20. Principle 7 states: Good practice respects diverse talents and ways of learning. How do you rate this principle?

Strongly agree

21. Please select any and all statements that resonate with you.

I try to match learning styles but it's not always possible due to class size

I try to match learning styles but it's not always possible due to course content

The learning materials may be constructed to achieve professional body requirements.

22. Now that you are familiar with Chickering and Gamson's (1987) model, please comment on its potential usefulness in the context of HE in the UK. It has been widely distributed as a 'mutual contract' of learning and teaching practices between students and lecturers in the USA.

I think this would be useful as an introductory tool to setting ground rules

23. Are there any other areas of the teacher/learner interaction you consider should be explored? If so, please describe.

No Response

1. At the moment Widening Participation information collected by any HE institution concerns social class, gender, age, ethnic group and disability data and this rarely filters down to academics. Do you think it would inform your teaching practices if you knew the following about students? Whether they:

	Definitely	Possibly	Not certain	Not really	No
Have moved away from home (social/study networking opportunities)?		X			
Live at home but some distance away?				X	
Are the first in their family to go to university (habitus)		X			
Are a parent?	X				
Are a carer?	X				
Work full time?	X				
Work 20 hours + per week?	X				

Have access to own IT equipment? X

Comments:

2. Similarly, thinking about competences on entry, do you consider it would be helpful to know the following about students:

	Definitely	Possibly	Not certain	Not really	No
Academic level achieved to date		X			
Subjects studied			X		
IT skills levels		X			

Other (please specify): Chosen programmes may not necessarily have been as a consequence of previous learning opportunities.

3. Thinking about student behaviours, do you consider the following to be true of your students? A general increase in:

	Definitely	Possibly	Not certain	Not really	No
Dependence?		X			
Overall anxiety?			X		
Assignment anxiety		X			
Lateness?			X		
Inability to prepare for sessions?		X			
Inability to focus during sessions?				X	
Reluctance to tackle non-accredited work?		X			
Low levels of academic writing skills?			X		
Low levels of critical thinking skills?		X			
Absence?			X		
Aggression?			X		
Formal complaints?			X		
Applications for ECFs?		X			
Expectations of an instant response from you		X			

Comments:

4. Thinking about plagiarism

	Yes	I'm not sure	No
Do you consider it to be on the increase?	X		
Is it mainly deliberate?			X
Or due to misunderstanding?			X
Do you use Turn It In	X		
Do your students use Turn it In?			X

Comments: They are offered the opportunity to use it.

5. Do you use the following IT platforms?

	Regularly	Sometimes	Not familiar	Not really	No
Blackboard: posting module handbook?	X				
Blackboard: posting session materials?	X				
Blackboard: posting supplementary resources?	X				
Blackboard: posting assignment briefs?	X				
Blackboard: discussion groups?		X			
Blackboard notices?	X				
Blackboard email alerts?	X				
Blackboard Wikis?			X		
Blackboard Blogs?			X		
Discrete Wikis?			X		
Discrete Blogs?			X		
Horizon Wimba interactive classroom?			X		
Horizon Wimba web pages?			X		
Adobe presenter?				X	
Peoplesoft absent student alerts?				X	

Comments:

6. In general, how would you rate student participation in the following areas?

	Excellent	Good	Average	Poor	Dismal
Accessing module instructions?		X			
Accessing session materials?		X			
Accessing supplementary materials?			X		
Accessing assignment information?			X		
Using wikis?				X	
Using blogs?				X	
Responding to BB notices?			X		
Responding to BB email alerts?		X			
Responding to absence alerts?				X	
<i>Comments:</i>					

7. In the student phase of this study, less than 50% of students strongly agreed or agreed that their academic expectations were being met. What do you make of this finding? Please explain your answer.

Not Surprised

We have not really got to grips with the changing expectations and consequently there is not an effective meeting of minds on what is expected and how it can be met.

8. In the student phase of this survey, less than 50% of students strongly agreed or agreed that their personal development expectations were being met. What do you make of this finding? Please explain your answer.

Not surprised

Too much talk around the subject of PDP does not facilitate the learning experience.

9. In the student phase of this survey less than 50% Strongly agreed or agreed that their social expectations were being met. What do you make of this finding? please explain your answer.

Not surprised

We do not have a good appreciation of the diverse needs of the changing student group.

10. What 3 things make being an academic in a modern university challenging?

1. - the changing political demands (internally and externally)
2. - the lack of understanding / appreciation of expectations
3. - generational differences in managing relationships

11. What 3 things make being an academic in a modern university rewarding?

1. - the changing types of interaction with students
2. - the scope to facilitate different types of learning
3. - the support from the subject group

12. Thank you very much for your time and interest in this phase of the study. Your participation is highly valued. Please indicate below whether you are prepared to participate in an 'issue-based' interview. A list of issues arising from the study will be circulated to interested respondents so that you can focus on particular areas of concern/importance to you. Remember, if you have completed the survey anonymously, you can still be interviewed, just email me [L.Duval2@derby.ac.uk] and we'll fix up a time/date.

Definitely

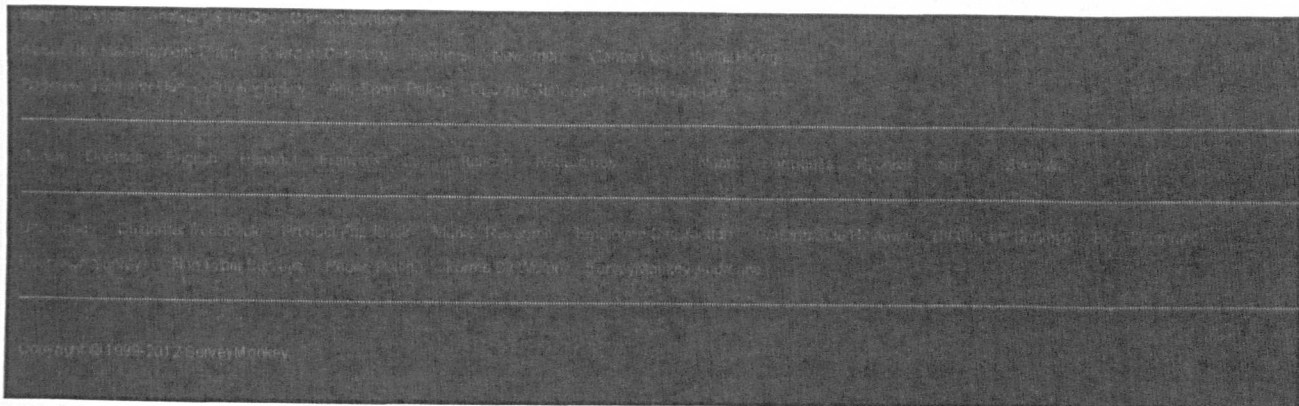
Provided but deleted for anonymity

13. If you have undertaken or are undertaking PGPLT and are interested in discussing your experiences either individually or as part of a focus group, please indicate below:

No Response

14. THANK YOU, please add any final comments here:

No Response



1. In your opinion, how well do you think the current system of...
2. Have you ever...
3. Do you think...
4. What do you think...

This option invites you to comment on some of the controversial debates about the state and status of mass higher education based upon your personal knowledge and experience of working in a post-1992 institution. The main topics are:

1. The McDonaldization of HE
2. The therapeutic university
3. Implications for the meaning of 'graduateness'
4. What of the future?

Brief explanations from the literature are offered to both clarify and serve as prompts for thought.

1. Do you consider that you are or soon will be, working in a McUniversity?

Ritzer first proposed that HE, as an integral element of society, must necessarily adopt the McDonald's model of operations, just as industry, business and commerce was beginning to do, in 1993. This model is based on four dimensions: efficiency, calculability, predictability and control. In 2002, he added enchantment (capturing attention) and spectacle (keeping it), ie recruitment and retention through giving customers (students) what they want, how and when.

2. Do contemporary students need to 'feel right' before they can 'think right'?

Hayes (2002, p143) uses the term 'therapeutic university' to describe an undergraduate offer predicated upon experiential learning opportunities designed to promote self esteem, rather than exposure to the risky business of pursuing knowledge for its own sake. This ethos could be seen as symptomatic of the elevation of an enterprise ideology (with its elements of social reconstruction) over traditionalism (with its disciplinary discourse) (Trowler, 2008) ie the prizing of doing (transferable skills) over knowing (subject knowledge), the inevitable outcome of the marketisation of HE according to Furedi (2002).

3. Does the rhetoric surrounding graduateness, that it is an educational rite of passage, concur with the reality?

Graduateness is defined as specific knowledge of an academic field and a set of transferable skills achieved through successful completion of an undergraduate programme (HEQC, 1995, cited in MacDonald Ross, 1996). Trowler (2008) asks whether the adoption of increasingly sophisticated and interactive technologies in learning, teaching and assessment might create the illusion of skills acquisition, skills that do not readily transfer when the context changes. There is concern that this illusion of achievement might extend to subject knowledge: academics report increasing pressure to getting students through: 48% passed failing work, 42% had fails upgraded to pass and 20% admitted turning a blind eye to plagiarism (Baty, 2004).

4. What changes do you predict for HE given the current political, economic and social climate and how might these impact on the ethos within which you work?

This option invites you to comment on the academic role based upon your personal knowledge and experience of working in a post-1992 institution. The main topics are:

1. Role identification and interpretation
2. The research-teaching nexus
3. The locus of value
4. What of the future?

Brief explanations from the literature are offered to clarify and serve as prompts for thought.

1. Are you the ‘sage on the stage’ or the ‘guide by the side’ (or both)?

Trowler’s (2008, p32) terms explore the dilemma many academics experience when defining their role. Time pressures, shrinking resources, increased accountability, bureaucracy and a widening remit (internationalization, income-generation) have generated the packaging of discrete parcels of knowledge (modules) and re-cast the academic as knowledge provider, and pedagogy as student-centered. Fox (2002) describes the latter as an expedient response to the impact of massification and the influence of widening participation. This is not without consequence for the academic role (and status). The need to satisfy the learning demands of increasing numbers of increasingly diverse students (often having fragile learning identities) can ‘re-shape relationships and power relations’ (Trowler, 2008, p32).

2. Are you first and foremost a teacher or a researcher?

This debate is not new: ‘to discover and to teach are distinct functions, they are also distinct gifts, and are not commonly found united in the same person. He too, who spends his day in dispensing his existing knowledge to all comers is unlikely to have either leisure or energy to acquire new’ (Newton, 1853 cited in Karran, 2009, p25). The Dearing (1997) report ‘Higher Education in the Learning Society’ formally separated teaching and research. It distinguished between research for the purposes of teaching (delivering existing knowledge) and research for the purposes of advancing knowledge. Hayes (2002, p144) explains that the latter was the norm; the traditional university was a ‘community of scholars [academics and students]... where tentative knowledge [the product of research] is made public for discussion and judgment [the process of teaching]’. More than a decade on, institutional rhetoric exhorts a dual role; the reality is the de-prioritisation of research activity behind meeting the needs of students and management (Karran, 2009).

3. Do you consider yourself value-driven, value-added, valuable, valued?

The report ‘Higher Ambitions - the future of universities in a knowledge economy (BIS, 2009) and the current QAA review of the academic infrastructure has significant implications for academic CPD (Perkinton, 2010). This question asks you to consider the place of value in contemporary HE discourse. Value-driven (self-audited against institutional core values) is evidenced through Development and Performance Reviews. Value-added is measured by student retention and results (satisfaction and success). Being valuable is a personal construct of personal status. Being valued is a personal reflection upon the words and actions of significant others: students, colleagues and management.

4. What changes do you predict for HE given the current political, economic and social climate and how might they impact upon your role?

This option invites you to comment on some of the contemporary debates about widening participation in HE based upon your personal knowledge and experience of teaching in a post-1992 institution. The main topics are:

1. The implications of widening participation (WP) upon learning and teaching
2. The role of the academic in shaping the student experience
3. Technology: master of, or slave to, pedagogy
4. What of the future?

Brief explanations from the literature are offered to both clarify and serve as prompts for thought.

1. How would you describe students' competence, commitment and expectations?

Widening participation refers to the inclusion of typically unrepresented groups in the student population (McGivney, 2001). Research suggests that they tend to cluster in post-1992 institutions (Kumar, 1997), often lack habitus (cultural capital) through being the first in their family to participate and many do not leave home, being 'debt-averse' (Stevenson and Bell, 2009, p7). Attendant commitments are common (family, employment) (Bowl, 2003). They are usually untried and untested on entry (Toohey, 1999) and regularly present with 'fragile learning identities' (Ecclestone, 2003, p3). Motivation is often 'to obtain a qualification for a decent job' prompting a shallow approach to study (Biggs, 2003, p3). Where guided into Joint Honours programmes, they have difficulty developing a particular academic identity (Canning, 2005).

2. Do you consider the 'learning landscape' fit for purpose?

Stevenson and Bell (2009, p1) use this term to encompass 'the physical architecture, the formal and informal relationships, the processes of teaching, learning and assessment, the deployment of technology and other factors that combine to shape the nature of the student experience'. Each influences how teaching is planned, delivered and assessed in the context of students as consumers; the focus is customer (student) satisfaction. This has significant implications for academic staff similarly tasked with satisfying management (and often external bodies) especially where staff 'may not be aware of the extensive base of theory and research related to the science of teaching and learning in higher education' (Collis, 1999 cited in Karran, 2009, p26).

3. How do you perceive the relationship between technology and pedagogy?

Institutional insistence on digitalizing student learning through the Virtual Learning Environment (VLE) is extending to the inclusion of interactive Web 2.0 tools (eg wikis and blogs), computer-based assessment and mass learning opportunities (podcasts, lecture-capture video, virtual classrooms) in addition to e-communication through email, electronic notice boards and digital drop boxes for electronic submissions (Watling, 2009). Evidence suggests, however 'that technical skills are not synonymous with the ability to learn online' (Sharpe and Benfield, 2005 cited in Watling, 2009, p91) and connectedness cannot be assumed. Academic staff may be 'digital immigrants' rather than 'digital natives' (Prensky, 2001, p2), creating tensions in meeting and managing student expectations. There are implications too for plagiarism and authority.

4. What changes do you predict for HE given the current political, economic and social climate and how might these impact upon the student body?

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4. What of the future?

Brief explanations from the literature are offered to clarify and serve as prompts for thought.

Well first of all, tell me why you chose, out of the 3 options, your role

Err purely subjective, 'cos I thought, first of all it's the easiest one for me to talk about, is that...

I don't know if that's the type of answer that you want?

Mmmm

I didn't fully understand the other stuff, and I think maybe because I, you know, I do, I've got an interest in these questions, I liked they generated some thoughts in me

Right, lovely

Is that good? I don't know if that's err...

Don't give me what you think I want, just talk to me

Alright... yeah

Ok, well we'll start with this first one then, which is literally, are you the sage on the stage or the guide by the side... or both?

1. Are you the 'sage on the stage' or the 'guide by the side' (or both)?

Trowler's (2008, p32) terms explore the dilemma many academics experience when defining their role. Time pressures, shrinking resources, increased accountability, bureaucracy and a widening remit (internationalization, income-generation) have generated the packaging of discrete parcels of knowledge (modules) and re-cast the academic as knowledge provider, and pedagogy as student-centered. Fox (2002) describes the latter as an expedient response to the impact of massification and the influence of widening participation. This is not without consequence for the academic role (and status). The need to satisfy the learning demands of increasing numbers of increasingly diverse students (often having fragile learning identities) can 're-shape relationships and power relations' (Trowler, 2008, p32).

Definitely both... without doubt, yeah, I enjoy my own knowledge, I like, and again I'm talking about my character, don't know if I'm supposed... the whole point of teaching is you know that you can get something out of it... I like, I demand actually they ask the questions and they learn in that manner, it puts me through my paces, I like that... so I am the sage on the stage and I do take them off into different directions. I don't think I'm a model-type, well not model, that's the wrong word, I don't think I'm a traditional teacher or like that, I think I do lots of different things, think I'm lucky, I like working here 'cos I'm like, I can do what I want I suppose with my module so I'm definitely the sage, I suppose and well, with Law it's easy as well, 'cos you know, they get cases and things they have to look at and journals and I love it, I love it when they raise things that I've read and, it's not a question of looking good, I don't think like that, I just like the interaction...

Mmmmm

Comment [LLD1]: Rationale

Comment [LLD2]: Sage/Guide

Err but then I'm also the guide by the side, certainly here as well 'cos seeing as teaching two cohorts, half the cohort, you know, 300 credits, they're academically sound, they know what they're doing, the others come through clearing, not necessarily as ... I mean I'm not saying there's anything untoward with them but they probably don't have as broad an understanding or... they don't have as high level ability so there's two kinds of ability, may be more, well lots, hundreds of different levels of ability in the classroom but I do find for some of the classes there's a definite those who are getting it and those that aren't getting it, so you know, I think I do both, I guide them as well and err so I provide and guide [laughs]

Comment [LLD3]: Sage/Guide

Absolutely, erm, increasingly though we're quite stressed aren't we, by numbers, by resources, by rooming, by all the other tasks that we have to do, do you find that encroaches on the bit you love?

Comment [LLD4]: Sage/Guide

Erm... no, I don't think so, not with rooming, I mean the rooming is there apart from that that isn't big enough, I sort that out at the beginning... but I don't think, 'cos I'm lucky because I mean my class is quite big so I get the main lecture theatres anyway so I don't have any problem with resources really or anything... I'm like, I use the PowerPoint, I didn't used to, I have changed, I use PowerPoint but I'm not one who reads from it, I never actually refer to it, what I find with my style is that I put the PowerPoint up and I'm yakking on and what have you and in very different places and then I realize about 5 slides in to it, but you know, so they get a laugh from that sometimes but I just use it as a guide so yeah, I don't really find that the room has any problematic features for me really, no...

Ok

I like the bigger classes, I do like that stage idea I mean I think I do lecture to be honest... I think I do deliver a lecture, you know like the Christmas lectures and stuff like that, you know all the kids would be sat around you and you'd say, right, what is this amazing like bottle of pop that's going to blow up if we put soda in it? I dunno, I enjoy it, it's what we do, I mean some of the areas are rubbish of course, some of the areas I really don't like but I still slap the mask on and get through it...

Comment [LLD5]: Performance

So it is a performance?

It's a performance, yeah and it's exciting for me as well, that's the thing and I have some, I mean, I don't know what depth you want me to go, make myself sound like a complete knob probably but I have different key things that I do, I have stock phrases and one which I picked up from somewhere, I don't know where, I think it was at a conference or something but... if you take only one thing away from you from this lecture, take this... you know, and I then that gets, kind of keys them in...

Comment [LLD6]: Performance

Yes, it's a warning, isn't it, that something is going to follow that is important?

Yeah, yeah...

I think using key phrases with students is vital because you become associated with that phrase and when they hear it, they know you mean business...

Yeah, yeah

... it keeps them on track

Yeah, that's true

So it's a really strong thing...

Yeah, I think it all moulds into one, a guide and...

You've mentioned different levels of ability, what about the impact of widening participation, have you seen that come through in..?

Yeah, it's hell... it is

How is it hell?

It's opening the door, I think, to students...I know I'm not there to judge them and I never do and to me I see it as progression, if they can progress just even a bit, then that's, I've done my bit and they're getting something out of it but I worry with widening participation with Law specific

Comment [LLD7]: WP

areas because jobs are tight and I have some of these kids coming to me, saying to me 'I'm going to be a barrister' and I know they're not going to do it, I would absolutely keel over and drop dead, 'cos getting just even into chambers or getting, you know, it doesn't fit, it's not going to work for them... so we have this debate, do you tell them or not? So I think widening participation is difficult, along the lines of err, and choosing words carefully for the purposes of the microphone err, all this stuff about, you know err, all the foreign students, I think it's difficult, it's all about us getting them in, let's make it more accessible to them but they sink 'cos they can't do it, they can't... English speaking students with English as a first language struggle, some of them, with concepts, certainly with Latin and stuff, so I think some of the... having said that actually, as I'm now talking about it, there are some of the international students who are very good and they actually do better and are harder working than the home students actually, so what I've just said doesn't, the majority and all that... but widening participation from home, if I perceive it correctly in the sense of let's lower the levels to get more people in if you like, I don't think that's doing anybody any favours, it might bring in money for the university and therefore can feed through into other areas which is good I suppose in that sense but I don't know if it helps the students...

Comment [LLD8]: WP

Comment [LLD9]: WP

Yeah, I know, when I sit at graduation and I watch a third, or a poor 2:2 even and in Education that's not going to get you very far and while they're safely in the university environment, the notion of progression counts and it means something but the minute they're out there...

Yeah

They don't take account of all of that, it's just what you see, and I do worry that we set these students up...

Exactly

Not to fail because they haven't failed...

No

They've gained something...

Yes

But what have they gained?

Yeah

Other than debt

Yeah

It is quite, quite worrying...

Yeah

I mean, how is your teaching? Is it student-centred? Is it you-centred?

Err... having said that I enjoyed the show, I enjoy the performance and doing it, it's definitely student-centred, it's all geared towards the students... I help them with everything I possibly can, if it was up to me I'd give them the exam paper... because it's my experience even in doing so, we still have the better students coming through and the weaker students don't, different theories, I mean you know, clearly, you know like the different issues behind it, I'm very liberal, very open and everything, I just, it's all for the student, if I can help them, I will. I don't actually fail anybody... now, we've had some discussions about that and we've had some, not that I have to be careful, clearly I mark everything to the undergraduate grading scale but with regards to the D brackets it talks about satisfactory, it brings out different things and what have you, fair levels, that's a bit high to be honest so I think first year students, 'cos I do first year, and in fact foundation, err, err subjects, I don't fail them at all, if they hand something in then that's the start of their progression so... I give out loads of D-, don't get me wrong, I've got the highest percentage, you know when you do all the stats and everything, if you ask who gives all the D-, it's me... perhaps half of those should be fails, I don't know but I don't fail anybody so I'm student centred in that sense...

Comment [LLD11]: Learner-Centred

Hmm, you know these big lectures, do you have seminars after them?

Yeah, yeah

And who leads those?

Ah well it quite well depends, they're different lectures so a lot of them are... I set questions like... for example today I'm doing. I've done 2 hours this morning on civil litigation, and there are, they get questions, there's like 10 questions for them to answer, and what I do, I go through each one, they all know me now, I think that's important, they know that they'll be there, they will have a specific question to answer, they don't know which one, so you know, like Jack, you answer number 4 and Mary, you answer number 7, so they don't know 'til they get in there so it makes them prepare so they all do, and...

That's a brilliant idea, I might try that...

Yeah it is, I do thresh 'em! And a few of them, err, the ones who don't prepare, they're really 'oh my god, I'm sorry' and I always say, at least just come, it's better if you come 'cos at least you might take something away from it but I don't let them off lightly, I think, err, again, there's another trick, that comes in there... with regards the first year, I'm lucky 'cos I get all the first year students and I do like, Lead Context and Skills, it's a foundation subject and I'm their personal tutor, so I am lucky, I kind of mould them, if you like, for further study in years two and three but like if they don't come.. for the first couple of weeks, you know really, they don't know me and I'm really kind of like stuck like heavy on them and as they know I begin to mellow and stuff like that but it's still, it's engendered that rule, err and also if they don't do it, I've only had this twice, I did have it here once, last year, nobody had prepared so I just said, well you know that's let me down, you've let me down here, I said I just can't believe it, don't you ever come to my tutorials again unprepared, and I just left... and they were like, can he do that? I did, and they never got a tutorial, those students now, they're like third year students, no that was last year, so they're second year students now, some of them and they remember that and they, by their own admission say that they always prepare all their tutorials and everything, so, don't know, maybe, maybe playing with their minds...

Yeah, I mean certainly, with the second years I gave them three or four weeks to settle in to being second years, they had a reading to do, erm it was quite evident that people weren't getting out the paper or anything annotated, only very few and I said, put your hands up if you haven't read it... and I will know within seconds, you might as well be honest... and loads of people stuck their hands up...

[laughs]

And I said, ok, off you go...

Yeah, good for you

And they were... 'what?' I said you may view it as an afternoon off, I view it as not wasting my time but more importantly not wasting the time of these people...

There is that

... who want to learn, and they were stunned, and again, it doesn't happen

Yeah

And then this semester I got hard on lateness, do you get a lot of lateness?

Ah, now, we've got, we have difficult stuff that, again, I'm not that hard on it at all, they come into my lectures whenever the hell they want, as long as they don't muck about, if they just come in and sit down, I say to 'em, just come in, even if it's 5 minutes from the end, you might just get one thing. I don't actually have a lot of late attenders but other people in the Law department, they lock the door, at say, ten past, that's it, don't come in but there's no policy you see... is there?

No, we don't have it...

So I'm very easy going but I don't have a lot of late attenders...

Do you get a lot of ECF requests?

Well again, I don't know how you are, where you're faculty or whatever, we have the lowest ECF rate across the whole of the university, I don't know if you knew that did you? 'Cos have you been involved in this thing where it's supposed to be going to administration?

I've heard, I've only heard that it is

Well, they're doing the pilot, so we had a meeting in S block, I was bloody caking it, I was, 'cos they've got this thing, where, you know you had to attend like and I thought it was just me! I was like, Jesus, what the hell have I done? Christ, I've done some things but at that time it was like 'I haven't done anything this week!'

[laughs]

[laughs] And it was about the ECFs and yeah, BCL, faculty of BCL, we are the lowest across the university, 14, I think something like 14.3% of our, all exams and everything, 6,000 assignments across the term, I can't remember exactly but we were the lowest anyway... guess who was highest...

In BCL?

No, no...

Education

Yeah, you were, 24.7 or something...

Yeah

So a quarter of your students are ECFs...

Yeah, well there's been a lot of clamping down, and demands for medical evidence but again, it's about policy because we have not known what's prying, what's pressure, we have relationships with those students, they are very much widening participation although I did have a lass who strolled through the door just before the deadline at Christmas and err, erm said, 'I've come for my ECF!'

Huh?

I said 'do I look like I work for MacDonalds?'

[laughs]

And her face was a picture, and then we got the tears and all the rest of it

Yeah, yeah

And I said 'no, you're not having one, you have known what was required all the way through...'

Yeah, yeah

You haven't come to see me

Exactly

It's the day before deadline, deal with it...

We are strict, I have to admit, we are, even with those figures, Law was even lower, because we're... do you do the rule where two people have to sign it?

Yes

So we do that but err even though that rule is there err we've got a kind of unwritten rule if you like, it's always the module leader who'd do that, in other words if I haven't signed an ECF and the student went to [colleague's name] then he'd deal with it... so... yeah but we are quite harsh on it and I can tell you now, for the, out of, since the first year of doing that out of an entire first year cohort, 138 students, across 5 modules, actually I only had 5 ECFs, it's low isn't it? But then again, they know, I just told them yesterday, I said about this ECF we're going to accept it for Skills 2, it's a second year module err with valid evidence... as long as it's written in blood

[laughs]

[laughs] I put it up on the PowerPoint! I did!

[laughs]

So they know!

Do you think the fact that they're customers changes their relationship with you?

Never, ever... never perceived it as that, ever, never use that terminology... I don't see it... I nip that in the bud... I think it's all about getting in there early, in the beginning, like with [university VLE] I put a big spiel on [VLE] saying actually they are to respect the privilege of higher education, so I start with that, I don't care that they're paying, it's not that, they're privileged to be here. I tell 'em at the first lecture that I realize that they're paying but if they think that means I'm a monkey with a hat on they've got another think coming, they pay for the privilege of education, they do what I tell 'em..

Do you think it helps being a big bloke, what are you 6' 2"?

Err, yeah, I suppose so, if you put it that way, err though I don't know

Or is it your conviction?

Yeah, it is, it's conviction, it's from within isn't it?

I believe so yeah

I don't think size, size might have an effect but I don't see it... really, err yeah, so...

Do you do, when you say you're stage 1 tutor, is that a pastoral role or a following credits role, or... how does that work?

It's quite heavy that is, it's pastoral, there's all that, I'm responsible for all the first year students for personal tutor role, I, we have, the other members of the Law team are personal tutors, we have like six or seven students each but I kind of oversee it and I call the students in, that's why outside there you can see... I mean I get them in all the time... 'scuse me I've been ever so snuffly, do beg your pardon, erm but it has a management attachment to it. Just last week actually Laura-Lee, we had a bit, not argy bargy but err... you see, if there's like complaints, not complaints, too strong a word, if student concerns about a particular lecturer or about assessments or things like that... err up to last year it would always go to [colleague's name], he's the head of Law and of course there's [colleague's name], he's the Assistant Dean, now the stage tutors have been given more kind of uplifted... not managerial position but we're taking, we're getting more involved in admin stuff, so the actual way it works, if student came to make a complaint, or raise a concern, then as a stage tutor I'd, I would address the lecturer, like let's say it was a complaint about [colleague's name] or something, the tutor role is perceived not only as pastoral provision or admin or whatever but also this kind of first level hands-on management, you know I'd go and say, 'fuckin' hell, what's wrong with you then, what's gone off here?' Err yeah and then see what she says and I try and resolve it with the student erm, we don't have a lot of complaints really, there's a few admittedly, same as in marmite, they either love us or they hate us really... [laughs]

[laughs] Brilliant, I can see me using that, I really can!

This next bit, are you first and foremost a teacher...

2. Are you first and foremost a teacher or a researcher?

This debate is not new: 'to discover and to teach are distinct functions, they are also distinct gifts, and are not commonly found united in the same person. He too, who spends his day in dispensing his existing knowledge to all comers is unlikely to have either leisure or energy to acquire new' (Newton, 1853 cited in Karran, 2009, p25). The Dearing (1997) report 'Higher Education in the Learning Society' formally separated teaching and research. It distinguished between research for the purposes of teaching (delivering existing knowledge) and research for the purposes of advancing knowledge. Hayes (2002, p144) explains that the latter was the norm; the traditional university was a 'community of scholars [academics and students]... where tentative knowledge [the product of research] is made public for discussion and judgment [the process of teaching]'. More than a decade on, institutional rhetoric exhorts a dual role; the reality is the de-prioritisation of research activity behind meeting the needs of students and management (Karran, 2009).

Comment [LLD12]: Customeri
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Comment [LLD15]: Stage
Tutor

Comment [LLD16]: Stage
Tutor

Comment [LLD17]: Stage
Tutor

Comment [LLD18]: Stage
Tutor

I am not a researcher, to hell with that and nor shall I ever be! Research... No, never!

Right...

Right! When I had my interview here, they said is there one thing you don't do? And I said research, they like looked at me and I said I'm serious, I'm not a researcher, I'm a teacher, so I'm coming here, it's a teaching establishment, I'm here to teach these people, I'm not here to fuff about with research and stuff like that. Clearly I have to do research to teach, you know, I've got to read journals, on that level, to teach if you like, or, you know I have to update myself but no way on God's earth am I going to start writing papers and stuff like that, there's a drive for it, they want us to, they're trying to get us to do it but if I ever see any of those emails about research or whatever I just bin it, I don't even read 'em, no way, I am not researching, hell will freeze over if they try to make me write an article... is that a strong enough answer for you?

That was...

'cos that is from the heart, I'll tell you!

Yes, absolutely, I mean there is this interesting division of what research actually is...

Yeah, yeah,

The research that we do to update our teaching...

Yeah

Is in the course of teaching

Yeah of course

It's what teaching is

It's necessary, yeah

Absolutely. We're very good at doing secondary research, keeping our ears open, watching the media, pulling it all together, you know, delivering this package if you like

Yeah

But, yeah you have to have, I mean I just love that quote from here... 'to discover and to teach are distinct functions, they are also distinct gifts, they are not commonly found in the same person', that's from 1853, this is not a new thing.. to force people... what's your highest academic qualification?

Me? Err, PGCE oh, Bar Vocational probably that's the professional Bar Diploma

Right

That's the postgrad err, I'm doing a Masters now, I'm doing that at the university of [name]

Right, why are you doing it at [name]?

Well, I could have taken it here but I just thought, you know, they're going to pay for it anyway,

I'll just do it somewhere else...

So they will still pay for it?

Oh yeah

Even though they offer it here?

Oh yeah

And you're going there...

Well I teach on it here, that's the problem

Ahh interesting, so you are teaching a qualification level you haven't actually got yet?

Well you see this is, err not an argument in fact, this is a discussion we've had, I have got, I mean I've got a postgrad

Yeah

That there [points to certificate on wall], trained me to be a barrister, I did a year in London, that's where I got it, so professional postgraduation, professional you know, not the academic one, that's why they want me to do it, you know 'cos everyone else has got a PhD, I said I'm not doing a bloody PhD, I'm gonna do, finish this Masters and I've had it over 3, 4 years I think it is

Comment [LLD19]: 2nd Res

Comment [LLD20]: 2nd Res

Comment [LLD21]: 2nd Res

Comment [LLD22]: 1st Res

and when I've done that he's gonna say and what are you gonna do next then? I think like knitting, or... I've seen BA Drama

You'd enjoy that

He's gonna say are you serious and I'm gonna say yeah, you can't make me... so long as I'm doing something... I'm working towards the LLM but err...

Do you get any time for that?

Well I get, we get a research day apparently, which is Friday, I work at home on Friday, I don't get any time knocked off my teaching you know, I just get Fridays rather than sitting at home, I go to [other university]

When you say rather than sitting at home, has the aura of presentism not reached you then...

No

Yet

What's that then?

Right, well I have to be on site regardless of what I am doing unless I have consent for each occasion

Oh

So tomorrow is what I call a book day, to write the revisions on this chapter that I'm doing

Oh right

It doesn't come under research, it doesn't come under scholarly activity

What so you've got to get permission?

Yeah, but even for those I would have to get permission but I would never get permission for this, although I will get permission for research when I've finished my field work

Oh right

The writing up period. But the rest of the time regardless, even doing registers, creating lectures, all that kind of thing I have to be in my office

Oh right, we don't have that at all, I could go out, as a matter of fact I'm not teaching now 'til 6, I could go home now if I want, I don't have to tell anybody, never tell anybody, none of us do

So do your students have a set time when they can contact you or is it all by email that they make appointments

Yes, there's an appointment list outside on the door, or by email, or whatever, yeah but I don't actually have to be here, nobody's ever told me I have to be here

Ah that's interesting

No I just come in whenever, as long as I'm here to do my bits and bobs, like Thursday, I mean I, maybe I'm unaware of it because it doesn't affect me, I generally do come in each morning about half eight, nine o'clock, whatever, something like that generally, and I'm here through any way like, I mean you know, then Friday's I'll do my research so I am actually here so maybe it's because, perhaps people who aren't here so often maybe they've been told about the... presentism, is it?

Presentism

Presentism, 'cos you know there's one desk, who actually works there, her name's [name], she's lovely but she only comes, I hardly see her, it's like a ghost lecturer [laughs]

[laughs]

You know I saw her the other day, she had a black coat and a red scarf on, I said 'I can't believe it, what are you doing here?' and she said 'I'm going, I'm just going' [laughs] bloody hell! So maybe other people but nobody's ever raised it with me, never

No, that's really interesting

Or we could go out, I could say if I wanted to 'let's go down the [local pub]' we'll just do that, nobody ever says anything

Interesting. So if you don't do the research bit, are you an academic?

Comment [LLD23]: Presentism

Comment [LLD24]: Presentism

Comment [LLD25]: Presentism

Comment [LLD26]: Presentism

Comment [LLD27]: Presentism

Err... mmm... that's a difficult one, isn't it? No, I don't think so...

So what are you?

Err I dunno... I suppose the question is what is an academic? I suppose, or am I academic? No, I don't think so... I just teach, I know my stuff... I don't know, does that make sense? I know what I need to tell them and that's all I do... I don't go any wider, what's the point? No, I know my syllabus, I know what they need to know, I update it it, I do, I go on the Times every morning, the Law pages, and see if anything's kicked in, I'm academic, or am I academic, or what is academic, what was the question? [laughs]

[laughs] Are you an academic... what do you tell people you do?

I say I'm a lecturer

A lecturer

Yeah, I never say I'm an academic

Do you ever say you're a university lecturer to distinguish you from an FE lecturer?

Err... mmm... I don't know, I don't think so 'cos when it happens, 'what do you do?' 'oh I'm a lecturer' they say 'oh where [name] uni?' so I never make a thing about it... yeah 'cos you can be a FE lecturer, can't you? No, I don't think so, I just say lecturer or maybe I'll just say I'm a lecturer at [name] uni... I don't think Jo Bloggs knows the difference between HE and FE anyway, I don't think half the lecturers do, to be honest, really...

This last point then, do you consider yourself...

3. Do you consider yourself value-driven, value-added, valuable, valued?

The report 'Higher Ambitions - the future of universities in a knowledge economy (BIS, 2009) and the current QAA review of the academic infrastructure has significant implications for academic CPD (Perkinton, 2010). This question asks you to consider the place of value in contemporary HE discourse. Value-driven (self-audited against institutional core values) is evidenced through Development and Performance Reviews. Value-added is measured by student retention and results (satisfaction and success). Being valuable is a personal construct of personal status. Being valued is a personal reflection upon the words and actions of significant others: students, colleagues and management.

Right...

Are you driven by our core values?

No, I don't even know what they are... I mean I'm sure I would meet with them, you know respect, I'm sure I respect people... or core values, what is it, yeah I'm sure, I don't actually think of them at all, I just do them naturally, I know, does that sound a bit gittish? But I think I would...

I think it's inherent to a good teacher

It's understood, so the core values, respect, what are the other ones?

I've forgotten most of them, I feel a bit like you about them

Well there you are then! If I'm not meeting them, they'll tell me I'm sure [laughs]

[laughs] Are you value-added?

Yeah definitely, in the sense, value-added did you say measured by student retention and results?

Absolutely, I get no fails! [laughs]

[laughs] that's one way of ensuring it yeah! What about retention, stage 1 tutor, big thing retention?

Well last year 16 dropped out by end of semester 1, this year 3 have, so there you go... the stats speak for themselves, so yeah, satisfaction, student err, and retention and results, yeah, I think so, I think we're value added but am I driven by it? Do I, in that sense, is that right, no hang on...

Comment [LLD28]: Academic ?

Comment [LLD29]: Core Values

Comment [LLD30]: Core Values

Comment [LLD31]: Val Add

Comment [LLD32]: Val Add

No just are you value-added

Yeah, I mean I care about retention but do you know what I don't care for the university, I care for them, I want, if they're going I want to know why, I want to help them you know, you know I know we want to keep the students but I wouldn't like thinking, oh my god, we're going to have a drop out, it's going to affect the money, no, balls to that, I want to know why they're going so... Have you talked people, not round exactly but found them alternatives, other options?

Comment [LLD33]: Val Add

Comment [LLD34]: Val Add

Yeah, one particular lad [name], he was going... he just couldn't gel, he was finding it difficult but he was a mature student as well so he was finding it difficult to engage and stuff, you know and then he was always questioning himself and bitten off more than he could chew, and he's stupid and that, I agreed with him, with all these points and he said 'you're not supposed to agree with me', I said 'yeah I am, the question is what are we going to do about it?' you know, look at his goal, what he wants to be, you know he can't get there if, he's having some shit go off in his life as we all do, as you know, so yeah, he's come through and he's alright now, he's good, he's just done his last round of exams and stuff, I don't think he failed, no he got Cs and stuff Well he can't fail can he [laughs]

He can't fail with me but he can fail the other stuff [laughs] yeah, he's alright now, I was having a pint with him yesterday, he seems to have really come through, he's pleased he stuck with it, it's a question of hurdles isn't it, they get up to these hurdles, it's a question of hoiking them over by hook or by crook, if you ask me

Yeah... are you valuable?

Err... mmmn... now, valuable to me or the institution?

Is what you do, who you are, all the things you bring to...

Yeah, bloody hell yeah, the whole place would fall down if it wasn't for me... the lynchpin of this entire institution, now put that in what you're writing [laughs] but I am, I am, I am valuable in that sense yeah, I thought you meant for myself... I ought to value myself a little bit more I suppose... valuable, am I valuable, yeah, I reckon, to be honest I think, yeah it would be a sad day if I dropped dead because they'd all, like, miss me, is that a good way of putting it?

Comment [LLD35]: Valuable

Yeah, it's a brilliant way of putting it... are you valued?

Absolutely... yes, to be honest, you probably thought I was going to say no but yeah, I think so, I don't think it's false either err I really like [head of department] he can be a bit of a funny sod [name] can but rightly so, I suppose, you know, if you're doing your job right then he's happy and he just leaves you alone, I don't get any hassle from [name] at all and quite often you know, he just will pop in and we'll have a chat and like we had a pint the other day and stuff, it's probably, you know and he was saying, like how things going and what have you, I said yeah, I was telling him I've got an issue with the Masters actually through the timetable shift and he said, ah don't worry about it, you can work through it, he said, I'm not worried about you, type-thing, so I'm alright, yeah, I'm valued, they pay me at least

Comment [LLD36]: Valuable

Good, do your students value you?

Oh is it students, oh

Well everybody, the people that you interact with

Yeah, I reckon, I think the students enjoy it, err and again, it is that Marmite thing 'cos I have to get funny with some students, I don't like doing it, but some students, I've had to, I've put, particularly one female student, I've actually put her off the degree, I had to do that 'cos of her behaviour and stuff, it was really bad and we had to go through appeal and the whole bloody lot but...

Comment [LLD37]: Valued

Oh right

The students get to know that I suppose and that has, it's quite strange, it has, I think they really like me but they know it's got to be done properly, 'cos I think, again, in Law it's easy, it's to do with integrity, you can do what you want as a lawyer, you can get drunk, you can gamble, womanise, whatever you want to do, the one thing you can't do as a lawyer is be dishonest, you

Comment [LLD38]: Valued

can't lose your integrity, so like they know, we're very close to all our students, we're very close to all our students but they know that you know if they don't do it properly or if they don't meet procedures or whatever, well then that's it, we don't cut them any slack at all, we're trying to train them to be lawyers for god's sake, at the end of the day... that's were the widening participation thing's a bit difficult... I feel a bit of a cheat sometimes... you see, I don't like, it depends how my kind of day is... like when I was down, you know when [recalls personal issue], I just tell people 'no, no you're shit, you will never ever be a barrister, go and do something else, forget it', you know it was like I didn't care but now I'm kind of through all that or I have rationalized, drawn a rationale and stuff err I now don't tell people that... maybe I should... some people say you should just say 'you'll never, ever do it, not a cat in hell's chance' you know but if that's their ambition, if that's their drive, how, who am I to? I mean I can't, I might be wrong, there's a possibility there but I doubt it, I don't mean that in an arrogant way but you know...

Comment [LLD39]: Valued

Comment [LLD40]: Valued

I think that the way we deal with it, they wanna be a teacher and you just think...

Yeah

Firstly, do you have any understanding of who you are?

Yeah, yeah, yeah

Or what you're doing? And you might say, 'well, I think being a teacher is a really laudable thing but looking at your profile, and your approach, I do see some gaps, I really do, and these are the areas that need building up'

Yeah, yeah, would you ever tell somebody they can't do it, they may as well forget it because they won't make it?

I... [sighs] did that once... in the kindest way that I could and it bit me so hard, err two or three years ago now...

Yeah,

As in the sense of don't put yourself through this, 'cos you've got all these other strengths, it was a Joint Honours student, go and specialize in that area, keep your interest, come back and do the bits you like but this isn't for you...

Yeah, yeah

And it really bit me on the bum, I'm afraid

It can get ya

'cos the student was de-motivated, no matter how I did it, 'cos I think that is one thing, no matter how I did it, students hear what they want to hear, when they want to hear it

Yeah, yeah, yeah, exactly

Do you sometimes feel with the really good ones that actually they were going to do it anyway, regardless of you?

Yeah, yeah, you're right... yeah, I mean you can tell in a flash with some of them. In Law specifically, I don't know about other areas but like a new case, there are students you know are going to say oh hi, did you read about Crown against Dykes yesterday? I mean they're good students, some of them wouldn't even have a clue, some of them, I wonder why they're doing a degree or doing Law, parents have got them to do it maybe or it's the done thing... they're stopping all that though aren't they? Capping...bloody hell!

Comment [LLD41]: Deficit student motivation

Capping yeah, well that brings us onto the next question

4. What changes do you predict for HE given the current political, economic and social climate and how might they impact upon your role?

Yeah, if the Conservatives come in they'll start charging... I don't know but there's gonna be redundancies aren't there? I daren't even think about it to be honest... I teach core subjects so

they need me... but if there's no bloody students, I dunno, 'cos you see, 89 Law providers in the country, and there's all of these different tables and stuff like that, I mean and [this university] rates 11th on the list for some things and like for actually overall, 43rd, so we're a mid table presenter, there's lots of other places where they can go and if they cap the numbers down, you know?

Well, there is, provided they're in a position to go but in order to keep their own money down [this university], they're coming to us because they're on a bus, they're not worried about the league table, they're worried about the bus timetable...

Mmm... I'm worried, I don't know about the HE sector across the board but I am a bit worried about legal provision because it's like solicitors and barristers, you can hardly get in, I mean Christ, like ten, or when I did it, twelve years ago, it was difficult enough to get in then, so how they're going to get in now and it's all changing, it's like all online and people doing their own conveyancing and Christ knows what and all, you know, it's like house sales and things, I dunno, I dunno what, I don't if Law's sort of...

So it's contracting really?

Yeah

So if you're not doing criminal law which is about the only kind of thing that's guaranteed to stay the same

Probably

And divorce

Exactly so I think that's a social climate thing or economic, probably all links together no doubt it but I think from that point of view, the impact on my role, 'cos I might not have a role but like I say, I put that to the back of my head, err, I don't know... what other changes, what do I predict? Oh I predict that all lecturers are going to get an 80% increase... I don't really know Laura-Lee, given...

And we have [Vice Chancellor] and he's a very canny man... and we're in the black

Yeah

Despite everything that we've had done and we're turning people away

Yeah, yeah

So that is a brilliant position to be in

I think so, yeah, you're right...

I mean for some places that, I mean we're learning now, aren't we, things that we've never been told before, I don't know if this has come to you but if you put in a non-submission for a student

Yeah, yeah

How much money we lose, all you've got to do is tell us and we will go out and fight for that but we've never known what the consequences... we've just thought oh bloody hell, who's Bob James? Never turned up, blah, blah, blah, NS – without having any idea what the consequences were...

Exactly, yeah

However, for some universities that has been going on for years

Oh has it, oh

With deliberate manipulation

Right, yeah, yeah

'cos it's so wrong to be penalized a whole year's modules for one, that is shocking

That is shocking, to be honest, I wonder why that's... if ECFs are going to administrative, you can't just help but think a few wheels within wheels can you really? Yeah, but I don't, I suppose err, there's that thing, education should be free and all that lot but, if they're aren't any jobs... I dunno, it's difficult, really...

I didn't mean to depress you!

[laughs] no I'm alright, it's what the kids are going to do really... I mean it wouldn't be good to lose my job at this stage because I think with my qualifications, experience, god knows what I'd do but err, dunno what half these buggers are gonna do...

Don't you have to get articulated or something?

We don't do that now, well you do, it's like a training contract, an apprenticeship, so in that sense, yeah but err I mean, I dunno, it's err, the progression really is that they have to do the degree, if they don't get a 2:1 they may as well forget it, especially from [this university] or lower institutions and then, you know 2:2 is not going to cut it...

Do you think we've dumbed down? Or can Law not dumb down?

Bloody hell, no, Law can, I definitely think it has especially with semesterisation... modular, yeah I think it has... I do think it's made it easier, that [the undergraduate grading scale] lifts it a bit, if we're marking to that, then those D- I think that does lift it, 'cos really, you know, a lot of work should be like weaker than that, we do have a lot of fails, having said I don't give fails in Legal Context and Skills, for example in Contract Law we had 47 fails out of 138 or so, you know, they do fail, just not in my subject [laughs]

[laughs] yeah, it's difficult and also when you have professional standards, you've got to meet them. Do you have to do that with CPD for yourself?

No

That's interesting 'cos certainly some areas, you know where people are allied to a profession, they have to keep renewing themselves

Yeah, yeah, no, once a barrister, always a barrister, like magistrates, once you become a magistrate you're always a magistrate, you'll die a magistrate Yeah, it is, weird, really

What do you think of this modularization? It's old hat now but teaching sessions, do you find that you'd like to have more contact time with them?

Err... yeah, I don't like it so much to be honest, I think the assessments come too quickly and I think it doesn't give them a sound basis for... to be well-rounded... I reckon they'd be better off with a kind of formative assessment after semester one and then roll the modules year through and then have a horrendous exam at the end of semester two, job done! That's it for me, bugger all this err portfolio submission and online stuff and everything, let's get traditional, let's give 'em an exam...

And the purpose for that would be?

Well, only the best get through!

Sorts out the wheat from the chaff? It is one of the mechanisms... it's harsh but it's

It is harsh but there's an answer for that with Law because if you can't stand the pressure of an exam you're not going to stand the pressure of standing up in front of Judge [name] at [name] Crown Court on a Thursday morning for a plea and directions hearing, trust me, that's nothing, you'd rather take the exam, daily [laughs]

[laughs] right

That's what I say to them, so people say but you know exams are harsh, they get worked up and stressed, well sod me, it's Law, if they can't handle it then go away, so you see, that's good stage one pastoral support, isn't it?

It's called 'somebody in this room has to be the grown up and today it's me'

[laughs] yeah! Good one!

Well thank you for that, is there anything you'd like to add about your role? Where do you see yourself in 5 years time?

Head of Law, yep they know that, woe betide anybody that things they're going to be playing alongside me when he croaks it, 'cos he'll be gone, he's got 4 years tops, so that's it... if one single other Law lecturer has the audacity to apply for that position... I'm gonna slit 'em!

OK!

Comment [LLD43]: Modularization

Comment [LLD44]: Modularization

Comment [LLD45]: Modularization

Rationale for topic selection

Of eight participants, most were motivated by personal interest: *'I liked that they generated some thoughts in me'* (Tony), *'This is interesting, how you've done this, the prompts for thought were very clear'* (Sue), *'It's the one that appeals to me most'* (Roger), *'You've managed to encourage me to talk about things that I wouldn't normally talk about and dig below the surface'* (Alec), *'I feel that unless you've set the context there's no real possibility of communication'* (Francis).

Two considered they could relate to all three topics but this one slightly more (Elaine, Ruth); one ultimately opted for 'My Role' having: *'found it so complex to discriminate between these'* (Steve).

1. Are you the 'sage on the stage' or the 'guide by the side' (or both)?

Trowler's (2008, p32) terms explore the dilemma many academics experience when defining their role. Time pressures, shrinking resources, increased accountability, bureaucracy and a widening remit (internationalization, income-generation) have generated the packaging of discrete parcels of knowledge (modules) and re-cast the academic as knowledge provider, and pedagogy as student-centered. Fox (2002) describes the latter as an expedient response to the impact of massification and the influence of widening participation. This is not without consequence for the academic role (and status). The need to satisfy the learning demands of increasing numbers of increasingly diverse students (often having fragile learning identities) can 're-shape relationships and power relations' (Trowler, 2008, p32).

I am both the 'sage on the stage' and the 'guide by the side'	5	3
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The notion of a dual teaching identity resonated, which was more salient depended upon character, context and cohort: *'A bit of both I would have thought'* (Elaine) and *'Definitely both... I enjoy my own knowledge... I'm also the guide by the side... there's a definite those who are getting it and those that aren't... I provide and guide'* (Tony). Academics needed: *'to take on the role of the guider or the pacer'* (Francis), it was: *'a morphing, dependent upon where the students are... So 'sage on the stage', yeah, at the beginning but then if you were that still at the second semester of the third year then I think you are confusing what your role is... 'cos you're then just turning out machines who just know how to process some information rather than those who have got the confidence to find out for themselves and admit that it's ok not to know something... it's about resourcefulness, I expect this in the students... that's when I'm the 'guide by the side'* (Alec) over time or *'within the same session'* (Roger). Three considered themselves purely a: *'facilitator'* (Sue, Steve, Ruth).

Teaching is a performance	3	
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Three referred to theatrical performance: *'I do like that stage idea! It's a performance, yeah and it's exciting for me as well'* (Tony), as a critical attribute: *'if you know how to act, you know how to get the audience's attention... how to see whether the audience is with you or not'* (Francis). This ability emerges from an individual's: *'personality and character... I'm most definitely a performer...you've got to be that authority, you've got to be the person who's in control... that manager despite what might have been happening up to the point where you cross that threshold into the classroom'* (Roger).

Widening participation challenges academics	7		
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This notion generated ethical concerns, for academics, students and disciplines: *'If I perceive it correctly in the sense of let's lower the levels to get more people in if you like, I don't think that's doing anybody any favours'* (Tony) and: *'we've been challenged by the amount of students coming in with additional needs... that has put a huge pressure on, not only the teaching capacity but also it conflicts sometimes with the ethics of [my discipline]... so it's whether or not we can devise strategies for them'* (Elaine). It becomes incumbent upon the academic to establish a supportive ethos: *'The first thing I do is reassure them'* (Steve) and maintain it: *'[It is] the hardest environment for me to get the students to be interactive. It's usually about week six or seven... they feel safe enough to respond to the Socratic approach'* (Francis) to facilitate learning because: *'It's down to Maslow isn't it? Because they feel safe... secure... confident, they trust the person on a personal level then the information has more value'* (Roger). This approach was criticized: *'the level of dependency is incredibly high because that's the culture we have adopted... it's time that culture changed dramatically... it's not helpful for students, it actually creates dependency'* (Ruth).

There is top-down pressure to upgrade students	2		
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Challenges to professionalism were interpreted as: *'I've had fails overturned'* (Steve) and: *'I know that standards have dropped, when my grading is challenged... that's where my values are being compromised... to ignore plagiarism because it's easier'* (Ruth).

The customerization of students diminishes academic professionalism	1	1	1
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One refused to acknowledge student-as-customer: *'Never use that terminology... I nip that in the bud... I tell 'em at the first lecture that I realize that they're paying but if they think that means I'm a monkey with a hat on they've got another think coming, they pay for the privilege of education'* (Tony), but for one it was the reality: *'Every university, even if it's a 100% state-funded, it's still a business at heart, we just live in a fool's paradise that it isn't, it's more of a culture shift for the staff'* (Francis). This translates as: *'management first, then student... management-driven, management-centred'* (Ruth).

My remit includes a formal pastoral element	2		
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Informal levels of support are invisible, they are: *'not reflected in any figures'* and so one programme leader has introduced a: *'fairly unique tutorial support process, every student [is] allocated a personal tutor, that tutor stays with them for 3 years'* (Elaine). The usual pastoral model is that of stage tutors: *'It's quite heavy... I'm responsible for all the first year students for personal tutor role... we're getting more involved in admin stuff... kind of first level hands-on management. We don't have a lot of complaints really, there's a few admittedly, same as in Marmite, they either love us or they hate us'* (Tony).

I endorse a student-centred pedagogical philosophy	6	1	
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Participants interpreted this concept as being helpful: *'I help them with everything I possibly can'* (Tony) and approachable: *'getting to know students well is vital to compensate for weakness'* (Sue) because: *'trust and understanding... [are] the building blocks'* (Steve) of facilitating learning through an ability to *'meet them where they are'* (Frances) and to guide them: *'it's about empowerment, it's about helping people to move on, to develop the skills they need to achieve'*

what their own personal goals are' (Alec). The notion of personalized learning in a massified system can recast what a student-centred pedagogy might mean: *'With widening participation... there are an infinite number of contexts in which the knowledge and the skills will be applied; they have to think about it in their context. This is better than students who accept knowledge as gospel truth'* (Roger). One added a caveat: *'professional standards come first'* (Elaine).

Some students appear to lack motivation	4		
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Four questioned some students' motivations: *'Some of them wouldn't even have a clue... I wonder why they're doing a degree... parents have got them to do it maybe or it's the done thing?'* (Tony) and; *'There are going to be some students in the classroom because they have to be but they're getting zero out of it, and nothing that I do will change that [but] it is my responsibility to reach everyone, no matter how mass it is... something as simple as confirming that you have... connected energetically with every single student, that is part of my job, my role, so that they feel validated, recognized, valued, and that tends to bring them into the classroom'* (Francis). One suspected engagement was at a shallow level: *'I'd like to think that my learners listen to what I have to say... and then go and check it out for themselves and further their own knowledge base... unfortunately I don't think that happens enough'* (Roger), another that this was to be expected because: *'we take on students now who are less motivated, less committed, less prepared for HE and with a range of different abilities and capabilities when they come in'* (Ruth).

I work on a professional programme and my students are tested on entry	1		
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A single participant was able to select students: *'There is a robust interview process... incorporated in that is an observation... and also a written piece of work [even so a] 40% increase in applications, doesn't mean 40% increase in aptitude and ability, it just means we've got more dredging to do [because] sometimes it's a conflict of interest between professional programmes and the university, because the university is very much about finance and business and bums on seats, my focus is first and foremost is whether those students, at the end of three years, are safe and competent [in practice]'* (Elaine).

I use autobiography in my teaching	5		
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This technique was mentioned specifically by five to: *'relate to student experience'* (Tony, Sue), [I use] *any 'hook'* (Steve), it grounds knowledge: *'One of the bonuses here is that we aren't long from practice most of us... [we're] able to give real life anecdotes to students, real heartfelt experiences that they might not get always with somebody who's not been in the field for 20 years'* (Elaine) and: *'I try to give real world examples of why this is important, no matter how esoteric the topic is'* (Francis).

I incorporate new technologies in my delivery	2		1
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This did not emerge significantly. Two were keen to explore new technologies including: *'Facebook'* (Francis, Sue), one was not convinced given the unanticipated increase in earlier workload because: *'Technology gives the illusion of a one to one'* (Roger).

Modularization constrains learning	2	1	2
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Modularization was viewed as challenging in that: *'it compresses learning... a typical undergraduate now is a product of this assessment process they've gone through in the compulsory sector... and that shows in this business, you know, at the beginning of modules where all they are interested in is having the assessment explained to them'* (Roger). Nevertheless it could be used positively: *'we're working to the blueprint menu but... you can still have clear themes... "Pathways" which students can follow through the programme'* (Alec). One had mixed feelings: *'probably more positive than negative... there has to be some structure from which you do guide and pace. At least here the guidelines are actually very flexible... so I find a reasonably positive blend of structure and constraint... and freedom'* (Francis). One wanted a return to traditional methods: *'assessments come too quickly and I think it doesn't give them a sound basis for... to be well-rounded... bummer all this portfolio submission and online stuff and everything, let's get traditional; let's give 'em an exam, well, only the best get through!'* (Tony).

Some colleagues are ill-equipped to do the job	5		
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Colleagues presented challenges in terms of intellectual capacity: *'It troubles me with colleagues sometimes that they are patently unfamiliar with the material that they're delivering'* (Alec) and: *'We have members of staff who are incapable of identifying plagiarism'* (Ruth), and whether they could reach students: *'You have to prove yourself to them; you don't have a god-given right to be in front of them because the organisation has chosen to employ you... some people are uncomfortable with generating that kind of situation...it's risk-taking isn't it? It's about exposure, you expose yourself and sometimes people can't do that'* (Roger). Time-served did not guarantee good practice: *'People who have been here for ten years are very accomplished at what they were trained to do but the job has changed and they're not willing to embrace the change, and probably because they don't know how to'* (Francis). How best to utilize new staff was questioned: *'There's a sort of unwritten rule that stage ones are somehow easier and we just get them through, we look after them and that can be done by people who are also new to the system and it's exactly the wrong way round'* (Ruth).

Academics would benefit from training in pedagogical theory and practice	5		1
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That this be open to new and existing staff was welcomed: *'There's no difference between existing and new [staff], they need it as much if not more because they could be stuck in ways... if you haven't got that background, you need it... I'd been teaching for a long time... I didn't make the links with pedagogical theory, I wasn't interested before'* (Sue) and: *'For new people coming in to HE it is imperative that courses like the PG Cert HE are there, and that people are qualified to teach... and I have absolutely no problem saying that just because you've been doing it for a few years that you're good at it because obviously that is not the case'* (Ruth). For one, teaching is a learned skill: *'At this stage in my career, maybe it's inherent... but at the beginning of a teaching career... there have to be techniques and styles that they're going to adopt, employ, because if we only went with what they thought was appropriate then we'd end up with clones, with people teaching how they'd been taught'* (Roger). Limiting engagement to new staff implies a time-lag: *'People who are in full time positions here are not subject to that kind of sensitivity training if you will and furthermore, they reject it, so yes, generationally, that would be effective but it [can't] respond to the actual changes in students today'* (Francis). PgPLT incorporates HEA accreditation (Fellowship), an institutional drive for all staff, one Associate was (unusually): *'paid to do PgPLT, to get Fellowship'* (Steve). FHEA can be gained independently: *'I'll have to do it but I'll resist it on principle because completing that portfolio and having a chat with someone in Quality and ticking a box doesn't make me feel that I'm any better than I was. We know that there are people who cannot teach who have HEA Fellowship, I rest my case'* (Ruth). One who had graduated sometime ago said: *'When I did PgPLT, it was a waste of time'* (Elaine).

Retention at all costs serves neither students nor academics	4		
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Retention was viewed as a blunt measure and not guaranteed through selection: *'It's better this last couple of years... we were able to be more robust in our selection process...we're very clear about expectations when they come on now... we're fairly good at counseling students about other careers if it becomes apparent that [this] is not for them'* (Elaine). It can raise ethical concerns: *'I worry with widening participation... because jobs are tight and I have some of these kids... saying to me "I'm going to be a [professional]" and I know they're not going to do it... so we have this debate, do you tell them or not?'* (Tony) and: *'we certainly have students on the programme that should never have been on it [and] students that should have been asked to leave at the end of year one because it's not in their best interest to continue'* (Ruth). An alternative retention tool was suggested: *'gateway courses, we don't want to keep out anybody simply because they didn't do well before and are capable of accomplishing it, on the other hand we don't want to burden the system with incapable students and dilute it so we have retention as two separate metrics. At [MidwayU] there's a huge mention of 'Retention', capital R... and if its staff are spending time in remedial work, they're losing the other things that you're truly paying them for'* (Francis).

Presentism erodes academic autonomy	2	1	
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Changes in work patterns are not standard: *'Presentism? Definitely, completely uncalled for, we're meant to be professionals and we have no autonomy'* (Ruth) conversely: *'We don't have that at all, I don't have to tell anybody... none of us do perhaps people who aren't here so often, maybe they've been told... 'cos you know there's one desk... it's like a ghost lecturer'* (Tony). Attempted imposition would be strongly resisted: *'if they imposed that on this school people would just walk out, it's not a part of our culture... if they're going to question my integrity about where I am and what I'm doing'* (Elaine).

2. Are you first and foremost a teacher or a researcher?

This debate is not new: *'to discover and to teach are distinct functions, they are also distinct gifts, and are not commonly found united in the same person. He too, who spends his day in dispensing his existing knowledge to all comers is unlikely to have either leisure or energy to acquire new'* (Newton, 1853 cited in Karran, 2009, p25). The Dearing (1997) report 'Higher Education in the Learning Society' formally separated teaching and research. It distinguished between research for the purposes of teaching (delivering existing knowledge) and research for the purposes of advancing knowledge. Hayes (2002, p144) explains that the latter was the norm; the traditional university was a 'community of scholars [academics and students]... where tentative knowledge [the product of research] is made public for discussion and judgment [the process of teaching]'. More than a decade on, institutional rhetoric exhorts a dual role; the reality is the de-prioritisation of research activity behind meeting the needs of students and management (Karran, 2009).

I am first and foremost a teacher	6	2	
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Most identified themselves as primarily teachers (Sue, Elaine, Alec, Roger, Francis), two preferred: *'Mentor'* (Ruth, Steve); one was emphatic: *'I am not a researcher, to hell with that and nor shall I ever be! I'm a teacher... it's a teaching establishment, I'm here to teach these people, I'm not here to fuff about with research and stuff like that'* (Tony).

I am primarily engaged in secondary research	6	1	1
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Participants discerned two discrete forms of research: 'research with a lower case 'r' and Research with an uppercase 'R' ... my research is the meta-analysis of existing Research' (Alec), one suggested: 'a better way of looking at it might be are you an interpreter or a researcher?' (Roger). Currency was essential: 'to be doing your teaching correctly requires you to do a lot of research but not in the classic sense of scholarly research, writing papers' (Francis). An institutional drive to pure research was detected: 'No way on God's earth, am I going to start writing papers... there's a drive for it, they want us to' (Tony). This drive gave rise to: 'a muddying of the waters as though we're an institution that we're not, there's a lack of regard for those who teach rather than research... if you are on the teacher side of that continuum you are seen as an administrator and therefore, less skilled... the actual skill of teaching isn't acknowledged' (Ruth). It was also shaping recruitment: 'what the university appears to be hiring is people who are a mile deep but an inch wide... whereas I am fairly deep... but very wide and that is not of value for anyone doing hiring here... we get back to the culture, the overall values of the institution which I think is at war with itself right now' (Francis). Book authoring does not count as being published in the classic sense: 'Primary research, that's something that I don't have time to do, there simply aren't enough hours in the day... I mean we've got two books on the go, that's quite enough!' (Alec). Coercion to publish was detected: 'not so gently urged... there's a huge push for that, I [am] very unconvinced of the value of that. I think our teachers need to be excellent at secondary research but they probably are the less effective in meeting our customers' demand if they do primary research... it's a zero sum game, you've got x amount of time... if you're requiring that your employees research and publish then you're taking away from all these other things which is what our students are here for' (Francis), or to engage with higher study: 'I'm doing a Masters now [elsewhere] I teach on it here, that's the problem... that's why they want me to do it... cos everyone else has got a PhD... I'm not doing a bloody PhD' (Tony) and 'I'm in the middle of my doctorate... I wasn't coerced into doing it; it wasn't something I longed to do either' (Elaine). One had actively engaged with independent research inspired by: 'the PgPLT... was the first opportunity to do some research [then] I started with a TIR bid... but just not had the time to publish' (Sue).

I identify with being an 'academic'	2	1	4
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Most did not: 'That's a difficult one, isn't it? No, I don't think so... I just teach' (Tony), 'No, sadly no, I see myself as a teacher' (Sue), or: 'No! Perhaps more mentor' (Steve) and: 'I have never defined myself as an academic because I don't think we work in a truly academic culture... the system we work in requires us to be administrators, resourcers... it doesn't encourage us to become academics, it doesn't give us the time to do that' (Ruth). One viewed identity as context-dependent: 'in the classroom I consider myself an academic, in the greater role I see myself as being part of the business' (Francis). One agreed: 'I probably do now... because I've done the things that academics seem to do... when I first came here I was very much a practitioner... so in that sense it's adopting a role' (Alec). One was uncertain: 'I do struggle with this idea of being an academic... I'm slowly coming round to the idea... I'm in the middle of my doctorate too' (Elaine).

3. Do you consider yourself value-driven, value-added, valuable, valued?

The report 'Higher Ambitions - the future of universities in a knowledge economy' (BIS, 2009) and the current QAA review of the academic infrastructure has significant implications for academic CPD (Perkinton, 2010). This question asks you to consider the place of value in contemporary HE discourse. Value-driven (self-audited against institutional core values) is evidenced through Development and Performance Reviews. Value-added is measured by student retention and results (satisfaction and success). Being valuable is a personal construct of personal status. Being valued is a personal reflection upon the words and actions of significant others: students, colleagues and management.

I am value-driven	6	2	
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Most were driven by personal values rather than MidwayU's core values: *'I don't even know what they are... if I'm not meeting them, they'll tell me I'm sure!'* (Tony) and *'No, I'm not driven by the values of the university, what drives me is my values and ethics... some of them interlock'* (Elaine), *'I have a set of values that I've brought to my professional life'* (Alec). The need to state core values was challenged: *'you would automatically assume that everybody would work towards core values... it assumes that we aren't reflective practitioners'* (Roger). One described how personal values: *'are being comprised when it comes to marking of work, depth of delivery across the programme, standard of teaching that you're aware of but can't influence... year by year I'm having to confront my own values and I'm less comfortable than I've ever been'* (Ruth). Two focused upon students: *'my students drive me'* (Sue) and *'I try to be helpful and facilitative'* (Steve). Values could shift: *'I see it as a culture thing'* (Francis).

I am value-added	7	1	
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All responded positively: *'definitely... the stats speak for themselves... but do you know what? I don't care for the university, I care for them... if they're going I want to know why; I want to help them'* (Tony) and *'it's whether they're happy, admin can go by the wayside'* (Sue) because *'retention is a big deal'* (Steve) and adding value is the academic's raison d'être: *'we are here to give value to our customers who are students'* (Francis) but measures of it were suspect: *'in terms of retention as in ticking a box then I think it's an unfortunate mechanism, that's driven by the funding...it's divisive... the results aren't value-added, that's the problem because it's where you actually start from'* (Roger). Two implied 'tough love' as adding value: *'I upset some occasionally by pushing them too hard'* (Alec) and: *'I believe I do add some value, usually being cruel to be kind, and realistic, my mantra is, at the moment "manage expectations" and I think that's adding value rather than cloud cuckoo land'* (Ruth). One would not commit: *'I hope so; I think you need to ask peers and students about that!'* (Elaine).

I am valuable	6	1	1
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Self-assessment invoked emotional responses: self-assurance: *'yes!'* (Francis), levity: *'bloody hell yeah, the whole place would fall down if it wasn't for me... yeah, it would be a sad day if I dropped dead because they'd all, like, miss me'* (Tony), hesitancy: *'I feel I bring something unusual and unique... I'd like to think that I enrich in a way that is unique to me'* (Alec), modesty: *'Absolutely! Isn't that arrogant! But that doesn't mean I don't reflect, I am a reflective practitioner but I'm harder now'* (Sue), a need to justify: *'like today... students... said we like your teaching style, what they were saying was "more than the person who does it normally"'* (Steve), contextualizing: *'I am valuable... there's a huge discussion around what you mean by valuable but yeah'* (Elaine), reflection: *'I'd like to think so, I don't feel it at this moment in time...'*

the dimension of what I am in terms of experience, I think is of value, maybe my contribution in terms of delivery... maybe not, 'cos anybody can deliver... in terms of what... but it's how you deliver' (Roger), and resignation: 'no, not at all, if I didn't come back on Monday I wouldn't be missed, I'm not sure many people would be, that's the reality' (Ruth).

I am valued	2	3	3
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A range of reference points was offered: *'I reckon, I think the students enjoy it... I think they really like me but they know it's got to be done properly... we don't cut them any slack at all, we're trying to train them to be [professionals] for god's sake... that's where the widening participation thing's a bit difficult' (Tony) but appraisal could dismay: 'Part of the way I feel is from affirmation from the students and... staff and the fact that they give me more work... but then I find it really hard to be evaluated, one comment can be a real downer' (Steve). Value can be transient: 'I do by some people... I do to some extent by the institution... I think currently there's a lot of movement going on that is making people quite uneasy about what's round the corner... there's a lack of communication. [People] may not like what they hear but research tells us that that is the best way to practice in terms of developing relationships and best outcomes' (Elaine). Tough love was raised again: *'The best feedback I've had this year is the one that said "thank you for kicking me up the bottom", I don't feel valued by all students, that's not real life, I would rather be respected than liked' (Ruth). For one, it was unimportant: 'I'm of an age where I don't really care about money and promotion... what matters is that I look forward to coming to work, it doesn't give me a sense of personal identity, that comes from other places (Alec). Three did not feel valued: 'No, I'm still not on the right contract... [I] very occasionally get "well done". I don't think any of us feel valued, with the PgPLT there should be something [reward/recognition]' (Sue) and 'I think I'm more valuable than I am valued... the head of this department is very focused on creating a research institution... to almost the exclusion of everything else (Francis) One was reticent: 'Value is used as a control mechanism by management, nothing is guaranteed, it's all about people and personalities... [we are] in this therapeutic environment... and it's not there for us' (Roger).**

Rationale for selection

All five stated this was the most interesting to them (Claire, Guy, Simon, Mary, Trevor).

1. How would you describe students' competence, commitment and expectations?

Widening participation refers to the inclusion of typically unrepresented groups in the student population (McGivney, 2001). Research suggests that they tend to cluster in post-1992 institutions (Kumar, 1997), often lack habitus (cultural capital) through being the first in their family to participate and many do not leave home, being 'debt-averse' (Stevenson and Bell, 2009, p7). Attendant commitments are common (family, employment) (Bowl, 2003). They are usually untried and untested on entry (Toohey, 1999) and regularly present with 'fragile learning identities' (Ecclestone, 2003, p3). Motivation is often 'to obtain a qualification for a decent job' prompting a shallow approach to study (Biggs, 2003, p3). Where guided into Joint Honours programmes, they have difficulty developing a particular academic identity (Canning, 2005).

Widening participation challenges academics	5		
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All agreed, concerns involved wider cultural change: *'WP requires us to have a better understanding of our students... you can't just make assumptions, like maybe traditional universities have, that they come, as somebody once said "oven-ready and self-basting". They are not necessarily weak students; they just need to be supported in finding the way in'* (Guy) and: *'there has not been a recognition that the way you teach these students is different, the skills they need are different and the life they lead is different'* (Simon) and implications: *'Because we've been widening participation, we're taking students from different backgrounds who maybe don't have the same levels of the skills'* (Mary), *'There's a lot of esteem building to be honest but it does make it tough, you have to be watching a lot of balls at the same time... colossally difficult'* (Claire) and a combination: *'One of the problem... is that our culture, as a country has dumbed down, through widening our participation we are attracting students who are not up to the job, not fit for purpose basically to do this rigorous degree'* (Trevor). Underpinning rationales were offered including inculcation: *'We need to understand what it's like for people to come to university, particularly people from families who've got no history of university attendance'* (Guy) and *'A lot of them lack habitus, being the first in the family to come'* (Trevor), residency: *'I always viewed university as being a gentle way of getting away from home... when they stay at home I don't think they set up a good study environment, if they're in halls... they make new friends, they're probably more set up for studying, and they're relatively close... [if they live some distance away, and have] only one tutorial on a day, they don't come in'* (Simon) and specific learning needs: *'This issue of learning difficulties... more and more students with learning disabilities... I think they're being given a false sense of ability at schools... here it can be quite a shock to their system... all of a sudden they're at university and that hand-holding isn't there'* (Simon)

Some students are academically ill-equipped to participant in HE	4		
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Most recognized significant number of students who struggled academically: *'I've probably noticed that the levels of understanding are not as high as they have been, it comes back to what's required with respect to writing academically because... the transition between A' Level and the degree level is quite substantial... there ought to be [an] interim thing to sort of make students more aware of what the expectations are'* (Mary) and: *'They vary wildly, there are some*

students who expect to come to lectures, be told everything they need to pass the assignment, and their main focus is, "are we going to be assessed on this?" which is soul-destroying' (Claire) but acknowledged this was a consequence of compulsory education: 'I think the problem with students is that it's actually reflecting dumbing down in our society, very much from primary and secondary education... it's the exams that do them, they've got no exam technique, they can't write over three hours, they don't seem to have the attention span to stay in the room for three hours' (Trevor) and: 'We talk about independent learners, there's an expectation that students will just be able to do it... increasingly, particularly if they've come from schools where they're drilled to pass exams, they may not have developed their independent learner skills sufficiently' (Guy)

Some students are culturally ill-equipped to participate in HE	5		
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Unpreparedness manifested as a learned dependency: 'We get students who clearly just don't understand the concept of higher education, that it's very much more independent... what we expect of them, how to go about learning so that puts pressure on us... but we can't abandon these souls who I think can do it, they just don't have the skill set in there to be able to take advantage of the opportunities we're offering... huge range, massive impact on the sort of work we do' (Claire) and: 'They're not stupid, they're not dumbed-down but they've just not been brought up, as it were, you know, to think that you can discuss and question and criticise' (Guy). Dependency could lead to disruptive behaviour: 'If there's no cultural or taught framework for learning that they've had then they're going to struggle with that... increasingly I'm having more classroom management issues, mobile phones, talking over me, eating, punctuality is a problem... yeah, if you want to be a secondary school teacher that's part of your training but if you're a university lecturer' (Trevor). Taking a therapeutic approach within HE can be self-defeating: 'Students are more techno-savvy, but have lost the ability to focus, they can leap from one thing to another but if you ask them to read something that's just a few pages long, they can't do it. [The] general mantra seemed to be "be gentle with them in the first year" now we're shifting that, "let's be tough with them, pretty tough on the marking" because that's the year they can fail without it having an impact on their degree' (Simon) and a burden on the academic: '[I] say to them that what they're trying to do is to become independent, autonomous learners and that... it's down to them to try and find ways round things, obviously we're there to support them and guide them but it's frustrating at times, when you've told them' (Mary).

Some students appear to lack motivation	4		
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Once in HE some students appear uncommitted: 'I have got an increasing core of very bad students and it's getting worse... their ability to understand, perhaps the level of intelligence, their level of work commitment, they're lazy, they come to university for the wrong reasons. [My subject] is perceived as a good career move, it's seen as lucrative but they don't realize the commitment, and also the level of skill and perhaps intelligence required... perhaps they're pressurized by parents' (Trevor), 'There is a small, but significant number of students who are here because it's the next thing to do, they're not necessarily interested in [my subject]' (Claire) and: 'I think there are a small minority who come here because they didn't know what else to do and because so much emphasis nowadays is put on getting a degree... it's the next step but they haven't really come here with a purpose' (Mary). Being committed does not always infer problem-free: 'Some of them I do wonder, I think they came because they couldn't think of anything to do, whereas mature students, they're a delight, even if they've only been out in work one or two years they've got a very, very different mindset... more motivated... they're here for a reason, they're here to learn and they are more demanding... but they come with their own baggage...single mums who can't come in... half term!' (Simon).

Some student expectations are unrealistic	5		
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Unrealistic expectations make significant demands on academics: *'they've got higher expectations than their abilities... it's the worse ones that are the more demanding ones'* (Trevor) and *'when they initially start they imagine it's going to be very much like it was at school, you hold their hand right the way through, you feed them the information, you tell them exactly what to put in and they bring it to you for you to check... a lot of them have a bit of a shock'* (Mary). Undemanding students can become invisible: *'Our job is a continuum – managing expectations and demands at one end - and making sure those who don't ask, don't get lost'* (Simon). Two attributed unrealistic expectations to the notion of student as customer: *'There are now much more of the mentality that "I'm paying for this... I want a good degree" but they don't necessarily match that... [these] students aren't the students who are engaging as well as the typical "I'm here because I want to learn about [my subject]"'* (Claire) and: *'There's a question of what a student gets and what a student wants...there does seem to be a kind of commodification of education...students have expectations, "I'm paying all this money... I want the product, don't get in my way and don't expect too much [and]... don't mark me too harshly"... students do want things; they want success'* (Guy).

Joint Honours have difficulty in developing an academic identity	3		
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Participants with experience of dual-discipline students agreed and empathized with them: *'This is a bug bear of mine! I was Joint Honours... they tend not to perform so well... whether that is because there are lower entry criteria [or it's] more difficult to study [or] because they're not really sure where their identity and support lie, I don't know. There's a bit of a perception amongst staff that Joint Honours are weaker which I think is unfair and obviously, if you're a Joint Honours student and the perception is that you're a bit weaker than that's maybe what you perform to. There's a bit of elitism... but I think there is an underlying feeling'* (Claire), *'I was Joint Honours and I found it difficult, you didn't seem to fit into one discipline or the other because if you're a specialist... often there is a tutor that you can go to... when you're a Joint Honours student you don't have that, you're never quite sure who to go to for information'* (Mary) and *'I feel sorry for them, 'cos they have no identity, they don't know where they belong... who handles them? They seem to get cast around'* (Simon).

Retention at all costs serves neither students nor academics	4		
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Retention was viewed as an artificial measure: *'It's this obsession on retention, to meet targets... we're not creating a sustainable framework... we're obsessed in ticking boxes, management by means, by ends, targets, numbers...rather than growth and sustainable quality. This emphasis on module audits and retention, and it's why we kick them off but if they pay...they can come again. That debt-averse of Stephenson and Bell, I haven't seen much evidence of students being debt averse!'* (Trevor). It denies wider implications for HE: *'There's something to be said for recognising that university doesn't suit everybody... if you put in all these extra people into something kind of traditional, you say, "Oh come in, welcome in, but we'll always do exactly the same", we're going to get more people who can't cope so whether the university should change or whether we should just go back to saying only certain students can do it'* (Guy) and added to academics' administrative load: *'The NS [Non-submission] problem? Yes, I've spent a lot of time this term chasing students and doing naughty, naughty letters'* (Claire) and *'I just don't track attendance, I gave up; I don't even try'* (Simon).

2. Do you consider the 'learning landscape' fit for purpose?

Stevenson and Bell (2009, p1) use this term to encompass 'the physical architecture, the formal and informal relationships, the processes of teaching, learning and assessment, the deployment of technology and other factors that combine to shape the nature of the student experience'. Each influences how teaching is planned, delivered and assessed in the context of students as consumers; the focus is customer (student) satisfaction. This has significant implications for academic staff similarly tasked with satisfying management (and often external bodies) especially where staff 'may not be aware of the extensive base of theory and research related to the science of teaching and learning in higher education' (Collis, 1999 cited in Karran, 2009, p26).

The physical environment presents barriers for academics	4		
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Participants encountered barriers in maintaining a learning landscape that is fit for purpose, whilst the physical plant and support systems of the wider environment were impressive: *'I think the whole atmosphere that you get when you come into this environment is that of a friendly, supportive environment... of being conducive to learning, the facilities are set there and there are a lot of support services available, whether all the students know about all the different support services that are available is a different matter'* (Mary) the management ethos underpinning the infrastructure was challenged: *'There's lots of talk about student focus but I've got my doubts whether that's actually, in real teaching and learning terms, student-focused. So no, the learning landscape is not fit for purpose because it's not pedagogically-driven'* (Claire). There are: *'Major issues with scheduling lab availability, especially at short notice'* (Simon) amidst wider expectations: *'[You've got] demanding students whose expectations exceed their abilities... responsibility without authority and staff and then all the crap with timetables and books'* (Trevor). Once in the classroom, a lack of facilities can restrict good practice: *'The difference between working at a sixth form college and working here... [is that there] every single classroom had an interactive smart board, it was great, you could really involve students, get all different activities going... I think it can really enhance the learning experience'* (Mary).

Managerialism diminishes academic professionalism	4		
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Managerialism subordinates academic professionalism: *'A lot of the systems and culture of the university are treating [students] as customer but they're students! It's all management by exception... [academics] don't get any acknowledgment, very little recognition and it's only when a student makes a complaint that you're asked to justify what you've done... I'm sure there is a fear factor because of this management by exception'* (Trevor), *'It's this numbers-led, always needing to measure; I mean how do you measure satisfaction? At school there were two teachers there, I hated them because they made me work so hard... now, with hindsight they were the best teachers I ever had because they pushed me! It's like this academic offence procedure... it's so dragged out and you want to shout, "look it's blindingly obvious, I found the source on the internet and I've failed them" but you get to the point when you think it's just not worth it'* (Simon) and *'It is very student orientated... rather than lecturer orientated'* (Mary). *'There is clearly an issue with the physical environment... it's very difficult to book rooms... without being challenged on why... that is contrary to the customer-focus of the university... by the time you've been through the complexities of organizing a room... you've lost the immediacy of the situation, so I don't think it's fit for purpose... you have to bloody justify yourself... to provide a rationale as to why you need an extra room to be signed off by the Dean, the Dean!'* (Claire).

Academics would benefit from training in pedagogical theory and practice

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Teaching quality was recognised as significant: *'The impetus has got to come right from the top and it's got to be clearly expressed...they talk about learning and teaching being the core activity of the university but... people come along because they're experts but [they also] need to be experts in teaching... academics can sometimes erect barriers... they leave little doors in it and say "Oh really clever people will find out where the doors are and they'll work out how to get in, or they'll be able to negotiate with me and say, can I come in?" but the rest of the heathen hordes... they're attacking the citadel... they don't exactly pour boiling oil on them but... they don't want them in there. Those days have gone... if you're going to make learning and teaching a core activity, you've really got to value that and invest in it. [A] Student Advisor [told me] she's recognised that since some lecturers have done PgPLT, the numbers of problems students associated with those lecturers has dropped'*(Guy). Two graduates said: *'What was good about it was what I learned about teaching theory, how to be a teacher 'cos I always thought if you know your subject, you knew how to teach it and that's just not true, and this concept of dual professionalism, I knew I was a professional accountant but I never really realized I should be a professional teacher... I learned a lot from other people, people from different backgrounds... it should be the blooming course in the university'* (Trevor, Simon). Not everyone agreed: *'It's seen in the department as a joke... the good thing is you get 44 hours for being a mentor so there's always an unseemly scuffling to be a mentor! Oh, no hours now? So there's no point in unseemly scuffling?'* (Claire). One had undergone FE teacher training considered this sufficient: *'I'm not sure because from the actual lecturing point of view, one of the things that the course that I did really does give you good grounding for is preparation and planning'* (Mary).

3. How do you perceive the relationship between technology and pedagogy?

Institutional insistence on digitalizing student learning through the Virtual Learning Environment (VLE) is extending to the inclusion of interactive Web 2.0 tools (eg wikis and blogs), computer-based assessment and mass learning opportunities (podcasts, lecture-capture video, virtual classrooms) in addition to e-communication through email, electronic notice boards and digital drop boxes for electronic submissions (Watling, 2009). Evidence suggests, however 'that technical skills are not synonymous with the ability to learn online' (Sharpe and Benfield, 2005 cited in Watling, 2009, p91) and connectedness cannot be assumed. Academic staff may be 'digital immigrants' rather than 'digital natives' (Prezsky, 2001, p2), creating tensions in meeting and managing student expectations. There are implications too for plagiarism and authority.

The drive for technology enhanced learning is not cohesive

3

Two questioned whether the drive towards TEL was pedagogically sound: *'If you talk to anybody about e-learning, they talk about the technology, not pedagogy, not students, not the objectives of what it is you're trying to teach. They go to a staff development event... they talk about wikis, blogs, presenter... we have some stunningly good technologists... this is difficult to say this without it being critical, I think they lack the confidence to take a pedagogic focus, for a long time they were much more focused on we have to use [the VLE], we have to do this, do that and not on "how are we using these tools?", now... [they] are moving much more towards supporting pedagogy... they're not so defensive... we are getting there but I think there is a mystique around e-learning, academics who want to maintain that mystique to shore up their own reputations'* (Claire) and *'[Research suggests] that technology doesn't make learning better... you've still got to inculcate the right or appropriate attitudes to learning... there's almost a simplistic belief that technology enhanced learning are good things in themselves... it might be a bit cheaper... but I wonder 'cos you're talking about digital immigrants and digital natives and we're all*

immigrants... we're very much kind of an interim period, we're just waiting for the digital immigrants to die off really' (Guy). Whether the drive was supported was questioned: 'If we're given the time to really feel confident and competent in the different things... we need the time' (Mary).

I incorporate new technologies in my delivery	2		1
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Two were keen to capture lectures for students to re-visit: 'What I've started to do is deliver the lecture through Wimba Classroom and then archive it so that students are in the lecture but then they can go back and watch the lecture again, and they find that really useful' (Claire) and 'I was involved in the [Lecture Capture] pilot scheme which is great if students have missed sessions but the only thing you wonder there is... would some students maybe opt to stay at home and listen to it online rather than coming in? But then is that a bad thing?' (Mary). One was averse: 'I don't, that's a deliberate policy because they're spending too much time on bloody Facebook anyway... I'd rather they talk to the tutors face to face... for me to use a tool I'd need to see the benefit' (Simon).

Additional themes

I am primarily engaged in secondary research	3		1
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A single participant was engaged with pure research: '[In my subject] it's publish or die... it's good in some ways 'cos it motivates you, focuses you... it's bad in that it's very navel-gazing so my research is... I'm the world's leading authority on... my bit... and who else gives a dam!' (Claire). Three consider themselves 'interpreters': 'There's a real place for people doing very cutting edge research but [in writing my book] what I was trying to do was kind of like translate some of that for ordinary people' (Guy), 'I still haven't worked out what research is, I have to research new stuff in order to teach the students but I don't publish, I publish to the students and that's enough, I always reflect on my teaching' (Simon) and 'What I enjoy most about my job is preparing for lectures, updating myself, learning, and I do spend a lot of time on that 'cos that enables me to feel comfortable when I'm teaching' (Trevor).

I identify with being an 'academic'			3
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Three did not: 'No, I don't like the word actually... I don't like it at all... I'm just a teacher' (Guy), 'A lot of academics are very up themselves and egoistic' (Trevor) and 'This is where there is a big difference between people who've come from industry and people who've come through academia... we have to be realistic, this is a business, we have to be in competition to attract students, we have customers, most old-school academics can't accept that [but]... that's where I do get respect from students 'cos they know I've been there, done that... we can talk about how the real world works... I guess I just don't behave like a traditional academic... I want to learn it not write it' (Simon).

Rationale for topic selection

Two participants were enthused by the opportunity to talk about the wider landscape: *'let's go for it!'* (Judy) and: *'The workplace is the one that most interests me... but all three I was fascinated by... this is really such a cracking study in terms of relationships and relationship management... to know what we're doing, to know how we're doing it, to know how we should engage our key audience... absolutely essential* (Rob).

1. Do you consider that you are or soon will be, working in a McUniversity?

Ritzer first proposed that HE, as an integral element of society, must necessarily adopt the McDonald's model of operations, just as industry, business and commerce was beginning to do, in 1993. This model is based on four dimensions: efficiency, calculability, predictability and control. In 2002, he added spectacle (capturing attention) and enchantment (keeping it) i.e. recruitment and retention through giving customers (students) what they want, how and when.

The institution is structured on a business model	2		
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Both recognized this analogy: *'There is McDonaldization of university systems and degrees... degrees are devalued... it's been necessary because you need that to educate a workforce... I know Ritzer's work is based upon Weber's work about rationalisation... predictability and efficiency and that we can measure the outcomes... the blueprint is going to constrain us considerably but at the same time we do have to meet our benchmarks... things are changing... less staff... less modules and that will mean less creativity perhaps, there has to be that predictability, that efficiency that goes with it'* (Judy) and: *'I think this is very pertinent... education in the UK has become formulaic... there is a tendency to look at this as a numbers game, trying to achieve better outcomes for the university rather than the student. McDonaldization has been occurring for a number of years through the National Curriculum and is now spreading its way into higher education... think of the blueprint... the menu'* (Rob).

Managerialism diminishes academic professionalism	2		
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For both, institutional systems and structures, norms and mores eroded professionalism: *'I get increasingly frustrated by the bureaucracy that constrains us... we are straight-jacketed... we want to be flexible but we can't be...you cannot even request a room..., you have to fill out the paperwork... go and get the Dean...nonsensical! Why are we having to do this? I'd rather go and buy my own [stationery] because I find it incredibly insulting that I've got to ask a Finance member of staff to get their key out... it's humiliating; we should not be put in that position. You go to HR but you have to be careful what you say because it comes straight back, they look after... the university [not] the staff. I can see that I have become institutionalized over the last few years because I just want to get on with my job... I don't want to be having to deal with issues'* (Judy) and: *'That's the way the system is, as a consequence...we are constructing, creating mechanisms to circumvent the system.... we have created a monster... they think that that system supports the student, we know it doesn't but try telling them that! We are extraordinarily expensive administrators! Why do I have to jump through that hoop? They're questioning my integrity, my capability to think, as an academic, about the student experience. I know what I'm doing, why am I not trusted? Why do I have to get something signed off by the Dean... to change a room? I love what I do, what disappoints me is the senior management in this organisation treats us like children'* (Rob).

The customerization of students diminishes academic professionalism	1		
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'My supervisor said "you've moved from free-range to battery" ... I do feel like a battery hen in a bigger system and there is that kind of process that goes behind... it does allow me a certain amount of freedom but there isn't as much as I want, I can't make decisions about refusing a student on my modules... if I'm not going to offer a student a referral... I'd make sure that was a team decision because I'm always aware there's an appeal process... I do feel constantly that we are looking to protect our own backs from students as well as the university... because of the system that we have to work in and the fact that students are consumers, paying consumers' (Judy).

Some colleagues are ill-equipped to do the job	2		
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Both commented on colleagues' previous over-generous grading: *'They get very disappointed when they don't pass... I think the reason I don't get challenged is because of my feedback, so a student can then see, this is why I got a D, my C, when I normally get Bs elsewhere, because she's picked up what other people haven't picked up previously, again, that's about me covering my back' (Judy) and 'When they come across people [in stage two] who actually push and cajole, encourage, use different tactics to get them to think about what they're doing... they think "I don't recognise this" and they get told they haven't done this or that, they think "well, up to now all I've got is As and Bs" and you think "why am I the bad guy 'cos I've gone through a very structured process to help them" ... have we just created an environment where it is, let's make life easier, let's not challenge them too hard?' (Rob).*

Teachers are required to enchant students	2		
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Both recognized this: *'Enchantment is... re-enchanting a rationalised world... delivering in a way that doesn't appear to be constrained by the McDonaldization thesis when we deliver to our students. A really good analogy is a swan who's pedalling very furiously under the water but looking very elegant and calm above the water...as lecturers we have to project that, students haven't got a clue what goes behind a two-hour session! We have to enchant learning for students that they do engage with it' (Judy) and 'This comes back to the world that we live in, the environments we have created are about beautiful things... as long as the style's all right, we'll overcome the substance issues... show me the pretty things, I don't want all the detail, how can I get through this as quickly as possible with a minimum amount of pain, 'cos I don't do pain' (Rob).*

Teaching is a performance	2		
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Both agreed: *'We do have to perform; I think it's important that we perform, I get very frustrated by people who just read from their notes, who don't interact with their audience... they are customers, they are paying so they do expect to go to lectures and not be bored to tears, they do expect to have their imaginations lit which is that sort of enchantment' (Judy) and 'I can play the game, I can do my acting job and I'm very good at it because I've learned how to be good at it' (Rob).*

I incorporate new technologies in my delivery		1	
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Only one mentioned TEL: *'I want to use a wiki to save me time on marking presentations, I couldn't get the Wimba thing going and I haven't got the patience with technology, if it doesn't work for me it's sod that! You've always got to think how much work is this going to mean for me because we have so many hours in the day'* (Judy)

2. Do contemporary students need to 'feel right' before they can 'think right'?

Hayes (2002, p143) uses the term 'therapeutic university' to describe an undergraduate offer predicated upon experiential learning opportunities designed to promote self esteem, rather than exposure to the risky business of pursuing knowledge for its own sake. This ethos could be seen as symptomatic of the elevation of an enterprise ideology (with its elements of social reconstruction) over traditionalism (with its disciplinary discourse) (Trowler, 2008) ie the prizing of doing (transferable skills) over knowing (subject knowledge), the inevitable outcome of the marketisation of HE according to Furedi (2002).

There is such a thing as a therapeutic university		2	
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This resonated with both: *'The "therapeutic university", I like the sound of that, are we too soft? Yes... without a doubt... we namby-pamby students, I think they've probably been namby-pambied elsewhere; and it frustrates the hell out of me... it isn't about us, it's from before they come to us and then we're just adding to that... I don't think we can [continue to] be a therapeutic university with the numbers that we have, with the blueprint... bigger classes, we cannot give that student the level of support that they need, that's not what we're paid to do, we're not qualified to do that'* (Judy) and *'Students are being fed too much... the desire to stay within the comfort zone is extraordinary... what we are trying to do with them is not just to give them this qualification but to help them become more aware of themselves... confidence can be developed in so many different ways, something as simple as praise, the danger that we've got... is dependency'* (Rob).

Widening participation challenges academics		2	
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Both had observed a change in aptitude and attitude: *'We have many students with lower UCAS points who have many barriers in writing an essay, in reading... and a number of students with mental health problems. There is this cultural expectation that young people will go to university, generated by this government and by parents themselves and schools, if a young person doesn't go to university it's almost a failure. You have to have a combination of surface and deep learning to survive, I know with doing the PgPLT that because of doing my PhD... raising a family... working, that it had to be surface, there was no way I could do it to the level I really wanted'* (Judy) and *'The previous educational experience was McDonaldization, fast food, fast access, "how can I get through this in the shortest possible time with the least possible impact?" I think they live their lives that way, "I want an answer but I want an answer now"'* (Rob)

Joint Honours have difficulty in developing an academic identity		2	
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One had noticed a difference in the classroom: *'Oh my god, they don't read, they actually don't know basic concepts! There was a distinction between the specialists... and Joint Honours... students were cherry-picking their modules, which with the blueprint they won't be able to do but I think [they] were avoiding the heavy theoretical modules'* (Judy), one focused on their

positioning within the institution: *'The good thing about Joint Honours is that it gives them more choice... the confusing thing... is that it has no real identity...they tend to get lost... they're in the ether somewhere... the difficulty we've got is that [with] defined programmes you then pigeon hole them and there are some people... that want the freedom to cross boundaries'* (Rob)

3. Does the rhetoric surrounding graduateness, that it is an educational rite of passage, concur with the reality?

Graduateness is defined as specific knowledge of an academic field and a set of transferable skills achieved through successful completion of an undergraduate programme (HEQC, 1995, cited in MacDonald Ross, 1996). Trowler (2008) asks whether the adoption of increasingly sophisticated and interactive technologies in learning, teaching and assessment might create the illusion of skills acquisition, skills that do not readily transfer when the context changes. There is concern that this illusion of achievement might extend to subject knowledge: academics report increasing pressure to getting students through: 48% passed failing work, 42% had fails upgraded to pass and 20% admitted turning a blind eye to plagiarism (Baty, 2004).

Graduateness is more than knowledge and skills

2

Both agreed: *'To me graduateness... is also about a student's personality, their attributes, give me a third class honours student who's got interpersonal skills and is willing to learn over a first class honours student who cannot interact, any day of the week'* (Judy) and *'It's about developing a toolbox, they need different tools for different times, [but] they don't have the cognitive ability; they don't have the experience to grasp transferability; that might in itself bring into question, should we be teaching eighteen year olds at a higher education institution... [should it] be 21?'* (Rob).

There is top down pressure to upgrade students

2

Both had experienced this: *'There is more pressure for us to ensure that students pass, we're aware that as an institution and within departments there's a lack of first class honours in comparison to other institutions but my argument is if we accept them with lower UCAS points it's inevitable, we shouldn't feel pressurized to give out grades... I will fight tooth and nail that students should be given the grades that they deserve, however there was an incident yesterday... I said I don't agree it's a D- but I understand the issues round this student, let's just get rid of them, for 10% of 30 credits it just wasn't worth fighting about'* (Judy) and *'We are being advised to find the good elements of a piece of work which is theoretically very flawed... we are notionally a higher education establishment but is that what we are doing? I think we are not'* (Rob)

Additional themes

I am primarily engaged in secondary research

2

Both undertook doctoral research in their own time: *'Looking at the workload modeling, they've now unpicked what scholarly activity is...researching for your modules, not pure... I asked... for some research leave but HR said "She can't have research leave because she's not being funded for a research project" so I said "Well, I'll call it scholarly activity then". I wouldn't want to see is to have us pushing staff to write, to do conferences, who don't want to do that, they didn't come*

on board for this' (Judy) and 'We talk about the core values but we don't see them being acted out... an Assistant Dean [addressed our school, saying]... "In my school we profile 1400 hours [not 1600] so... we've got a degree of flexibility... [someone doing] a PhD, they get hours allocated out of their 1400 hours", the gasp that went round that room! Let's not beat us to death, let's find a mechanism where we can have teaching informed by research, a curriculum fit for the future without being told we're going to work you to the bone' (Rob).

I identify with being an 'academic'			2
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One considered moving on after a PhD: *'I cannot see myself as an academic because at the end of the day we are at [MidwayU] and as much as I have respect for the institution, it's about credibility' (Judy), the other mourned lacking the time to do what academics do even though: 'I'd hate anybody to think I was an academic because I'm not! I don't want to be an academic but I want room and scope to learn... I need opportunities when I'm also engaging... at a higher cognitive level, I'm not given that' (Rob).*

4. *What changes do you predict for HE given the current political, economic and social climate and how might they impact upon your role/your students/your workplace?*

The HE landscape will change irrevocably	4		
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Four considered the wider field: *'We may see the rise of private higher education'* (Ruth), *'I think we're in a very turbulent time, we're pre-election... we'll get the Tories or a hung parliament and we'll go back to a blank canvas'* (Elaine), *'We've had a period of growth, only natural to have a period of stabilization followed by perhaps contraction'* (Alec) and *'it's going to be a different landscape, whether or not I'll be here, who can say?'* (Judy).

Competition not widening participation will drive selection	3		
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Three considered that competition would force selection to control inputs: *'There've got to be processes put in place whereby we are more selective which goes away from widening participation'* (Mary), *'I think we should be more elitist, that's what a university signifies, excellence at a higher level; I embrace the concept of widening participation but not at university'* (Trevor) and *'It's going to start re-trenching... there might be a return to fixed ability, fixed intelligence notions... we'll choose our students on very safe, grounds'* (Guy).

Post-1992 HE will adopt the instrumentalism of employer-driven FE	4		
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Four envisaged tighter control over value-added: *'There'll be more pressure to be instrumentalist... a push towards technology but with the belief that technology's a magic bullet, it is of itself, a good thing to do'* (Guy), *'everything's going to be very much focused on the FE model, it's all going to be about occupations, careers, employment-driven and if you can come to terms with that in what would be your role then that would be ok but if you're an out and out HE academic then you're going to struggle with this'* (Roger), *'We are an employer-led organisation here... to quote our VC 'people from [MidwayU] get jobs... if we lose sight of that then this place is going to shrink more quickly than anyone could ever dream because the competition's pretty tight out there'* (Alec) and *'we will become more business-conscious, unfortunately most of the world sees this as being more bureaucratic, that's how they're going to implement it... where they have to be able to tick these particular boxes... we're going to get more administration... more standardized tests that we will be pushed through and that will be a huge loss'* (Francis).

MidwayU needs to continue re-positioning itself	2		
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Two referred to MidwayU's re-positioning agenda: *'I am very impressed with our new VC, he does run this place as a business... he's turned this place around... they market this place as part of the community... very astute'* (Simon) and *'[MidwayU has] got to re-position itself and we're moving to do so, quite clearly... we can have an international reputation for study online. They need to stop trying to be all things to all people, I would be devastated if I lost my scholarly activity but... our core business is to teach students... we need to build ourselves a niche market'* (Claire).

There will be redundancies	3		
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Three raised staff costs: *'I'd be the first to go, but then I am cheap so it might mean I'm more in demand'* (Steve), *'from a common sense point of view the workforce has to be cut dramatically, the country cannot afford to pay us or our pensions'* (Ruth) and *'There's going to be redundancies aren't there? I daren't even think about it to be honest... I teach core subjects so they need me... but if there's no bloody students'* (Tony).

Dual professionalism will demand accreditation	1		
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One considered staff accreditation as a dual professional: *'It's going to get more competitive, we're going having to up the game, part of that will be higher postgraduate requirements, I think the PgPLT is great, we should be doing that'* (Sue).