

PROFESSOR BRUCE MACFARLANE

CURRICULUM VITAE

Summary profile

* A professor of higher education (University of Southampton, UK) specializing in **leadership and policy issues in higher education** recognized as having made ‘a significant contribution in the field of research into higher education’ (Society for Research into Higher Education Fellowship, 2012)

* An experienced academic leader nationally and internationally in university-wide and department-based roles including directing research centres and in leading academic development centres

* An internationally recognized researcher who has developed key concepts in higher education such as academic integrity, intellectual leadership, academic citizenship and student performativity (Google scholar: H index = 26; iH-index = 51)

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

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

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1.0 Personal details

Name: Bruce John Macfarlane
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 Work e-mail: bmachku@gmail.hk

2.0 Academic qualifications

Institute of Education, University of London	PhD Higher Education	04/1993 – 10/1997
University of Kent	MA in Curriculum Studies	09/1989 – 06/1992
University of Leicester	Postgraduate Certificate in Education (Further Education)	09/1986 – 06/1987
University of Essex	BA (Hons) Government (2:1)	09/1980 – 06/1983

3.0 Awards, Fellowships and Memberships

2015 Distinguished Visiting Professor, University of Johannesburg, South Africa (2015-2020)
 2015 Joint Editor, *Policy Reviews in Higher Education*, Routledge/SRHE
 2015 Editorial Board member, *International Journal of Educational Integrity*, Springer
 2015 Editorial Board member, *Active Learning in Higher Education*, Sage
 2014 Editorial Board member, *Higher Education Research & Development*
 2013 Visiting Professor, Centre for Higher Education and Equity Research, University of Sussex
 2013 Visiting Professor, King's Learning Institute, King's College, London
 2012 Fellow, Society for Research into Higher Education
 2012 Visiting Professor, L.H. Martin Institute, Melbourne University
 2011 Visiting Professor, King's Learning Institute, King's College, London
 2011 Co-editor, *Higher Education Research & Development* (2011-)
 2008 Visiting Professor, Nagoya University, Japan
 2008 Editorial Board member, *Higher Education Quarterly* (2008-present)
 2008 Editorial Board member, *Journal of Academic Ethics* (2008-present)
 2007 Senior Fellow, Higher Education Academy
 2003 Editorial Board member, *Business Ethics: A European Review* (2003-2008)
 2003 Editorial Board member, *Journal of Business Ethics Education* (2003-2006)
 2001 Editorial Board member, *Teaching in Higher Education* (2001-2013)
 2000 Fellow, Institute for Learning and Teaching
 1993 Member, Society for Research into Higher Education (1993-present)

4.0 Employment record

- 12/2014 – present University of Southampton, UK
Post: Professor of Higher Education, School of Education & Director, Centre for Educational Policy
- 09/2010 – 12/2014 The University of Hong Kong (Hong Kong)
Post: Professor of Higher Education (06/2013 – 12/2014) & Associate Dean (Learning & Teaching), Faculty of Education
Associate Professor for Higher Education (09/2010 – 06/2013)
- 04/2008 – 09/2010 University of Portsmouth, UK
Post: Professor of Higher Education and Head of Academic Development
- 05/2004– 04/2008 University of West London, UK
Post: Professor of Education, Director, Centre for Research in Tertiary Education and Head of Educational Development
- 09/2000 – 04/2004 City University, London, UK
Post: Senior Lecturer in Educational Development (2000-02) Reader in Higher Education & Acting Co-Director, Educational Development (2000-04)
- 09/1989 – 09/2000 Canterbury Christ Church University, UK
Post: Lecturer (1989-1992), Senior Lecturer (1992-1997), Principal Lecturer (1997-2000) in Business & Management & Director of the Centre for Studies in Higher Education (98-00)
- 09/1987 – 09/1989 Mid-Kent College of Further & Higher Education, UK
Post: Lecturer in Law
- 1985 – 09/1986 Kiangsu-Chekiang College (Hong Kong)
Post: Teacher of English & History
- 1983 – 06/1985 Lloyds Bank plc
Post: Management trainee

5.0 Academic leadership - institutional

Director, Centre for Educational Policy (current post)

I am leading a research centre which includes 11 academic colleagues and more than 30 doctoral students. The centre is focused on research that has implications for educational policy at all levels and across all phases including school, further education, higher education and lifelong learning. The Centre has a number of externally funded projects.

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

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

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

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

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

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

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

I am committed to the development of higher education as an academic discipline and the importance of understanding the way that it can contribute to the public good. In furthering my commitments in this role I established a research centre, obtained research funding from HEFCE for an international project on dual sector management, supervised doctoral students, provided research seminars and workshops, helped to build research capacity across the institution and developed an education submission for the RAE in 2008.

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

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

Programme management (1989-2000)

During the early part of my academic career, I gained considerable experience in managing large business and management programmes at undergraduate and

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

6.0 Academic leadership - professional

Editorships

Joint editor, *Policy Reviews in Higher Education* (2015-)
Routledge/Society for Research into Higher Education

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

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

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

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

Memberships of Editorial Boards

Active Learning in Higher Education, Sage (2015- present)
International Journal of Educational Integrity, Springer (2015-present)
Higher Education Research and Development, Routledge (2014-present)
Higher Education Quarterly, Wiley-Blackwell (2008-present)
Journal of Academic Ethics, Springer (2008-present)
Journal of Business Ethics Education, Senate Hall (2003-2016)
Malaysian Journal of Learning and Instruction (2011-present)
Teaching in Higher Education, Carfax Publishers (2001-2013)
Business Ethics: A European Review, Blackwell (2003-2009)

Contribution to Research Societies and other public bodies

Society for Research in Higher Education (SRHE):

SRHE is the leading learned society in the field of higher education. I have been a member of the Society since 1993 and a Fellow since 2012. I have made a number of contributions to its activities and governance as follows:

Member, Research and Development Committee (2015-present)

Member, Publications Committee (2015-present)

Elected as Vice-Chair (2007-2010)

Elected as Member of Governing Council (2005-2010)

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

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

Appointed as Chair, Research and Development Committee (2010)

Economic and Social Research Council:

Member of ESRC Virtual College (2007-2010)

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

Reviewer of ESRC research applications in *Research Programme on Teaching and Learning* (phase III), 2002

British Academy:

Reviewer for grant applications (2011-2012)

Higher Education Academy:

Senior Fellow (recognised in 2007)

Member/Fellow (2000-2007)

Accreditor (1999-2007)

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

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

External Examining

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

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

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

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

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

External Examiner, Certificate in Academic Practice, King's College, London (2002- 2006)

External Examiner, Postgraduate Certificate in Higher Education, Middlesex University (2001- 2006)

Conference, network and symposium convenor

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

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

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

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

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

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

Symposium entitled 'Further, Higher, Better? International perspectives on dual sector education', SRHE Annual Conference, 12-14 December, 2006, Brighton (Panel: R. Stumpf, Nelson Mandela Metropolitan University, South Africa; L. Triplett, Kwantlen University College, Canada; N. Garrod, Thames Valley University, UK; G. Parry, University of Sheffield)

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

Teaching business ethics2: technology and innovation, Brunel University, 12-13 December, 2002 in collaboration with the European Business Ethics Network (with Spence, L., Brunel University)

Teaching business ethics: Perspectives on best practice, City University, London, 1st June, 2001, in collaboration with the European Business Ethics Network (UK), the Institute of Business Ethics and Teaching Business Ethics (Kluwer Academic Publishers)

Review work for publishers

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

7.0 Research and scholarship

Single authored monographs (5)

SBS-5. Macfarlane, B. (2017) *Freedom to Learn: the threat to student academic freedom and how it can be reclaimed*, Routledge/Society for Research into Higher Education, New York/Abingdon.

SBS-4. Macfarlane, B. (2012) *Intellectual Leadership in higher education: renewing the role of the university professor*, Routledge/Society for Research into Higher Education, New York/Abingdon.

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

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

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

Co-edited books (3)

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

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

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

Chapters in books (24)

BC-24. Macfarlane, B. (2017) 'Publication and Performativity', in Postiglione, G. & Jung, J. (eds) *The Changing Academic Profession in Hong Kong: Governance, Productivity, and Global Integration*, Springer, Dordrecht, forthcoming.

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

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

- BC-21. Macfarlane, B. (2015) 'Opinion Piece: On Academic Identity' IN Lea, J. (ed) *Enhancing Learning in Higher Education: engaging with the dimensions of practice*. Maidenhead: Open University Press.
- BC-20. Macfarlane, B. (2011) 'Teaching, integrity and the development of professional responsibility: why we need pedagogical phronesis', IN Sugrue, C. and Solbrenke, T.D. (eds.) *Professional Responsibility: New Horizons of Praxis?*, Oxford University Press, Oxford, pp. 72-86.
- BC-19. Macfarlane, B. (2010) 'Values and virtues in qualitative research' IN Savin-Baden, M. and Major, C.H. (eds.) (2010) *New Approaches to Qualitative Research: wisdom and uncertainty*, Routledge, New York/Abingdon, pp. 19-27. GS:8
- BC-18. Macfarlane, B. (2009) 'Community as an academic ethic' IN Strain, J., Barnett, R. and Jarvis, P.(eds.) *Universities ethics and professions: debate and scrutiny*, Routledge, New York/Abingdon, pp. 69-80.
- BC-17. Garrod, N. & Macfarlane, B. (2009) 'Careers' IN Garrod, N. (first author) and Macfarlane, B. (eds.) *Challenging Boundaries: managing the integration of post-secondary education* Routledge, New York/Abingdon, pp. 3-12.
- BC-16. Garrod, N. & Macfarlane, B. (2009) 'Further, higher, better?', IN Garrod, N. (first author) and Macfarlane, B. (eds.) *Challenging Boundaries: managing the integration of post-secondary education*, Routledge, New York/Abingdon, pp. 161-172.
- BC-15. Macfarlane, B. (2008) 'Academic Citizenship and University Life', IN Robinson, S. and Strain, J. *Ethics for Living and Working*, Troubador Publishing, pp. 89-107.
- BC-14. Macfarlane, B. (2007) 'Beyond performance in teaching excellence' IN Skelton, A (ed.) *International perspectives on teaching excellence in higher education*, Routledge, Abingdon, pp. 48-59.
- BC-13. Macfarlane, B. & Ottewill, R. (2006) 'A 'special' context?: Identifying the professional values associated with teaching in higher education', IN Parkis, AG. (ed) *Contemporary Ethical Issues*, Nova Science Publishers, New York, pp 113-127.
- BC-12. Macfarlane, B. (2005) 'Placing service in academic life' IN Barnett, R. (ed.) *Reshaping the University: New Relationships between Research, Scholarship and Teaching*, SRHE/Open University Press, London, pp. 165-177
- BC-11. Ottewill, R., Borredon, L., Falque, L. Macfarlane, B. & Wall. A. (2004) 'A Preface', IN Ottewill, R., Borredon, L., Falque, L., Macfarlane, B. and Wall. A. (Eds.), *Educational Innovation in Business and Economics Education VIII: Pedagogy, Technology and Innovation*, Kluwer Academic Publishers, Dordrecht, pp. x-xv.
- BC-10. Macfarlane, B. & Ottewill, R. (2001) 'Traditions and Tensions' IN Macfarlane, B. & Ottewill, R. (Eds) *Effective Learning and Teaching in Business and Management*, Institute for Learning and Teaching/Kogan Page, London, pp. 3-15.

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

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

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

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

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

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

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

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

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

Journal publications (52)

J-54. Macfarlane, B. (2017) The paradox of collaboration: a moral continuum, *Higher Education Research and Development*, awaiting publication

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

- J-52. Macfarlane, B. (2016) The performative turn in the assessment of student learning: a rights perspective, *Teaching in Higher Education*, 21:7, 839-853. DOI: 10.1080/13562517.2016.1183623
- J 51. Macfarlane, B. (2016) Collegiality and performativity in a competitive academic culture, *Higher Education Review*, 48:2, 31-50.
- J-50. Macfarlane, B. (2015) The Ethics of Multiple Authorship: power, performativity and the gift economy, *Studies in Higher Education*, DOI: 10.1080/03075079.2015.1085009
- J-49. Macfarlane, B. (2015) Student performativity in higher education: converting learning as a private space into a public performance, *Higher Education Research and Development*, 34:2, 338-350. 10.1080/07294360.2014.956697
- J-48. Macfarlane, B. (2015) Dualisms in higher education: a critique of their influence and effect, *Higher Education Quarterly*, 69:1, 101-118. DOI: 10.1111/hequ.12046
- J-47. Macfarlane, B., Zhang, J. & Pun, A. (2014) Academic integrity: a literature review, *Studies in Higher Education*, 39:2, 339-358. DOI: 10.1080/03075079.2012.709495
- J-46. Macfarlane, B. & Chan, R. (2014) The last judgement: exploring intellectual leadership in higher education through academic obituaries, *Studies in Higher Education*, 39:2, 294-305. DOI:10.1080/03075079.2012.684679
- J-45. Macfarlane, B. (2013) The surveillance of learning: a critical analysis of university attendance policies, *Higher Education Quarterly*, 67:4, 358-373. DOI: 10.1111/hequ.12016
- J-44. Macfarlane, B. (2012) Re-framing student academic freedom: a capability approach, *Higher Education*, 63:6, 719-732. DOI: 10.1007/s10734-011-9473-4
- J-43. Macfarlane, B. (2012) Whisper it softly, professors are really academic developers too, *International Journal of Academic Development*, 17:2, 181-183. DOI: 10.1080/1360144X.2012.662465
- J-42. Macfarlane, B. (2012) The higher education research archipelago, *Higher Education Research and Development*, 31:1, pp.129-131.
- J-41. Macfarlane, B. (2011) Prizes, pedagogic research and teaching professors: lowering the status of teaching and learning through bifurcation, *Teaching in Higher Education*, 16:1,127-130.
- J-40. Macfarlane, B. (2011) The morphing of academic practice: unbundling and the para-academic, *Higher Education Quarterly*, 65:1, 59-73.
- J-39. Macfarlane, B. (2011) Professors as intellectual leaders: formation, identity and role, *Studies in Higher Education*, 36:1, 57-73.

- J-38. Macfarlane, B. & Gourlay, L. (2009) The reflection game: enacting the penitent self, *Teaching in Higher Education*, 14:4, 455-459.
- J-37. Macfarlane, B. & Hughes, G. (2009) Turning Teachers into Academics?: Locating educational development in a graduate school, *Innovations in Education and Teaching International*, 46:1, 5-14.
- J-36. Macfarlane, B. & Saitoh, Y. (2009) Research ethics in Japanese higher education: faculty attitudes and cultural mediation, *Journal of Academic Ethics*, 6:3, pp. 181-195.
- J-35. Macfarlane, B. & Cheng, M. (2009) Communism, Universalism and Disinterestedness: Re-examining contemporary support among academics for Merton's scientific norms, *Journal of Academic Ethics*, 6:1, 67-78.
- J-34. Garrod, N. & Macfarlane, B. (2007) Scoping the duals: the structural challenges of combining further and higher education in post-compulsory institutions, *Higher Education Quarterly*, 61:4, 78-596.
- J-33. Macfarlane, B. (2007) Defining and rewarding academic citizenship: the implications for university promotions policy, *Journal of Higher Education Policy and Management*, 29:3, 291-303.
- J-32. Macfarlane, B. (2006) Talking among ourselves? A personal journey across the silos of educational research, *Research and Development in Higher Education*, 29, 216-221.
- J-31. Macfarlane, B. (2005) The Disengaged Academic: The retreat from citizenship, *Higher Education Quarterly*, 59:4, 296-312.
- J-30. Macfarlane, B. & Ottewill, R. (2005) A 'special' context?: Identifying the professional values associated with teaching in higher education, *International Journal of Ethics*, 4:1, 89-100.
- J-29. Ottewill, R. & Macfarlane, B. (2005) The good, the bad and the ugly: Learning the lessons from subject review in business and management, *The International Journal of Management Education*, 4:3, 3-9.
- J-28. Macfarlane, B. & Ottewill, R. (2004) Business ethics in the curriculum: assessing the evidence from subject review (with Ottewill, R., second author), *Journal of Business Ethics*, 54:4, 339-347
- J-27. Ottewill, R. & Macfarlane, B. (2004) Quality and the Scholarship of Teaching: Learning from subject review, *Quality in Higher Education*, 10:3, pp. 231-241.
- J-26. Macfarlane, B., Desjardins, J. & Lowry, D. (2004), The ethics of teaching business ethics: a reflective dialogue, *Journal of Business Ethics Education*, 1:1, 45-55.

- J-25. Ottewill, R. & Macfarlane, B. (2004) Pedagogic challenges facing by business and management educators in UK higher education (with Ottewill, R., first author), *International Journal of Management Education*, 3:3, 33-41.
- J-24. Macfarlane, B. (2003) Tales from the front-line: examining the potential of critical incident vignettes, *Teaching Business Ethics*, 7:1, 55-67.
- J-23. Macfarlane, B. (2002) Dealing with Dave's dilemma's: exploring the ethics of pedagogic practice, *Teaching in Higher Education*, 7:2, 167-178.
- J-22. Macfarlane, B. (2001) Developing Reflective Students: Evaluating the benefits of learning logs within a business ethics programme, *Teaching Business Ethics*, 5:4, 375-387.
- J-21. Macfarlane, B. (2001) Justice and lecturer professionalism, *Teaching in Higher Education* 6:2, 141-152.
- J-20. Macfarlane, B. (2000) Inside the corporate classroom, *Teaching in Higher Education*, 5:1, 51-60.
- J-19. Macfarlane, B. (1999) Re-evaluating the realist conception of war as a business metaphor, *Teaching Business Ethics* 3:1, 27-35.
- J-18. Macfarlane, B. & Lomas, L. (1999) Stakeholder conceptions of quality in single company management education, *Quality Assurance in Education* 7:2, 77-84.
- J-17. Macfarlane, B. & Perkins, A. (1999) Reconceptualising Corporate Strategy in Business and Management Education, *Education and Training* 41:1, 20-26.
- J-16. Macfarlane, B. (1998) Business Ethics and the Idea of a Higher Education, *Teaching Business Ethics*, 2:1, 35-47.
- J-15. Macfarlane, B. (1998) Degree classifications: time to bite the bullet, *Teaching in Higher Education*, 3:3, 401-405.
- J-14. Macfarlane, B. (1998) Refugees, Nomads and Tourists: an anatomy of business and management lecturers in higher education, *European Journal of Business Education*, 7:2, 37-44.
- J-13. Macfarlane, B. (1997) The Business Studies first degree: institutional trends and the pedagogic context, *Teaching in Higher Education*, 2:1, 45-57
- J-12. Macfarlane, B. (1997) In Search of an Identity: lecturer perspectives of the Business Studies first degree, *Journal of Vocational Education and Training* 49:1, 5-20.
- J-11. Macfarlane, B. & Tomlinson, K. (1995) The significance of subject choice in explaining the first class degree divide between male and female graduates, *Research in Education*, 54, 95-100.

J-10. Macfarlane, B. (1995) Business ethics: too little, too late, *Education and Training*, 37:5, 36-40.

J-9. Macfarlane, B. (1995) Business and management studies in higher education: the challenge of academic legitimacy, *International Journal of Educational Management*, 9:5, 1995, 4-9.

J-8. Macfarlane, B. (1995) Shamrocks: Lucky for some? *Management in Education*, 9:1, February, 24-26.

J-7. Macfarlane, B. (1995) Client-based management education: values and quality, *Management Development Review*, 8:1, 32-36.

J-6. Macfarlane, B. (1994) Issues concerning the development of the Business Studies undergraduate curriculum in UK higher education, *European Journal of Business Education*, 4:1, 1-14.

J-5. Macfarlane, B. (1994) Competence-based management education and the needs of the learning organisation, *Education and Training*, 36:1, 29-32.

J-4. Macfarlane, B. (1993) Business ethics and the role of pride, *Management Education and Development*, 24:4, 309-315.

J-3. Macfarlane, B. (1993) The results of recession: students and university degree performance during the 1980s, *Research in Education*, 49, 1-10.

J-2. Macfarlane, B. & Tomlinson, K. (1999) Managing and Assessing Student Enterprise Projects, *Education and Training*, 35:3, 33-36.

J-1. Macfarlane, B. (1992) The 'Thatcherite' generation and university degree results, *Journal of Further and Higher Education*, 16:2, 60-70.

Publication in policy or professional journal (10)

PJ-10. Macfarlane, B. and Burg, D. (2016) Academic housework: Women professors view their role differently, and it's holding them back, *Research Fortnightly*, 6 October.

PJ-9. Macfarlane, B. (2015) Academic Practice, identity and careers, IN Valuing Research into Higher Education: Advancing knowledge, informing policy, enhancing Practice (pp. 9-10). SRHE, London. Available from: https://www.srhe.ac.uk/downloads/SRHE_50Programme_web.pdf.

PJ-8. Macfarlane, B. (2012) Ambition, Boredom, Friendship and Love: What they tell us about research ethics, *Research Intelligence*, 118, August, 14-15.

PJ-7. Macfarlane, B. (2011) 'The unbundling of the academic role', *Borderless 2011: Perspectives on the Future*, The Observatory on Borderless Education, 2011, p. 10, www.obhe.org.

PJ-6. Macfarlane, B. (2009) 'A Leap of Faith: The role of trust in higher education

teaching', *Nagoya Journal of Higher Education*, 9, 221-238.

PJ-5. Macfarlane, B. & Garrod, N. (2007) 'Managing Duality' *Engage: Magazine of the Leadership Foundation for Higher Education*, Issue 9, Q 1, 14-15.

PJ-4. Macfarlane, B. (2001) 'Engaging the sceptics: the challenges of teaching business ethics', *Perspectives*, 9, Spring, 13-14.

PJ-3. Macfarlane, B. (1996) Reflections on business ethics *Economics and Business Education* 4:4 (December), 171-174.

PJ-2. Macfarlane, B. (1994) 'Induction Programmes: Use and Abuse' *Business Education Today*, January/February, 8-10.

PJ-1. Macfarlane, B. & Tomlinson, K. (1993) 'Reflections on Student Enterprise Projects in Higher Education', *Business Education Today*, June/July, 10-12.

Conference papers (published) (4)

C-4. Macfarlane, B. (2016) An integrated model of academic integrity, *Quality of Knowledge from the Perspective of Academic Integrity*, National Institution for Academic Degrees and University Evaluation (in English and Japanese), pp. 34-40.

C-3. Macfarlane, B. (2007) The Academic Vocation: re-examining the relevance of Merton's institutional norms, in Deepwell, F., Haworth, J. and King, V. (eds.) *Researching Academic Futures*, 2nd International IPED Conference, pp. 148-154, ISBN 978-1-84600-0188.

C-2. Macfarlane, B. (2007) A cause for concern?: The impact of SOTL on academic citizenship, London *SOTL*, in Fanghanel, J. and Warren, D. (eds.) *International Conference on the Scholarship of Teaching and Learning (2005 and 2006)* (CEAP, City University, London), pp. 166-170, ISBN 0-9543742-3-1 978-0-9543742.

C-1. Macfarlane, B. & Ottewill, R. (2003) How discipline-specific are pedagogic challenges?: The case of business and management education, in Gosling, D. and D'Andrea, V (eds.) *International Conference on the Scholarship of Teaching and Learning: Proceedings 2001 and 2002* (City University, London), pp. 244-255, ISBN 0-9543742-0-8.

Editorials (8)

E-8. Macfarlane, B. and Tomlinson, M. (2017) Editorial, Critical and Alternative Perspectives on Student Engagement, *Higher Education Policy*, awaiting publication in 2017

E-7. Locke, W. and Macfarlane, B. (2017) Editorial, *Policy Reviews in Higher Education*, 1:1, 1-3, DOI: 10.1080/23322969.2017.1245819

E-6. Macfarlane, B. (2016) From identity to identities: a story of fragmentation, *Higher Education Research and Development*, 35:5, 1083–1085.

<http://dx.doi.org/10.1080/07294360.2016.1222648>

E-5. Macfarlane, B. (2014) Challenging leaderism, *Higher Education Research and Development*, 33:1, 1-4.

E-4. Macfarlane, B. & Grant, B. (2012) The growth of higher education studies: from forerunners to pathtakers, *Higher Education Research and Development*, 31:5, 621-624.

E-3. Grant, B. & Macfarlane, B. (2012) Celebrating our past, looking ahead to the future, *Higher Education Research and Development*, 31:1, 1-4.

E-2. Macfarlane, B. & Spence, L.J. (2003) Redefining the Scholarship of Business Ethics, *Journal of Business Ethics*, 48:1, 3-7.

E-1. Cowton, C.J. & Macfarlane, B. (2002) Sharing best practice: UK Perspectives, *Teaching Business Ethics*, 6:3, 275-277.

Editorships of special issues (8)

8. Macfarlane, B. and Tomlinson, M. (2017) Critical and alternative perspectives on student engagement, *Higher Education Policy*, forthcoming

7. Macfarlane, B. (2016) Academic Identities, *Higher Education Research and Development*, <http://explore.tandfonline.com/content/ed/academic-identities-vsi>

6. Deem, R. and Macfarlane, B. (2015) SRHE 50th Anniversary Virtual Special Issues Series, No. 5 Academic Practice and Identity, *Studies in Higher Education*, <http://explore.tandfonline.com/content/ed/cshe-vsi-hub/cshe-vsi-5>

5. Macfarlane, B. (2014) Leading the Academy, *Higher Education Research and Development*, 34:1, Routledge, ISSN 0729-4360.

4. Macfarlane, B. & Grant, B. (2012) The development of higher education as a research field, *Higher Education Research and Development*, 31:5, Routledge, ISSN 0729-4360.

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

2. Macfarlane, B. & Spence, L. (2003) Redefining the Scholarship of Business Ethics, *Journal of Business Ethics*, 48:1, Kluwer Academic Press, ISSN 1382-6891.

1. Cowton, C.J. & Macfarlane, B. (2002) Sharing best practice: UK Perspectives, *Teaching Business Ethics*, 6:3, 2002, Kluwer Academic Press, ISSN 1382-6891.

Book reviews (8)

BR-8. Macfarlane, B. (2012) Review of 'Martin Trow: Twentieth-Century Higher Education: Elite to Mass to Universal', *Higher Education Policy*, 66:1, 123-125.

BR-7. Macfarlane, B. (2008) Higher Education and Civic Engagement: International Perspectives, *Higher Education Review*, 40:3, 91-93.

BR-6. Macfarlane, B. (2007) Review of 'Higher Education Pedagogies: A Capabilities Approach', *Teaching in Higher Education*, 12:2, 289-291.

BR-5. Macfarlane, B. (2005) Review of 'Researching Higher Education', *British Journal of Educational Studies*, 53:2, 230-232.

BR-4. Macfarlane, B. (2004) Review of 'The Moral Foundations of Educational Research: Knowledge, Inquiry and Values', *British Journal of Educational Studies*, 52:3, 336-338.

BR-3. Macfarlane, B. (2003) Review of 'The Scholarship of Academic Development', *Higher Education Review*, 35:3, 111-113.

BR-1. Macfarlane, B. (1999) Review of 'Lifelong Learning and the University: A Post-Dearing Agenda', *Teaching in Higher Education*, 4:2, 1999, 295-299.

Newspaper articles (23)

NA-24. Macfarlane, B. (2016) The myth of collegiality (provisional working title), *Times Higher Education*, 15 December, p.

NA-23. Macfarlane, B. (2016) Academic double standards: freedom for lecturers, compliance for students, *Times Higher Education*, 29 September, p. 29

NA-22. Macfarlane, B. (2016) Why students are treated worse than customers, *University World News*, 20 May.
<http://www.universityworldnews.com/article.php?story=20160517150918945>

NA-21. Macfarlane, B. (2015) Time for a credit check, *Times Higher Education*, 10 December, p 26.

NA-20. Macfarlane, B. (2015) Look back in wonder: the invention of academic 'tradition', *Times Higher Education*, 25 June, p 29.

NA-19. Macfarlane, B. (2014) If not now, when?, *Times Higher Education*, 16 October.

NA-18. Macfarlane, B. (2014) Speaking up for the introverts, *Times Higher Education*, 25 September.

NA-17. Macfarlane, B. (2014) Truly 'higher' study demands critical thinking, not faking it, *Times Higher Education*, 6 March.

NA-16. Macfarlane, B. (2012) 'Be here now or else – lamentable consequences of student 'presenteeism'', *Times Higher Education*, 13 December, pp. 26-27.

- NA-15. Macfarlane, B. (2012) 'Pack a moral compass or risk losing your way', *Times Higher Education*, 18 October, p 31.
- NA-14. Macfarlane, B. (2012) 'I'm an academic and I want to be proud of it', *Times Higher Education*, 4 October, pp. 36-40.
- NA-13. Macfarlane, B. (2011) 'Command Performance', *Times Higher Education*, 17th November, pp. 35-39.
- NA-12. Macfarlane, B. (2011) 'Its time to stop winking at teacher-student affairs', *South China Morning Post*, 17 July.
- NA-11. Macfarlane, B. (2011) 'Boom blurs boundary between private and public universities', *South China Morning Post*, 3 July (Sunday Morning Post section, p. 6).
- NA-10. Macfarlane, B. (2011) 'Professors: cash cows or intellectual leaders?', *University World News*, 3 July.
<http://www.universityworldnews.com/article.php?story=2011070115343013>
- NA-9. Macfarlane, B. (2011) 'A question of ethics'. *University World News*, 13 March. <http://www.universityworldnews.com/article.php?story=20110312090845439>
- NA-8. Macfarlane, B. (2011) 'And freedom for all means undergraduates' *The Australian*, 19 January.
- NA-7. Macfarlane, B. (2010) 'A question of culture as well as structure', *The Australian*, 27 October, 2010, p. 30.
- NA-6. Macfarlane, B. (2010) 'The virtuous researcher' *The Chronicle of Higher Education*, 9 April, p. A30.
- NA-5. Macfarlane, B. (2009) 'Role of professors mired in confusion', *University World News* (online), 8 March issue 66, <http://www.universityworldnews.com>.
- NA-4. Macfarlane, B. (2007) 'It's more than a stand-up routine', *The Times Higher Education Supplement*, 23 November, p.20.
- NA-3. Macfarlane, B. & Garrod, N. (2007) 'A Victorian idea in need of restoration' *The Times Higher Education Supplement*, 30 March, p.14.
- NA-2. Macfarlane, B. (2006) 'Keep the compact that binds us to each other', *The Times Higher Education Supplement*, September 1, p 14.
- NA-1. Macfarlane, B. (2003) 'Take some time to think through daily dilemmas', *The Times Higher Education Supplement*, 24 October, p 25.

Reports

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

<http://www.business.heacademy.ac.uk/publications/misc/occasional/qaa.html/view>

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

<http://www.business.ltsn.ac.uk/publications/misc/occasional/pedagogic/pedagogic%20challenges%20facing%20business%20education.pdf/>

Research grants (PI and Co-I)

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

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

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

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

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

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

4. Managing Change and collaboration in dual sector (HE-FE) institutions
Funded by the Higher Education Funding Council Leadership, Governance and Management Fund and matching institutional funding, January 2006 - January 2009. Funding: £172,500. Role: PI and project director

3. Universal Access and Dual Regimes of Further and Higher Education
Funded by the Economic and Social Research Council. 2005 – 2008, Funding: £240,000
Role: Co-I (PI: Professor Gareth Parry, University of Sheffield)

2. An analysis of QAA business and management subject review reports 2000-2001, Funded by BEST, the Business, Management and Accountancy LTSN, Institute for

Learning and Teaching in Higher Education, January, 2003 – June, 2004. Funding: £10,000. Role: PI (with R.Ottewill, University of Southampton)

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

8.0 Invited keynotes and lectures

I have given more about 25 keynotes and 65 invited lectures for about 50 different universities, research societies, NGOs, and governmental organisations in the UK, Ireland, Japan, Hong Kong, the Netherlands, South Africa, mainland China, Australia, New Zealand, Germany, and Malaysia.

Invited keynotes & public lectures (25)

26. Freedom to Learn and the public role of higher education, Higher Education Evaluation and Accreditation Council of Taiwan, Taipei, Taiwan (ROC), 18-20 January, 2017 (forthcoming).
25. Freedom to Learn at university, Public lecture, University of Johannesburg, South Africa, 7 April, 2016.
24. The challenges of academic integrity and the responsibilities of academic citizenship, Nagoya University, 17 March, 2016.
23. Academic citizenship: what is it, why is it important, and should we try to measure it?, Seikei University, Tokyo, Japan, 11 March, 2016.
22. Do students have freedom to learn at university?, Glasgow Caledonian University, Glasgow, UK, CRL Student Engagement Conference, 9 September, 2015
21. The academic profession and the challenges of academic integrity, Hiroshima University, Hiroshima, 30 July, 2015.
20. An integrated model of academic integrity, NIAD-UE University Quality Assurance Forum, Tokyo, Japan, 27 July, 2015
19. What does it mean to be an academic?, 50th Anniversary conference, Society for Research into Higher Education, 26 June, 2015.
18. Virtue under pressure: publication and integrity in a performative age, World-class Universities, Publication and Research Assessment: Rethinking the Mission of Higher Education in the Global Age, Worldwide Universities Network, The Chinese University of Hong Kong, 11 July 2014
17. The rise of the para-academic, International conference on changing conditions and changing approaches of academic work, Berlin, Germany, 4 June 2012

16. Student academic freedom and critical thinking, Higher Education & Development Society of Australasia Graduate Attributes Symposium, Wellington, New Zealand, 15 May 2012.
15. The Higher Education Research Archipelago, Researching Higher Education symposium, Higher Education Research and Development Society of Australasia, AUT University, Auckland, New Zealand, 15 September, 2011.
14. Intellectual Leadership: definition and recovery, 15th Annual Standing Conference on Academic Practice, University of Warwick, UK, 8 July 2011.
13. A voyage across the seascape of higher education research: forerunners, pathfinders and pathtakers, SRHE Newer Researchers Conference, Celtic Manor, Wales, UK, 13 December, 2010.
12. Challenging Boundaries: International Perspectives, Inaugural Dual Sector Forum, Rendezvous hotel, Melbourne, Australia, 28 October, 2010.
11. Researching with integrity, Researching in the Third Sector - an Ethics Symposium, Salvation Army headquarters, London, UK, 19 February, 2010
10. Academic citizenship, performativity and the student experience, Annual Learning and Teaching Conference, Kingston University, UK, 13 January, 2010.
9. Research and integrity, Brighton University research conference, Brighton, UK, 29 May, 2009.
8. Values for the 21st century graduate: Freedom to learn, not governance of the soul, Higher Education Colloquium, University of Edinburgh, Scotland, UK, 11-12 May, 2009.
7. Ethics, Leadership and the University, AKEPT Higher Education Leadership Academy, Ministry of Education, Malaysia, 31 March - 1 April, 2009.
6. What does it mean to be a 'good' academic?: recognising the virtues and vices, University College Marjon, Plymouth, UK, Learning and Teaching Conference, 26 March, 2009.
5. Academic citizenship and graduate education, 2nd Annual Seminar of the International Journal of Graduate Education, 'Graduate education and the role of the intellectual', Edge Hill University, 28 September, 2007.
4. Academic citizenship and university life, Real World, Real People: ethics in a virtual world, 2nd International Conference on Teaching Applied and Professional Ethics in Higher Education, University of Roehampton, 1 September, 2005.
3. The academic citizen, BEST Conference, 2004, Keynote address, Edinburgh, 15 April, 2004.
2. Teaching with integrity, Teaching Quality Enhancement Fund Annual Conference,

Nottingham, 4 November, 2003.

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

Invited lectures/talks (66)

67. Why students are treated worse than customers. Panel presenter and discussant 'Payback time? Employability, Debt and Civic Identity in Higher Education' (Chaired by Tristan McCowen), Institute of Education, University of London, TBA.

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

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

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

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

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

61. Academic Citizenship: valuing collective contributions in a careerist academy, University of Johannesburg, South Africa, 5 April, 2016.

60. Academic Citizenship: what is it, why it is important and how we can evaluate it, University of Winchester, 21 January, 2016.

59. Researching with integrity (or acting ethically when no one else is watching), Professional Doctorate in Educational Psychology, University College London, 2 December, 2015.

58. Getting your research beyond the walls of the academy, University of Auckland, New Zealand, 19 August, 2015.

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

56. Islands of Insularity? Mapping higher education as a research field, 19th Annual Standing Conference on Academic Practice, University of Warwick, UK, 10 July 2015.

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

54. Are multiple authored publications a fair and accurate representation of who *really* contributed the most?, University of Hong Kong, 5th June, 2015
53. The ethics of multiple authorship: the case of Hong Kong, East Asian Collaboration Network, University of Hull, 17 March, 2015.
52. Publication ethics and performative pressures, Hong Kong Institute of Education, Hong Kong, 26th November, 2014
51. Free to learn?, University of Kent, 11th October, 2013
50. Free to learn? Presenteeism, Learnerism and Soulcraft in an age of student performativity, University of Bath, 2nd October, 2013.
49. Research ethics in the context of organisational research, International EdD summer school programme, University of Sussex, UK, 24th June, 2013.
48. Virtue under pressure: reframing our thinking about research ethics, Research ethics: from compliance to practice, Birmingham City University, UK, 20th June, 2013.
47. What is intellectual leadership? University of Bristol, Centre for East Asian Studies seminar, 6th June, 2013.
46. Academic Integrity: a review of the literature and understanding the issues, Center for the Advancement of Higher Education, Tohoku University, seminar held in Tokyo, Japan, 22 October 2012.
45. Reviving the role of the professoriate in leading institutional change, La Trobe University, Melbourne, Australia, 23 August 2012.
44. Intellectual Leadership in Higher Education, Centre for Higher Education and Equity Research, University of Sussex, UK, 2 July 2012
43. Intellectual Leadership in Higher Education, University of Otago, Dunedin, New Zealand, 16 May 2012.
42. The unbundled professor: the disaggregation of academic life, invited presentation at international conference entitled 'The Changing Roles of Academics and Administrators in Times of Uncertainty', Hong Kong Institute of Education, Hong Kong, 4 November, 2011.
41. Intellectual Leadership in Higher Education, Institute of Higher Education, Beijing Normal University, China, 25 October, 2011.
40. The unbundled academic, Strathclyde University, Glasgow, UK, 12 July 2011.
39. SRHE Academic Practice Network, Intellectual Leadership and the role of the university professor, Holborn, London, UK, 6 July 2011.

38. Intellectual leadership, Centre for Equity Education Research, University of Sussex, UK, 29 June 2011.
37. Intellectual leadership, 5th Annual Excellence in Teaching Conference, King's College, London, UK, 21 June 2011.
36. The end of the affair: the TVU story, FE-HE Network, SRHE Annual Conference, Celtic Manor, Wales, UK, 15 December, 2010.
35. What is the role of a professor? Understanding intellectual leadership in university life, University of Sydney, Australia, 2 November, 2010.
34. What does it mean to be an 'ethical' researcher? University of New South Wales, Sydney, Australia, 1 November, 2010.
33. International Higher Education Scholars programme, Building a career in higher education research: a tour around the territory, Deakin University, Melbourne, Australia, 27 October, 2010.
32. Researching with Integrity, Southampton University School of Medicine Research Ethics Committee, Southampton, UK, 29 June, 2010.
31. Researching with Integrity, 5th Academic Practice Conference, Northumbria University, UK, 28 June, 2010.
30. Academic citizenship and the hollowing out of academic life, Roehampton University of Surrey, UK, 23 April, 2010.
29. Researching with Integrity, The University of Edinburgh, UK, 22 March, 2010.
28. Researching with Integrity, Higher Education Research Group, University of Southampton, UK, 28 January, 2010.
27. Rethinking the curriculum: politics, purposes, principles and priorities, Centre for Learning Enhancement and Research, Chinese University of Hong Kong, Hong Kong, 25 January, 2010.
26. My career story, SRHE Postgraduate and Newer Researchers Conference, Celtic Manor, Wales, UK, 7 December, 2009.
25. Researching with Integrity, University of Strathclyde, UK, 29 October, 2009.
24. Understanding intellectual leadership, University College London, UK, 28 October, 2009.
23. Researching with integrity, Liverpool Hope University, Liverpool, UK, 8 October, 2009.
22. Understanding professorial leadership, Senior Academic Team Development

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

21. Researching with integrity: exploring the role of character, Oxford Learning Institute, University of Oxford, UK, 26 February, 2009.
20. A Leap of Faith: The role of trust in higher education teaching, Faculty of Humanities and Social Science, keynote at the Annual Learning and Teaching Conference, University of Portsmouth, UK, 23 June, 2008.
19. The good professor, Nagoya University, Japan, 21 March, 2008.
18. Principles of faculty development and academic practice, Keio University, Japan, 19 March, 2008.
17. Researching with integrity, Japanese-German Society for Applied Ethics, Nanzan University, Japan, 16 March, 2008.
16. Policy, principles and politics: The development of initial professional development qualifications in the UK, Nagoya University, Japan, 25 February, 2008.
15. Teaching with integrity, University of Essex, Colchester, UK, 6 November 2007.
14. Researching with integrity, National University of Ireland, Galway, Ireland, research seminar, 19 January, 2007.
13. Researching with integrity: the virtues and vices of academic enquiry, 'Inquiring with the Experts' Seminar Series, Coventry University, UK, 18 October, 2006.
12. The virtue(s) of research, MPhil/PhD Conference, Thames Valley University, London, UK, 7 September, 2006.
11. Valuing the virtues of academic citizenship?, Joint research seminar for Napier University and Strathclyde University, Edinburgh, UK, 9 May, 2006.
10. The virtues and vices of academic citizenship, The Philosophy of Education Society of Great Britain, University of the West of England, UK, 1 March, 2006.
9. Effective Learning and Teaching in Business and Management, (with Ottewill, R), *5th International Conference on the Scholarship of Teaching and Learning: SoTL Past, Present and Future*, London, UK, 13 May, 2005.
8. 'Academic citizenship' and 'Teaching with integrity', Centre for Excellence in Learning and Teaching, National University of Ireland, Galway, Ireland, 18 February, 2005.
7. Beyond teaching with integrity, Moray House School of Education, University of Edinburgh, Scotland, UK, research seminar, 3 February, 2005.
6. A personal journey across the silos of educational research, Institute of Education, University of London, UK, PhD research seminar, 2 December, 2004.

5. Pedagogic research: challenges and opportunities, St Mary's College, University of Surrey, 30 April, 2003.
4. Assessing the pedagogic challenges faced by business and management educators in UK higher education, (with R. Ottewill) BEST Conference, 2002, Liverpool, UK, 6 April, 2002.
3. The virtues (and vices) of teaching in higher education, Chester College of Higher Education, Cheshire, UK, 18 September, 2002.
2. Ethics and Teaching in Higher Education, Canterbury Christ Church University, Canterbury, UK, 7 March, 2002.
1. The aims and challenges of business and management education, City University Business School, London, UK, 28 November, 2000.

9.0 Applied research and/or knowledge exchange

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

Newspaper and professional journal articles

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

Consultancy and expert services

- | | |
|-------------|--|
| April, 2016 | Authorship practices and ethics. Consultancy project with Taylor and Francis |
| Nov, 2013 | International advisory board, 'Perspectives on Intellectual Leadership in Higher Education' book series, Bloomsbury |
| Oct, 2013 | Expert peer review of draft submission of University of West London to UoA 25 (Education, sub-panel C) in the UK Research Excellence Framework, 2014 |
| Feb, 2013 | Expert peer review of draft submission of Glasgow Caledonian University to UoA 25 (Education, sub-panel C) in the UK Research Excellence Framework, 2014 |

- 2010 Invited member of the national review panel for the UK higher education professional teaching standards framework
- March, 2009 Invited workshop facilitator, Ethics and leadership for the Akept Leadership Academy (part of the Ministry of Higher Education), Malaysia.
- 2008-2010 External peer for the King's Institute of Learning and Teaching (King's College, London)
- 2009-2010 Member of the main panel for the National Teaching Fellowship Projects Scheme
- 2005-2006 Consultant on the development of values within the Higher Education Academy's professional standards framework
- 2002-2008 External advisor for the award of the Henry Walpole prize for Teaching and Learning at St Mary's College
- 1999-2007 Accreditor, Higher Education Academy

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

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

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

I have acted as an advisor to the Association of Business Schools and undertaken other *ad hoc* consultancy work, including numerous validations and major programme reviews.

10.0 Doctoral supervision and examination experience

Doctoral supervision (current)

Jingwen Wu (PhD)
Viara Dulguerova (PhD)
Adesh Joshi (PhD)
Roger Emery (EdD)
Paul Kelly (PhD)
A.S. Al-Muqarshi (PhD)
Manayer Al Rashidi (PhD)
Stephanie Allen (EdD)

Nicky Stecker-Doxat (EdD)

PhD and EdD completions (as primary supervisor)

7. Chen, Siaw Wee, *Beyond Consonance and Dissonance: A Model of Pedagogical Engagement with Critical Thinking*, The University of Hong Kong (PhD), December 2014
6. Ching Ka Wai, *Learning experiences of Hospitality and Tourism Management Students in Three Different Modes of Curriculum Delivery*, The University of Hong Kong, (EdD), July, 2014
5. Grey, Claire *Further/Higher Education Partnerships: A Street Level Perspective*, The University of Sheffield, UK (External primary supervisor), (EdD), July, 2014
4. Saraswat, Arti *The challenges of leading and managing dual sector institutions*, Thames Valley University, PhD, July, 2010
3. Rich, Martin *Information and Communication Technology in Management Learning*, City University, UK, PhD, May, 2004
2. Emberson, Michael *The equity theory of motivation: An ethnographic case study of a voluntary sector organisation*, University of Kent, UK, PhD, August, 2002
1. Stuart, Marion *Degrees of Differences: Influences on the development and control of Tourism as a subject in UK higher education*, University of Kent, UK, PhD, June, 2001

External examination of doctorates

17. PhD, Vicki Trowler, *Nomads in contested landscapes: Reframing Student Engagement and Non-traditionality in Higher Education*, Edinburgh University (25 November 2016)
16. PhD, Jillian Carroll, *Intellectual Collegiality and Leadership in the Neoliberal University* Reflexive University, Victoria University, Melbourne, Australia (November, 2016)
15. PhD, Tashi Gyeltshen, *The nature of academic leadership at the colleges of the Royal University of Bhutan*, Queensland University of Technology, Australia (May, 2015).
14. PhD, Tatpol Vajarodaya, *Strategic Leadership in UK Business Schools in Higher Education*, University of Strathclyde (16 August, 2013).
13. PhD, Adisorn Juntrasook, *Narratives of leadership in Academia*, University of Otago, New Zealand (30 June, 2013).
12. EdD, Faraz Bughio, *Improving English Language Teaching in Large Classes at university level in Pakistan*, University of Sussex (11 January, 2013)

11. PhD (by publication), Janice Malcolm, Academic work, identity and culture, University of Brighton (September, 2011)
10. PhD, Jan Smith, Resonance, Dissonance, Rejection: Experiences of Probationary Academics in UK Higher Education, University of Strathclyde (11 July, 2011)
9. EdD, Jan Huyton, Individualized, invisible interactions: deliberate or default position for personal tutoring in UK higher education?, University of Edinburgh, (5 January, 2011)
8. EdD, Paula Crick, University of Sheffield, (10 May, 2010)
Exploring student nurses' first assessment experience: An illuminative examination
7. EdD, John Galvin, University of Sheffield, (18 December, 2009)
Partnership Pedagogies: Family-School-Community Educational Partnerships in Disadvantaged Settings
6. PhD upgrade, Feng Su, Liverpool Hope University
Coping the unpredictable: The Chinese Undergraduate Student Experience at a UK University (16th June, 2009)
5. PhD, Simon Lygo-Baker, Institute of Education, University of London
Valuing Teaching in Higher Education: A study of academic developers' value development (7th April, 2009)
4. EdD, Carol Pook, University of Surrey
Peer observation: a paradox of professional practice (23 March 2009)
3. PhD, Guy Bohane, Roehampton University
How can I develop integrity in practice through the teaching and learning of ethics in management? An action research enquiry (15 October 2008)
2. EdD, Josephine Boland, University of Edinburgh
Embedding a civic dimension within the higher education curriculum: a study of policy, process and practice in Ireland' (3 June, 2008)
1. EdD, Christine Porter, Institute of Education, University of London
Cultures of learning: a case study examining the relationship between international student achievement and student background on two post-graduate programmes in Business and Management (10 January, 2006)

11.0 Teaching and curriculum design experience

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

1989-2000:

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

2000-2010:

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

I have been a Fellow of the Higher Education Academy (UK) since 2000 and was named as one of a select group of Senior Fellows of the Higher Education Academy in 2007 in recognition of my teaching innovations in academic ethics and leadership of teaching and learning.

2010 – 2014:

I taught a number of courses at the University of Hong Kong many of which I also designed myself:

1. Ethics and social responsibilities of states, corporations and individuals (BEd Liberal Studies)
2. Professional ethics for teachers (PGDE elective)
3. Issues in Education (EdD)
4. The Aims of Higher Education (MEd in Higher Education)
5. School and Society (PGDE)

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

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

2014 – present:

The Philosophy of Social Science Research (Doctoral level training course)
MSc Learning and Teaching
BSc Contemporary Debates and Issues in Education
PhD and EdD supervision
Ad hoc contributions to other programmes