A Social Realist Analysis of the Professional Identity Formation of Lecturers Emerging from Completing Professional Development at a South African Research-intensive University

Thesis submitted in fulfilment of the degree of

Doctor of Philosophy

at

Rhodes University

Anthea Adams

https://orcid.org/0000-0002-2602-193X

May 2024

Abstract

This doctoral study is part of a Department of Higher Education and Training (DHET) capacity development project, Phakamisa. Using Margaret Archer's Social Realism as a substantive theory and methodological tool and Roy Bhaskar's Critical Realism as a meta-theory, I was able to identify and explain the interplay between the structural, cultural and agential mechanisms within a professional development course that enabled or constrained the emergence of lecturers' professional academic identities. My research participants are fourteen lecturers who completed the Postgraduate Diploma in Higher Education (PGDip HE) at Rhodes University between 2007 and 2017. Social Realism's explanatory methodologies, analytical dualism, and the morphogenetic cycle allowed me to provide causal explanations and account for the historicity of the emergence of lecturers' professional academic identities as teachers. A qualitative research design involving case study research allowed me to search for generative mechanisms to understand and explain the conditioning influence of often unobservable phenomena and underlying mechanisms in developing lecturers' identities as teachers in a research-intensive university.

As strong social actors imbued with power and material resources, university leadership should consider the constraining influence of contextual conditions, such as the hegemony of disciplinary research versus research in the Scholarship of Teaching and Learning (SoTL). The socio-cultural (S-C) interactions of the fourteen lecturers (agents) signal the possibilities for structural, cultural and agential morphogenesis when agents choose to exercise their agency, i.e., their personal emergent properties (PEPs) to mediate prevalent structural and cultural emergent properties (SEPs and CEPs) enabling or constraining their personal projects. Lecturers' personal projects are the courses of action they intentionally engage in as they strive to establish sustainable yet evolving practices as teachers in their disciplines. This thesis shows that exercising their PEPs involves subjective reflexivity and transforming from primary agents to corporate agents due to collective action and alliances with like-minded peers and colleagues to shape the teaching and learning agenda in their respective departments and the broader higher education context. Triple morphogenesis of lecturers' agency occurred through their realisation as social actors. It signified the formation of their professional identities as teachers and how they uniquely embodied and enacted their teacher roles.

Opsomming in Afrikaans[1]

Hierdie doktorale studie is deel van 'n Departement van Hoër Onderwys en Opleiding (DHOO) kapasiteitsontwikkelingsprojek, naamlik Phakamisa. Deur gebruik te maak van Margaret Archer se Sosiale Realisme ("Social Realism") as 'n substantiewe teorie en metodologiese instrument, en Roy Bhaskar se Kritiese Realisme ("Critical Realism") as 'n metateorie, was ek in staat om die wisselwerking tussen die strukturele, kulturele en agentiese meganismes binne 'n professionele ontwikkelingskursus te identifiseer en te verduidelik wat die ontstaan van dosente se professionele akademiese identiteite moontlik gemaak of beperk het. Die deelnemers in my navorsing is veertien dosente wat die Nagraadse Diploma in Hoër Onderwys (NGDip HO) aan Rhodes Universiteit tussen 2007 en 2017 voltooi het. Sosiale Realisme se verklarende metodologieë, analitiese dualisme en die morfogenetiese siklus het my toegelaat om oorsaaklike verklarings te verskaf en die historisiteit van die ontstaan van dosente se professionele akademiese identiteite as onderwysers te verantwoord. ’n Kwalitatiewe navorsingsontwerp wat gevallestudienavorsing behels het, het my toegelaat om na generatiewe meganismes te soek om die kondisionerende invloed van dikwels onwaarneembare verskynsels en onderliggende meganismes in die ontwikkeling van dosente se identiteit as onderwysers in ’n navorsingsintensiewe universiteit te verstaan en te verduidelik.

As sterk sosiale rolspelers deurdrenk met mag en materiële hulpbronne, behoort universiteitsleierskap die beperkende invloed van kontekstuele toestande, soos die hegemonie van dissiplinêre navorsing versus navorsing in die Akademieskap van Onderrig en Leer (AvOL, of in Engels "Scholarship of Teaching and Learning", afgekort na SoTL) in ag te neem. Die sosio-kulturele (S-K) interaksie van die veertien dosente (agente) dui op die moontlikhede vir strukturele, kulturele en agentiale morfogenese wanneer agente doelbewus kies om hul agentskap uit te oefen, dit wil sê hul persoonlike ontluikende eienskappe (in Engels "personal emergent properties", afgekort na PEPs) om heersende strukturele en kulturele ontluikende eienskappe te bemiddel (in Engels "cultural emergent properties", afgekort na CEPs) wat hul persoonlike projekte moontlik maak of beperk. Dosente se persoonlike projekte is die aksies wat hulle doelbewus aangepak het terwyl hulle daarna gestreef het om volhoubare dog ontwikkelende praktyke as onderwysers in hul dissiplines te vestig. Hierdie tesis dui aan dat die

[1] Afrikaans, my home language, is one of eleven official languages in South Africa.

uitoefening van hul persoonlike ontluikende eienskappe ("PEPs") behels subjektiewe refleksiwiteit en transformasie van primêre agente na korporatiewe agente as gevolg van kollektiewe optrede en alliansies met eendersdenkende eweknieë en kollegas om die onderrig- en leeragenda in hul onderskeie departemente en die breër hoëronderwyskonteks te beïnvloed. Drievoudige morfogenese van dosente se agentskap het plaasgevind deur hul verwesenliking as sosiale rolspelers. Dit het die vorming van hul professionele identiteite as onderwysers aangedui en die unieke manier hoe hulle hul onderwyserrolle interpreteer en uitleef.

Acknowledgements

I am indebted to the Department of Higher Education and Training (DHET), which enabled me to obtain my doctoral qualification through the Phakamisa scholarship. True to its translation, Rising Up, the Phakamisa scholarship afforded me intellectually enriching experiences and invaluable opportunities to develop as an academic and scholar in higher education studies. I especially thank Professors Sioux McKenna, Azwidohwi Kutame, Lynn Quinn, Jo-Anne Vorster, Mncedisi Maphalala, Dr Gita Mistri, Ms Yogeeta Ranchod, Professors David Guthrie, Kevin Kinser (the Pennsylvania State University), my peers in the scholarship and everyone else whose contribution to the project supported my studies.

I sincerely thank my research supervisors, Associate Professor Jo-Anne Vorster and Professor Salochana Lorraine Hassan for their guidance and unwavering support throughout my research journey. I also value the time and input given by my research participants (lecturers at Rhodes University), who generously shared their perceptions and experiences with me.

I thank the Research Directorates at Rhodes University and Cape Peninsula University of Technology who supported my scholarly journey. I extend my gratitude to colleagues and fellow students in the Doctoral Programme at the Centre for Higher Education Research, Teaching and Learning (CHERTL), who, in collaboration with the Education Faculty and the Centre for Postgraduate Studies, offered supportive communities of practice through its doctoral weeks, fortnightly check-in meetings, PhD cohorts, weekly workshops, writing retreats and postgraduate conferences.

I am grateful for the support rendered by colleagues at various support divisions at Rhodes University, especially Ayanda Qomfo, our faculty librarian. I was fortunate to have the input of a critical reader, Dr Evelyn Muthama, and various support groups, such as the Chasing the Red Gown WhatsApp group. I also thank my friends and fellow church members, especially Pastor Magda Botha, Professor Nelson Odume and his wife, Ejiro, and Sanet Grobbelaar and her family for their interest, encouragement and prayers and for taking the weight off my shoulders in many respects. I value the inspiration, support and contributions of my former and current colleagues in St Mary Hall, the Education Faculty and CHERTL, especially Neil Kramm and Bronwyn Tweedie who assisted with technical aspects. I commend Zené Merton for transcribing

my interviews, Dr Carol Thomson for her meticulous attention to detail in proofreading my thesis and Dr Marisa Botha, who assisted me with the Afrikaans translation of my abstract. Any omissions or oversights are entirely my own.

Last but not least, I wish to thank my late grandparents, Aaron Johannes and Helena Selma Adams, whose sustained financial contributions helped me to begin my tertiary education. I especially thank my siblings, who, along with my son Ezra, were my biggest supporters throughout the arduous yet transformative journey of completing a doctoral degree when working full-time. Ezra, thank you for inspiring me to complete this journey and caring for the household and our dogs, Xena and Zeus, so that I could dedicate time to my thesis. Together, we built on the legacy of our late mother, Mathilda Anna Adams, who inspired us to believe that faith, like a mustard seed alongside resilience and hard work, will help us realise our dreams.

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Abbreviations and Acronyms

AP&SC	Academic Planning and Staffing Committee
AD	Academic Development
ASD	Academic Staff Development
CDA	Critical Discourse Analysis
CHE	Council on Higher Education
CEPs	Cultural Emergent Properties
CHERTL	Centre for Higher Education Research, Teaching and Learning
CoPs	Communities of Practice
DHET	Department of Higher Education and Training
ED	Educational Development
ETQAs	Education and Training Quality Assurance Bodies
GEAR	Growth, Equity and Redistribution
HE	Higher Education
HEIs	Higher Education Institutions
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HEQC	Higher Education Quality Committee
ILT	The Institute for Learning and Teaching
MM framework or cycle	Morphogenetic/Morphostatic framework or cycle
NCHE	National Commission on Higher Education
nGAP	New Generation of Academics Programme
NCHE	National Commission on Higher Education
NFfEAUT	National Framework for Enhancing Academics as University Teachers
NPHE	National Plan for Higher Education
NQF	National Qualifications Framework
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
OBE	Outcomes-based Education
PEPs	Personal Emergent Properties and Powers

PGDip HE	Postgraduate Diploma in Higher Education
QA	Quality Assurance
QE	Quality Enhancement
RU	Rhodes University
SA	South Africa
SAAAD	South African Association of Academic Development
SAARHDE	South African Association for Research and Development
SEPs	Structural emergent properties
SoTL	Scholarship of Teaching and Learning
T&L	Teaching and Learning
UCDG	University Capacity Development Grant
UCDP	University Capacity Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoTs	Universities of Technology

Chapter One: Overview and Research Context

1.1 Introduction

My study aimed to understand and explain the interplay between structure, culture and agency in the emergence of the professional academic identity of lecturers[2] who have completed the Postgraduate Diploma in Higher Education (PGDip HE) during the 2007-2017[3] period at Rhodes University (hereafter RU). In this chapter, I briefly introduce my theoretical framework, the rationale of my study, research questions and research site to show why empirical research into lecturers' professional academic identity[4] development is essential in contemporary higher education (HE). The chapter references how shifts within the global HE context have influenced the national context, policy imperatives, and the resultant implications for higher education institutions (HEIs). The PGDip HE (hereafter Diploma) is a formal professional development initiative to support lecturers' teaching roles within a diverse and challenging work context. Professional development, professional learning and learning to teach refer to lecturers learning to teach or enhancing their teaching in formal or informal initiatives aimed at developing the capacity of academic staff as professional teachers (Benvenuti, MacGregor & de Klerk, 2022; Harris & Murray, 2011; Daddow, Owens, Clarkson & Fredericks, 2023; Leibowitz, Bozalek, Garraway, Herman, Jawitz, Muhuro, Ndebele, Quinn, van Schalkwyk, Vorster & Winberg, 2017; McLean & Price, 2019).

Although Chapter 2 engages more fully with shifts within the global and national HE contexts, they can be understood as structural conditions influencing how professional development was constructed by lecturers and other stakeholders within HE and how they perceived their roles and responsibilities in enabling student learning through their teaching. Examples of structures are "material resources, to recurring patterns of social behaviour, or to the interrelationship between different elements of society around the distribution of these" (Archer, 1995; Muthama, 2018:45). At a macro level, structures can be social institutions such as universities, "policy standards and regulations" (Hinostroza-Paredes, 2023:1920) or social stratifications, such as

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[2] Unlike in other higher education contexts that use the term faculty, the terms lecturer and academic are used interchangeably in South African higher education.
[3] The first cohort of lecturers enrolled in the two-year Diploma in 2005 and graduated in 2007.
[4] In this thesis, I interchange the terms professional academic identity(ies) and teacherly identity(ies) since I use these terms to apply to the same construct within a particular context. However, I am aware that a professional identity is broader than a teacherly identity in higher education.

gender, race and social class. At a micro level, structures within academia refer "to networks between individuals or organisations", such as teaching and learning (T&L) committees, university policies, promotion policies and criteria, T&L centres, curriculum, disciplines and designated roles such as being a lecturer or academic developer (Archer, 1995; Hinostroza-Paredes, 2023; Muthama, 2018:45).

Cultural conditions in academia include concepts, theories, beliefs, and ideas about professional development and T&L expressed through dominant discourses. Agency refers to lecturers' power and ability to understand what is happening around them and whether and how they want to respond to these occurrences to change their practices, conditions or contexts (Leibowitz et al., 2017) to realise their concerns (Archer, 2000). In short, what they cared about most in becoming and being teachers in HE. As I will show in this chapter and throughout my thesis, there are numerous benefits to knowing more about lecturers' academic identity formation as teachers. For example, professional academic identity plays an essential role in lecturers' capacity to help improve student success through quality teaching and subsequently assist in alleviating the crisis related to low student throughput in the South African higher education system (Van Schalkwyk, Leibowitz, Herman & Farmer, 2015).

1.2 Theoretical Framework

Margaret Archer's Social Realism (1995, 2000), which is rooted in Roy Bhaskar's Critical Realism (1998, 2008, 2016), is an explanatory theory and methodological tool for examining the interplay between the structural, cultural and agential mechanisms, viz., unobservable phenomena and underlying mechanisms of practices and experiences (Archer, 1995, 2000). These 'mechanisms' enable or constrain lecturers' professional identity development as teachers and ultimately, their capacity to teach in a context where the student body is diverse. Dimensions of diversity include students' age, gender, culture, languages, socio-economic and schooling background, which influence their ability to succeed in HE (Boughey & Mckenna, 2021; Snowball & Mckenna, 2017; Testa & Egan, 2014). As an underlabourer for my research, Critical Realism enabled me to account for the emergence of social and physical structures within the Diploma, lecturers' academic departments and the broader research-intensive South African university context instead of only the influence of these structures (Smith & Elger, 2012).

Social structures at RU, such as policies, roles and designated positions providing leadership in T&L, were relevant to my study. These social structures could influence lecturers and relevant role-players because they could condition or limit lecturers' agency but not fully determine them (Archer, 2000; Elder-Vass, 2010). Archer uses the term 'actor' to refer to a singular person and 'agent' to refer to "a collective/group rather than an individual)" (Archer, 2000; Millar, 2014:92).

Archer's (1995:66) methodological tool, analytical dualism, which is based on a stratified depth ontology, was helpful in first analysing structure, culture and agency separately (although each is "irreducible" concerning the other) before examining the interplay between them. Distinguishing between structure, culture and agency enabled me to explore the interplay between them methodologically and explain changes in them over time (Archer, 1995). The concepts structure, culture and agency were thus used for analytical purposes to help me understand better why things were the way they were in terms of lecturers' professional academic identity development. I will discuss this in detail in Chapters Three and Four.

1.3 Rationale, Unit of Analysis, Research Aim and Objectives

Notwithstanding three prominent studies in the South African HE context, which I am aware of, there is a dearth of studies on how contextual conditions in South African universities influence how lecturers learn to teach. The first study by Quinn (2006) uncovers enabling and constraining conditions for staff development (and ultimately identity formation) at a small South African university. The second study by Leibowitz et al. (2017) is the only large-scale study on how structure, culture and agency in South African universities influence how lecturers learn to teach. The third study by Benvenuti et al. (2022) uses Archer's (1995, 2000) theoretical concepts, structure, culture and agency to explore the efficacy of a professional development programme. My study builds on these three studies, which recognise that structures and cultures within the broader and local HE contexts influence professional development initiatives that endeavour to enhance lecturers' teaching. In agreement with these authors, I acknowledge the need for research on professional development initiatives considering contextual differences (as I'm doing in this study) and the influence of structural, cultural and agential mechanisms influencing lecturers' participation in professional development initiatives to support them in their teaching roles. Such research approaches could interrogate managerialist and instrumental

professional development initiatives, which impose generic standards and principles for professional development (Daniels, 2017).

A central argument in this thesis, therefore, is that recognising that structural and cultural contexts are critical in professional academic identity formation (Quinn, 2006; Stronach, Corbin, McNamara, Stark & Warne, 2002) is essential. Academic identity, viewed as a sub-identity of professional identity, reflects the importance ascribed to academic ideas, professional expertise, values, behaviours, practices and self-regulation, collegiality, academic freedom, autonomy, and other aspects required to enact the academic project within HE (Anikina, Goncharova & Evseeva, 2020; Clegg, 2008). In this thesis, I thus use the term professional academic identity to refer to lecturers' professional academic identity development as teachers.

My position endorses views that see professional identity formation as a complex, socially constructed, reflexive, dynamic process (Beijaard, Meijer & Verloop, 2004; Jawitz, 2009a; Ylijoki, 2005) that evolves in response to structural and cultural influences such as shifts in lecturers' careers (Stronach et al., 2002) and university contexts (Anikina et al., 2020; Daddow et al., 2023; Dugas, Stich, Harris & Summers, 2020). Professional academic identity formation is a "context-oriented and individual concept" (Anikina et al., 2020:857) and lecturers' knowledge, skills, and experiences, and how they use these within their professional contexts, can indeed also shape identity formation (McAlpine, Amundsen & Turner, 2014; Stronach et al., 2002). Professional academic identity can be constructed and deconstructed (Fitzmaurice, 2013). This process is influenced by contextual conditions, institutional culture and its location, disciplinary factors (Henkel, 2000, 2005), "community values, faculty structure, research focus, the extent of teaching and/or research", lecturers' "personal attributes", values, beliefs and socialisation (Anikina et al., 2020:857; Billot & King, 2017). Thus, professional development initiatives that recognise the importance of institutional context, lecturers' input and who they are as persons and discipline experts can inform lecturers' professional practice (Daniels, 2017; Quinn & Vorster, 2015). Understanding how the interplay between structure, culture and agency influences lecturers' identity formation as teachers and their capacity to teach emerging from their engagement in a professional development initiative such as the Diploma could consequently inform academic staff development (ASD).

As academic staff developers or Academic Development (AD) practitioners who are integral in conceptualising, offering and facilitating initiatives to support lecturers' teaching, awareness of

enabling and constraining factors for lecturers' professional academic identity development as teachers is essential. Such insight may enable us to make the nature of epistemic engagement, such as the learning activities and the modes of thinking and acting that matter within professional development initiatives, visible (Smith, Hayes & Shea, 2017). It will also help us as academic staff development (ASD) practitioners work purposefully and agentially as social agents to counteract powerful discourses that work against professional learning and development within academia and the broader HE context. Creating favourable and enabling conditions for the uptake of and participation in professional development courses aimed at supporting lecturers in their teaching roles could also help us to improve the status of ASD work. As can now be seen more clearly, this study also responds to the national directives to design and offer professional development initiatives to contribute to South Africa's social justice and transformation agenda.

1.3.1 Research Aim

My study focused on the Diploma offered by the Centre for Higher Education Research, Teaching and Learning (CHERTL) at RU. Using a qualitative research approach, my study aimed to understand and explain the interplay between structure, culture, and agency in the emergence of the professional academic identities of lecturers who completed the Diploma during the 2007-2017 period. As a professional development initiative, the Diploma supports lecturers in teaching-related activities such as planning and enacting the curriculum and assessment in their disciplines.

1.3.2 Research Objectives

In order to achieve my research aim, I needed to address each of these key areas, which constituted my research objective:

1. Understanding and explaining how lecturers' professional academic identity formation was enabled or constrained through the interplay of their agency and structural and cultural conditions emerging from engagement in the Diploma at a RU and their departmental contexts.

2. Understanding and explaining how lecturers' T&L practices were enabled or constrained by the interplay of structural, cultural and agential conditions in and emerging from participation in the Diploma at a RU.

I drew on the three temporal phases in Archer's morphogenetic /morphostatic (MM) cycle, known as T1, T2-T3 and T4 (see Chapters Six, Seven and Eight), to provide a historical context for my qualitative case study and, particularly, how the structural and cultural conditions influencing, but not determining, lecturers' actions shaped their professional academic identities as teachers. T1 denotes the period before the lecturers enrolled in the Diploma, viz., before 2005. Exploring lecturers' socio-cultural (S-C) interaction during T2 to T3, the second temporal stage of the morphogenetic cycle (Archer, 1995), enabled me to understand how institutional and departmental situational logics shaped the practical situations, daily experiences and events within the Diploma, lecturers' academic departments and the broader university context they encountered. Moreover, I analysed how they drew on their personal emergent properties and powers (PEPs) to mediate prevalent structural and cultural emergent properties and powers (SEPs and CEPs respectively) impinging on their personal projects. CEPs refer to the "differentially distributed" intentions, theories, doctrines and beliefs (expressed through particular discourses) about T&L and professional development, resulting in emergent cultural powers (Archer, 1995; Luckett, 2012:341). SEPs refer to systems, institutions and designated roles such as being the Diploma coordinator or facilitator. These roles have a "primary dependence on necessary material resources and their distributions" and have causal properties, viz., structural emergent powers (Archer, 1998; Luckett, 2012:340, 341). PEPs are agents' powers relating to how they exercise their agency (Archer, 1995). My research participants' personal projects were those they intentionally engaged in based on their interests and concerns about becoming a particular kind of academic and teacher in their disciplines. Using abductive and retroductive reasoning and judgemental rationality (Danermark, Ekström, Jakobsen & Karlsson, 2002) (see 5.9.1.5 and 5.9.1.6 in Chapter Five) at T4, the final stage in the MM cycle, I could theorise about what the world must be like at a research-intensive university for the formation of lecturers' professional academic identities as teachers.

Abductive reasoning enabled me to ascribe meaning to individual events or phenomena obtained in my data in larger, more general contexts (Danermark et al., 2002). Through retroduction, a distinctive form of inference, I could explain social events by identifying and hypothesising causal powers and mechanisms that reproduced these events (Danermark et al.,

2002; Hu, 2018). Judgemental rationality allowed me to evaluate and compare the explanatory power of the different theoretical concepts I have used in my study and to select those concepts which most accurately helped me to explain the effect of causal mechanisms (Hu, 2018) in lecturers' professional academic identity formation.

1.4 Unit of Analysis

My unit of analysis was the formation of the teacherly identities of academics at RU who completed the Diploma between 2007 and 2017. I thus endeavoured to identify and describe the generative conditions and emergent powers manifesting in events, processes (Danermark et al., 2002:165) and experiences, how they contributed towards the professional identity formation of academics and how these influenced their T&L practices within a unique context.

1.5 Research Questions

To achieve my research aim, my study aimed to answer the following main research question and sub-questions:

Main Research Question:

In what ways is the formation of lecturers' professional academic identities enabled or constrained by the interplay of the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at Rhodes University?

Research Sub-questions:

1) In what ways is the professional academic identity formation of lecturers enabled or constrained through the cultural conditions emerging from engagement in the Diploma, their departmental contexts and Rhodes University?

2) In what ways is the professional academic identity formation of lecturers enabled or constrained through the structural conditions emerging from engagement in the Diploma, their departmental contexts and Rhodes University?

3) In what ways is the professional academic identity formation of lecturers enabled or constrained through their agency in and emerging from engagement in the Diploma, their departmental contexts and Rhodes University?

4) In what ways are the T&L practices of lecturers enabled or constrained by the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at Rhodes University?

In the next section, I demonstrate the link between my research questions and the research context.

1.6 Research Context

Rhodes University's (RU's) small, residential and rural character distinguishes it from other public HEIs in South Africa (SA). Established in 1904 as a white colonial institution, the university has a relatively low staff/student ratio. The low ratio reportedly contributes to its collegiality, esteemed scholarship, research, high-quality teaching, and open-door access for students to lecturers and lecturers to senior management (RU, 2005).

Following democracy, the South African government implemented institutional differentiation to restructure the uncoordinated, unequal HE system inherited from the apartheid era. Institutional differentiation refers to the "social and educational mandates of institutions", which commit them to offer particular qualifications and focus on specific research and community engagement initiatives (CHE, 2000:32). These particular qualifications and foci were intended to contribute towards quality, equity (especially for historically disadvantaged black students), efficiency and effectiveness in HE (CHE, 2000). RU is classified as a traditional university among the three broad types of differentiated universities: traditional, comprehensive, and universities of technology (UoTs)[5]. It mainly offers formative and professional qualifications and is characterised by a strong focus on postgraduate education (DHET, 2013). This particular focus invokes its categorisation as a research-intensive institution.

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[5] Universities of technology (UoTs) (previously technikons) were tasked to offer vocational qualifications and comprehensive universities offered qualifications offered by traditional universities and UoTs (Muthama, 2018).

RU has always been among the top performing institutions in the country for the highest research output per capita (Mabizela & Clayton, 2022).

Like its global and local research-intensive counterparts, RU has a prestigious national reputation. Its campus is well-resourced, and the University offers bursaries and scholarships to academically acclaimed students (McKenna & Boughey, 2014). However, being a research-intensive institution might impede T&L (Benvenuti et al., 2022; Petersen, 2016). For example, the low status accorded to teaching in academia and the perceived mismatch between benefits for research versus benefits for teaching may discourage lecturers from developing their teaching practices and thus influence the quality of teaching (Avdjieva & Wilson, 2002; Benvenuti et al., 2022; Hassan, 2013). The current funding formula in HEIs privileges research output in the form of "postgraduate graduations and accredited publications", influencing HEIs to prioritise research and downplay teaching and other academic work (McKenna & Boughey, 2014; Muthama, 2021:4). Similarly, scholars caution against unintended consequences, such as institutional structures and academic cultures undermining lecturers' commitment to teaching. Institutional structures could be university policies and reward systems in the form of personal promotion and tenure. Academic cultures could be dominant discourses, prioritising the associated benefits of research versus teaching (Jawitz & Perez, 2016; McKenna & Boughey, 2014).

Characteristic of colonial institutions, racial segregation and a "relatively homogenous" (McKenna & Boughey, 2014:832), staff and student body at RU used to be the norm until 1976 when it opened its doors to the first black students and black academics (Maylam, 2017). However, in line with the country's transformation agenda and more representative of SA's "racial and socioeconomic demographics"[6], student and staff diversity at RU have changed drastically (Maylam, 2017; McKenna & Boughey, 2014:8) since 2005, the first temporal stage in my study. Students at the university are from the Eastern Cape and "the major urban regions of South and Southern Africa and beyond" (RU, 2005:7). A large cohort consists of first-generation students from under-resourced schools and working-class backgrounds with few social resources to support their educational development. Evidence suggests that the majority of

[6] According to Statistics South Africa's 2022 census, of the more than 62 million population, black Africans are the dominant population group at 81,4%, followed by the coloured (mixed-race) population at 8,2%, the white population at 7,3%, and Indians/Asians at 2,7% (South African Government, n.d.).

black students (95%) received financial aid from the National Student Financial Aid Scheme (NSFAS) (RU, 2017). Several scholars have highlighted the link between students' struggle to succeed at university and their dire financial position (Ellery & Baxen, 2015; Case, Marshall, McKenna & Mogashana, 2018). Adding to this complexity is that these students often struggle with the academic discourse of their disciplines, which may result in student failure (see Clarence, 2012; Boughey & McKenna, 2016; Jacobs, 2013).

The notable shifts over the past two decades in the institution's academic staff and student demographics have had curricular and pedagogical implications for the norms and accepted ways of behaviour associated with institutional culture (Maylam, 2017) within which students learn and lecturers carry out the academic project. Institutional cultures influence what is taught and how it is taught by whom (Quinn & Boughey, 2009). The focus of my study, identifying the generative conditions contributing to the professional academic identity formation of lecturers and how these influence their T&L practices, thus has relevance.

Muthama's (2021) recent study on lecturers' understanding of the academic project at my research site identified a strong nexus between teaching, research and community engagement. However, although active researchers are generally believed to incorporate cutting-edge research into undergraduate teaching and postgraduate supervision, McKenna and Boughey (2014) caution against an unproblematic representation of the relationship between lecturers' research and teaching. Without empirical evidence of whether and how lecturers in mainstream departments use their research findings to inform their curricula and teaching practice, the notion that research expertise results in good teaching practice may be questionable (McKenna & Boughey, 2014).

Furthermore, in line with its mission and "core business of teaching, research and community involvement", RU strives to promote excellence and innovation in T&L and thus provides academic development opportunities to its lecturers. In addition, in 1996, the university established an internal structure viz., a Senate Teaching and Learning Committee. This committee supports T&L, fosters good teaching practices and monitors the quality of T&L at the institution. In lieu of its direct access at the Senate level, the committee has a strategic role concerning T&L matters at the institution (McKenna & Boughey, 2014). Furthermore, RU's undertaking to promote excellence and innovation in T&L by providing academic development opportunities to its lecturers is reflected in its mission and core business (involving teaching,

research and community engagement) and institutional documents, such as the more recent Institutional Development Plan 2018-2022. Having introduced my theoretical framework, the rationale of my study, research questions and research site, I now give an overview of the design of the Diploma to indicate how its design matters in relation to my study.

1.7. An overview of the Diploma

1.7.1 Accreditation, Duration and Admission requirements

Through the ADC, RU was one of the first South African universities to establish the Diploma in the early 2000s. As mentioned, the Diploma is a theoretically informed, practice-based professional development course designed to assist lecturers in enhancing their ability to facilitate, manage and assess students' learning. Given the low throughput rates in South African higher education, student support is essential to ensure academic success. Therefore, effective academic development initiatives such as the Diploma are a priority for student success.

In addition to supporting student learning through staff development, the Diploma aims to professionalise university teaching (Vorster & Quinn, 2012; Quinn & Vorster, 2016) through professional accreditation for HE practitioners. The Diploma is registered as a 120-credit honours-level course on the Higher Education Qualifications Sub-Framework (HEQSF) and is accredited by the Council on Higher Education (CHE). The course is offered part-time over two years, and participants register in the Faculty of Education, which awards this level 8 honours level qualification. An essential admission requirement is that applicants must be currently teaching in a university, proficient in English, and have a master's qualification in a cognate discipline.

The format of the Diploma has changed over the years. However, around 2004, lecturers from all disciplines could attend one face-to-face contact session per week instead of the current week-long block sessions held three times per year over two years. The Diploma is expected to contribute to developing or enhancing the professional identities of lecturers as university teachers. Since its inception, the Diploma was underpinned by the facilitators' "shared theoretical and philosophical beliefs about what constitutes an appropriate approach to the

development of academic staff" in HE (Quinn, 2003:62). Three of my research participants (Grace, Elle, and Amy) [7] were facilitators of the Diploma and the leading curriculum developers.

1.7.2 The ideational context within the Diploma

Since the facilitators conceptualised the Diploma, they were able to exercise their autonomy over its pedagogic discourse. Bernstein's pedagogic discourse has two aspects, the "regulative discourse (RD)" and "the instructional discourse (lD)" (Singh, 2002:576 citing Bernstein, 1990).

1.7.2.1 The instructional discourse (lD) of the Diploma

Within the Diploma, the ID refers to the facilitators' selection, sequencing, pacing and evaluation of content or knowledge to be included in the curriculum (Vorster & Quinn, 2012). The curriculum of the Diploma was carefully selected to support lecturers in building a strong knowledge base of teaching and learning, designing contextually relevant curricula, and having purposeful pedagogic practices that give students access to the discourses and associated practices of their disciplines (Vorster & Quinn, 2012). The facilitators thus supported lecturers to meet the outcomes of the following four compulsory modules and one elective module:

1. Learning and Teaching in Higher Education
2. Curriculum development
3. Assessment of, for (and as) student learning
4. Evaluation of teaching and courses
5. Elective

The facilitators have designed the modules to support lectures in fulfilling the requirements of the RU policies on teaching and learning (CHERTL 2021). The elective module, completed mainly through self-study, enabled lecturers to select an area of their practice for specific investigation[8]. The purpose of the Diploma is to enhance the quality of teaching and learning at RU by supporting lecturers in becoming critically reflexive practitioners who draw on

[7] I used pseudonyms to protect the identity of my research participants.

[8] Examples of electives were Design and implement eLearning, experiential learning or service learning, Social inclusion in the curriculum, Postgraduate supervision and Leadership in higher education.

scholarship (literature and relevant theories in HE) to inform their practices. Lecturers were encouraged to become critically reflective practitioners who could apply theories relating to the field of HE to interrogate their orientation towards T&L and associated T&L practices within their disciplines (Quinn, 2006; Quinn & Vorster, 2016). Critical reflection was essential since the potential for optimal student learning is also enabled when teachers in HE question their everyday T&L practices (Fleming et al., 2004; Quinn & Vorster, 2004, 2016; Stierer, 2008).

1.7.2.2 The regulative discourse underpinning the Diploma

The regulative discourse (RD) of the Diploma refers to the "moral regulation of the social relations of transmission and acquisition" (Singh, 2002:576). In other words, the RD refers to what teachers or facilitators are expected to embody in teaching and learning contexts, such as adherence to the rules of the profession and the appropriate disposition, conduct, character and manner (Singh, 2002). As highlighted by other scholars, affinity with what it means to be a teacher in HE is a prerequisite for lecturers to be receptive to learning about the theories of teaching and learning in HE (Vorster, 2010; Singh, 2002).

When the facilitators designed the curriculum, they thus paid attention to the regulative discourse, which, as mentioned, are the values that inform the curriculum. These values are informed by the facilitators' perceptions of the role and purpose HE, viz., its benefits for students and society. In HEIs worldwide, the increasing massification and resultant change in student demographics necessitated the capacity-building of lecturers who are committed to developing and implementing contextually relevant university curricula and pedagogic practices (Boughey & McKenna, 2021; Vorster & Quinn, 2012). Likewise, given the need to make provision for the large cohort of academically underperforming black students, the concern for students' academic success was a priority in the South African context. However, such reforms resulted mainly from transformation imperatives, as mentioned in Chapter Two.

The main principle of the regulative discourse of the Diploma curriculum is underpinned by what Biesta terms "the axiology of education" (Biesta, 2015:17; Vorster, 2010). This "axiological nature of education" constituted the facilitators' belief that education contributes towards shaping individuals' personal, social and moral development (Vorster & Quinn, 2012:55). Lecturers who ascribe to such a holistic purpose of education will contribute to students' intellectual development and prepare them to make a meaningful contribution to society as

responsible and productive citizens (Vorster & Quinn, 2012). Having provided a brief overview of the design of the Diploma, I briefly clarify my role in the Diploma in the next section.

1.8 My role in the Diploma

As a newly appointed ASD lecturer at RU, who co-taught on the Diploma, I had a vested interest in exploring the interplay between enabling and constraining structural, cultural and agential conditioning mechanisms and lecturers' professional academic identity formation following their participation in a professional development course. This vested interest was influenced by my personal, practical and intellectual goals (Maxwell, 2013) to conduct this qualitative study. For example, my personal, practical and intellectual goals, viz. to obtain insights and a comprehensive understanding of the constraining and enabling structural, cultural and agential conditions within the Diploma, overlap. My personal goals were sparked by my curiosity about whether it was necessary to make revisions to the Diploma based on the findings of this study. In addition, my experiences in a similar qualification at my previous workplace[9] and work as an AD in parallel with doing my PhD influenced my research design decisions, how I understood my research questions and context, and how I generated and interpreted or analysed my data (Maxwell, 2013). I ascribe this influence to recognising my personal and professional growth following my engagement in the professional development course and my subsequent intellectual curiosity to explore the reasons why my research participants may or may not have had similar experiences. However, as Maxwell (2013) suggests, awareness that such a subjective stance to my research could potentially create bias and diminish the validity of my research, as well as purposefully considering ways to circumvent its influence, is indicative of rigorous qualitative research practices. In addition, I knew that my personal and practical goals provided me with "a valuable source of insight, theory, and data" about the constraining and enabling conditions for lecturers' professional academic identity formation (Maxwell, 2009:220, citing Marshall & Rossman, 1999 and Strauss & Corbin, 1990). I was acutely aware that I brought particular values, beliefs and objectives to the research process (Ratner, 2002). For example, my

[9] Like the Diploma, the Higher Diploma: Higher Education & Teaching (HDHET) course is a 120-credit qualification on the National Qualifications Framework (NQF) level 8. The course is accredited by the Council on Higher Education. I completed the course in November 2012 at the Cape Peninsula University of Technology.

experiences in a similar qualification at my previous workplace[10] and work as an AD in parallel with doing my PhD influenced my understanding of my research questions, context, and interpretation. I ascribe this influence to recognising my personal and professional growth following my engagement in the professional development course and my subsequent intellectual curiosity to explore whether my research participants had similar experiences. Acknowledging that my close involvement with the Diploma thus required me to highlight my teacher-research role that might have been potentially conflicting, I, therefore, heeded Archer's (1995) caution that my vested interests may influence my actions or lack thereof in sustaining the status quo in the Diploma. My vested interests were linked to the material resources I could gain or maintain through change in the Diploma or reproduction of the status quo (Archer, 1995; Vorster, 2010). Thus, throughout the research process, I had to acknowledge and navigate my responsibilities as a teacher who, on the one hand, was committed to the well-being of the lecturers in the Diploma and, on the other hand, my responsibilities as a HE scholar who upheld the ethical values of my research. I, therefore, acknowledge that, although the sustainability of the Diploma was thus important to me, I was keen to present research findings, which had the potential to influence whether and how my colleagues and I re-conceptualised and facilitated the course to ensure a better alignment between our intentions and purposes (Danermark et al., 2002). Having discussed my own role/positionality in relation to the Diploma and the lecturers, I present my thesis outline in the next section to inform my readers about the organisational structure of my thesis.

1.9 Chapter Outline

The thesis has nine chapters. Chapter One introduces my study, including its theoretical framework, rationale, research questions, unit of analysis, viz., the formation of the teacherly identities of academics at RU who completed the Diploma between 2007 and 2017, the Diploma and context of my study, research aims, and objectives. In this chapter, I show the link between the focus of my research, the interplay between structure, culture and agency within a

[10] Like the Diploma, the Higher Diploma: Higher Education & Teaching (HDHET) course is a 120-credit, level 8 qualification on the National Qualifications Framework (NQF). The course is accredited by the Council on Higher Education. I completed the course in November 2012 at the Cape Peninsula University of Technology.

professional development course and the formation of lecturers' professional identities as teachers.

Chapter Two presents an overview of the contextual background of my study.

Chapter Three introduces the ontological position underpinning this study to clarify why a realist philosophical approach was most suitable for my empirical investigation of the formation of lecturers' teacherly identities after participating in a professional development course. I also clarify how my realist philosophical assumptions informed my research methodology. In particular, I demonstrate how I used Social Realism (Archer 1995, 2000) as a substantive theory and methodological tool for my study and how Critical Realism (Bhaskar, 1998, 2008, 2016) enabled me to account for social structures instead of only their influence (Smith & Elger, 2012).

Chapter Four draws on the extant literature from the HE field to present my conceptual framework, which includes an overview of professional development and professional academic identity formation.

In Chapter Five, I present my research methodology to refer to a coherent group of complementary methods purposefully selected to yield empirical data and research findings (Denzin & Lincoln, 2013). These data and research findings are related to my research question and purpose and are informed by my realist theoretical orientation (Henning, Van Rensburg & Smit, 2004).

Chapters Six, Seven and Eight offer an interpretive account of the study's main findings. The findings show how I extracted meaning from the data to explain, in terms of realist theoretical constructs, how the formation of lecturers' professional identities is enabled or constrained by the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at RU.

Chapter Nine offers conceptual conclusions about the structural, cultural and agential causal mechanisms in the formation of lecturers' professional identities as teachers. I also discuss professional insights and offer a brief exploration of the implications of my study for future practice and potential research in ASD.

1.10 Conclusion

In this chapter, I briefly introduced my research study on the interplay between the structural, cultural and agential conditions which influenced the formation of lecturers' professional academic identities following their participation in a formal professional staff development programme at RU. Showing the link between the aims of my study and my research questions demonstrated why professional identity development is essential concerning lecturers' teaching and students' learning within a diverse HE context. Doing so enabled me to show the current gap in knowledge on professional identity formation and lecturers' teaching. I also indicated how each chapter contributes coherently and logically to my research study. Given its essential role in lecturers' professional academic identity formation, I provide an overview of the contextual background of my study in the next chapter.

Chapter Two: Contextual Background

2.1 Introduction

In this chapter, I discuss how shifts, such as neoliberalism, globalisation, and internationalisation within the global HE context, have influenced the main policy imperatives of the South African HE context. My discussion also focuses on the South African government's transformation agenda and its implications for T&L in HE. Lastly, I highlight the importance of lecturers' capacity development and pedagogical development as teachers in HE.

2.2 The Global Influence of Neoliberalism

Worldwide, noteable ideological shifts and concepts driven by the economic, social, and political transformation agendas in various countries have influenced the professional workplace and intellectual context of academia (Dashper & Fletcher, 2019; Hlatshwayo, 2022; McCann, Granter, Hyde & Aroles, 2020; Maisuria & Cole, 2017; Shore & Wright, 2015). Neoliberalism, whose genesis can be traced back to almost five decades ago in Chile, is an example of one of these ideological shifts (Hinostroza-Paredes, 2023). In reference to Agamben's (1998) scholarship, Giroux (2010:185) uses the term "bare pedagogy", which refers to a "political and social practice" resulting from neoliberalism and the resultant marketisation. "Bare pedagogy" is associated with competitiveness, individualism, market-drivenness (Krücken, 2021), profit-making, privatisation and capital accumulation (Giroux, 2010). In my view, and as also shown in the literature, "bare pedagogy" can be interpreted as a HE culture stripped bare of its values and practices (also mentioned in Chapter One), such as ethics, collegiality, compassion, moral responsibility, criticality and civic responsibilities (Giroux, 2010:185; McCann et al., 2020).

Where dominant, neo-liberalist ideology and approaches to T&L prescribe the primary purpose of HE as inculcating a competitive spirit in students and equipping them to contribute to their countries' economic productivity and growth (Hinostroza-Paredes, 2023; Maisuria & Cole, 2017). This understanding of HE institutions has increasingly had the knock-on effect of moulding many HE institutions into business corporations in a competitive global knowledge economy (McCann et al., 2020) and contrasts with some beliefs that universities are enclaves known for autonomous learning and a professional culture of critical, intellectual enquiry, "debate, dialogue and reason" (McCann et al., 2020:446; Olssen & Peters, 2005; Shore, 2010).

The perceived role envisioned for HE to contribute to economic growth and development garnered public attention on the selection, pedagogical development and professional learning of teachers in HE (Hinostroza-Paredes, 2023).

Compounding the complexities in the HE sector are the continuous reforms carried out in numerous countries in the North and South, such as increasing massification of students (Daddow et al., 2023) and a decrease in government funding for public HE institutions, which demonstrate that governments, the wider society, and HE are thinking differently about the latter's contribution towards the public good. HE as a public good involves believing that lecturers and staff should generate knowledge to uplift and educate its citizens instead of considering HE for individual benefit and economic investment (Hlatshwayo, 2022; Shore, 2010). Furthermore, the increasing outsourcing of academic work and the number of lecturers on casual or short-term contracts is symptomatic of the uncertainty and frustration caused by neoliberalist practices regarding academic tenure for lecturers (DiGiacomo, 2005; Shore, 2010).

The shift to neo-liberalism in HE institutions worldwide has also resulted in the emergence of (neo)managerialism, which involves explicitly enacting the academic project to recreate labour power, embody marketisation and transform the role and practices of lecturers (Maisuria & Cole, 2017). Increased audit cultures, accountability and surveillance, requiring lecturers to be more productive and efficient despite decreasing resources, particularly for T&L are evident (Arvaja, 2018; McCann et al., 2020; Skelton, 2012). These discourses describe institutions' roles, missions and activities and measure lecturers' practices in business terms, such as strategic planning, targets, benchmarking, performance indicators, performance reviews, quality assurance (QA) and institutional audits (McCann et al., 2020; Olssen & Peters, 2005; Shore, 2010). There are new funding mechanisms in many institutions across the world, and auditing systems designed to compel universities to be more economical, accountable, flexible and responsive to government and industry. (Dugas et al., 2020; Shore, 2010). These funding mechanisms and auditing systems have profoundly changed how universities might have earlier operated and positioned themselves in response to regimes of monitoring and measurement (Dugas et al., 2020; McCann et al., 2020; Shore, 2010).

In addition, business-like ideologies impact lecturers' roles as teachers and researchers. For example, universities' focus on generating third-stream revenue subject lecturers to increasing pressure to explicitly exploit the commercial applications of research, often at the expense of

[meaningful and transformative] scholarship (Maisuria & Cole, 2017; Shore, 2010). Furthermore, such commercialisation of academia results in teaching, research, and community engagement being regarded as sources of income (Shore, 2010). Increasingly, HE management relegate its staff, alumni, and students to stakeholders as opposed to partners in the academic project and reconsidering students "beyond commodification" (Hlatshwayo, 2022:10). These discursive shifts and reforms demonstrate a noteable shift in power relations and diminished learning partnerships between lecturers and students (Shore, 2010).

Furthermore, as mentioned, shifts such as changes in government funding, decision-making at a centralised level and a culture of compliance also influence lecturers who work in contexts where their autonomy is rapidly dissipating. Because of these multiple demands, lecturers question their identities and self-censure themselves to enact their institutions' norms and policies and protect their reputations (Shore, 2010). Professional relationships based on collegiality and trust are replaced with suspicion and QA practices, accountability (McCann et al., 2020; Shore 2010), performativity and lecturers' surveillance of each other. Lecturers were regarded "as untrustworthy beings" who had to be continuously monitored to ensure compliance (Roberts, 2007:362; Shore, 2010). Contemporary positioning of lecturers as enterprising, performative workers who discard their personal beliefs and commitments to respond to externally-imposed targets, indicators and evaluations in pursuit of excellence (Ball, 2003; Shore, 2010), can be seen as symptomatic of the de-professionalisation and decrease in status of academic work (Radice 2008 in Shore, 2010:27).

2.3 The influence of Globalisation and Internationalisation

Globalisation or internationalisation and neoliberalism are dynamically linked concepts in a global economy (Duménil & Lévy, 2005). Globalisation refers to intensified worldwide social relations caused by distant occurrences shaping local events (Giddens, 1990), such as an increased flow of technology, knowledge, people, values and ideas across borders (OECD, 1999). Characteristics of internationalisation in HE include an international dimension to research, service functions and teaching (OECD, 1999). The dominant form of globalisation is neoliberal globalisation. Its influence on public HE is profound in four main areas: efficiency and accountability, which includes an audit culture and managerialism, "accreditation and

universalisation, international competitiveness and privatisation" (Hlatshwayo, 2022; Torres, 2011:177).

The different ways HE responds to internationalisation are reflected in their approaches, such as their activities, competencies, ethos and processes (OECD, 1999). These activities include recruiting international students and lecturer-student exchanges and conceptualising "internationalised curricula and programmes" to develop appropriate skills and competencies in students and lecturers. HE institutions have also responded by creating an institutional culture that promotes and supports international and intercultural values and initiatives. In addition, institutions can use various policies, procedures, and activities to integrate international or intercultural dimensions into their research, service delivery and T&L practices (OECD, 1999).

Internationalisation and globalisation have brought new opportunities, challenges, and demands for HE. Regarding opportunities, lecturers can internationalise their institutions' T&L mission by drawing on international examples, topics, research and publications to inform their curricula. Given the diversified student cohorts requiring diverse understandings and approaches to academic learning and teaching, internationalised T&L is a priority for universities (Quinlan, 2021). Other affordances of internationalisation include collaborative knowledge exchange and -building through student and academic mobility programmes (Quinlan, 2021).

Associated challenges and demands involve responding to increasing calls to achieve international academic standards for research and teaching. Such calls, however, can often disregard the complexity and controversy when institutions pursue acontextual, uniform, homogeneous standards (OECD, 1999). Moreover, institutions are challenged to adapt their T&L practices to equip students with specialised skills and high levels of innovation required by the new economic system, global capitalism (Kraak, 2001). Thus, students must be prepared to become highly adaptable, skilled and competent workers with diverse skills who can respond appropriately and efficiently to rapid technological changes and unpredictable and volatile global product markets (Hlatshwayo, 2022; Kraak, 2001). These expectations involve preparing students to become workers with a wide range of general skills, such as problem-solving and the ability to anticipate and respond to production-related emergencies. Thus, lecturers must prepare students to understand how contextual influences shape processes and how to execute

unfamiliar tasks. Such pedagogical development also involves supporting students in demonstrating how new technologies can be developed and applied optimally and continuously to add value to existing products and services (Kraak, 2001). In this regard, professional development can be an enabling structural mechanism that helps lecturers mitigate these challenges and opportunities.

2.4. The Influence of Neoliberalism on South African Higher Education

2.4.1 Context and Policy Imperatives

In the South African HE context, the development and influence of policy imperatives give us insight into how the national government has steered HE institutions and positioned lecturers based on its expectations of universities and lecturers and by emphasising the purpose of HE and the role it should play in advancing the economy. As shown in the following paragraphs, although these policy imperatives can be linked to the imperatives of globalisation and neoliberalism and their ideology of HE as a marketplace, it is my viewpoint that how the national government has steered HE since 1994 has contradicted the redress imperatives in the national HE sector. Like their international counterparts, neoliberalism and the knowledge economy, with their distinct focus, have influenced contemporary HE and, thus, lecturers' T&L practices in SA (Hlatshwayo, 2022; Rensburg, 2017).

Calls such as those by the United Nations Educational, Scientific and Cultural Organization (UNESCO) for HE institutions worldwide to become more responsive to societal and economic needs are primarily premised on the perceived affordances of a close relationship between HE and economic development (Kruss, 2004; Shrivastava & Shrivastava, 2014). In South African HE, the sector's role in advancing the local economy involves expectations of private and public sector employers for lecturers' teaching to equip graduates with the required knowledge and skills to be employable (Hlatshwayo, 2022; Kruss, 2004) upon graduation and continue to demonstrate the necessary knowledge, skills, and dispositions in a global society. In some cases, "liberal arts" teaching is replaced by internships, experiential learning, and work-integrated learning (WIL) opportunities as some of the mechanisms and strategies to promote direct employability pathways for students (CHE, 2011; Luckett, 2001; Hlatshwayo, 2022; Kruss, 2004).

The Growth, Equity and Redistribution (GEAR) macro-economic framework of 1996 altered the national discourse towards a knowledge economy (Shrivastava & Shrivastava, 2014). In addition, building a highly educated workforce that includes previously marginalised and excluded students became a priority for the country's goal to create a national knowledge-based economy (Hlatshwayo, 2022; Kruss, 2004). The establishment of the Sectoral Education and Training Authorities (SETAs) in 2000 can also be seen as an essential driver of the National Skills Development Strategy (Kruss, 2004). Influenced by the "marketisation of qualifications and knowledge including 'non-curricular' programmes, and the resultant consumerism", the local government has also steered HE institutions into becoming "qualification factories" (Hlatshwayo, 2022; Readings 1995 in Rensburg, 2017:18).

Teaching and Learning practices in HE institutions in South Africa and its fellow Sub-Saharan African countries were also influenced by the surge in massification following the publication of a report titled 'Knowledge for Development', by the World Bank in 1999. This report, which called for HE responsiveness, highlighted the correlation between mathematics, science, and engineering education and improved economic performance (Shrivastava & Shrivastava, 2014). The report also focused on how developing countries could use knowledge to narrow the income gap with more affluent economies (Shrivastava & Shrivastava, 2014). The increasing focus on the knowledge economy and the belief that noteable increases in graduates in STEM disciplines (sciences, technology, engineering, and mathematics) will solve challenges associated with global competitiveness, compelled the South African government and governments worldwide to mandate institutions to increase student enrolment in these disciplines and to conduct applied research that is responsive to industry (Shrivastava & Shrivastava, 2014). As discussed below, despite having undermined its own transformation agenda post 1994 through GEAR and other initiatives, it is important to note the ways in which the national government attempts to be a strong driver of educational transformation.

Following democracy in 1994, the country's new constitution promulgated in 1996 informed these national redress imperatives. Restructuring and transforming the HE sector through a plethora of HE policy initiatives was necessary to democratise the sector and eradicate its predecessor's legacy of a fragmented, inefficient and ineffective HE system (Behari-Leak, 2017; Hay & Monnapula-Mapesela, 2009). The apartheid government implemented a differentiated political, social, economic, and educational system within the country. This differentiation included establishing separate groups of tertiary institutions based on language, race and

ethnicity, which restricted black students to studying at under-resourced, historically black institutions in impoverished areas. These institutions had poor facilities, teacher capacities and poorly designed curricula. On the contrary, white students could attend well-resourced institutions in premium locations (Hay & Monnapula-Mapesela, 2009; McKenna & Boughey, 2014). These restrictions provide insight into how the apartheid government promoted and entrenched its racist agenda by strictly regulating funding, student and staff profiles and programme offerings in HE (McKenna & Boughey, 2014; Muthama, 2021).

Thus, informed by policy initiatives, structural changes within the HE sector aimed to improve efficiency through QA mechanisms and protocols and bring about equity, equality, and redress for previously marginalised staff and students (Hay & Monnapula-Mapesela, 2009). The appointment of a National Commission on Higher Education (NCHE) introduced policy initiatives such as the Higher Education Act of 1997, the Education White Paper 3: A Programme for the Transformation of Higher Education (1997), a CHE report entitled Towards a New Higher Education Landscape, meeting the equity, quality and social development imperatives of South Africa in the 21st century (2000), the National Plan for Higher Education (NPHE) (2001), the South African Qualifications Act (SAQA) Act of 1995 and regulations for Education and Training Quality Assurance Bodies (ETQAs) (Hay & Monnapula-Mapesela, 2009). Through these policies, HEIs were mandated to rectify the imbalances in HE access and quality, particularly for marginalised students in the former political dispensation (Hay & Strydom, 2000). Thus, the post-apartheid democratic government has been a strong driver of educational transformation, QA, curriculum development, institutional mergers and incorporation of HEIs and ensuring alignment between academic qualifications and the South African National Qualifications Framework (NQF) (Hassan, 2011).

The Education White Paper 3: A Programme for Transforming Higher Education (1997) outlines a three-fold role focusing on human resource development, high-level skills training and the production, acquisition, and application of new knowledge for HE institutions' contribution towards building a national knowledge-based economy (Kruss, 2004). The Education White Paper 3 is one of many transformation-oriented initiatives which sought to bring about institutional changes in HE. These changes included eradicating unfair discrimination, "expanding access to higher education and training opportunities, and improving the quality of higher education, training and research" (CHE, 2022:12). Evaluating the efficacy of the White Paper in undermining the country's redress imperatives does not fall within the scope of this

study. However, as indicated below, it is evident that the quality of HE continues to be impeded by, among others, large classes. Furthermore, the move to applied research with an economic focus did not yield the promised economic efficiency, improved innovation and competitiveness indicators due to the lack of funding from private businesses for innovation, research and development. Instead, cuts in government subsidies to HEIs led to increased operational costs, moratoria on lecturer appointments, and large classes (Shrivastava & Shrivastava, 2014), influencing T&L. A plethora of research confirms the adverse effects of large classes concerning the educational experience and academic success, particularly for students whose schooling did not adequately prepare them for tertiary studies requiring problem-solving and critical thinking skills (Shrivastava & Shrivastava, 2014).

From the above-mentioned economic imperatives, governments, society, and industry require HE, and by implication, lecturers' T&L practices, to meet multiple expectations. In addition to contributing to the country's transformation agenda, HE has to contribute to the country's economic growth and sustain a foothold in international markets (Ensor, 2003). This contribution was anticipated through addressing and eradicating past political, socio-economic and educational inequalities, ensuring equitable access to tertiary studies, and promoting social justice within the South African HE context (Hassan, 2011; McKenna, 2016; Muthama, 2021).

2.4.2 The Implications for and Effects on Academia

Like HEIs elsewhere, the changing context described above influenced T&L and placed ideological demands on the academic project (Behari-Leak & McKenna, 2017) within HEIs in SA. For instance, like their counterparts in HEIs in the UK, lecturers had to grapple with similar concerns caused by the expansion of institutions. These concerns included the purpose of universities and their contribution to social justice agendas, widening participation and democratic change (Morley 1997 in Skelton, 2012). Besides ideological demands on the academic project, lecturers faced additional academic challenges that most needed to be equipped to deal with (Hassan, 2011). For instance, they needed to gain the knowledge and skills to define and understand the scope, practice and implementation of educational transformation in their contexts (Hassan, 2011; Zembylas & Bozalek, 2017). These demands and challenges influenced lecturers' professional practice and subsequent need for professional development (Hassan, 2011; Hay & Herselman, 2001).

Hlatshwayo (2022:13) considers the national student protests in South Africa in 2015 and 2016, in which black students objected to the entrenched colonial influences, systemic disparities and slow pace of transformation within university curricula and pedagogical practices (Vorster & Quinn, 2017), "indicative of the crisis of the neoliberal university". These noteable events highlighted how alienating institutional cultures and learning environments constrained student success and compounded the influence of existing challenges on lecturers' teaching and learning practices (Case et al., 2018; Hlatshwayo, 2022; Zembylas & Bozalek, 2017).

These shifts (mentioned above) in HE signal the need to enhance the prevailing discourse of transformation with discourses of social justice, decolonisation and decolonising pedagogies, discourses of alienation experienced by black students and lecturers, discourses that recognise the strong link between ontology and epistemology and discourses associated with transformative teaching and learning pedagogies (Ellery, 2017; Hlatshwayo, 2022; Vorster & Quinn, 2017; Zembylas, 2018). These factors presented additional challenges for AD practitioners like me, whose duties include supporting lecturers in engaging with emerging radical and critical discourses through professional development initiatives.

The changing global and local context described above also influenced how society, industry, and HE institutions perceived T&L. Recent studies confirm how increased information and communications technologies, globalisation, massification, societal expectations, transformation, and equity (Hlatshwayo, 2022; Webbstock & Sehoole, 2016) influenced lecturers' work context and their teaching and learning practices. The profound influence of new norms and values on the identity of lecturers and how they understand their role in academia has received considerable critical attention (Behari-Leak, 2017; Shore, 2010) as they comprise "external subjection and internal subjectification". External and internal subjection can be linked to Foucault's phrase "Political technologies", which prescribes acceptable behaviour to individuals and society (Shore & Wright, 1999:560). Failure to adhere to this prescribed behaviour involves 'discipline'. In this regard, Jeremy Bentham's 'Panopticon', with its unique design that constantly monitors individuals' behaviour, represents this type of subjectification because it imposes external control while simultaneously causing individuals to regulate their behaviour. In other words, through technologies of the self, lecturers regulate their behaviour and teaching and learning practices (Shore & Wright, 1999).

Increasing calls for responsiveness consequently, compound the conditions in which lecturers enact the academic project. For instance, considering the role of HE only in economic terms means that, as mentioned, its public good purpose comprising "social, moral, cultural, and intellectual purposes" is in real danger of being neglected. This limited view implies that the purpose of HE to teach students to produce and disseminate knowledge becomes secondary to teaching them workplace skills (Hlatshwayo, 2022; Jacob & Hellstrom 2000 in Kruss, 2004:674). Thus, the changing global and local context mentioned above has fragmented academic labour in contemporary HE, making it fraught with competition for funding and opportunities, increasing administrative duties, and diminishing autonomy (Arvaja, 2018; Hlatshwayo, 2022). These realities and the very regular mismatch between institutional and lecturers' values have placed the latter in a position of uncertainty, instability and vulnerability (Daspher & Fletcher, 2019; Hassan, 2011). Increasingly, lecturers question what it means to be an academic within contemporary HE contexts (Daspher & Fletcher, 2019). In short, while HE institutions changed their strategic directions in response to the external influences mentioned earlier, this needed to align with lecturers' perceptions of themselves as professionals within these contexts.

Examples of the above include an institution's changed focus of emphasising student numbers which has clashed with lecturers' values and beliefs that student learning and meaningful academic experiences should be prioritised (Billot, 2010; Briggs, 2007). The effect of neoliberalist norms and values is also visible in the lecturer-student relationship, where the university is regarded as a marketplace, and students are clients who purchase a commodity, viz., knowledge and services. Commodifying education is closely tied to the call for economic responsiveness I mentioned earlier. Here, I refer to the demands on lecturers to produce highly skilled graduates to meet the needs of the knowledge economy (Hlatshwayo, 2022; Pilkington, 2016; Roxå & Mårtensson, 2017; Shore, 2010).

2.4.3 The Influence of the Context on Teaching and Learning

Like its international counterparts (Olssen & Peters, 2005; Shore, 2010), HE and, by implication, lecturers, T&L practices in SA were influenced by QA mechanisms. Quality is a contested term, but the CHE defines the term quality as 'fitness for purpose', implying that those working in academia should consider their context, such as their institutional mission and vision, and national imperatives (CHE 2002; Ntshoe, Higgs, Wolhutter & Higgs, 2010) and who their

students are when determining whether their practices respond to these purposes. Through the Higher Education Act of 1997, the Higher Education Quality Committee (HEQC), a sub-committee of the CHE, is mandated to oversee QA in HE (CHE, 2004). Along with planning and funding mechanisms, the government used QA as a steering mechanism to realise its transformation agenda (Hlatshwayo, 2022; Luckett, 2010; Ntshoe et al., 2010). Through quality promotion, institutional audits and programme accreditation, the HEQC aims to address the mismatch between graduation rates in HE and the needs of a modernising economy. Unlike other contexts, QA is thus intended to be interpreted more broadly in South African HEIs as enhancing effectiveness and efficiency in promoting quality T&L and addressing equity and gender imperatives (Ntshoe et al., 2010).

A proliferation of QA mechanisms and protocols, such as institutional audits, has held HEIs (and, by implication, lecturers) accountable and required them to indicate how they assured quality in three core areas: T&L, research and community engagement (CHE, 2004a; Luckett, 2010). An increasing emphasis on QA thus positively influences institutional practices, such as promoting explicitness and transparency, quality monitoring and evaluation, increased social responsiveness and enhanced internal accountability systems and procedures (Luckett, 2010). However, like HEIs elsewhere, there are downsides to QA mechanisms as well. These include greater performativity through a concern with international rankings and staff appraisals (Luckett, 2010). Such performativity (Hlatshwayo, 2022) consists of a push to increase research outputs in accredited journals, measurable outputs, provision of viable academic programmes, quality industry-university partnerships, raising second or third-stream income and higher student completion rates (Ntshoe et al., 2010).

In a detailed discussion of the formation of lecturers' professional identity in general, in Chapter Four, I point out how the neoliberal and corporate culture of accountability in HE shaped lecturers' T&L practices and who they are as persons (Archer, 2008; Ball, 2004; Calvert, Lewis & Spindler, 2011). The literature also indicates that the performativity culture (Ball, 2004; Calvert et al., 2011; Hlatshwayo, 2022) mentioned earlier can be linked to lecturers' insecurity about how they compare to their peers regarding the legitimacy, value, and efficacy of their practices, which, in turn, may distort their personal and professional values. These neoliberalist and performative cultures result in lecturers becoming uncertain about whether enacting the academic project in a particular manner is informed by their beliefs or their desire to subscribe to a performativity culture that continuously measures their worth and competency (Ball, 2004;

Calvert et al., 2011; Hlatshwayo, 2022). Performativity, whether self-imposed or externally demanded, can make lecturers anxious and stressed due to increasingly demanding and deeply problematic work experiences (Hlatshwayo, 2022; Smith, 2012).

2.5. Capacity Development and Pedagogical Development as Teachers in Higher Education

The terms' teacher quality' and 'teaching quality' are contested constructs with context-ascribed meanings (DHET, 2018). The HEQC implemented QA mechanisms such as capacity development and pedagogical development in T&L in HE (CHE, 2004d), which could be seen as externally imposed initiatives to ensure lecturers are accountable for quality T&L and are suitably qualified to teach within a market-oriented university sector (Quinn, 2006). However, a plethora of studies on the quality of university teaching has highlighted the need to continue to support and enhance lecturers' teaching and pedagogical approaches (Postaref et al. 2008, in Kaasila, Lutovac, Komulainen & Maikkola, 2021). My use of the term pedagogical development refers to both formal and informal theory-informed practice-based initiatives to support lecturers' teaching and learning practices. Pedagogical development is relevant because, without prior learning, many lecturers still need formal pedagogical support as teachers when appointed to HE. Nonetheless, most lecturers' professional identities are intricately bound to their disciplines, and their teaching role is often secondary to their role as researchers or discipline experts (Nevgi & Löfström, 2015).

Initiatives to support lecturers in developing more scholarly and critical approaches to T&L (Kloot, 2011) include obtaining formal teaching qualifications and embarking on continuous professional learning (Pilkington, 2016). Thus, a noticeable trend is an increase in accredited professional development courses over the past two decades in the global (Daniels, 2017; Nevgi & Löfström, 2015) and local HE contexts (Behari-Leak, 2015, 2017; Hassan, 2011; Quinn & Vorster, 2015; Skead, 2017). Lecturers' professional development as teachers can also be ascribed to the role played by the academic development (AD) movement in the country and elsewhere (See 6.4 in Chapter Six for a detailed discussion). AD has evolved into an international movement and HE field in SA. AD is concerned primarily with staff, student, curriculum, and institutional development in HE, and its primary concern is improving T&L in this context (Volbrecht, 2003).

2.6. Conclusion

In this chapter, I discussed the resultant implications for HE following shifts within the global context and their influence on the South African HE context. I indicated how an increasingly competitive, managerialist, performativity and accountability work context has come to influence how society and stakeholders view HE and how it places particular demands on lecturers in enacting the academic project. I also pointed out how economic imperatives and role players have required HE, and by implication, lecturers' T&L practices, to meet multiple expectations. Additionally, in highlighting the uncertainty and vulnerability within contemporary HE, I made a case for the value of professional development as an enabling structural mechanism in helping lecturers mitigate these work-based challenges.

Chapter Three: Theoretical Framework: Social Realism and Critical Realism

3.1 Introduction

In this chapter, I discuss why Roy Bhaskar's (1998, 2008, 2016) Critical Realism and Margaret Archer's (1995, 2000, 2003), Social Realism, rooted in Critical Realism (Sayer, 2000) were the most suitable as a substantive theory and methodological tool respectively for my empirical investigation of the formation of lecturers' teacherly identities through professional development. Archer's Morphogenetic/Morphostatic framework or cycle (MM framework or cycle) was also a useful analytical tool to help me answer my research question and sub-questions (see 1.5 in Chapter One). Morphogenesis refers to an elaboration or change in the shape of things that result from social relations, which can be a change in structure, culture or agency. Morphostasis means that conditions are reproduced or no change occurs in these three domains (Archer, 1995).

My ontological understanding (the theory of being) that the social world consists of more than what we observe through our senses (Sayer, 2000), that we cannot take occurrences at face value but instead consider the influence of underlying, often unobservable factors, guided my decision to locate my research within a realist paradigm (Maxwell, 2008). In my study, a social realist approach involved systematic and rigorous research, which enabled me to identify and offer explanations for why my participants who completed the Diploma during the 2007-2017 period acted in a particular manner given the options available to them within their distinct social contexts (Carter & New, 2005). Since there are aspects of the world that exist and that we are not aware of, our knowledge "is historical, value-laden and 'situated'" (Carter & New, 2005:2). Thus, being a social realist researcher, my understanding of a social phenomenon such as the formation of lecturers' teacherly identities is informed by what identity formation means within a distinct social context such as a research-intensive university where certain values are prioritised. I also show how Critical and Social Realism enabled me to examine the interplay between the cultural, structural and agential mechanisms within a professional development course and the broader institutional contexts that enabled or constrained the emergence of lecturers' professional academic identities, and, ultimately, their capacity to teach in a diverse HE context. Following this brief discussion of how my research approach aligns with my philosophical paradigm (Maxwell, 2008), I discuss the key tenets of these two social theories,

Critical and Social Realism and how I drew on them to answer my research question and sub-questions.

3.2. Critical Realist Ontology and Associated Epistemology

As a meta-theory, Critical Realism was a useful underlabourer for my study because I could provide causal explanations of a social phenomenon, the emergence of lecturers' teacherly identities and whether its consequences offered progress (or not) (Danermark et al., 2002; Elder-Vass, 2010) for their role as teachers in a diverse HE context.

3.2.1 Differentiation and Stratification

A Social and Critical Realist ontological view of the world proposes a differentiated, structured, stratified and changing reality (Danermark et al., 2002; Sayer, 2000). As shown in Table One, we can distinguish between three overlapping levels or strata of reality, viz., the Real, the Actual and the Empirical (Bhaskar, 2008, 2016; Danermark et al., 2002). The three levels of reality are open systems (Sayer, 2000) with mechanisms which are "in constant interplay" with each other (Bhaskar, 2008, 2016; Eybers, 2015:88).

Table 1: Bhaskar's Stratified View of Reality (2008:13)

	Empirical	Actual	Real
Experience			√
Event		√	√
Mechanism	√	√	√

We can observe an Empirical component, like the tip of an iceberg, resembling occurrences in the HE system (e.g., emergency remote T&L because of COVID-19 restrictions, student protests

and calls for decolonisation of university curricula, low attrition and throughput rates), that we can quantify, observe, measure and describe. The Empirical refers to our direct or indirect observations and experiences of such events, viz., our sensory experiences that enable agents (humans) to interpret and explain reality (Danermark et al., 2002; Sayer, 2000; Smith & Elger, 2012).

The Actual can manifest as Empirical manifestations, viz., Actual events, if and when the causal powers or generative mechanisms of the Real are activated (Bhaskar, 1998; Danermark et al., 2002; Sayer, 2000; Smith & Elger, 2012). "A causal power is a potential" that may or may not be exercised (Hartwig, 2007:458), and therefore, these mechanisms could be events which occur irrespective of whether we are aware of them or not (Danermark et al., 2002; Carter & New, 2005; Sayer, 2000). Since the world is an open, and complex system (Sayer, 2000), the outcomes of these conditioning mechanisms cannot be predicted because it depends on the particular context in which they occur and how we as humans (actors) interpret and respond to them (Elder-Vass, 2010; Sayer, 2000). A deeper level of potentiality known as the Real exists and refers to existing natural or physical objects (such as the environment) or social objects (such as bureaucracies) (Sayer, 2000). We can also describe the Real as the structures, mechanisms and separate causal powers of objects (Sayer, 2000). These causal powers generate events that may not always be visible in the Empirical and the Actual spheres (Elder-Vass, 2010; Smith & Elger, 2012; Williams, 1998). Critical Realists caution against the "epistemic fallacy", viz., conflating "what can be known through the senses (i.e., the Empirical) with what is (the Real)" given that the social world consists of more than our knowledge, i.e., "what we know and understand" (Boughey & Mckenna, 2021:19).

Thus, Critical and Social Realism provided a depth ontology that enabled me to look for the underlying layers in the formation of lecturers' teacherly identities to understand where this phenomenon emerges. An important insight was to explore the underlying mechanisms (as depicted in Table One) and their interaction. Doing so was necessary since the fourteen lecturers in my study may have been making meaning of a situation (their experiences within the Diploma) without being conscious of how their ideological perspectives, how they were raised, and their general experiences unconsciously shaped how they thought about things such as T&L and professional development in a HE context, and the meanings they ascribed to their experiences.

New mechanisms, also known as emergent powers and properties, are continually created in the three strata of reality (the Real, the Actual and the Empirical) (Danermark et al., 2002: 199) because of the generative structures and causal powers of objects within these strata. These objects have a predisposition to change because of their "causal liabilities or passive powers" (Sayer, 2000:11).

As mentioned in Chapter One, structural emergent properties and powers (SEPs) refer to systems, institutions and designated roles within HE. For example, the capacity of faculty deans, Heads of the department (HoDs) or course coordinators to execute their duties and exert influence primarily depends on whether they have access to "necessary material resources and their distributions". These roles have causal properties, viz., structural emergent powers (Archer, 1998; Luckett, 2012:340, 341). CEPs refer to the "differentially distributed" intentions, theories, doctrines and beliefs (expressed in particular discourses) about T&L and professional development, resulting in emergent cultural powers (Archer, 1995; Luckett, 2012:341). Structural and cultural emergent properties are generated within socio-cultural systems and can be separated for analytical purposes (see 3.4 below) because the structural and cultural features are autonomous from, pre-existent to, and are "causally efficacious vis-a-vis agents" (Archer, 1995:60).

Given that "social phenomena are produced by social powers", in my study, I was searching for causal properties and powers at the social level (Danermark et al., 2002), which included lecturers' agency and shaped the formation of their teacherly identities within a distinct HE context such as RU. For example, the mechanisms that enabled the lecturers in my study to have the mental and physical capacities to participate in the Diploma during the 2007-2017 period were located at the level of the Real (Sayer, 2000). Their engagement in the professional development activities (namely events) was located at the level of the Actual, and their experiences with the Diploma and their relations with colleagues in their academic departments and faculties were located in the Empirical domain (Sayer, 2000). However, an essential aspect of Critical Realist ontology is the possibility that powers may remain dormant (Sayer, 2000). This means that the fact that the lecturers engaged in a particular manner in the professional development activities offered by the Diploma does not preclude the multitude of ways in which they could have participated in these activities. This is because the nature of the real objects

present at a particular time did not pre-determine what would happen, although it constrained and enabled what might happen (Archer, 1995).

A Critical Realist ontological view of the world also proposes that reality is structured. The interplay between the processes and powers shapes social structures and results in elaboration or change in the shape of things, which can be a change in structure, culture or agency (Archer, 1995). Structure results from "prior social relations conditioned by an antecedent structural context" and is continuously shaped and reshaped (Archer, 1995:165). We can define structure as a set of internally related objects (Danermark et al., 2002:47; Sayer, 2000). Some of these relations are necessary and internal, while others are contingent and external. Necessary relations imply that the existence of one entity is contingent on the existence of another, as in the case of the relation between academics and their students. Thus, an internal and necessary relation exists between the nature of an object, its causal powers, mechanisms and tendencies (Danermark et al., 2002). Contingent relations imply that neither entity's existence depends on the other. In other words, the existence of policies on T&L is not contingent on whether lecturers engage with them to inform their teaching. By identifying whether relations were necessary or contingent, I was able to deepen my analysis from structural to causal analysis (Danermark et al., 2002). This important distinction enabled me to offer reasons for what was taking place in social phenomena, such as the formation of lecturers' teacherly identities within a professional development course.

3.2.2 Causality and Mechanisms

Critical realists believe in the complex existence of "structures, powers, generative mechanisms and tendencies" within society and that objects have causal powers, that is, "generative mechanisms" (Danermark et al. 2002:198). Structures afford objects their powers and are also responsible for the existence and formation of mechanisms. "'Structure' suggests a set of internally related elements whose causal powers, when combined, are emergent from those of their constituents" (Sayer, 2000:14). For my study, this means that hierarchical structures at the University might enable or constrain the delegation, division and efficient throughput of tasks (Sayer, 2000). Examples of such structures within the social system (Archer, 1995) could be policies and regulations which shape professional development and T&L at the institution. When the structural mechanisms are activated, their effects depend on the mechanisms they interact

with at that specific moment. Mechanisms' tendency to produce different actions or outcomes at different times, with the same event having completely different causes (Danermark et al., 2002:58; Sayer, 2000), can be attributed to the "spatio-temporal relations" between mechanisms and objects and because mechanisms have causal powers which may activate, hinder or modify their action (Sayer, 2000).

Therefore, since things do not happen by chance, realist researchers attempt to offer explanations by identifying the powers and causal mechanisms which generate events, finding out how these mechanisms work, whether they have been activated, the conditions under which this occurred and how they "operate at deeper levels of reality" than can be observed in the Empirical realm (Danermark et al., 2002:44; Sayer, 2000). For example, though I was cognisant that semi-structured and focus group interviews (see 4.8.3 and 4.8.4 in Chapter Four for a detailed discussion) may not reveal holistic "causes of action" but instead "present a partial picture" of my research participants' experiences and the underlying mechanisms within the Diploma and the broader university context, these data collection tools afforded me "insights into the Actual and Empirical representations of action" (Smith & Elger, 2012:4). Since human agents have autonomy from structures, conducting interviews allowed me to account for the unique experiences of individual participants (Smith & Elger, 2012).

Causal mechanisms are also known as generative mechanisms and can be either a power, tendency or both (Hartwig, 2007). A tendency is a causal power exercised or set in motion by other powers (Hartwig, 2007). Objects thus have causal powers and liabilities regardless of whether they are exercised or not and whether we are aware of them (Danermark et al., 2002). Objects also have causal mechanisms, which may or may not be triggered, but in the case of social objects, people's actions may trigger the causal mechanisms (Danermark et al., 2002). In my study, whether causal powers within the Diploma were exercised depended on other conditions, such as whether my research participants wanted to engage with the T&L activities within the Diploma to apply or adapt these in their learning contexts. When the causal powers were activated (when the participants engaged with the learning activities and resources), whether they were successful or not depended on other conditions apart from their engagement. Amongst others, these conditions included whether these activities were freely available to them, whether the facilitation within the Diploma enabled them epistemological access (Morrow, 1993) to these activities and whether their departmental contexts enabled or constrained their endeavours to apply or adapt these T&L activities. Lecturers who provide

epistemological access to students make the expectations, disciplinary rules and conventions (Boughey, 2005; Morrow, 1993) clear to students while giving ample time and opportunities to collaboratively explore and validate legitimate forms of knowledge and knowledge production (Boughey, 2005; Morrow, 1993).

Scholars have shown that a Critical Realist theoretical lens enables researchers to be instrumental in contributing to social justice, equality and emancipation through reflexivity and transformative practices (Bhaskar, 2008, 2016; Boughey, 2010; Sayer, 2000; Vorster & Quinn, 2017). Since Critical Realism enables researchers to identify underlying structures and causal mechanisms occurring at the level of the Real to understand and explain phenomena occurring at the Actual and the Empirical levels, they are well positioned to challenge oppressive and unsatisfactory conditions (Benton & Craib, 2001) within society. At the same time, Sayer (2000:168) and Elder-Vass (2010) caution against an uncritical stance against the "emancipatory potential" of critical social science research and its limits. In many studies theories understate the interplay between structure, culture and agency and instead only foreground the social construction of knowledge about teachers and their contexts (Westaway, 2016). The use of Critical Realism in my study, however, allowed me to look deeper than taken-for-granted practices to expose any fallacies, which were implicated in injustices and oppressive conditions (Bhaskar, 1998). As shown in Chapters Six, Seven and Eight, these injustices were structural and cultural constraints for lecturers' professional academic identity formation within the Diploma and the broader University context.

3.2.3 Emergence

As indicated earlier, an essential aspect of Critical Realism, events at the level of the Actual and experiences and observations at the Empirical level emerge through the interplay of properties and powers (Boughey & McKenna, 2021). Emergence refers to how particular combinations of things (mechanisms), processes and practices in social life produce new emergent properties. Emergence thus occurs when new mechanisms are continually produced because of the interaction between two or more entities in each stratum (Carter & New, 2005; Sayer, 2000). These mechanisms, also known as emergent powers, can either be activated or remain dormant (Carter & New, 2005; Sayer, 2000). Critical to the concept of emergence is that structure, culture and agency possess irreducible properties and powers (Boughey & McKenna, 2021). In other

words, these mechanisms have properties that cannot be reduced to their parts, even though the parts are necessary for the existence of these properties (Carter & New, 2005; Sayer, 2000). Emergent properties are generated within socio-cultural systems (Archer, 1995). Since social powers produce social phenomena, researchers thus prioritise emergent properties to explain social phenomena (Bhaskar, 1975; Sayer, 2000:13), such as the formation of lecturers' professional academic identities. Following this brief discussion of how the main tenets of Critical Realism enabled me to search deeper than the experiences and events in the data to identify causal mechanisms in the formation of lecturers' professional academic identities as teachers, I now discuss the main tenets of Social Realism and how I applied them in my study.

3.3 Social Realism

Similar to Critical Realism, Margaret Archer's Social Realism was helpful in considering often unobservable phenomena and underlying mechanisms of practices and experiences (Archer, 1995, 2000).

3.3.1 Social Realist Ontology

A Social Realist ontological orientation views the social world as stratified and acknowledges the independent properties and powers of both the 'parts' of society (cultural systems or social structures) and the 'people' (known as actors or agents) (Archer, 1995, 2000). Based on Lockwood's (1964) distinction between social and systems integration, the distinction between the 'parts' and the 'people' is an important tenet of Social Realism (Archer, 1995). Although, in practice, the 'parts' and the 'people' do not act independently, separating them analytically enables researchers "to differentiate the properties of structures from those of people" (Archer, 1995:70; Boughey & McKenna, 2021). However, instead of theoretically linking 'structure and agency' or 'culture and agency', "conflationists reject the stratified nature of social reality" and do not acknowledge that both the 'parts' and the 'people' have independent properties and powers (Archer, 1996, 2000:5).

There are three types of conflation, namely upwards, downwards and central that inhibit our ability to account for stability or change in social phenomena (Archer, 1995; Behari-Leak, 2015).

In upward conflation, researchers accord more power to agents' personal emergent powers or properties (PEPs) compared to the power of structure or culture. In other words, in upward conflation, the power to control and influence societal events resides solely in agents (Archer, 1995; Behari-Leak, 2015). Social structure is perceived as passive, a consequence of human action, and an entity that does not have the power to act back and influence individual agents (Archer, 1995).

On the contrary, in downward conflation, researchers accord more power to structural emergent properties (SEPs) and cultural emergent properties (CEPs), which, in their view, alone have causal powers able to organise and mould agents (Archer, 1995, 2000). In central conflation, elision occurs in the middle, and neither structure nor agency has autonomy because they are considered to be mutually constitutive (Archer, 1995). As mutually constitutive entities, structure and agency cannot be separated, and their reciprocal influence on each other cannot be determined (Archer, 1995). Therefore, to guard against upward, downward or central conflation, I used analytical dualism (see Section 3.4.1) to temporarily separate structure, culture and agency to explore their reciprocal influence on each other. In other words, I endeavoured to show in my data analysis chapters (Chapters Six, Seven and Eight) whether and how the lecturers in my study drew on their PEPs to exercise their agency within the Diploma and the broader university context and whether and how the causal powers of SEPs and CEPs conditioned their actions.

3.3.2 Social Realist Epistemology: Structure, Culture and Agency

Archer (1995, 2000, 2003) builds onto Bhaskar's (1989) three ontological domains, the Actual, the Real and the Empirical, to distinguish between the domains of structure, culture, and agency within the level of the Real. This distinction enabled me to study and analyse the interplay and emergence between these domains and, in so doing, explain the influence of causal relations in each of these domains on the formation of lecturers' teacherly identities and their ability to teach in a diverse HE context. The realist epistemological view of knowledge or "modes of knowing" as social phenomena (Harré, 1998:37; Young, 2008) collectively produced by agents in a social context (Moore & Young, 2001) resonates with my epistemological understanding of knowledge. This view is linked to the socio-cultural perspective that "learning—gaining knowledge or understanding—is an integral part of broader ontological changes that stem from participation

in a community" (Packer & Goicoechea, 2000:234). Likewise, Young's (2008) anthropological sense of knowledge as a social activity encompasses propositions by philosophers such as Toulmin, Wittgenstein and Durkheim on the social nature of knowledge, which asserts that all knowledge claims are premised on the idea of agents' collective action within society (Young, 2008). However, as shown in other studies (e.g., Hlatshwayo, 2019; Shay & Mkhize, 2018), knowledge production and dissemination are not neutral. Instead, they are always complexly involved in contending power relations and social interests (Moore & Young, 2001).

I thus believe that a socio-cultural epistemological framework enabled me to explore how the formation of lecturer's teacherly identities occurred through participation in social practices within the Diploma and in relationships with their peers (Packer & Goicoechea, 2000) or communities of practice (CoPs) (Feldman & Fataar, 2014). Since these social practices took place in a micro, meso and macro HE context, I also explored the latter (see 4.7 in Chapter Four) since they represented unique social and cultural perspectives (Packer & Goicoechea, 2000; Quinn, 2006). In addition, a discussion of structure, culture and agency enabled me to identify the SEPs and CEPs activated when the lecturers mediated these systems through their PEPs (Archer, 2000; Behari-Leak, 2015).

3.3.2.1 The Domain of Structure

The social world comprises "the relations between 'structure' and 'culture'" and society is the result of relations between relations, which are activity-dependent. Structures exist materially, and cultures exist ideationally (Archer, 1995). Structure and agency each possess distinct properties and powers, referred to as "*sui generis*" properties and powers (Archer, 1995:3; Carter & New, 2005). Social structures are anterior, meaning they are pre-existing features of society (Archer, 1995; Carter & New, 2005). In my study, this implies that the structures of being a university teacher existed before my research participants could take up this position. Social structures are also "relatively enduring" social objects with causal powers, such as enablements or constraints. These distinct properties and powers of structure mean that they are irreducible to social interaction or agency (Archer, 2000; Carter & New, 2005; Luckett, 2012).

Most of the social world did not directly come about because of agents' actions. Instead, it is the complex outcome of earlier interactions between agents and their structural contexts (Carter &

New, 205). Structures are temporal, intransitive objects of knowledge, and they exist and have effects whether we are aware of them or not (Carter & New, 2005). For example, a lack of social structures, such as access to professional development, can constrain agents' access to material goods, such as accolades when recognised for excellence in teaching. Furthermore, our understanding or perceptions of societal events can also be misleading. For example, lecturers with a deficit view of students (Coleman, 2016; Gorski, 2011) might attribute students' lack of academic success to laziness or an inability to function optimally in a HE context instead of interrogating whether their own T&L practices enable student learning and engagement. Thus, the "mind-independent" nature of the social world "is committed to an explanatory model in which the interplay between pre-existent structures, possessing causal powers and properties, and people, possessing distinctive causal powers and properties of their own, results in contingent yet explicable outcomes" (Carter & New, 2005:12-13).

3.3.2.2 The Domain of Culture

Contrary to the general understanding of culture as shared meanings and practices within a community, social realists understand culture as an objective phenomenon with ontological and epistemological status (Archer, 1988), such as concepts, theories, beliefs, ideas about professional development, T&L and QA and quality enhancement (QE) expressed through dominant discourses. Since knowledge within the social world exists whether agents know about it or not (Archer, 2013), contradictory and complementary relations exist regardless of whether we know about, believe in, or approve of them (Archer, 2013). As I have shown in my analysis chapters (Chapters Six, Seven and Eight), during T2-T3 of socio-cultural interaction, the lecturers in my study drew on and elaborated on the doctrines, theories, beliefs, intentions and discourses which resonated with their interests and personal projects, and which they acquired or internalised during T1, the period before they enrolled in the Diploma.

Like social structures, culture or the constituents of the Cultural System are anterior, which means they are features that pre-existed in society (Archer, 1995; Carter & New, 2005). Culture is also autonomous and durable and is independent of the ideas held by agents who enter or engage within a particular cultural context (Archer, 1995; Muthama, 2018) such as a research-intensive university or the Diploma. Agents may, however, reflexively decide to exercise their

agency to mediate prevalent enablement and constraints within the cultural context (Archer, 1995; Carter & New, 2005).

Social realists distinguish between logical consistency and causal consensus. Logical relations exist between items that are part of the Cultural System, whereas causal relations exist between cultural agents at the Socio-Cultural level (S-C). These logical relations can be consistent or inconsistent and are a property of the world of ideas. However, they are independent "of a knowing subject" (Archer, 2013:11). In my study, the influence of the facilitators in the Diploma and the lecturers on each other were causal effects, viz., properties of agents (Archer, 1995). As reflected in the data, albeit at various degrees, through teaching, facilitation and informal mentoring[11], the facilitators and lecturers generated causal consensus, also known as cultural uniformity, about the dominant ideas and discourses about T&L in HE. CEPs operate similarly to SEPs and exhibit necessary logical relations, whereas SEPs exhibit necessary material relations (Luckett, 2012). Thus, "causal relationships are contingent (they may pertain) whereas logical relationships do obtain", and, as shown in my study, when internally and necessarily related, they constituted CEPs exhibiting conditioning influences that shaped agents (Archer, 1995:179). Thus, during T2-T3 of socio-cultural interaction, contradictions and compatibilities existed as CEPs of the socio-cultural interaction (Archer, 1995).

3.3.2.3 The Domain of Agency and the Process of Emergence

As mentioned, agency refers to lecturers' ability to take action based on their vested interest and concerns to realise their personal projects (Archer, 1995, 2000), viz., what they cared about most in becoming and being teachers in HE. Archer (2000, 2013) proposes a stratified view of human beings, consisting of four strata: the self, the person, the agent and the actor. Figure 1 (to be read from the bottom up), presents identity as a dynamic process, and the emergence of the person occurring through various relationships and processes (Archer, 2000, 2013; Millar, 2014). According to Archer (2000), the self is the Alpha (beginning), and the person is the Omega (end) with different properties and powers (PEPs) emerging at each of these four strata or levels

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[11] Causal consensus can also be reached through abuse of power, "manipulation, mystification, legitimation, persuasion and argumentation" (Archer, 1995:179).

(Archer, 2000). Given its fluid, continuously changing and socially constructed character (Henkel, 2000; Kaasila et al., 2021; Taylor, 2008; Ylijoki & Ursin, 2013), identity formation is not "fixed and static, but a new starting point for the process to engage again" (Millar 2014:89).

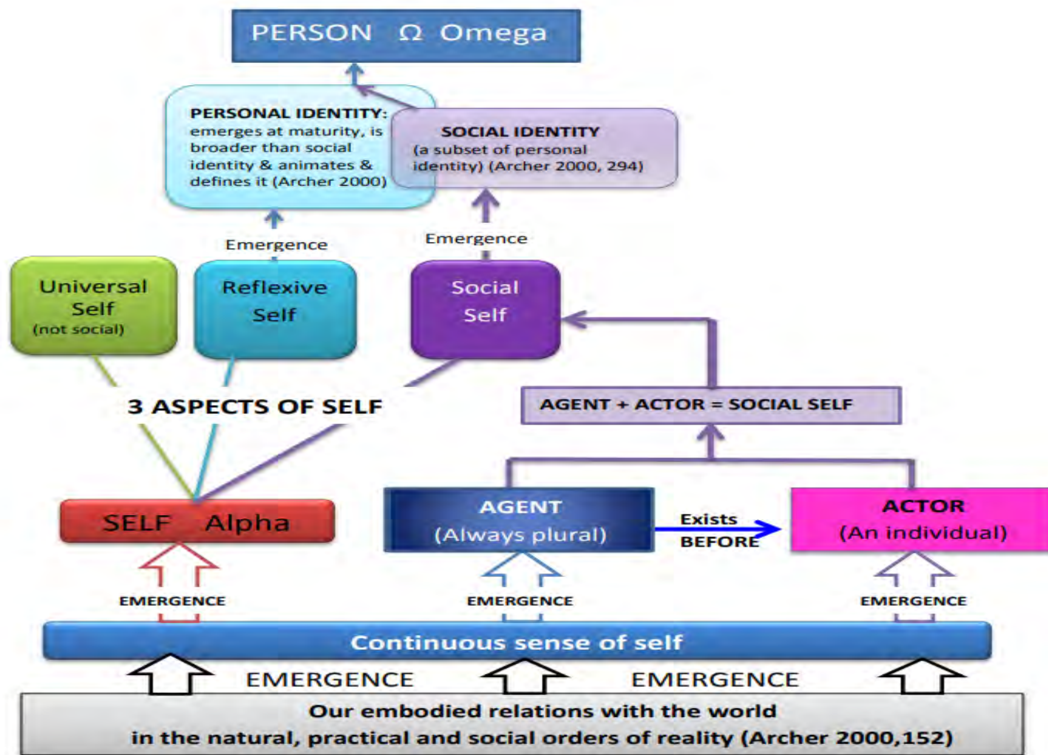

Figure 1: The Emergence of Social (Professional Academic) Identity (Millar, 2014:90)

As humans or social subjects, we engage with the world in the three orders of reality: the natural, practical and social orders. Each order of reality respectively prioritises particular concerns; for example, the natural order entails concerns about physical well-being, the practical order entails concerns about performative competence, and the social order entails concerns about self-worth. Our continuously evolving sense of self emerges as we engage with the world in these three orders mentioned above (Archer, 2000; Millar, 2014). The continuous sense of self entails our consciousness about our unique place in the social world and the conscious awareness that, as an individual, "I am I" and not any other person (Archer, 2000:7; Millar, 2014). This means that the continuous sense of self (selfhood) of the lecturers in my study - being parents, members of their communities, working at RU - will relatively stay the same, regardless of whether their circumstances or contexts change. Although Archers' perspective of emerging identities and the four strata (as shown in 4.2.2 pp. 66-69) confirm this stasis, morphostasis occurs in lecturers'

knowing and being as teachers in higher education. Lecturers' sense of self thus evolves over their life-time (Archer, 2000; Millar, 2014).

Figure 1 presents the self as emerging from the continuous sense of self. The self consists of three aspects: the universal self, reflexive self and social self. The universal self is not emergent or social but creates awareness of our individuality as humans (Archer, 2000; Millar, 2014). As mentioned, when Archer (2000) speaks about the agent, she does so in the plural form by referring to a collective or group (Millar, 2014). Archer posits that the agent exists "before the individual actor" (Millar, 2014:92).

Archer (2000) refers to the individual actor in the singular, meaning that a person is considered an actor. Archer (1996, 2000) proposes that only some people can succeed in becoming actors, viz., developing a social identity by finding a social role to invest in and personify who they are or would like to be. However, since agents' involuntary placement in society is not deterministic, agents can exercise their agency or powers through reflexive deliberation (see Section 3.5) to achieve their goals as they plan how to change their circumstances. Such agential action involves interacting with the structures and cultures in their contexts (Archer, 1995, 1996; Moyo, 2018). Contrary to the 'epistemic fallacy', social realists acknowledge that agents have PEPs and the reality of SEPs and CEPs. A key tenet of realism is that agency can reproduce or transform structure but not create it and that structure and agency continuously operate in society as they intertwine and redefine each other (Archer, 1995, 2013). Furthermore, the emergence of agents and actors is viewed as relational developments occurring between them (Archer, 2013). As shown in Figure 1 above, social identity emerges from the social self through three developmental phases (Archer, 2000; Millar, 2014).

Phase 1: The Development of Primary Agency

Primary agents usually do not have access to resources in society. As mentioned, they are groups of individuals upon whom society impinges. Primary agents are involuntarily placed through birth within a particular socio-economic class in society and share similar chances to succeed or fail (Archer, 1996, 2000).

Phase 2: Primary Agents' Collective Transformation into Corporate Agents

Collectively, primary agents can transform into corporate agents who, unlike individual actors, are able to draw on their personal powers (PEPs) to choose to maintain the status quo or transform their circumstances or society (Archer, 2000; Millar, 2014). In my study, this means that, despite being discipline experts or social actors within the contexts of their disciplines before entering the context of the Diploma the lecturers who may have yet to have access to the language of T&L (resources) were primary agents in the context of the Diploma. However, through engagement in the Diploma, they acquired educational discourse. They had opportunities to form networks with their peers, which meant that they had the potential to transform into corporate agents who could clearly articulate their interests and pursuits and use their collective agency to transform T&L practices within their departments and the broader university context. Social actors secure their social identities by investing themselves in their social roles, which align with their 'ultimate concerns', viz., those things which are important to them (Archer, 2000, 2013). Thus, double morphogenesis (see 8.5 in Chapter Eight) of lecturers' agency occurred when, due to collective action and alliances, corporate agency itself was transformed as the lecturers in my study exerted influence on societal structures and cultures (Archer, 2000, 2013; Hartwig, 2007).

Phase 3: The Development of Social Actors

Triple morphogenesis (see 8.6 in Chapter Eight) occurred through the realisation of the social actor at T4. Among others, this level of morphogenesis signified the unique manner in which lecturers embodied and enacted their teacher roles. For my research participants, in addition to becoming the kinds of teachers they envisaged, university teachers, 'ultimate concerns' included many possibilities, such as striving to become well-known researchers, administrators or engaged community development practitioners. As shown in Figure 1 (p. 40) social identity which, as mentioned, emerges from the social self and is a sub-set of personal identity. Personal identity "is broader than social identity and only emerges" when actors mature (Archer, 2000; Millar, 2014:93). In the next section, I follow up on my brief introduction of the concepts of morphogenesis and morphostasis by discussing how, as a practical complement to social realism, the MM framework, cycle or approach allowed me to analyse the interplay between structure and agency and culture and agency over space and time (Archer, 1995).

3.4 The Morphogenetic/Morphostatic Framework

As a methodological approach and causal framework, Archer's (1995, 1996, 2000, 2003) Morphogenetic/Morphostatic (MM framework) was useful to explore the emergence of events by separately analysing the interactions of structure and agency, and culture and agency concerning the formation of lecturers' teacherly identities resulting from participation in a social setting such as the Diploma and the RU context (Archer, 1995). This analysis involving the temporal separation of structure, culture and agency to explore their reciprocal influence on each other is known as analytical dualism (see Section 3.4.1 below), which is the basis of the MM cycle (Archer, 1995, 1996). As shown in Figure 2, the MM cycle includes three main stages or cycles of analysis, namely structural or cultural conditioning, known as T1; social or socio-cultural interaction, known as T2-T3; and social or cultural elaboration, known as T4 (Archer, 1995).

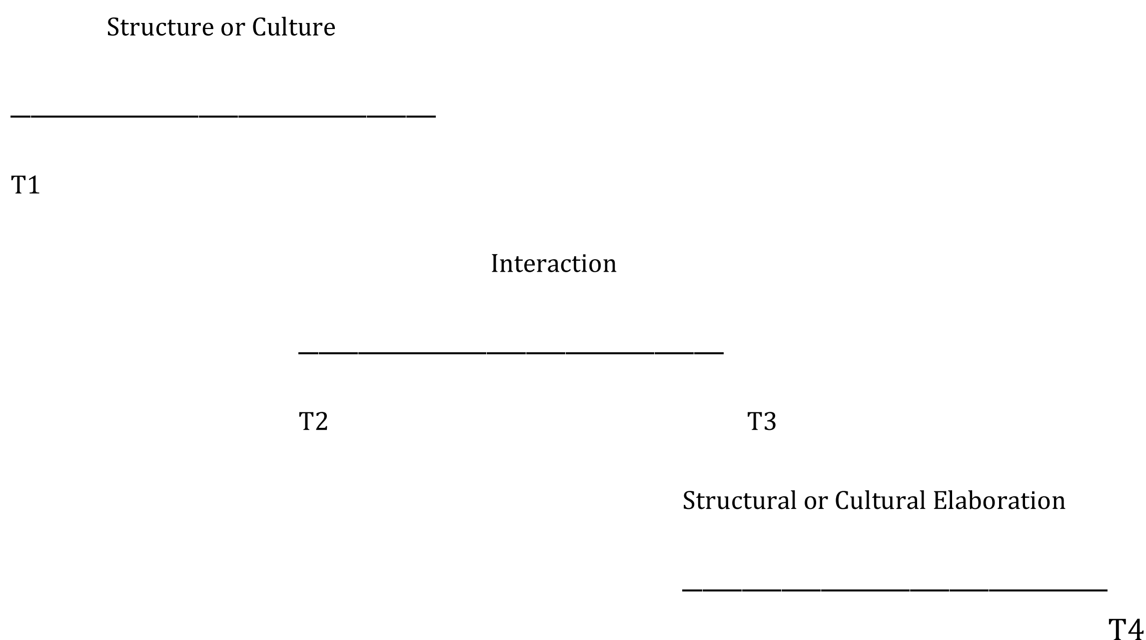

Figure 2: Structural and Cultural Morphogenesis (Archer, 1995)

Called "anterior conditioning", the present time, when participants enrolled for the Diploma, T1 in the MM cycle, was noteworthy and represented everything that preceded this particular cycle stage (Archer, 1996: xxv). It was, therefore, essential to use the data to gain insight into the fourteen lecturers' lived experiences (pertaining to teaching) at the onset of the Diploma and the existing conditions that either constrained or enabled the emergence of their professional

identity as university teachers. Such conditions were established as well as emerging discourses on T&L and professional development (see 6.2.1 in Chapter Six). These experiences in T1 also influenced how the lecturers responded to prevalent structural, cultural and agential enablements or constraints in T2 to T3 during the two-year Diploma course.

Constraints and enablements originate from the "generative power" of SEPs and CEPs (Archer, 2003:7). They also have the potential to impede or facilitate agents' projects and ultimate concerns (Archer, 2003) such as particular goals, which the Diploma participants may be committed to achieve concerning their development as university teachers. Social Realism thus enables researchers to identify the relationship between professional academic identity and agency. The T4 of the present cycle became the T1 in the next morphogenetic cycle and became a new conditional influence on the subsequent actions of the lecturers in my study. I found the practical application of the following four basic propositions helpful in understanding morphogenesis or morphostasis in the structures which constituted the social system:

(i) internal and necessary relations exist within and between social structures (SS);

(ii) social structure(s) (SS) exert causal influences on social interaction (SI);

(iii) causal relationships at the level of social interaction (SI) exist between groups and individuals;

(iv) morphogenesis occurs when social interaction (SI) modifies current and introduces new internal and necessary structural relationships and, in doing so, SI expands "the composition of social structure(s) (SS)". On the contrary, there is morphostasis when "social interaction (SI) reproduces existing internal and necessary structural relations" (Archer, 1995:168).

Likewise, Archer's (1995) propositions for culture enabled me to analyse the cultural dimension of the social world, namely:

(i) "internal and necessary logical relationships" exist "between components of the Cultural System (CS)";

(ii) the Cultural System (CS) exerts causal influences on Socio-Cultural interaction (the S-C level);

(iii) causal relationships exist between groups and individuals at the Socio-Cultural (S-C) level;

(iv) morphogenesis occurs when there is elaboration of the Cultural System (CS) because the Socio-Cultural Interaction (S-C) has modified "current logical relationships" and introduced new relationships. Morphostasis occurs when Socio-Cultural Interaction (S-C) "reproduces existing internal and necessary cultural relations" (Archer, 1995:169).

The MM cycle was a useful analytical tool because it allowed me to observe when the transformation (morphogenesis) of the professional academic identities of the lecturers in my study occurred. As shown in other studies (Behari-Leak, 2015; Moyo, 2018; Muthama, 2018; Nudelman, 2018; Quinn, 2006), identifying causal mechanisms in the Real domain to give an account of agents' interactions with the structures and cultures within particular social contexts is essential to account for the emergence of events and experiences in the Actual and Empirical realms and to provide greater depth and rigour in the data analysis. I, therefore, explored the data to account for how the lecturers socially interacted within their disciplinary, faculty and institutional contexts and whether and how they participated as teachers within the HE community.

3.4.1 Analytical Dualism

Analytical dualism is based on a stratified depth ontology in which, as mentioned, structure, culture and agency are first analysed separately (although each is "irreducible" in relation to the other) before the interplay between them is examined (Archer, 1995, 1996). Methodologically, I used analytical dualism to separate structure, culture, and agency to explore the structural, cultural, and agential conditions in T1 before examining the interplay between them. This entailed interrogating how changes in the cultural and structural domains at RU either constrained or enabled the agency of lecturers enrolled in the Diploma.

3.4.2 Situational Logics in the Domain of Culture or Structure

Archer's (1995, 1996) ideas on the concepts of SEPs and CEPs to describe 'situational logics' provide insights into the interplay between structure, culture and agency in the formation of lecturers' professional academic identity within particular institutional and national situational logics. Situational logics refer to "configurations of SEPs and CEPs brought together by particular institutions" (Archer, 1995; Luckett, 2012:341). Situational logics condition the context agents

find themselves in by setting up differential power relations and shaping the practical situations, experiences and events agents encounter. The relations within and between the many emergent SEPs and CEPs create particular situational logics, predisposing agents to strategically act in specific ways to promote their vested interests, resulting in morphostasis or morphogenesis (Archer, 1995, 1996). *High* systems integration within particular situational logics means that the SEPs and CEPs are primarily compatible and complementary, and there is potential for social reproduction. *Low* systems integration means that the SEPs and CEPs are mainly incompatible and contradictory. This type of situational logic creates tension, and there is potential for systemic transformation (Archer, 1995, 1996; Luckett, 2012).

As a methodological tool, situational logics enabled me to analyse the cultural and structural conditions influencing agents' decisions about whether and how they should respond to prevailing enablements or constraints. Agents' involuntarily placement into "prior differentiated distributions of power and resources, create 'situational logics' that predispose them to act in certain ways". However, their placement is not deterministic since they have the potential to mediate structural conditioning reflexively (see 3.5 below) (Archer, 1995; Luckett, 2012).

A helpful first step in analysing the cultural and structural conditioning that influenced agents' (the lecturers in my study) decisions was identifying whether the cultural and structural conditioning mechanisms were complementary or contradictory. Table Two below illustrates a simplified version of Archer's (1995) situational logics, in which she proposes four different kinds of arrangements of structure and culture and their likely situational logics (Archer, 1995).

Table 2: Situational Logics in the Domain of Culture and Structure (Luckett, 2012:341)

	Contradictions		**Complementarities**	
	Necessary	Contingent	Necessary	Contingent
Situational logic	Correction	Elimination	Protection	Opportunism

According to Archer (1995), the relationships between mechanisms in the realms of structure and culture may either be contradictory (incompatible), complementary (compatible) or in synergy (see Table Two above). In complementary relations, structures and culture mutually reinforce each other because groups mutually reinforce vested (material) interests, resulting in the reproduction of the status quo (morphostasis) (Archer, 1995; Case, 2013). In other words, there is synergy between the material resources and positions and agents' ideas and beliefs. In contradictory relations, the structures and culture conflict with each other and may lead to the emergence of change (morphogenesis) (Archer, 1995, 1996; Muthama, 2018).
Methodologically, the situational conditioning of complementarities and contradiction enabled me to analyse the cultural and structural context of the Diploma and the broader RU and HE context regarding the formation of lecturers' professional academic identities. As shown in the data, the cultural context influenced lecturers' beliefs and values about, and their actions concerning, professional development. Likewise, as also shown in other studies (Behari-Leak, 2015; Moyo, 2018; Muthama, 2018; Nudelman, 2018), structural contexts afford agents (in my study the lecturers) enabling or constraining material resources and positions (Archer, 1995, 1996; Case, 2013; Muthama, 2018). Lecturers' participation in and uptake of ideas presented in the Diploma, a professional development initiative, are therefore relevant to my study.

Once I had identified whether the cultural and structural conditioning mechanisms were complementary or contradictory, I continued my analysis by determining whether the complementary or contradictory relations were necessary or contingent (Archer, 1995; Muthama, 2018). As mentioned, necessary relations were internally related and needed one another to exist, whereas contingent relations were externally related. In other words, they were only related because they both existed in the same context (Archer, 1995; Muthama, 2018). We associate situational logics that are compatible, necessary and complementary with morphostatic cycles given that they present mutually reinforcing positions that reproduce the status quo (Case, 2013). In contrast, contingent relations could exist separately and, therefore, were externally related (Archer, 1995; Muthama, 2018). For example, the relations between professional development initiatives and lecturers who participated in them were necessary because these initiatives would only be meaningful if there were uptake by lecturers.

In constraining necessary contradictions between mechanisms (configurations of cultural interests), the mechanisms come from the contradictions, one idea working against the other.

For example, as shown in Table Two above, there was likely to be a correction of ideas when lecturers' ideas about T&L and professional development had to change to address the contradiction (Archer, 1995; Case, 2013; Muthama, 2018). In incompatible, contingent contradictions between mechanisms (configurations of structural interests), something will need to be removed. For example, if the context became too threatening to the traditional standards of the Diploma or the broader RU and HE context), the likely outcome would be elimination (Archer, 1995; Case 2013; Muthama, 2018). This elimination could lead "to a situational logic of polarisation" between the proponents of professional development and T&L and those who oppose or do not prioritise professional development and T&L (Luckett, 2012:344). Competitive (contingent) contradictions (configurations of cultural interests) create the situational logic of elimination of one set of ideas, resulting in morphogenesis (Archer, 1995; Luckett, 2012). For example, if the context became too threatening to the traditional beliefs or ideas of the Diploma or the institutional or HE context), ideas that could be eliminated could be that T&L and professional development were not important or that the type of generic offering in the Diploma did not meet some participant's needs.

Necessary complementarities (compatibilities) (configurations of structural interests), where groups have mutually reinforced interests or relations, will likely lead to an environment of mutual support and reinforcement that reproduces the status quo. Such congruence and mutual reinforcement between structure and culture create the situational logic of protection, also resulting in morphostasis (Archer, 1995; Case, 2013; Muthama, 2018). Concomitant (necessary) complementarities (configurations of cultural interests) also create the situational logic of protection, resulting in morphostasis because groups have mutually reinforced ideas and beliefs. These ideas and beliefs are reflected in particular discourses (Luckett, 2012).

Necessary incompatibilities (configurations of structural interests) create the situational logic of compromise where everyone makes some gains and losses and gives up something to win something (Archer, 1995; Case, 2013). Contingent complementarities (configurations of structural interests) result in a situational logic of opportunism, which presents new opportunities which enable agents to advance and achieve their projects, resulting in morphogenesis (Archer, 1995; Case, 2013; Muthama, 2018). Having discussed, how, methodologically, the situational conditioning of complementarities and contradiction would enable me to analyse the cultural and structural context of the Diploma and the broader RU and

HE context regarding the formation of lecturers' professional academic identities, I now discuss how reflexivity is crucial to agency and professional academic identity formation (Archer, 2003).

3.5 Reflexive Deliberation

Reflexivity refers to agents' internal conversation with themselves in which they continuously and critically reflect upon their circumstances and decide what matters most to them. Their internal conversation helps agents mediate the conditioning effects of constraining or enabling social and cultural mechanisms (Archer, 2000, 2003; Westaway, 2019). Archer (2007a) posits that agents' "experiences of socio-cultural contextual continuity or discontinuity contribute to the development of characteristic modes of reflexivity and the prioritisation of different configuration of concerns" (see Table Three below, p. 50) (Archer, 2007; Kahn, 2009:263). This means that the contextual continuity or discontinuity the lecturers in my study experienced before they joined academia has influenced their distinct modes of deliberation and the value they ascribe to particular concerns. In agreement with Archer (2007a), Hinostroza-Paredes (2023) acknowledges the nexus between agents' mode of reflexivity and the influence of contextual continuity or discontinuity by drawing attention to the influence of managerialism in HE.

3.5.1 Modes of Reflexivity

The four reflexivity modes identified by Archer (2003, 2007a) are communicative, autonomous, meta-reflexive and fractured. Each mode results in different outcomes because participants verbalise their internal thoughts differently and respond differently to prevalent structural and cultural constraints and enablements (Archer, 2003, 2007a). However, reflexivity is fluid and not fixed, and, therefore, agents may use different modes of reflexivity in different situations as they identify the best course of action to establish satisfying, sustainable practices to bring their personal projects to fruition. Moreover, the distinct ways agents exercise their PEPs to deliberate about their personal projects enable them to uniquely mediate prevalent, impinging SEPs and CEPs (Archer, 2007a; Elder-Vass, 2010; Hinostroza-Paredes, 2023). In my study, agents' personal projects were the courses of action the fourteen lecturers intentionally engaged in to enact and embody being teachers in HE.

Agents undergo three stages when they reflexively deliberate upon their social circumstances to mediate enabling or constraining structural properties and powers (Archer, 2003). The first stage concerns their involuntary placement in society, which may refer to their socio-economic circumstances because of how resources in society are distributed (Archer, 2003). During this stage, agents identify possible concerns and discern what is important to them. Their concerns relate to their well-being in the three orders of natural reality: the natural, physical and social. Table Three below illustrates the three orders of natural reality (mentioned earlier) in which the lecturers in my study may interact and their embedded concerns.

Table 3: Orders of Reality and Agents' Embedded Concerns (Archer, 2013)

Orders of reality	Agents' embedded concerns
Natural order	Concerns about their physical well-being, e.g., health and quality of life
Practical order	Concerns about their performative competence, e.g., being achievers and accomplished academics and scholars
Social order	Concerns about their self-worth, e.g., self-actualisation in their roles as academics, viz., being teachers, researchers and contributors towards advancing their disciplines

The second stage of reflexivity involves the "process of mediation between structure and agency" (Archer, 2003:183). In this reflexive stage, agents deliberate uniquely to rank their concerns and decide upon the level of commitment needed to pursue these concerns. The third stage of reflexivity involves agents who, purposefully "specify concrete courses of action" to transform what matters to them into projects, which, in turn, can lead to stable practices (Archer, 2003; Kahn, 2009:263). In doing so, they reflexively develop a "modus vivendi", which they live out and pursue as regular, established practices (Archer, 2003:201). Agents' level of reflexivity influences their level of mediation. In other words, as they pursue their particular projects, they engage with enabling or constraining social and cultural structures. Agent's mode of reflexivity may influence them to, as in the case of communicative reflexives, avoid these enablements and constraints or, as is the case with autonomous and meta-reflexives, adjust their projects to

secure what is important to them. Thus, whether or not these constraints and enablements are "activated and exercised" (see Section 3.2.3, p. 34) is contingent upon agents uniquely taking stock of their circumstances to subjectively define and prioritise their concerns and projects (Archer, 2003:183). Agents' distinct reflexive deliberations (modes of reflexivity) determine their actions, and these actions may reproduce current or establish new social practices (Archer, 2003:183).

In discussing each mode of reflexivity in the following sections, I demonstrate that although there is no direct relationship between agents' specific mode of reflexivity (communicative, autonomous, meta-reflexive and fractured), and whether constraints and enablements are activated or remain unexercised, agents' projects, viz., the results of their reflexive deliberations may unleash the causal powers of structures and cultures (Archer, 2003).

3.5.1.1 Communicative Reflexives

Thus far, I presented the lecturers in my study as deeply complex beings who enact the academic project in a stratified, complex social context, such as the university. They are able to do so through their distinct modes of reflexivity, which enable them to mediate the social structures and cultural mechanisms that "condition the emergence and expression" of their identities as teachers (Westaway, 2019:481) in higher education. As mentioned, the extent to which individual lecturers "experience contextual continuity or discontinuity influences their modes of reflexivity and the concerns they prioritise" (Kahn, 2009; Westaway, 2019:484). For example, communicative reflexives are associated with "contextual continuity" (Archer, 2003:228). They value stability and do not generally advance in society because, when confronted with structural enablements or constraints, they either avoid them or adjust their behaviour by being content, which may hamper attaining their personal projects or social mobility (Archer, 2003; Khan, 2009).

Although communicative reflexives draw on their power of reflexivity, the manner in which they do so, viz., their distinct mode of reflexivity, which presents in the form of negative or doubtful perceptions of their internal deliberations (self-talk), guides them to consult with trusted individuals (e.g., family members, friends or colleagues) to help them make important decisions (Archer, 2003). They thus rely on external consultation and validation from these "dialogical

partners" whom they consider more knowledgeable others (Archer, 2003:168). Since communicative reflexives' ultimate concerns centre on interpersonal relations, their distinct mode of reflexivity causes them to prioritise the well-being of their trusted individuals and celebrate collaborative activities and shared plans with close friends and family. However, this prioritisation, self-sacrifice and relinquishing of self-interest result in their own concerns dovetailing social relations (Archer, 2003).

The predominant mode of reflexivity of the lecturers in my study may cause them to voluntarily decide to subordinate what matters most to them in terms of their teaching role. Thus, as primary agents, they have yet to take up progressive or transformatory teaching roles (Westaway, 2019), meaning they have limited influence on teaching and learning matters within their academic departments or the broader university and higher education context. Therefore, as mentioned, their distinct mode of reflexivity may result in them reproducing their social positions and reducing their potential to advance in their careers (Archer, 2003).

3.5.1.2 Autonomous Reflexives

Unlike communicative reflexives, autonomous reflexives' distinct mode of reflexivity guides them to use internal dialogue to reason with themselves instead of consulting with other people to validate their decisions or about how to achieve their ultimate concerns. These self-contained internal conversations, which confirm the need to be self-reliant and trust their own judgement, lead directly to action. Autonomous reflexives are self-disciplined and motivated; they take responsibility for their own decisions and believe no one else is responsible, regardless of whether their decisions have resulted in the best outcomes (Archer, 2003). Autonomous reflexives are characterised by a high sense of self-knowledge and decisiveness and using their words economically to convey their decisions or opinions (Archer, 2003).

Autonomous reflexives' ultimate concerns are vested in the practical order, which means they set goals, strive to be good at what they do and volunteer to devote more time and effort to their self-defined projects to obtain intrinsic satisfaction from their work tasks. They thus seek challenging work involving self-expression through engaging tasks, practical involvement and opportunities to continue honing and extending their skills (Archer, 2003). Autonomous reflexives are disciplined and formulate clear projects to achieve their goals, leading to upward

social mobility. As active agents pursuing transformatory projects, they equip themselves with knowledge and skills to reposition themselves in society.

For autonomous reflexives, their careers are their ultimate concern and all other concerns dovetail, including their health, leisure activities, or personal spaces. As independent, self-sufficient individuals who trust in the power of their reflexivity, autonomous reflexives are often perceived as loners. Their distinct mode of reflexivity enables them to monitor their progress, regardless of the outcome and, in doing so, activate "the causal powers of constraints and enablements" (Archer, 2003:252). Autonomous reflexives also confront and interact agentially and strategically with socially irreducible constraints and enablements (Archer, 2003).

Unlike communicative reflexives, autonomous reflexives welcome change and thus do not focus on only one project throughout their lives, which could curtail their aspirations. Instead, they use their expert knowledge about themselves and society to continuously re-examine, modify current projects, and adopt new projects according to their circumstances. Pursuing their ultimate concerns results in a separation and a socio-economic break from their initial context (Archer, 2003). Consequently, realising their ultimate concerns is reinforced by "contextual discontinuity" which means that they have moved away from their "initial context of involuntary placement" to advance and "occupy new social contexts socially"(Archer, 2003:212). Contextual discontinuity can include changes in their biographies or geographical location, which may contribute to autonomous reflexives becoming "independent and goal directed" (Westaway, 2019:487).

3.5.1.3 Meta-reflexives

Meta-reflexives distinctly mediate social structures by withdrawing into self-interrogation when agentially deliberating about their situation. As idealists, they invest themselves in a vocation to express their socially transformative ideals. Meta-reflexives are value-oriented and preoccupied with moral and societal issues. They want to make a difference in line with their values and, therefore, embrace societal ideals. In addition, they strive to become the people who exemplify their commitments – otherwise, they will not realise what they care about most. Meta-reflexives are thus concerned with the moral worth of their undertakings and reflexively question whether they are worthy to engage in them. Therefore, self-criticism is constant because their inner dialogue is devoted to self-examination, self-correction and self-dedication. To enact their value

commitments, they generally gravitate towards voluntary work in the 'third sector', e.g., in non-profit associations (Archer, 2003). Moreover, as social critics attuned to the constant tension between structure and culture, meta-reflexives generally believe that the institutions they are affiliated with do not meet their ideals. Thus, their perception of the ideal social arrangement causes them to be highly critically reflexive of their internal conversations and society (Archer, 2003).

Meta-reflexives meet matters head-on and, unlike communicative reflexives, do not revise their ultimate concerns, settling for second or third best. Unlike communicative reflexives, meta-reflexives do not dovetail their concerns but instead strive to align these and their involvement in socially transformative projects. However, meta-reflexives endeavour to find a new modus vivendi when, despite all their efforts (e.g., self-improvement and self-awareness), disjuncture persists between their projects, their ideals and social reality (Archer, 2003). Thus, they adjust their projects and redefine their practices to pursue and sustain their ultimate concerns (Archer, 2003). Therefore, despite finding it difficult to embrace "lasting projects and transforming these into stable practices" and finding it challenging to define a sustainable and satisfying "modus vivendi", meta-reflexives perceive their structural contexts as wanting (Archer, 2003:258). In continuing to search for alignment between themselves and society where their values are nurtured and mirrored in their social context, they disregard objective costs and benefits in their search for a suitable social environment and, in doing so, may fail to respond strategically to social constraints and enablements (Archer, 2003).

Unlike communicative and autonomous reflexives, who respectively evade or circumvent enablements and constraints, meta-reflexives "exhibit outward immunity towards them" (Archer, 2003:289). In other words, they endeavour to realise their projects despite prevalent constraints and will pursue them regardless of existing enablements. Meta-reflexives do not compromise a clear conscience for societal enablements requiring them to conform or forfeit their values and ideals. Although their occupational moves are voluntary, meta-reflexives display indifference to material loss or gain in an attempt to live out their ideals. They thus pay the cost of insecurities associated with retraining, relocating, and refamiliarising themselves with a new social context (Archer, 2003). Their difficulty locating a suitable social context and willingness to pay the price in searching for a better one tends to generate a pattern of social volatility or contextual discontinuity (Archer, 2003; Khan, 2009).

3.5.1.4 Fractured Reflexives

Fractured reflexives have conditional ability or potential to exert power. For example, since their mode of reflexivity does not allow them to monitor themselves and exert varying degrees of control over their lives, they are passive agents whose inaction, indecisiveness and circumstances dictate their lives (Archer, 2000). Thus, although fractured reflexives engage in internal conversations, their self-talk does not translate into deliberate, beneficial decisions and actions (Archer, 2003). Lacking "self-knowledge or societal knowledge", they cannot monitor their progress and, if needed, change their course of action to realise their ultimate concerns (Archer, 2003:299). However, the description "fractured" means that this is not a permanent condition but signals a particular time in their lives when their deliberations hinder and undermine how they position themselves or are positioned in society (Archer, 2003:299). Furthermore, functioning as a fractured reflexive is involuntary because they would not have chosen circumstances beyond their control (Archer, 2003).

Thus, through varied modes of internal conversations (reflexivity) and influenced by experiences of contextual continuity or discontinuity within their socio-cultural contexts, the lecturers in my study have prioritised and pursued particular concerns. Their characteristic modes of reflexivity thus influence them to respond differently to existing enablements and constraints to pursue their ultimate concerns. As shown in my data analysis chapters (Chapters Six, Seven and Eight), some lecturers have progressed from concerns about their capacity to teach to supporting student learning in their disciplines or fitting into the HE community to taking action. As actors or active agents, they thus contributed to the transformation imperatives (discussed in detail in Chapter Two). Though they may be fallible, these internal conversations are essential for their identity formation (Archer, 2003) as teachers in higher education.

3.6 Conclusion

In this chapter, I contextualised the theoretical frameworks that underpin my empirical investigation of the formation of lecturers' teacherly identities through professional development. It also clarified how my realist philosophical assumptions informed my research methodology. In particular, I demonstrated how I used Roy Bhaskar's (1998, 2008, 2016) Critical Realism and Margaret Archer's Social Realism (Archer, 1995, 2000) as a substantive theory and methodological tool for my study. In the next chapter, I discuss the conditioning influences on

T&L and professional development in the broader HE and institutional context lecturers and agents involved in professional development encountered. Doing so is essential to provide a historical context for my qualitative case study on how participation in a professional development course influenced lecturers' professional academic identities as teachers.

Chapter Four: Literature Review

4.1 Introduction

This chapter presents the conceptual framework of my study and responds to my main research question in which I attempt to demonstrate an understanding of how the formation of lecturers' professional academic identities was enabled or constrained by the interplay of the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at RU. The growing interest in understanding identities and identity formation since the 1980s gave rise to a plethora of studies in various educational contexts (Anikina et al., 2020; Baxen & Soudien, 1999; Daddow et al., 2023; Leibowitz, van Schalkwyk, Ruiters, Farmer, & Adendorff, 2012; McLean & Price, 2019; Miller, 2014; Trede, Macklin & Bridges, 2012; Westaway, 2016). In this chapter, I consider these and other prominent studies to discuss essential aspects of scholars' work who offer theories and understandings of identity formation that inform my views of how the interplay between structure, culture and agency conditions the emergence of lecturers' professional identities. As mentioned in Chapter One and relevant to my study, structure refers to the available social arrangements in a university context, such as a particular role in academia, power relations and material resources such as T&L policies. Culture refers to the prevalent norms, values, and ideas about T&L and professional development within an institution. Since my main and underpinning theoretical framing are Social Realism and Critical Realism, I now discuss aspects of Margaret Archer's social realism theory relevant to the formation of lecturers' professional academic identity.

4.2 Margaret Archer's Theory of Identity Formation

Archer advocates that a sense of self is necessary for society to exist because agents cannot adhere to or respond to social expectations without a sense of self (Archer, 2000, 2013). This "continuous sense of self or self-consciousness" (Behari-Leak, 2015:49) develops during early childhood before individuals are socialised into society's norms, practices and expectations. Their experiences and social practices shape and develop their self-consciousness as they make several discoveries to articulate the distinctions between themselves and others (Archer, 2003; Behari-Leak, 2015). In turn, personal identity (an unavoidable process), depends upon whether individuals have developed a sense of self (Archer, 2000). Through reflection, active agents attain a personal identity (Archer, 2000). Personal identity also centres upon the emergence of

a mature ability in individuals to reflect upon the three orders of reality: natural, practical and social, which impinge upon them (Archer, 2000). As mentioned in Table 3 in 3.5 reflexive deliberation, these reflections may centre on individuals' concerns about their health and quality of life, whether they are performing at their best or how to achieve self-actualisation personally or professionally. A realist view of identity formation proposes that the process of mediation between structure and agency, and the three stages which demonstrate the interplay between subjectivity and objectivity, enables us to understand its role in identity formation (Archer, 2003). Table Five below depicts these processes of mediation. Agents move through these stages over time (Archer, 2003).

Table 4: Processes of Mediation Between Structure and Agency (Archer, 2003)

Stage 1	Structural and cultural properties possessing generative powers of constraint and enablement objectively shape the situations which agents involuntarily confront.
Stage 2	These powers of constraint and enablement relate to agents' personal projects or concerns. These concerns are subjectively defined in relation to the three orders of natural reality: natural, practical, and social reality.
Stage 3	Agents' agency, demonstrated through reflexive deliberations produce courses of action. They observe their "objective circumstances" to subjectively determine, align and realise their practical projects (Archer, 2003:302).

Archer (2003) believes that personal identity can be lost and re-established. Furthermore, Archer's social realist view of identity formation is similar to Taylor's (2008) and Errante's (2000) view that identity and *voice* are linked. Voice is intimately connected with culture, personal meaning and identity.

Since research participants (agents) continuously construct their identities according to personal meaning, researchers should cautiously approach accounts of academic life and experiences (Taylor, 2008). By this is meant that when research participants share their sense of who they are and what their current experiences mean to them, they do so in ongoing,

collaborative acts of identity formation involving both the researcher(s) and themselves. In my study, this may also be true for written histories presented in lecturers' teaching portfolios, where they have used opportunities to portray a version of themselves as teachers and how they would like others to see them (Taylor, 2008). Agents or social subjects have unique personal identities because they uniquely prioritise their dominant concerns and accommodate subservient ones (Archer, 2000, 2003). In other words, we are what we are because of what we care about and how we define ourselves.

As demonstrated by what Archer (2003) terms fractured reflexives (see 3.5.1 in Chapter Three for a detailed discussion of different modes of reflexivity), some agents' inability to reflect upon reality constrains their identity formation. As an example, fractured reflexives, as the reader knows now, are social subjects dominated by the mode of fractured reflexivity and so cannot reflect on reality and define their concerns (as shown in Table Five above in stage 2 of the mediation process between structure and agency). Thus, they cannot identify the course of action to help them realise their societal goals (as shown in stage 3 of the mediation process between structure and agency). Similar to Descarte's belief that independent thought and individual reflection shape our identity (Taylor, 2008), a social realist view of identity proposes that identity is shaped by individuals' work on themselves and through questioning long-standing ideas from external authoritative figures (Taylor, 2008). In other words, our reflection about the world around us is "the generative mechanism of our most important personal emergent property, our unique identity and way of being in the world" (Archer, 2000:10). Those whose 'modus vivendi' is governed by a fractured mode of reflexivity lack a "strict personal identity which both defines who they are and also what kind of social actor they would need to become, in order for this to be expressive of their identities" (Archer, 2003:304). Similar to Bourdieu's (1998) construct, cultural capital, Archer (2000) states that agents' circumstances (e.g., socio-economic, cultural and political) in which they are born influence their personal identity, viz., the persons they become. She proposes that this influence is much stronger where their social identities (professional identities) are concerned.

Scholars like Castells (1997:7) and Taylor (2008) caution researchers to distinguish between identity formation as "a source of meaning for individuals" and the social roles they occupy. Institutions and organisations structure norms that define social roles (Taylor, 2008), such as what being an academic developer, teacher, researcher, or student entail. These roles involve negotiations and arrangements between organisations, HE institutions and agents, which means

that personal identities are 'internalisations' and thus have stronger sources of meaning than social roles. In other words, while social roles regulate and prescribe lecturers' responsibilities and duties as teachers within a HE context, their identities ascribe meaning to fulfilling and enacting these roles and responsibilities (Castells, 1997). Thus, individuals' social roles as professionals afford them opportunities within specific contexts to express and develop their personal identities (Taylor, 2008).

Agents' “modus vivendi" refers to the "concrete courses of action" (projects) they develop through reflexive mediation to turn the concerns they care about most into "satisfying and sustainable" practices (Archer, 2007a:89). Thus, through internal conversation, agents actively and reflexively deliberate as they endeavour to conceptualise and achieve a "modus vivendi" among their commitments (Archer, 2013:29). This process involves testing their potential or ongoing commitments against their emotional commentaries, which they draw on to determine their commitment. Since such commentaries are unanimous, agents' internal conversations involve drawing on their emergent personal identities to evaluate their concerns, prioritising some and subordinating others so that the concerns they affirm are also those they are committed to (Archer, 2013).

4.2.1 Emotional Commentary

As mentioned, a social realist view of identity formation proposes that agents' personal identity develops due to their ultimate concerns within the three orders of natural reality: the natural, practical and social order (Archer, 2013). Since agents' concerns are embedded in their relations with these three orders of reality, their survival and quality of life depend upon their ability to sustain professional and social relationships with the social world (Archer, 2013). Agents' emotional reactions are regarded as commentaries upon their concerns since these reactions indicate the importance they ascribe to each of them (Archer, 2013). Agents receive all three kinds of emotional commentaries (concerns about physical well-being, performative competence, and self-worth) on their concerns; therefore, attending to all three to the same extent might result in conflicting situations (Archer, 2013). Thus, they are compelled to work out their "modus vivendi" concerning these three orders (Archer, 2013:29).

4.2.2 The Emergence of Social Identity[12]

To help us understand the development of social identity, Archer (2003) proposes a stratified view of agency, which means that the individual agent or 'subject' can be categorised into four strata: the self, the person, the agent and the actor (also mentioned in 3.3.2.3 in Chapter Three). In this regard, Archer (2003) distinguishes between Selfhood (individual persons), Primary Agents and Social actors. Selfhood refers to when social subjects (individual persons) stay the same over time. Agents' personal properties and powers (PEPs) emerge at each level or stratum of the social realm. The agent and the actor are their social selves, which emerge through their involuntary placement in society (e.g., through birth) with its differential distribution of resources (e.g., socio-economic class) and their voluntary involvement in their social roles (Archer, 2000) as teachers.

Agents' continuous sense of self (Selfhood) is the foundation for their personal and social identities. Their sense of self and social identities, also called professional academic identities, are intertwined and emerge simultaneously (Archer, 2000; Behari-Leak, 2015). Agents' social identity develops when, as individuals, they categorise and classify themselves in relation to a particular social group and take on a social role and its associated meanings, expectations, and standards of performance (Stets & Burke 2000 in McAlpine, Jazvac-Martek & Gonsalves, 2008). This process of identity construction highlights the importance of social groups or CoPs (Wenger, 1998), which influence how roles and interpersonal engagements are created.

Lecturers' agency within social interactions plays a role in the formation of their professional academic identities. For instance, their interactions with significant others[13], such as University Management, Diploma facilitators, industry partners and colleagues, are guided by factors such as complementary and competing motives and goals, such as self-esteem, continuity, distinctiveness and belonging, and efficacy and meaning (McAlpine et al., 2008). In these social interactions, lecturers' position or status influences how they enact their social roles. In addition,

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[12] Also see Figure 1, p. 40 for a graphic illustration.

[13] This term, which refers to individuals such as parents, friends, and teachers who play an essential role in the development of the self, was first used in 1953 and coined by psychiatrist Harry Stack Sullivan in his book 'The Interpersonal Theory of Psychiatry' (Rosenberg, 1973).

these positions or statuses imbue meaning onto interactions, and perceptions that could facilitate or impede whether and how lecturers maintain or develop a positive regard for themselves. Consequently, lecturers may exercise their agency in constructing ideal contexts that verify and reinforce their social roles (McAlpine et al., 2008).

The emergence of lecturers' social selves' is relational and "occurs at the interface of 'structure and agency'" (Archer, 2000:254, 255). Structures and agents have independent properties and powers, which means that lecturers' PEPs and prevalent SEPs and CEPs co-exist. In contrast, the development of agents and actors is relational, which means that structural and cultural powers may impact lecturers' human powers or PEPs. PEPs consist of the self and personal identity, leading to the elaboration of agents and actors. Social realists thus distinguish between agents' evolving concept of self, which is social and their universal sense of self (Archer, 2000).

Attaining a social or professional academic identity is underpinned by the self-conscious human being. It involves a gradual, distinguishing process in which agents become independent and distinct. According to Archer (2013), this is the 'I' whose continuous sense of self is needed throughout this process of becoming. The 'Me' is the self as an object who, in the past, was involuntarily placed within society's (Archer, 2013) differentiated resource distribution as a primary agent. Archer's (2000) four quadrants depicted in Figure Three below informed my understanding of how the participants in my study can potentially transform from being primary agents to corporate agents and, in this process, acquire their social identities, viz., their professional academic identities as teachers in HE.

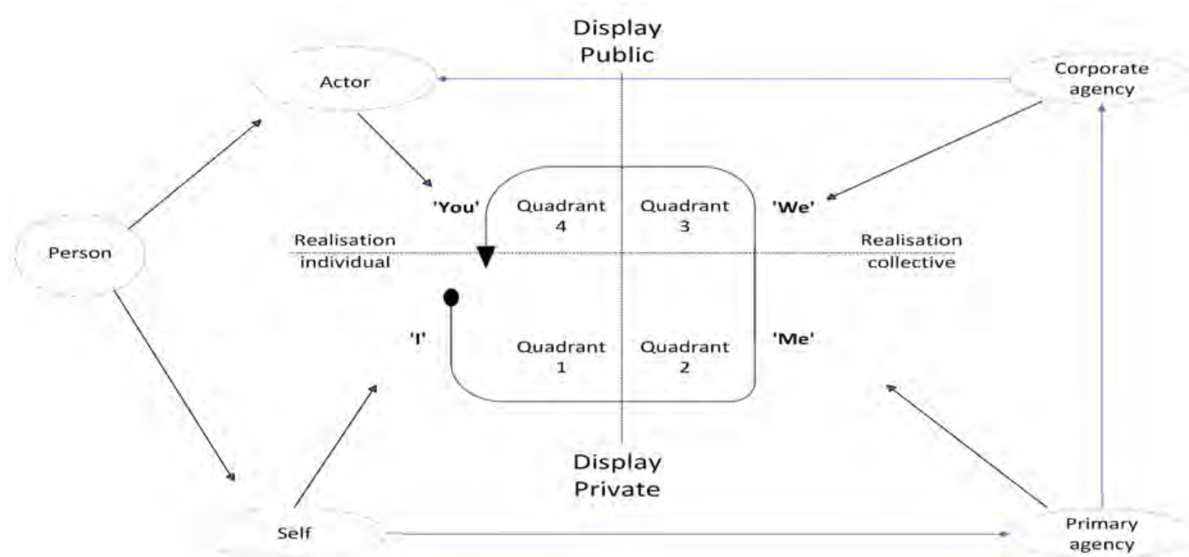

Figure 3: The Acquisition of Social Identity (Archer, 2000:295)

In Figure Three above, the 'We' represents the collective action in which the self engages as corporate agents who strive to bring about social change. In doing so, corporate agency and the enduring role array in society are transformed. This process creates social positions, that the 'You' not only acquire, but accept and personify, thus becoming a social actor possessing social identity. In their "concrete singularity", the agent or subject is imbued with powers such as "ongoing reflexive monitoring of both self and society". Social actors can transform society through "authentic creativity" (Archer, 2013:32).

Agents continuously weigh their options and assess the return on investment in pursuing their ultimate concerns and subordinating others. They thus continually re-inspect the 'I', the 'Me', the 'We' and the 'You' that have been part of their personal morphogenesis and then apply their autonomous personal powers and properties (PEPs) to pursue their replication or transformation. In doing so, they actively contribute to their ongoing personal development and "the continuous shaping of natural reality" and its three orders mentioned in Table Three (see p. 50) (Archer, 2013:32). Although personal and social identity are intertwined, personal identity is broader than "social identity because social identity is only assumed in society" whereas "personal identity regulates the subject's relations with reality as a whole" (Archer, 2000). Although Archer's social realism theory forms the crux of my understanding of the formation of lecturers' professional academic identities, I now draw on extant literature to present a general overview of the theoretical and philosophical orientations to professional academic identity development and teacher professional development in HE.

4.3 The Emergence of the Concept of Identity: Theoretical and Philosophical Orientations

To position my study within the vast body of knowledge on professional identity formation and professional development, I provide a brief overview of changes within understanding professional identity development and teacher professional development in HE and contemporary interpretations of these two topics. Below, I briefly discuss the four stages of identity formation and their relevance for lecturers' professional academic identity formation in HE.

4.3.1 Stages in Identity Formation

Scholars identified four stages (see Table Six below, which I constructed by drawing on the extant literature) of identity formation. These stages helped me understand that identity is multi-faceted, complex and constantly shifting.

Table 5: Stages in Identity Formation

Stages in identity formation		
Theorist/Perspective	**Key Concepts**	**Relevance to Identity Formation in HE**
Stage 1: Greek philosophers (Plato and Aristotle)	Individuals have multiple identities; Identity formation is a social process; Uncritical stance in life	Lecturers may have multiple identities, e.g., identities as researchers, discipline experts, teachers, etc., developed in shared social contexts. They generally have an uncritical stance and do not question authoritative figures or dominant ideas.
Stage 2: Mathematician and philosopher René Descartes	Individuals are active agents; Critical stance in life	Lecturers are independent and value their autonomy. They exercise their agency and use logic and critical thinking to make well-informed decisions about their teaching practices.
Stage 3: Philosopher Georg Wilhelm Friedrich Hegel and neurologist and psychological theorist Sigmund Freud	Prioritise stages in identity development; Childhood or preschool years is important; Caregivers' influence is essential	Significant others, such as parents or caregivers, shaped lecturers' identities during childhood. Socialisation during childhood influenced their identity formation.
Stage 4: Postmodern philosophers (Jacques Lacan, Julia Kristeva, Bosch, Michel Foucault, Judith Butler)	Fluidity of Identity; Performativity; Discourse	Lecturers with a social justice orientation to teaching express this identity through their T&L practices and discursive constructions about themselves and their students. Lecturers may choose to reconstruct their identities according to the kind of academic and teacher they espoused to be.

According to these stages, identity is shaped within social contexts and involves active, independent agents who, despite being socialised within particular contexts, choose to be critical thinkers who value their autonomy. Individuals can express their identities through discourses,

and its performativity aspect means that others may recognise indicators of identity (Daddow et al., 2023; Clegg, 2008; Gee, 2000; Henkel, 2005; Smith, 2012; Westaway, 2017). Below, I discuss the central tenets of theorists' understanding of identity formation and their relevance to lecturers' identity formation as teachers. Though the theorists may not explicitly mention my theoretical concepts, structure, culture and agency, I show how aspects of their theories are relevant to my study.

4.4. A Foucauldian Perspective of Identity

Awareness that power dynamics are integral to all social relations (Badat, 2015; Behari-Leak & McKenna, 2017; Hassan, 2014) informed my decision to explore one of the most influential contemporary philosophers of modern identity, namely, Michel Foucault, the French philosopher's (1926 - 1984) views on identity formation (Weir, 2009). As shown in the discussion below, a Foucauldian understanding of identity formation offers valuable insights into how power, demonstrated through individuals' subjectification, strategies of resistance and discourses, is a critical element in forming individual subjects and agents (Allen, 2002) and, by implication, their identities.

Foucault's belief that discursive practices play an essential role in the subjectification of individuals is borne out in recent studies about teachers (Westaway, 2016), lecturers (Quinn, 2012) and specifically, those lecturers working in academic development (Behari-Leak, Vorster, Chitanand, Ganas, Padayachee, Merckel & Masehela, 2018; Kloot, 2015). These studies show how teachers are subjected to discursive practices about T&L and ASD prevalent in the cultural system of their respective contexts. In this regard, Foucault portrays "technologies of the self as practices of freedom" (Nilson, 1998:97) in relation to individuals, who, despite being constituted in deficit ways, exercise their agential power to become active agents through an ongoing process of critical reflection and the critique of power relations. In doing so, they recreate their identities (Urbanski, 2011) by actively resisting society's domination and subjugation of who they are and how they should act (Weir, 2009).

However, I consider Foucault's initial views of the role of power in identity formation as conflationist, as he foregrounds the strength of structural emergent properties (SEPs) at the expense of PEPs (Archer, 1996, 2000). His views thus do not align fully with a realist approach since he seems to rejects the stratified nature of social reality and fails to acknowledge that both

the 'parts' (structure and culture) and the 'people' (agency) have independent properties and powers. Foucault's under-theorised view of individuals' agency (Hirst, 2001) thus raises concern about whether the lecturers in my study would have been able to liberate themselves from and successfully mediate simultaneously constraining and enabling structural and cultural influences (Allen, 2002). Given Foucault's beliefs about subjectivity (i.e., identity construction), he does not differentiate between a sense of self and the concept of self (Archer, 2000; Westaway, 2016). Furthermore, since he views agency and discourse as mutually constitutive (Archer, 2000), he conflates ontology (the nature of being, i.e., what is) with epistemology (knowledge claims, i.e., how we know what we know) (Archer, 1995; Hirst, 2001).

Furthermore, a critique against Foucault's view of identity construction is that he does not consider that resistant knowledges and competing discourses produce resistant and competing identities. In Chapter Six (p. 121), I point out how examples of resistance and competing discourses conditioned lecturers' perceptions about their autonomy, T&L and participation in professional development initiatives. Thus, lecturers' resistance to QA discourses (Boughey, 2009; Quinn, 2012) and professional development initiatives could indicate their resistant and competing identities. After engaging with Foucault, I turned to the work of French sociologist Pierre Bourdieu (1977), whose identity framework showed the potential to align with a realist ontology. Scholars have also demonstrated the usefulness of Bourdieu's theoretical tools in the identity formation of teachers in a school context (e.g., Westaway, 2017) and for practical application within the South African HE context (e.g., Kloot, 2011, 2015) and HE elsewhere (Archer, 2008 a & b).

4.5 Bourdieu's Theory of Social Practice and Identity Formation

Bourdieu's (1990, 1998, 2004) social practice theory offers three conceptual tools or concepts, 'habitus', 'field' and 'cultural capital', to understand and theorise identity formation (Kloot, 2011; Westaway, 2016). Bourdieu (1998) proposes an intertwined, interdependent and co-constructed approach between these conceptual tools to yield explanatory power for identity formation (Bourdieu, 1984; Feldman & Fataar, 2014; Kloot, 2011; Westaway, 2016). *Habitus*, a product of social conditioning, enables individuals to understand unspoken rules in society and how to navigate them (Archer, Hollingworth & Halsall, 2007; Bourdieu, 1992).

Although habitus shapes individuals' dispositions (e.g. their behaviour, dress code, and speech), their personal and collective experiences, histories and ways of thinking, it does not strictly determine their actions, sense of their place in the world and what they can or cannot achieve (Bourdieu, 1990; Feldman & Fataar, 2014; Norodien-Fataar, 2018). Habitus can thus be reinforced and transformed since individuals can deliberately change themselves through practice (Feldman & Fataar, 2014). Identity formation results from a set of dispositions individuals develop as they interact in social fields. Identity formation is, therefore, primarily a product of society since social structures such as social institutions (e.g., the family, faith-based and educational contexts) condition and socialise individuals (Westaway, 2016) and shape who they become. Therefore, identities depend on individuals' position in social fields, whether they know its internal logic (or not), and the cultural capital they bring or accumulate in the field (Westaway, 2016).

Since social fields are hierarchical, society views the cultural capital that individuals acquire through being part of a particular social class within society unevenly (Bourdieu, 2006; Norodien-Fataar, 2016; Kloot, 2011). This implies that social agents who enter the playing field with socially acceptable forms of capital (material or non-material resources) are advantaged since the field depends on and produces more of that particular capital (Bourdieu, 1985; Westaway, 2017; Norodien-Fataar, 2016). Given that my research site is a research-intensive institution (a social field), teaching and research may carry different levels of academic capital (Brew, 2006) and lecturers who are prolific researchers would have more social capital in a research-intensive institution than those with more teaching-focused careers. Considering the various international forces and national directives from the DHET, professional bodies and institutional directives guiding (and, in some cases, impinging on) HE practices in terms of their teaching practices, these lecturers may be exposed to different forms of power at play (Kloot, 2011). Thus, as a boundaried, competitive social space, the conditions within a research-intensive institution may limit and prescribe what is permissible, for example, in terms of lecturers' research output. Likewise, the conditions where teaching expertise and competency are valued will limit and prescribe what is permissible regarding lecturers' teaching.

As discussed in my data analysis chapters (Chapters Six, Seven and Eight), studies like Westaway's (2016) pointing out how teachers are structured by predating and imposed teaching practices, offer helpful insight into how individuals can be positioned as passive and compliant by influential social actors such as education authorities with power in the education field

(Westaway, 2016). It also helps me recognise the conditioning influence of prevalent structural and cultural mechanisms on how lecturers interact and engage in relational fields of power (Westaway, 2016) in the Diploma, their academic departments and the broader RU and HE context. As mentioned in my analysis, in some instances, these mechanisms were teaching-related policies within the institutional context and the shared ideas and perceptions about these policies. However, unlike teachers in a school context, the lecturers in my study had more autonomy given their cultural capital and academic qualifications. These positioned them as discipline experts and, relevant to some, growing reputations as respected researchers.

Scholars have shown why Bourdieu's (1992, 1998, 2004) concepts, particularly cultural capital, help explain how the power relations within the university and workplace fields produce cultures that are unwelcoming to those who are considered outsiders such as "non-traditional entrants" (Sommerlad, 2007:194) to HE. For instance, since different kinds of knowledge (cultural capital) are legitimated in different educational fields, institutions present students from different socio-economic classes with unequal opportunities to pursue or succeed in tertiary studies (e.g., Archer et al., 2007a; Boughey, 2012; Boughey & McKenna, 2021; Norodien-Fataar, 2016). To explain this phenomenon, Bourdieu highlights the link between the potential to achieve academic success and the unequal distribution of cultural capital between socio-economic classes (Bourdieu, 1986). Unlike their working-class counterparts, the social practices within middle-class communities resemble those within educational contexts such as schools and universities. Thus, individuals socialised in middle-class communities develop a similar habitus as represented in educational fields and thus find it easier to adjust and thrive in these contexts (Bourdieu, 1990b).

Similarly, as already alluded to and as will be shown in the data, workplaces such as those where my research participants enact the academic project, can be systems of power relations in which differences in social categories, such as race, class, and gender, may unevenly position them (Boughey & McKenna, 2021; Westaway, 2016). These power systems may produce hostile cultures that remain largely unwelcome to outsiders who may exercise their agency to resist or endure while feeling alienated. However, social agents (lecturers) can exercise their agency to maintain or improve their social position (Archer, 2000). For instance, their engagement in the Diploma can potentially help lecturers to adopt orientations to learning that can be an impetus for change and result in shifts in their "pedagogical habitus" or professional identities as teachers (Feldman & Fataar, 2014:1530). As mentioned, lecturers' dispositions and knowledge of

themselves influence their pedagogical decisions and practices personally and professionally, their interpretation of themselves as discipline experts and teachers within HE, and their experience as learners during their student years. Nonetheless, if they cannot successfully mediate these constraints, they may be compelled to assimilate or leave the particular field (Kloot, 2011; Sommerlad, 2007).

Scholars critique Bourdieu's theory of identity formation, which conflates structure and agency by implying that they are mutually inclusive and inseparable (Archer, 2000; Elder-Vass, 2007). Such conflation of structure and agency presents individuals as subjects who do not have choices in life (Kloot, 2011). Bourdieu's beliefs thus contradict realists' beliefs that agency demonstrated through strategic decision-making, which results from deliberate and conscious reflection and reflexivity, influences and determines individuals' actions (Elder-Vass, 2010). However, Bourdieu's proposal that external forces, such as a mismatch between individuals' experience and expectations, invoke a need for "conscious deliberation" and "modifications" to their habitus (Bourdieu, 2000; Elder-Vass, 2010:101) informed my understanding that, as discipline experts, some lecturers in my study may have felt compelled to make reflective choices as they strove to change their circumstances when facing unfamiliar situations during their engagement in the Diploma. As the literature also shows (Quinn & Vorster, 2016), these situations were ways of being and doing, such as the distinctive literacy practices characteristic of HE studies.

Furthermore, as scholars have shown, professional identity formation already starts in undergraduate studies (Millar, 2014; Nadelson, Paterson McGuire, Davis, Farid, Hardy, Hsu, Kaiser, Nagarajan & Wang, 2017; Tomlinson & Jackson, 2021; Trede et al., 2012). Therefore, lecturers' dispositions as disciplinary experts and, by implication, their dispositions toward teaching were already formed when, as students, they interacted in their disciplinary fields (Westaway, 2016). Since lecturers have been socialised in different disciplinary fields, their dispositions towards their disciplines (and teaching) are characteristic of the practices, values and ways of being acceptable and esteemed in that particular discipline (Nsibande & Garraway, 2011; Quinn, 2012). As shown in my data analysis chapters, some lecturers questioned the facilitators' agenda, the kind of teacher valued by RU and the perceived colonial content of the Diploma. This critical stance may be because of the tension and conflict lecturers experience when socialised into a CoP with epistemic differences from their disciplinary CoPs (Mørk et al., 2008) (see 4.8.3, pp. 91-92) and because they have strong identities (and loyalties) linked to their disciplinary CoPs.

Although Bourdieu proposes an influential theory applicable across educational contexts, a noteworthy limitation is that his theory does not allow for studies like mine, which have to extract the influences of structure and agency on identity formation (Westaway, 2016, 2020). As shown in other studies (Leibowitz, Van Schalkwyk, Van Der Merwe, Herman & Young, 2009; Van Schalkwyk et al., 2015), this distinction is essential since prevalent structural and cultural conditions within the Diploma, their academic departments or the University could enable or constrain lecturers' personal projects (Archer, 1995), such as their approaches to T&L and their participation in professional development initiatives. In this regard, Bourdieu's theory imposes limits on social research which examines the interplay between structure, culture, and agency (Westaway, 2016). As a result, I then explored the work of English sociologist Anthony Giddens to help me understand how identities are constructed. Like the social realist Archer (2007a), Giddens considers how agents use reflexivity to respond to constraining structural mechanisms (Giddens, 1984; Westaway, 2016).

4.6 Giddens' Views on Identity Formation

Like Foucault and Bourdieu, Giddens agrees that structure and agency are interdependent constructs, not entities that exist as a dualism (i.e., twofold or two separate constructs) (Giddens, 1984). Such interdependency, they argue, enables researchers to recognise the link between structure and agency. Both structure, culture and agency produce social phenomena. When human agents act, they draw on social structures while simultaneously, their actions produce and reproduce social structure and, in turn, are themselves reproduced or changed (Giddens, 1984; Jones & Karsten, 2008). Thus, the recursive nature of agents' social actions, such as their T&L practices, allows them to continuously create or produce social structure through everyday activities and social practices (Giddens, 1984; Jones & Karsten, 2008). Thus, the potential for change in people refers to the possibility of identity formation (Giddens, 1984; Westaway, 2016).

Giddens also ascribes significant weight to the influence of institutions, systems and social structures (Giddens, 1984), which he proposes depends on individuals' motivations and reflexivity (Hirst, 2001). Giddens (1984) proposes that reflexivity refers to individuals' ability to be mindful of their actions and the reasons informing these actions. Furthermore, reflexivity involves knowledgeable, purposeful agents with self-understanding who continuously monitor their actions and can discursively justify their actions and activities, regardless of their contexts.

These characteristics allow them to use knowledge reflexively in a considered manner to achieve their intended outcomes and to build or rebuild a coherent and rewarding sense of identity (Giddens, 1984, 1991). Giddens uses the concept of the "trajectory of the self" to demonstrate how individuals draw on their reflexivity to actively and continuously create and sustain their self-identity (Giddens, 1991). To him, self-identity is not necessarily observable or demonstrated in individuals' behaviour but is "embedded in social relations in particular contexts" and thus "results from the interplay between reflexivity and the situations in which it takes place" (Hirst, 2001:49).

Giddens proposes that structures are resources agents draw on when they engage in, enact and reproduce social practices (Giddens, 1984; Westaway, 2016) such as teaching or learning facilitation. These practices relate to what society prescribes as meaningful, legitimate, and acceptable social behaviour (Giddens, 1984). Similar to Bourdieu's beliefs about the characteristics of universities as educational fields, this means that social institutions such as universities, which are enduring aspects of social life (Giddens, 1984), are not structures but systems with structural properties such as rules and resources. Structural properties can express forms of domination and power (Giddens, 1984). In Giddens' structuration theory, the duality of structure and agency is essential because, as mentioned, individuals invoke social structures when they enact their capacity to purposefully and knowingly reproduce society (Archer, 2010; Westaway, 2016). These rules and resources enable or constrain agents' practices when triggered through interactions. Although Giddens ascribes significant weight to human agency as he believes human agents can use their autonomy to achieve their objectives (Jones & Karsten, 2008), he cautions against a deterministic view of agency. Although structure can enable or constrain lecturers' personal projects, Giddens maintains that agents can only succumb to power if they passively accept or submit to it (Giddens, 1984; Jones & Karsten, 2008). He, therefore, views power as a capability manifested in human action (Jones & Karsten, 2008). Like Foucault, Giddens offers a relational view of power based on a dialectic of control in which forms of dependence can also offer resources. For instance, agents subordinate to strong social actors could, through exercising their agency, influence their superiors' activities (Giddens, 1984; Jones & Karsten, 2008; Weir, 2009).

According to Giddens (1984, 1991), the impact on identity transitions, such as discipline experts who engage in professional development in HE, is essential. For example, lecturers may encounter unfamiliar systems, practices, ways of being and expertise in formal contexts such as

the Diploma or academic departments. On the other hand, in informal contexts, new relationships might fragment and replace lecturers' old and familiar social or friendship networks. As shown in other studies, these new ways of doing and being (Quinn & Vorster, 2015) imply a link between lecturers' familiar social milieu, disciplinary practices and self-identity (Hirst, 2001). Such a link implies that lecturers can no longer mediate experiences by only drawing on their understanding of familiar (disciplinary) contexts and abstract systems (Hirst, 2001).

Although Giddens' structuration theory helps understand how lecturers' agency and reflexivity enable them to understand, navigate and enact their roles as teachers, his focus on the duality of structure suggests that structure and agency cannot be separated analytically (Archer, 1995; Giddens, 1984, 1991; Westaway, 2016). His focus on the duality of structure would thus not enable me to use analytical dualism, viz., analyse structure, culture, and agency separately to give an account of which of the three – structure, culture or agency – had the most noteworthy influence (Archer, 1995) at a particular point in time on lecturers' professional identity development as teachers.

Like other studies that explored teachers' identity formation (e.g., see Westaway, 2016), each of the three theorists discussed above (Foucault, Bourdieu and Giddens) offered applicable tenets that inform my understanding of lecturers' identity formation. However, my main critique is that these theorists do not offer adequate explanatory tools to understand the interplay between structure and agency in the emergence of lecturers' teacherly identities resulting from their participation in a professional development course such as the Diploma. I thus explored the ideas of Swiss educational theorist and practitioner Etienne Wenger, hoping that his close link between identity and practice might offer me relevant insights.

4.7 Etienne Wenger's Views on Identity Formation

Etienne Wenger's theoretical framework of communities of practice (CoP) offered useful insights into identity formation within shared social practices. Essential characteristics of a CoP are its domain, community, practice, participation and reification (Smith et al., 2017). Membership of a CoP is based on its members' shared interests, knowledge, commitment, expertise and practices, giving it its identity and distinguishing its members from other communities (Roberts, 2006; Smith et al., 2017; Wenger, 2004). Their expertise and practices

can include resources they draw on to negotiate meaning and produce artefacts such as conceptual or material tools, documents, concepts, theories, and so forth (Roberts, 2006; Smith et al., 2017). Participation in a CoP involves meaningful engagement and interaction through which members build reciprocal relationships (Roberts, 2006).

According to Wenger (1998), identity as negotiated experience implies that individuals define who they are by how they experience themselves when participating in social practices within a CoP and how they and others reify or recognise themselves through discourse. Identity is not an object or something tangible that can be acquired but a constant process of becoming and renegotiation (Wenger, 1998). Identity as community membership implies that individuals define themselves by engaging in familiar and unfamiliar practices, conventions, and ways of knowing and being. Individuals' identity is formed through participation and reification or recognition. Identity can thus be regarded as an experience and a display of expertise (Wenger, 1998). Lecturers who are full members of a teaching community within HE will find themselves in familiar territory where they share resources and can demonstrate competency in teaching-related aspects such as curriculum development, assessment of, for and as learning and the evaluation of T&L. Lecturers experience and demonstrate competence in these T&L practices, and, in turn, others recognise them as such. Such competency also means that lecturers will understand and ascribe to the tacit rules of the teaching community. We can thus recognise dimensions of competence as dimensions of identity, i.e., what it means to be a teacher (Wenger, 1998) in a diverse HE context.

Identity as a learning trajectory implies that individuals define who they are as they negotiate their present, identities or trajectories as they incorporate the past (where they come from) and future trajectories (where they go) (Wenger, 1998). The temporal dimension of identity is critical because individuals continuously mediate particular situations within particular contexts, participate in the histories of social practices and strive to become specific persons, such as HE teachers. This temporal notion of trajectory thus characterises identity as a work in progress (Wenger, 1998). Individual and collective efforts also shape identity (Wenger, 1998). Therefore, the identities of individuals who belong to a CoP may form different trajectories that might result in them having different perspectives on their participation within the CoP and their identities (Wenger, 1998). These perspectives are:

I. Peripheral identities – individuals may choose not to participate fully in a CoP. However, their access to a community and its practices, albeit peripheral, may be so significant that it shapes their identity.

II. Inbound trajectories – newcomers join a CoP with the intention and prospects of becoming fully engaged participants. Despite their peripheral participation, their identities are invested in future participation (Wenger, 1998). Being socialised into the practices of the Diploma means that lecturers are on an "inbound trajectory" whereby they negotiate the concepts of the performance of professionalism as facilitators of the Diploma, specifically reifying and articulating them. This process involves codes of ethical behaviour as a teacher in academia and shared discourse and dispositions (Wenger, 1998).

III. Insider trajectories – Although they may be full members of a CoP, individuals' identity formation is ongoing and renegotiated as they engage with new members or in new events, demands and inventions within the CoP. For example, as lecturers gain more confidence, knowledge and expertise, they may choose to engage in T&L activities such as curriculum development.

IV. Boundary trajectories – Individuals' identities may be shaped and sustained as they endeavour to span across boundaries. For instance, discipline experts participating in the Diploma (an example of a CoP) and its practices associated with T&L in HE may endeavour to link the Diploma and their disciplinary CoP.

V. Outbound trajectories – Individuals' identity formation refers to all their learning as they enter a CoP. Exiting a CoP also involves developing new relationships, finding a different position within a community, and seeing the world and themselves in new ways (Wenger, 1998). I envisage the lecturers in my study who have undergone morphogenesis from primary agents to corporate agents and social actors will possess a social identity and purposefully strive to apply their knowledge and skills to transform their educational contexts and society (Giddens, 1984). This means they are likely to invest themselves in their social roles as teachers who may choose to participate in CoPs such as their faculty boards and T&L committees.

Lecturers' trajectories also provide a context that helps them determine what becomes essential to learn and what is not essential, what contributes to their identity and what remains marginal (Wenger, 1998). The facilitators of the Diploma, who are more experienced members within this particular CoP, served as a typical example to lecturers of what is possible, expected, or desirable in terms of identity formation as teachers in a diverse HE context. They used narratives, encouraged active engagement and participation, and thus provided "living examples of possible trajectories" (Wenger, 1998:156). These paradigmatic trajectories embody the history of the professional development community through the facilitators' participation and identities. Exposure to paradigmatic trajectories is most likely the most influential factor shaping newcomers' learning in a CoP (Wenger, 1998).

Although it is a reciprocal process where newcomers and more experienced members of a CoP learn from each other, Wenger (1998) cautions that new trajectories and paradigmatic ones are not necessarily aligned (Wenger, 1998). In striving to find their own unique identities, newcomers to a CoP may explore or suggest new or different ways to participate in a CoP as they choose to adopt, modify or reject paradigmatic trajectories (Wenger, 1998). As shown in my data analysis chapters, some lecturers questioned the facilitators' agenda, the kind of teacher valued by RU and the apparent colonial content of the Diploma. This critical stance may be because the lecturers have strong identities (and loyalties) linked to their disciplinary CoP.

Identity as a nexus of multi-membership implies that individuals define who they are through reconciling their various forms of membership into one identity. Individuals' identities are not entirely formed within one context but through participation in various communities of practice (CoPs) such as professional, family or community contexts, faith-based or interest groups and leisure activities. Identity is thus not fragmented or a single trajectory; instead, it is a nexus of multi-membership. Since identity is simultaneously singular and multiple, multiple trajectories become part of each other in a nexus and can clash or reinforce each other (Nsibande & Garraway, 2011; Wenger, 1998). In my study, this means that identity as a discipline expert can reinforce or clash with an identity as a teacher in a HE context and vice versa.

Reconciling different forms of membership involves negotiating an identity that allows lecturers to reconcile the demands of seemingly different and competing forms of accountability (Wenger, 1998). For example, lecturers may not view QA and quality enhancement (QE) as an integral process to improve students' learning experiences holistically (Williams, 2016). Therefore, at

the core of being a person within a particular CoP, purposeful and central work is required to maintain an identity across boundaries (Wenger, 1998). Since membership in more than one CoP (multi-membership) may involve ongoing tensions that cannot be resolved, multi-membership and reconciliation are thus intrinsic to identity formation (Wenger, 1998).

In a CoP, identity and practice are relational, and since "the richness and complexity of practice" is inherent in identity (Millar, 2014:78), the characteristics of practice can be regarded as characteristics of identity. Thus, individuals' identities and practices within a CoP reflect and shape each other (Wenger, 1998). In my study, the expectation of how T&L practices should be enacted in a diverse learning context can be seen as the expectations of what it means to have a professional academic identity as a teacher. However, although exploring lecturers' teaching practices does not fall within the remit of this study, my understanding of whether they meet the expectations of what it means to enact a professional identity as a teacher in HE will be informed by whether they demonstrate, in their teaching portfolios, how the alignment between the learning outcomes of an educational event, their teaching practices and assessment, support their students' learning.

As mentioned, when members engage within a CoP, they acquire new knowledge, viz., social resources and practices, which shape their learning trajectories and professional identities (Lave & Wenger, 1991; Smith et al., 2017). Simultaneously, their sense of who they are, viz., their identities, change (Smith et al., 2017). Learning is an experience of identity as it transforms who we are (our being), practices and competencies. In my study, it means that when lecturers learn within the Diploma by actively engaging with the T&L resources, their peers and facilitators, they do not only accumulate skills and information. Instead, their learning is a process of becoming (Smith et al., 2017; Wenger, 1998). Since learning (e.g., from novice to expert) involved a process of learning, unlearning, relearning and becoming, temporality (as mentioned), although not specified, was essential in a CoP. In other words, the process of identity formation could not be forced or rushed (Cousin & Deepwell, 2005; Smith et al., 2017).

Critique of Wenger's CoP includes the absence of the CoP framework to explore the implications of power dynamics concerning who decides who can participate in a CoP and who should stay on its periphery (Roberts, 2006). Likewise, in agreement with other scholars (e.g., Millar, 2014), I critique the unequal or skewed power distribution between apprentices and experts, where newcomers must prove themselves worthy and develop a shared identity before being granted

insider status within a CoP. In my study, Millar's (2014) critique of identity being bound up in practice implies that lecturers' ascribed or taken on identities as novice teachers with no or limited knowledge and expertise as teachers, invokes a negative, outsider identity that may have a detrimental effect on their self-esteem and confidence. Furthermore, I agree with Gee (2005) and Millar (2014) who point out that a CoP can create social exclusion within its social context if only selected people, viz., those who are deemed worthy, are invited to join the CoP, as generally is the case within academia.

However, despite the critique against certain aspects within a CoP (e.g., Gee, 2005; Roberts, 2006), my data (discussed in detail in Chapters Six, Seven and Eight) suggest that a CoP framework offered valuable tenets that informed my understanding of how my participants' engagement within a CoP shaped their identity formation as teachers. For instance, by focusing on how the interplay between structure, culture and agency shaped their professional academic identities, I considered how the success of the Diploma as a CoP was impacted by the broad socio-cultural environment (participant's academic departments and RU) in which it was located (Roberts, 2006).

The social theorists discussed above, and other studies conducted on identity formation within various educational contexts (Archer, 2008a & b; Archer et al., 2007; Jawitz, 2009a; Smith, 2012; Westaway, 2016; Ylijoki & Ursin, 2013) offered useful insights that informed my understanding of identity formation within and because of participation in social practices. An important insight was that identity formation is complex, constantly shifting, and closely intertwined with lecturers' striving for, and perceptions of autonomy (Clegg, 2008; Henkel, 2005; Smith, 2012). Given my particular focus on the professional identity formation of lecturers who participated in a professional development programme, I now present an overview of the broad categories influencing lecturers' identity formation within the university context.

4.8 The Formation of Lecturers' Professional Identities as Teachers

The following broad categories derived from the extant literature provide insight into how lecturers' professional identities as teachers are shaped.

4.8.1 Identity Shaped Through the Relationship Between Structure, Culture and Agency

Professional identity develops through interaction between agency and structure (Briggs, 2007), also known as the self and context (Billot, 2010). As mentioned in the discussion about how lecturers may choose to respond to the performativity culture in HE (see 2.2, p. 14 and 2.4, pp. 18-27), they may use their agency to push back at structural and cultural mechanisms within their academic departments and the broader University context to decide the kind of academic or teacher they want to be and how they want to enact their roles in academia.

Professional identity is underpinned by three concepts: professional values (e.g., lecturers' beliefs and values about T&L as stated in their teaching philosophy in their teaching portfolios), professional location (lecturers' disciplinary or professional communities), and professional role (lecturers' roles within academia) (Anikina et al., 2020:857; Billot & King, 2017; Briggs, 2007). Changes within their discipline and the university context will influence lecturers' professional identity. These three components are thus helpful in examining how lecturers' academic or professional identities are shaped. Since their sense of self is embedded in how they enact their professional roles and, in the continuously changing HE context, their roles and responsibilities will also change, meaning their sense of distinctiveness will shift.

Unobservable structural, cultural or agential mechanisms may influence but do not determine lecturers' actions and events (Archer, 1995). As mentioned in Chapter One, events occur if and when the causal powers or generative mechanisms are activated (Bhaskar, 1998; Danermark et al., 2002; Sayer, 2000; Smith & Elger, 2012). However, this non-deterministic influence of structures, cultures and agency means that, while changes (social structures) within HE may affect lecturers' professional academic identities, they may not fully transform their professional identities (Billot, 2010). Identity thus becomes a process of becoming or development (Giddens, 1991; Henkel, 2000), which Whitchurch (2008) explains (through reference to Giddens, 1991) as having the ability to mature as individuals interpret, adapt and remodel their behaviour (Billot, 2010). Depending on their personal projects, the changes within HE mentioned above may present threats and opportunities to lecturers and impact how they view their relationship with the economic and social environment. Lecturers may use their agency to prioritise what is important to them and thus negotiate their responsibilities and roles accordingly (Billot, 2010). Thus, through exercising their agency, lecturers may forge, rehearse and remake their professional identities in their local site of academic practice (Boyd Harris & Murray, 2011).

4.8.2 Identity Development and Engagement in Professional Development Courses

An overview of the literature confirms that engagement in professional development initiatives or associated staff development courses is central in forming lecturers' professional academic identities. For instance, as I will show in a more detailed discussion of professional development initiatives, pedagogical development and not pedagogical training (e.g., see Kaasila et al., 2021), which is more technical and mainly refers to skills-based approaches, influences lecturers' development as teachers and may strengthen the nexus between professional identity and teaching development.

Van Lankveld et al.'s (2017) literature review of empirical and review studies (including fifty-seven qualitative and two quantitative studies) on professional identity published between 2005 and 2015 shows that pedagogical development in staff development initiatives strengthened the formation of lecturers' teacher identities. For instance, pedagogical development increases lecturers' confidence in their teaching ability (Van Lankveld et al., 2017). As shown in my data analysis chapters, lecturers have built their confidence because the structure, content and pedagogies in the Diploma as a professional development course presented them with opportunities to engage collaboratively with the facilitators, writing tutors and their peers in knowledge-building about how their teaching (facilitating, managing and accessing student learning) could support their students' academic development and provide them with meaningful learning experiences (Quinn, 2003). A common characteristic of such knowledge-building pedagogies is that they refer to complex professional knowledge, which scholars like Quinn and Vorster (2015) in reference to their pedagogical practices in a professional development course, call 'knowing how' and 'knowing that' (Quinn & Vorster, 2015; Winch, 2013). Knowing how and knowing that are distinct forms of knowing, and because knowing that is an essential component of knowing how, facilitators encourage lecturers to demonstrate both kinds of knowledge (Quinn & Vorster, 2016; Winch, 2013). In terms of knowing that, facilitators in the Diploma supported participants in articulating their theoretical or propositional knowledge. Having propositional knowledge means knowing and believing that something is the case. For instance, lecturers were encouraged to structure their T&L contexts to support student learning purposefully. Lecturers' commitment to do so was informed by the extant literature they were exposed to in the Diploma and their beliefs that students will learn better if the learning outcomes are clear and when they use scaffolding strategies to facilitate understanding (Quinn & Vorster, 2016).

Engagement with facilitators, peers and T&L resources during pedagogical development enables lecturers to collaborate with like-minded peers to share, test, and refine ideas and opinions (Van Lankveld et al., 2017). Such learning initiatives also offer lecturers opportunities to socialise and interact professionally with colleagues. In addition, engaging with the theories and literature on HE studies helps lecturers to develop an educational language, which affords them credibility and legitimacy as academics and teachers within their departments (Van Lankveld et al., 2017). However, it should not be assumed that all lecturers acquire educational discourse with the same ease or that this process occurs without challenges. For instance, as shown by other scholars (Kandlbinder & Peseta, 2009) and in Quinn and Vorster's critical reflections on their pedagogical practices within practice-based professional development courses in SA (Quinn & Vorster, 2016; Vorster & Quinn, 2015), they caution that new lecturers might experience unfamiliar educational language as alienating without adequate pedagogical consideration and intervention. They also found that more experienced academics had more success entering a discourse community whose unique discourse and literacy practices are unfamiliar and overwhelming (Quinn & Vorster, 2016; Stierer, 2008). New lecturers' challenges with the educational discourse within the prescribed theoretical texts about T&L in HE are demonstrated in their written assessments when they often find it very difficult to demonstrate, articulate or apply criticality, reflexivity and praxis. Proficiency in educational discourse is essential because these concepts are critical features of written tasks and assessments within most professional development courses (Quinn & Vorster, 2016).

Moreover, associated difficulties and challenges are exacerbated when lecturers do not have the confidence to use this new educational discourse to express themselves (Quinn & Vorster, 2015) confidently in T&L forums, such as faculty boards and T&L committees. In the same vein, Hassan (2011) cautions that, despite understanding new associated terminologies and their underpinning philosophies, lecturers may find it challenging to be transformation-oriented and implement new T&L approaches, such as Outcome-based education (OBE), without the relevant support. Furthermore, challenges associated with an unfamiliar discourse are that lecturers may find it difficult, frustrating and even time-consuming to read, think and write about the new concepts and understand how they are linked meaningfully (Kandlbinder & Peseta, 2009; Quinn & Vorster, 2016).

Taking all the factors discussed above together, it should be clear that staff development may have a negative impact on lecturers' professional identity formation as teachers. For instance,

lecturers in research-intensive universities may consider participating in a teaching course risky and undesirable. These perceptions emerge when they are labelled second-class academics because their interest in teaching is not conducive to the departments' research focus (Benvenuti et al., 2022; Van Lankveld et al., 2017). Likewise, negative perceptions and experiences of educational development (ED) programmes are exacerbated by a mismatch within such courses and the rules, practices and relationships related to T&L that lecturers ascribe to within their departmental or disciplinary contexts (Trowler & Cooper, 2002). Therefore, lecturers may experience the formation of their professional identities as university teachers differently. For instance, scholars highlighted the influence of lecturers' disciplinary identities on their professional academic identities as teachers (Quinn, 2003; Van Lankveld et al., 2017). Van Lankveld et al.'s (2017) literature review of empirical and review studies on professional identity shows a difference in the identity formation of lecturers with professional backgrounds like music, nursing, and primary education and lecturers who transition directly from being PhD students to academia (Van Lankveld et al., 2017). Thus far, drawing on the extant literature, I have pointed toward the complexity, uncertainty and associated fragility involved in the continuous process of constructing and reconstructing a professional identity as a teacher in HE.

4.8.3 Identity Being Co-constructed and Shaped through Learning

As mentioned earlier in Wenger's (1998) understanding of identity formation, lecturers' identities as teachers are being shaped through participation in, shared experiences and reciprocal learning within a CoP (Lave & Wenger, 1991; Wenger, 1998; Smith et al., 2017), such as the Diploma. Identity as a learning trajectory implies that lecturers can define who they are by their past experiences and engagement with other CoPs (e.g., previous workplaces, subject disciplines, disciplinary research communities, or engagement in their professional bodies or affiliations) and their potential experiences and engagement in the future (Wenger, 1998). However, participation across different CoPs, such as the Diploma and lecturers' disciplinary teaching-related and research-related CoPs, may create tensions and conflict for lecturers. Such tension and conflict can be ascribed to "conflicting epistemic cultures" and obstacles for effective learning across these CoPs (Mørk, Aanestad, Hanseth & Grisot, 2008:12). For example, beliefs about the kinds of knowledge (and practices) that are valued and how they should be pursued, produced or enacted, differ across these CoPs (Mørk et al., 2008). My discussion of the

tension lecturers experience between doing research in SoTL and disciplinary research (see 7.6.1.3, pp. 188-191) can be considered an example of "path-dependent learning processes" (Mørk et al., 2008:12) and practices resulting in partial or full incompatibility between the knowledge and practices of the CoP lecturers identify most with and their new CoP. Although professional development initiatives such as the Diploma cannot be a panacea for ensuring congruence between cross-disciplinary CoPs, they have an essential role in supporting lecturers in making this transition. For example, theorising about how understanding the social, historical, cultural and material situatedness of knowledge production (Mørk et al., 2018:21, citing Cicourel, 1990; Lave & Wenger, 1991; Engestro¨m, 1995; Hutchins, 1995; Gherardi, 2000) may help address the widespread structural and cultural contradictions between SoTL and disciplinary research in HE (see 7.6.1.3, pp. 188-191) is a valuable step in the right direction.

As mentioned, through modelling strategies and engagement, the facilitators within the Diploma could also serve as role models of what it means to be teachers in a diverse HE context. Such exposure to paradigmatic trajectories could potentially be the most essential factor shaping lecturers' learning within the Diploma as a CoP (Wenger, 1998). Thus, lecturers' professional academic identities were shaped through participation in shared experiences with the facilitators and peers and reciprocal learning about T&L within the Diploma (Lave & Wenger, 1991; Wenger, 1998; Smith et al., 2017).

The Diploma also provided scholarly foundations for lecturers' intuitive practices. Engaging in learning activities was an expression of identity as lecturers gained new insights into who they were concerning their roles as teachers in academia (Smith et al., 2017). For instance, completing reading and writing tasks, formative assessment activities and exploring theories about T&L in their particular contexts had the potential to transform lecturers' being, viz., who they were and their confidence about what they were able to do regardless of enablements or constraints within their contexts (Wenger, 1998; Smith et al., 2017). As mentioned, as a continuous process of becoming, professional identity formation encompasses much more than accumulating skills, knowledge (Wenger, 1998) and expertise. As each lecturer engaged in the learning process and transitioned from novices to experts in T&L in HE, this process of becoming was unique.

4.8.4 Identity as Consistent with Lecturers' Personal Values

Studies indicate that lecturers strive to develop identities consistent with their beliefs, values and morals (e.g., Clegg, 2005; Smith, 2012) and their personal emergent properties (PEPs) (Archer, 1995). Despite perceived unsupportive institutional contexts, lecturers maintain these efforts concerning their values and dispositions (Smith, 2012). For instance, Smith's (2012) case study on academics in research-intensive universities involved in health inequalities research and policy in Scotland and England showed that lecturers' commitment to addressing issues that concerned them personally, morally or politically (e.g., social justice and inequality issues) underpinned their decision to continue engaging in health inequalities research and policy work despite constraints in the form of opposition. These lecturers' identities were invested in what they regarded as a vocation instead of only academic work. They thus channelled their efforts into becoming and being the academic they envisioned despite competition for limited resources and conflicting expectations from their institutions, the public, funders, and colleagues (Smith, 2012). In addition, lecturers may identify themselves as academics in relation to their institutions and as discipline experts who are members of the academic profession. Thus, lecturers' academic or professional identities may become intrinsically bound with shared values, beliefs and practices typical of that particular discipline or affiliation (Billot, 2010).

4.8.5 Being Recognised as a Particular Kind of Person

An essential similarity between the following four qualitative studies on teacherly identities is that the current performativity culture in HE influences teacher identity within different educational contexts (e.g., Archer, 2008; Calvert et al., 2011; Smith, 2012; Westaway, 2016). Specifically, in these four contexts (schools and HEIs), performativity was a managerial discourse linked to educational reform. Individual or organisational performance was regarded as a measure of individuals' productivity or output and equated with quality (Calvert et al., 2011). Performativity is thus informed by lecturers' subconscious surveillance of themselves (discussed below), which, in turn, guides how they interact in academia, the broader university context and the HE community. Identity as performativity also suggests that how lecturers talk about and describe themselves is a characteristic of their identity. For instance, following Gee (2000), when the lecturers in my study participated and interacted in various T&L forums or contexts, they were recognised by their colleagues or role players in HE based on being certain

kinds of people (Gee, 2000), viz., professionals and teachers in academia (Hinostroza-Paredes, 2023).

Identity as performativity is also about perceptions within society, the academy, and, particularly, HE policy discourse about what constitutes the ideal academic. For instance, authentic academic identities can also be associated with social categories such as class age, gender, race, lecturers' place in the academic hierarchy and employment status (Archer, 2008). Lecturers' capacity to be regarded as authentic and successful may be constrained and dependent upon how much they can keep delivering and producing the right goods as neoliberal subjects (Archer, 2008). Thus, the emphasis on performativity within the neoliberal context of contemporary academia may constrain lecturers' ability to achieve secure or stable academic identities (Archer, 2008) as teachers.

Likewise, responding to the imposed neoliberal and corporate culture in contemporary HE, of accountability, continuous surveillance, auditing, and performance assessment, changes lecturers' practices and who they are (Archer, 2008; Ball, 2004; Calvert et al., 2011). For instance, the recurring references made by the lecturers in Calvert et al.'s (2011) study to the tension between mandatory performativity-driven practices and their preferences demonstrate that their choices were shaped by accountability mechanisms and constant visibility represented symbolically by Foucault's notion of surveillance. Bentham's Panopticon represents such surveillance (Calvert et al., 2011), which refers to contemporary managerialist academia's ability to control its subjects (lecturers and students) through normalising performativity practices and expectations. Likewise, Hassan (2014) cautions that collaborative learning spaces (e.g., tutorials and, relevant to my study, professional learning initiatives) could be potential manifestations of power leading to participants' subjection and ultimately constrain experiences and learning. Lecturers may feel continuously accountable (Hassan, 2014) and become "ontologically insecure" resulting from internalised notions of being constantly assessed or judged and being exposed to threatening and oppressive experiences of surveillance and self-surveillance (Ball, 2004; Calvert et al., 2011:34).

Lecturers' insecurity can be interpreted as an imposter syndrome involving feelings of self-doubt, drawing comparisons with their work and those of other academics about their work's legitimacy, relevance, impact and adequacy (Ball, 2004; Calvert et al. 2011; Wilkinson, 2020). Constantly measuring themselves and their work using self-imposed performance indicators

can result in lecturers accepting them as reified and ultimate goals to attain. An unintended consequence of such metaphorical self-flagellation is that it may ultimately distort lecturers' values. Lecturers may thus become uncertain about what informs their actions, whether their activities resonate with their beliefs, are worth pursuing, and how to prioritise their efforts. Alternatively, lecturers may wonder whether these activities will be regarded as productivity indicators and portray them as competent (Ball, 2004; Calvert et al., 2011). Despite having obtained legitimacy in other areas such as research or teaching, performativity (a cultural conditioning mechanism), viz., performing different roles to maintain credibility and authenticity amongst prominent role players, can result in academics doubting themselves and their contribution to the academic project. Therefore, whether self-imposed or enforced, performativity can have detrimental implications for lecturers' professional identity development. Instead of opportunities for professional growth, lecturers' professional identity formation can thus be anxiety-provoking, stressful, demanding, intensely problematic, and ultimately, often an unsatisfying process (Smith, 2012).

This ambiguous nature of identity is evident when academics whose values (as mentioned above) and personal and professional aspirations contrast with those of their universities or societal expectations consciously adapt their performances for different audiences in ways that allow them to portray a particular identity to a particular audience. In Smith's (2012) study, adopting "chameleon-like" identities enabled academics to, depending on how they wanted to portray themselves, either simultaneously reinforce or resist pressures from their institutions to produce particular kinds of research (Wedel 2009 in Smith, 2012). Although Smith's (2012) study focused on lecturers' engagement in research, its implications for lecturers' teaching practices are relevant. As shown in my analysis chapters, some lecturers (Amir and Marisa) resisted apparent expectations within the Diploma and the University to be a particular kind of academic. Furthermore, Archer's (2008) caution is equally relevant to teaching in the sense that lecturers' professional identities may be contested through hierarchical practices distinguishing between research-active and research-inactive academics. The Research Assessment Exercise (RAE) in the UK (Hartley 2002 in Archer, 2008) and the National Research Foundation (NRF) in South Africa may be regarded as examples of stratifying, divisionary practices and entities. Since the general perception is that these practices and entities do not adequately support lecturers in enacting increasing expectations, lecturers' authenticity may be questioned. Thus, new entrants to the academy may be perceived as research-inactive and marginalised (Archer, 2008).

4.8.6 Enacting the Professional Role as an Academic in Higher Education

As demonstrated by the lecturers in Calvert et al.'s (2011) study, professional identity or professionalism are intertwined concepts where lecturers demonstrate their professional identity through their level of professionalism. Despite diverse understandings of professionalism, professionalism underpins lecturers' beliefs and decisions about enacting their duties within academia. For instance, lecturers' professionalism may be reflected in how they demonstrate autonomy, power and resistance (Calvert et al., 2011) against imposed expectations to enact their professional roles as teachers. Professionalism can also be demonstrated in how lecturers regard teaching as a holistic endeavour encompassing students' academic and general welfare. Such lecturers are collegial and supportive towards colleagues and demonstrate high standards of performance and achievement, particularly in teaching. Lecturer's commitment to the academic project, can also be shown through their hard work and willingness to prioritise their work. They display scholarship and strive to be up-to-date with developments and practices within their academic disciplines.

However, being shaped and influenced by the demands of managerialism and performativity, lecturers' professional identity or professionalism determines and often trumps their choices. These choices concern whether they should prioritise their personal and firmly held values and beliefs about work-life balance or self-care instead of servicing the image of what it means to be professional (Calvert et al., 2011) teachers in academia. Professional identity also affects lecturers' "sense of purpose, motivation, commitment, self-efficacy, effectiveness and job satisfaction in enacting their professional roles (Billot, 2010). How lecturers develop and maintain their professional academic identities influences how they are positioned or would like to be in the workplace. The tension between performativity (mentioned above), also known as the "economy of performance", viz., how lecturers are assessed, judged and evaluated, and "the ecologies of practice", viz., lecturers' beliefs and practices, has implications for professional development (Billot, 2010; Stronach, et al., 2002). Amongst others, lecturers might struggle to articulate their own professional identities and the identities of their colleagues (Billot, 2010; Stronach et al., 2002). In the next section, I briefly discuss why developing and maintaining a professional academic identity involves psychological work (Van Lankveld et al., 2017) involving lecturers' emotions (Zembylas, 2003).

4.9 Psychological Processes Associated with Professional Identity Formation

The five psychological processes associated with professional identity formation are a sense of appreciation for teaching, a sense of connectedness to other lecturers, a sense of competence, a sense of commitment and experiencing a deep personal interest in teaching the next generation, and the ability to imagine a career as a university teacher (Akkerman & Meijer, 2011; Van Lankveld et al., 2017). In this respect, lecturers may feel inspired by senior colleagues with admirable track records based on their teaching and consider them to be role models. On the other hand, lecturers' identities as teachers are constrained when their career advancement opportunities are limited (Van Lankveld et al., 2017).

These psychological processes are influenced by contextual factors within lecturers' work contexts. For instance, lecturers' professional academic identities are shaped and strengthened when they feel that their students, colleagues and role-players within or associated with the university understand, value and appreciate their teaching. Such appreciation strengthens lecturers' sense of competence, an essential indicator of lecturers' teacher identity formation. Compared to the onset of their teaching careers, when lecturers may have felt reluctant to regard themselves as teachers, they develop a teacher identity as their confidence in their teaching role gradually increases. In this regard, initiatives such as teaching excellence awards and teaching grants are tangible indicators that institutions recognise and appreciate lecturers' teaching. Such appreciation and affirmation thus confirm lecturers' teacherly identities (Van Lankveld et al., 2017). On the other hand, the formation of lecturers' professional academic identities is constrained when they feel their self-esteem is undermined and their academic worth and contributions are questioned (Van Lankveld et al., 2017). Conversely, lecturers whose teaching competence is not recognised by others may feel insulted and tense and experience strong identity struggles (Van Lankveld et al., 2017).

Likewise, lecturers' identities as teachers are strengthened and validated when they feel connected to their colleagues, mainly when they identify colleagues as resources and tap into each other's expertise. Sharing experiences with colleagues with similar interests and expertise creates a sense of mutual trust and enhances confidence among lecturers (Quinn, 2003). Lecturers who socialise with their peers and professional networks outside their academic departments or during staff development activities also experience growth in their professional academic identities (Van Lankveld et al., 2017).

As mentioned, lecturers may experience their first years as university teachers as stressful, doubt themselves, and feel uncertain or inadequate. Behari-Leak's (2015) case study also shows that lecturers from professional backgrounds may realise their expertise is insufficient for their new roles as teachers. Some authors refer to this as a loss of expertise or an expert becoming a novice or student (Behari-Leak, 2015, 2017; Daddow et al., 2023; Leibowitz et al., 2012; McLean & Price, 2019; Quinn & Vorster, 2016). As a professional development initiative, the Diploma may afford lecturers the time, context and resources to experience this phase of insecurity (lasting between one and a half to three years and even longer) in a safe context where they can practise being teachers. With the facilitators' guidance and peer input, lecturers may become more secure in their teaching roles. Although there is not yet a definitive timeframe for lecturers' professional academic identity formation, scholars like Van Lankveld (2017) suggest that, after two to three years of working as a teacher in HE, being a teacher may become essential to lecturers' professional academic identity formation. Such a teacherly identity can be a second identity, or this new identity may replace their previous identity as a professional (Van Lankveld, 2017) or discipline expert.

4.10 Conclusion

In this chapter, I presented a general overview of the theoretical and philosophical orientations to professional identity development and teacher professional development in HE. I also discussed multiple factors influencing the formation of lecturers' professional identity as teachers. The synergy between my theoretical paradigm, Social Realism, enabled me to identify and discuss aspects of Margaret Archer's social realism theory relevant to the formation of lecturers' professional academic identity. The next chapter – Chapter Five, Methodology and Research Methods – explores the link between my research design, my theoretical paradigms (as discussed in detail in this chapter), the strategies of inquiry that I employed to answer my research questions, and the methods, which I used to collect empirical data (Denzin & Lincoln, 2013).

Chapter Five: Methodology and Research Methods

5.1 Introduction

Chapter Four provided an overview of the theoretical framework that underpins my study. In particular, it demonstrated how my ontological and epistemological assumptions informed my methodological approach, data collection and analysis process. In this chapter, I discuss the link between my research design, my theoretical paradigms, the strategies of inquiry that I employed to answer my research questions and the methods I used to collect empirical data (Denzin & Lincoln, 2013). While the term method refers to the tools researchers use to conduct the research, methodology refers to the underpinning theory, which guides the research process in terms of the unit of analysis, research questions and purpose and context of the study, the researcher's ontological and epistemological orientation, data to be collected, relational and ethical concerns and representation of the research findings (Henning et al., 2004).

As established in Chapter 1, this explanatory study aimed to identify the enabling and constraining mechanisms for professional academic identity formation within and emerging from a professional development course offered by a research-intensive university. As mentioned in Chapter One, my unit of analysis was the formation of the teacherly identities of academics at RU who completed the Diploma between 2007 and 2017. I thus endeavoured to identify and describe the generative conditions and emergent powers manifesting in events, processes (Danermark et al., 2002) and experiences, how they contributed towards the professional identity formation of academics and how these influenced their T&L practices within a unique context.

5.2 Ontological-methodological Alignment

Although Critical Realism does not propose an explicit method for data analysis in social science studies, various studies highlight the theory's methodological contributions (Bygstad & Munkvold, 2011; Danermark et al., 2002). While some researchers use a "data analysis framework for identifying mechanisms" (Bygstad & Munkvold, 2011:2), others use a realist analytical schema to analyse qualitative data (Crinson, 2001) as a "multimethodological approach" known as "'critical methodological pluralism'" (Danermark et al., 2002:11). Here, the relationship between metatheory and research methods guided my methodological decisions

(Danermark et al., 2002; Danermark et al., 2005). In particular, I combined Archer's Social Realism (1995, 2000) as my overarching methodological tool with a range of complementary research approaches. Similar to these approaches, which emphasise the ontological-methodological, link (Danermark et al., 2002), I decided to use a qualitative research approach since it was essential to align my realist theoretical orientation, conceptual argument, research design and methods. This alignment or congruence was a valuable step in ensuring that my results would be credible, transferable to other HE contexts, and trustworthy (Cousin, 2009). Furthermore, qualitative methods such as those I have used in this study are ideal to help researchers identify and understand what aspects of the nature of the social structures they explore, produce or reproduce particular social practices (Crinson, 2001), such as professional development and T&L.

Ontological-methodological alignment also ensured that my understanding of my research object, the formation of lecturers' teacherly identities resulting from participation in a professional development course, was informed by my ontological and epistemological assumptions (Danermark et al., 2002), which I discussed in detail in Chapter Three. For example, my ontological view of reality having ontological depth and consisting of different strata with emergent powers, that facts are "theory-laden" and that social science studies, such as the exploration of lecturers' professional academic identities, are conducted in open systems (Danermark et al., 2002:150) influenced my research design and method. To understand what happens in an open system, such as educational contexts like the Diploma and a research-intensive university, I thus needed a methodology that allowed me to consider all the variables that influence human behaviour.

Ontological-methodological alignment is also evident in my use of Margaret Archer's Social Realism (1995, 2000) - established in Chapter 3 as being rooted in Critical Realism, as a substantive theory and methodological tool in considering unobservable phenomena and underlying mechanisms of lecturers' (agents') practices and experiences (Archer, 1995, 2000). For example, the lecturers in my study might have ascribed meaning to a situation without being conscious of how their ideological perspectives and life experiences unconsciously shaped their thoughts and interpretations. Since in this thesis, I was thus studying the complexity of the social and educational world and exploring underlying layers to understand the emergence of lecturers' professional academic identity, understanding why things were a particular way was essential for researcher-practitioners like me. To this end, realists argue that in addition to

looking at what is visible, we could also look at the underlying mechanisms that give rise to what appears in the Empirical realm. The educational researcher can thus research multiple layers of reality.

Used in conjunction with the guidelines provided by Critical Realism's explanatory model, which focused on the stages of explanatory research (discussed later in the chapter) and guidelines to conduct social science research (Creswell, 2013; Maxwell, 2012; Silverman, 2000), I therefore, show in this chapter, the alignment between my theoretical orientation, conceptual argument, research design and methods. (Danermark et al., 2002). Stages of analysis were description, analytical resolution, abduction/theoretical redescription, retroduction, comparison between different theories and abstractions, concretization and contextualization (Danermark et al., 2002).

5.3 Locating the Study

In line with the overarching goal of this study (the emergence of the professional identity of lecturers), I was interested in whether and how, as a result of their engagement in the Diploma, the lecturers pursued their personal projects, viz., those aspects of their teaching they cared about most. I was aware that the lecturers' personal projects may have manifested in various ways, such as drawing on relevant T&L theories to inform their teaching practices within their disciplinary contexts.

The Diploma[14], offered by CHERTL at RU supports lecturers in teaching-related activities as a formal professional development programme. Its theoretically informed practice-based curriculum focuses on curriculum development, assessment, and the overall enhancement of the quality of T&L (Quinn & Vorster, 2016; Skead, 2017). My study builds on earlier studies (Leibowitz et al., 2017; Quinn, 2006), recognising that structures and cultures within the broader and local HE contexts influence professional development initiatives. I used the concepts of structure, culture, and agency (explained in earlier chapters) for analytical purposes to help me better understand why things were the way they were concerning lecturers' professional identity development. The rationale of my study (see 1.3 in Chapter One) has highlighted why it

[14] As mentioned in Chapter One, the Diploma refers to the Postgraduate Diploma in Higher Education (PGDip HE).

is essential to understand how the interplay between structure, culture and agency influences the identity formation of academics emerging from their engagement in a professional development initiative in a unique context such as a research-intensive university.

5.4 Research Questions

The focus of this research study is located at the ontological level of the Real (see 3.2 in Chapter Three for a detailed discussion on this) in the domains of structure, culture and agency. I explored whether and how the Diploma contributed to lecturers' professional academic identity development as teachers and identified the enabling and constraining cultural, structural and agential mechanisms and conditions for their professional academic identity formation and, ultimately, their capacity to teach in a HE context.

Although in Chapter One I presented my research questions separately, I have endeavoured to provide a coherent discussion on the interplay between Structure, Culture, and Agency and how these mechanisms were positioned within the Diploma, lecturers' academic departments, and broader institutional structures and cultures. To answer my main research question (see again below), I posed the ontological (transcendental) question of what the world should be like for a formal programme like the Diploma to contribute to the formation of lecturers' professional academic identities as teachers:

Main research question:

In what ways is the formation of lecturers' professional academic identities enabled or constrained by the interplay of the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at Rhodes University?

My research sub-questions enabled me to identify and understand which Structural Emergent Properties (SEPs), e.g., the structural distribution of costs and benefits, and Cultural Emergent Properties (CEPs)[15], e.g., ideas and discourses existed within the Diploma and the broader RU context. As shown in other studies (Behari-Leak, 2015; Moyo, 2018; Quinn, 2006; Vorster, 2010), understanding the overall contexts and identifying the critical SEPs and CEPs in particular

[15] For ease of reference, I present the full words as opposed to the abbreviations used earlier in the text.

contexts is essential to identify the "causal powers of social forces and social relations" (Smith & Elger, 2012:5) within, as in my study, the Diploma and the broader RU context. These studies in HE also focused on the enablements and constraints within social contexts and the relationships between underlying causal mechanisms.

Bygstad and Munkvold (2011:1) refer to causality as a mechanism, which can be defined as "a causal structure that explains a phenomenon". As agents, my research participants responded to the structural and cultural conditioning in unique ways, which were influenced by their contexts, which either may have enhanced or constrained the formation of their teacherly identities (Smith & Elger, 2012). My sub-questions (see 1.5 in Chapter One) also enabled me to understand how the SEPs and CEPs have influenced my research participants to act or not in a particular manner. Furthermore, since social action, that is, how my research participants acted within the Diploma and RU context, took place "in the context of pre-existing social relations and structures", which "have both constraining and facilitating implications for such action" (Smith & Elger, 2012:6), I was aware that SEPs and CEPs could thus have a non-deterministic function (Vorster, 2010).

5.5 Research Orientation

A realist philosophical approach underpinned my empirical investigation of the influence of lecturers' participation in a professional development programme, the Diploma, on developing their teacherly identities. This approach thus guided my ontological, epistemological (see discussion below), methodological (scientific inquiry) and axiological (research ethics) decisions (Denzin & Lincoln, 2013). In the next section, I discuss the research design of my study.

5.6 Research Design

Based on the principles associated with my methodological choices, my research design was the logical sequence of assembling and applying my research tools to obtain empirical data to answer my research questions and draw relevant conclusions in my study (Yin, 2018).

5.7 Qualitative Applied Research

My decision to use a qualitative research approach was informed by its potential to ensure coherence between my ontological, epistemological, and methodological decisions (Denzin & Lincoln, 2013). A critical realist ontological view of the world as an open, multidimensional system (Layder, 1998), where participants' experiences are uniquely shaped by mechanisms in each of the strata (Bhaskar, 2008, 2016), aligns well with a qualitative approach where the goal was understanding and interpreting social phenomena (Danermark et al., 2002 citing Merriam 1998:18). For example, as "a situated activity" a qualitative research approach located me as the researcher into my research participants' world and allowed me to study and interpret phenomena in their natural contexts. I was thus able to view my research participants as "intentional human beings" who acted as agents in their T&L contexts and assigned meaning to their actions (Layder, 1998:87). In this manner, a qualitative research approach enabled me to make these interpretations based on the varied and wide-ranging meanings, perceptions and experiences of my research participants (Denzin & Lincoln, 2013). These affordances outweigh critique, which labels a qualitative research approach as imprecise and unsuitable for making predictions because of its predisposition to being influenced by the researcher's subjective attitude (Danermark et al., 2002). As mentioned, acknowledging my dual role as a facilitator and scholar, I was able to navigate any potential conflict of interest that would diminish my commitment to conducting my research ethically and rigorously. In this research project, my unit of study was the academic who has completed the Diploma, a professional development programme.

My research questions helped me understand the interplay between structure, culture and agency and the professional academic identity formation of lecturers who completed the Diploma during the 2007-2017 period. As the context and "mode of delivery" of the two-year course changed over this period (Quinn & Vorster, 2015:1), it meant that the antecedent (T1) and a final stage (T4), as presented in Archer's (1995) morphogenetic/morphostatic approach, were potentially different for each cohort of research participants. However, my analysis of the conditioning context during T1 and the socio-cultural interaction during T2 to T3 considered the most relevant changes in the social context and the context of the Diploma. For example, since Cohort One completed the Diploma in 2007, Cohort Two in 2013, Cohort Three in 2015 and Cohort Four in 2017, my analysis had to consider the different conditional influences that affected the socio-cultural interaction for each cohort. Using various empirical materials such as

a case study, survey, semi-structured and focus group interviews and documents to generate data (Denzin & Lincoln, 2013), I identified the prevalent structural, cultural and agential conditioning contexts, represented by the time the participants registered for the Diploma. Building on Quinn and Vorster's (2015) study on the usefulness of the assessment requirements of the Diploma in meeting the learning needs of the participants and preparing them to demonstrate their learning, I wanted to find an answer to an authentic problem, namely whether the Diploma (PGDip offering) was an enabling tool for professional academic identity development or not so that, if necessary, it could be revised based on insights gained in this study.

5.7.1 Case Study Research

A qualitative research design involving case study research is in line with a Critical Realist framework because it allowed me to search for generative mechanisms to provide causal explanations related to explanatory questions of *how* and *why* when I engaged with the ideas, perceptions, experiences and social practices of my research participants (Alvesson, 2003; Yin, 2018). As mentioned, my fourteen research participants were lecturers who participated in the Diploma between 2007 and 2017 at a research-intensive university.

Although case study research is considered a "distinctive mode of social science inquiry" (Yin, 2018:50), there are associated tensions within case study research which relate to, amongst others, issues of truthfulness, evidence (Denzin & Lincoln, 2013), rigour and generalisability (Yin, 2018). Notwithstanding these tensions, a case study research approach allowed me to obtain in-depth and rich descriptions of a particular instance, the formation of lecturers' professional academic identities in its specific context, at a research-intensive university, in-depth and systematically (Rule & John, 2011; Yin, 2018).

In this case study, I used a survey, semi-structured and focus group interviews and documents related to the Diploma to generate and analyse empirical data (Denzon & Lincoln, 2013). As mentioned, the site for this case study was a research-intensive university located in a rural town where affluent private schools and poorly resourced public schools symbolise the divide between its privileged and poverty-stricken residents. I chose this institution as my site of inquiry to understand whether and how the interplay between structure, culture, and agency resulting from participation in a professional development course has enabled or constrained

the identity formation of lecturers at this particular institution. As mentioned in Chapter One, being a research-intensive institution might have implications for T&L (Benvenuti, MacGregor, de Klerk, Padayachee & Dison, 2022; Petersen, 2016) mainly because institutional structures (such as university policies) and culture (such as dominant discourses) which prioritise research over teaching could undermine lecturers' commitment to teaching (Jawitz & Perez, 2016; Petersen, 2016). Likewise, scholars remind us that the context in which a case is situated is essential in understanding the case (Behari-Leak, 2015; Quinn, 2006).

5.7.2 Unit of Analysis

Identifying my unit of analysis, viz., the object from which I collected data and made inferences (Yin, 2011), enabled me to delineate my case. Making inferences helped me to determine what the world must be like to enable the formation of the professional academic identity of my research participants because of their engagement in a professional development course (Danermark et al., 2002). Delineating my case entailed defining its boundaries using categorical, thematic, temporal and spatial forms of delimitation (Rule & John, 2011). For example, as mentioned, my unit of analysis and the issue which I intended to investigate was the formation of the teacherly identities (thematic) of academics at RU (category) who completed the Diploma course during the 2007-2017 period (temporal) at a research-intensive university (spatial) (Rule & John, 2011). Selecting my unit of analysis at the outset of my research when I identified my research problem enabled me to focus my research and reserve any inferences to one specific unit (Denzin & Lincoln, 2013; Rule & John, 2011; Yin, 2018).

In this study, each research participant constituted a single case or unit, resulting in fourteen cases or units. Following the guidelines for case screening and bearing my research questions in mind, I determined the viability of each case in terms of the data it would help me generate and its relevance to the purpose of my research (Rule & John, 2011; Yin, 2018). Initially, I planned to identify four cross-cases (Yin, 2018) based on when the specific cohorts participated in the Diploma to allow for depth and breadth in my study (Rule & John, 2011). For example, as mentioned, cohort one completed the Diploma in 2007, cohort two in 2013, cohort three in 2015 and cohort four in 2017. However, since the focus of my study was the formation of lecturers' professional academic identity resulting from participation in a professional development course, I did not seek to make comparisons across them (Rule & John, 2011) or make

confirmatory yet contrasting and diverse comparisons across cases (Behari-Leak, 2015; Yin, 2003). Instead, I considered my analysis of the conditioning context during T1 and the socio-cultural interaction during T2 to T3 as the most relevant changes in the context of the Diploma and the lecturers' broader social context within their academic departments, the University and the broader higher education.

5.7.3 Positionality

Throughout the process of conducting my study, I was cognisant of how my own identity as a Coloured (mixed-race), middle-aged female researcher who inhabited and represented a particular social class, age, gender, racial and cultural perspective influenced how I interacted with my research participants throughout the study and how I approached the research process (Denzin & Lincoln, 2013; Green, 2014). Conducting research at my workplace meant I had to navigate the tensions associated with insider research to attain a deeper level of introspection when analysing and presenting the data robustly and rigorously (Green, 2014; Trowler, 2016).

Doing insider research had ontological and epistemological implications that affected my research design (Trowler, 2016). For example, knowledge of how my positionality may influence how I analysed, interpreted and represented the data required that I considered that my data would never be neutral and that it included a selective process in which I might have been tempted to prioritise some data sources. Although I was able to capitalise on advantages such as shared knowledge and ease of access to participants, I was also aware that my insider knowledge about the Diploma and the broader University context might have created reciprocal assumptions between myself and my research participants, influenced how I engaged with them and compromised the credibility (also known as validity) of the research as well as my ability to engage critically with the data (Green, 2014; Trowler, 2011, 2016). Thus, to counter an arbitrary presentation of the data, I endeavoured to engage with the data and literature critically and thoughtfully and to present my insights sensitively (Glaser & Strauss 1967 in Cousin, 2009).

I also needed to know the potential disadvantages and methodological issues, such as subjectivity, bias, compromised credibility, confidentiality and power dynamics associated with insider research (Green, 2014). I also had to be mindful of my assumptions, such as the reason my research participants might have had for enrolling in the Diploma and the level of support provided by the facilitators. To avoid subjectivity and researcher bias and to counter these

potential threats, I maintained an audit trail and collected reflective personal data throughout the research process (Green, 2014). I recorded these reflections in my research journal about the potential impact of my insider knowledge, perceived challenges, and critical moments during the research process. In conjunction with my data analysis tools, these journal entries informed how I analysed and represented the data.

It was also important that I explicitly addressed my position in the research and highlighted any role that might have been potentially conflicting. For example, collectively, my tenure as a teacher spanned over three decades, of which I spent almost two decades in academia. In addition to being a mature PhD scholar, I was a newly appointed ASD lecturer at RU, who co-taught on the Diploma. Being closely involved with the Diploma meant I had a vested interest in the research. I, therefore, heeded Archer's (1995) caution that my vested interests may influence my actions or lack thereof in sustaining the status quo in the Diploma. In addition, as a co-facilitator in the Diploma, my vested interests were linked to the material resources I could gain or maintain through change in the Diploma or reproduction of the status quo (Archer, 1995; Vorster, 2010). Since the sustainability of the Diploma was thus important to me, I acknowledged that my research findings had the potential to influence whether and how we re-conceptualised and facilitated the course to ensure a better alignment between our intentions and purposes (Danermark et al., 2002).

5.7.4 Ethical Considerations

I obtained ethical clearance from the Education Higher Degrees Committee (EHDC) and the central Rhodes University Ethical Standards Committee (RUESC). These committees verified that my proposed research adhered to institutional ethics standards and confirmed the rigour of my engagement with the theory, literature and research design. Throughout the research process, I ensured that my interaction with my research participants was informed by the ethical principles of research, namely respect and dignity, transparency and honesty, as well as accountability and responsibility (Mack, Woodsong, Macqueen, Guest & Namey, 2005; Silverman, 2000). For example, I requested my participants to sign a consent form, which confirmed each aspect of the research process in writing, which I had already conveyed verbally to them. Informed consent meant that my research participants understood what the research was about, what the duration and format of their involvement in the research process entailed,

what the potential risks and benefits were, that their participation was voluntary and that they had the right to withdraw from the study at any stage with no adverse consequences. I also ensured that my research participants had a copy of the consent form, and I provided them with the contact information of my research supervisors and the RU Ethics Coordinator (see Appendix E: Participant Consent Form) in case they had any concerns about the study (Mack et al., 2005).

Adhering to the principle of respect and dignity also entailed a commitment to protect the dignity of my research participants during data generation, analysis and the write-up stages of the research. This approach went hand-in-hand with being professional and courteous at all times. I thus acknowledged and valued participants' contributions, was punctual, and honoured interview arrangements. I also ensured that these interviews did not infringe on their work obligations but were conducted at their most convenient time. I was also respectful in all interactions with my participants and was available (online, telephonically or in person) to respond to their questions related to the research.

Throughout the research process, I endeavoured to adhere to the principle of transparency and honesty, which involved considering how my actions might influence my research participants, my examiners and readers of my thesis. I also assured my research participants that all information about them and provided by them would be confidential and anonymous. As such, I informed them that I would use pseudonyms, and as far as possible, protect their identity in my thesis and any subsequent publications. However, I also had informed discussions about confidentiality in which I was upfront about the potential risk that the readers might discover their true identity if they make the link between the participants and references to the Institution, faculties, academic departments and subjects, which I was obliged to make in my proposal and this thesis. Scholars refer to this situation where participants are identifiable in the data as deductive disclosure or internal confidentiality (Tolich 2004 in Kaiser 2009). Hence, I implemented alternative approaches to maintain participant confidentiality. These approaches included being clear and specific about how I intended to use the data, how I would disseminate my results (e.g., in the form of research publications such as my thesis, journal articles and book chapters, workshops and conference presentations), and establishing how my research participants would like the data to be used (Kaiser, 2009). All fourteen participants expressed their trust that I would conduct my research ethically. Although one participant was concerned

about whether her responses might be interpreted as a form of critique, I allayed her fears by showing her an excerpt of how I communicated her responses.

5.7.5 Trustworthiness

Characteristically, interpretivist research approaches use criteria such as credibility, transferability or trustworthiness (Cousin, 2009), dependability and confirmability. These terms have the same meaning as internal and external validity, reliability and objectivity (Denzin & Lincoln, 2013). To ensure the trustworthiness of my research, I used triangulation, which refers to the use of multiple data sources as a means "to relate different sorts of data in such a way as to counteract various possible threats" to the trustworthiness of my data analysis (Atkinson 1983 in Rule & John, 2009).

5.7.6 Rationale for a Triangulation Approach

My data sources were a survey, semi-structured and focus group interviews and documents related to the Diploma and RU. Known as methodological triangulation (Cousin, 2009), responses from these various sources enabled me to cross-check the information and detect any inconsistencies. Such a cross-checking technique highlighted inconsistency and possible bias in the participants' responses. Supporting the findings within the case study with multiple data sources using various data sets enhanced the quality, rigour and trustworthiness of my research (Rule & John, 2011).

5.8 Research Methods

5.8.1 Data Collection and Data Sources

In line with a critical and social realist research orientation, I used a survey questionnaire, document analysis, and semi-structured and focus group interviews to identify causal mechanisms to understand the social relations and structures which could be associated with the formation of the professional academic identity of my research participants. Each of these qualitative research methods was suitable for achieving the aim of my study because of their affordances. In addition, these qualitative research methods were helpful because what we understand and know about the social world is reduced to our knowledge of events in these

contexts, which in turn is reduced to our empirical observations and experiences of them (Danermark et al., 2002). The questions in my survey (see Appendix F) and interviews (see Appendices G and H) went through several iterations during which the input of a critical reader and my research supervisors enabled me to refine the questions (Cousin, 2009).

Known as purposive sampling (Cousin, 2009), I selected my participants based on shared characteristics, viz., being lecturers within five faculties at RU who had already completed the Diploma in the 2007 to 2017 period. These two factors were my key sources of variation, adding depth and credibility to my data analysis (Cousin, 2009). My participants thus provided a cross-section of varied experiences and rich data from different disciplines instead of generalisations from only one context (Silverman, 2000). Given that social structures have powers "irreducible to those of individuals" because they "exist only where people reproduce them", obtaining information about the contexts within which the participants found themselves was essential to offer explanations of their actions.

The online site of the Diploma and the staff directory on the RU intranet were suitable data sources for this selection because they provided a comprehensive record of the almost thirty lecturers who completed the Diploma during the 2007 and 2017 periods and the affiliated faculties. Being new at RU, I had no prior knowledge of these lecturers or their engagement in the Diploma and have not yet seen their teaching portfolios. Thus, I prepared a list of five randomly selected lecturers from each faculty to ensure a representative sample size. I did not include lecturers who were no longer employed at the university. Since I anticipated lecturers would be more likely to respond to individual messages sent via email instead of bulk messages on other forums, I contacted potential participants individually and invited them to participate in my research study. To ensure representativity, I extended invitations to lecturers in the same faculty as those who declined my invitation to participate in my study. I sent the online survey questionnaire to only those lecturers who agreed to participate in my research. Thus, the fourteen lecturers included in my study accepted my invitation to be research participants. My intention with this rigorous process was to negate the potential for selection bias in my sample.

This initial email message to prospective participants provided detailed information about my research study, particularly their participation, so they could make an informed decision. I also emphasised that I was interested in their experiences within the Diploma and that my purpose was not to evaluate the programme. I requested them to indicate their agreement to participate

in my research study by signing the consent form, which I included in this email via a secure link on Google Forms. Their signature on the consent form represented informed consent as participants for my research study.

Once I received the participants' signed consent forms, I administered an online survey. This survey questionnaire sought general information about the respondents' participation in and impressions of the Diploma (the focus of my research project). This survey was intentionally not anonymous, as I needed to identify the respondents to select and invite participants to participate in the next phase of data generation in my study. The information elicited in this initial survey did not seek any sensitive or potentially damaging information: its purpose was to collect primary biographical data (e.g., name, occupation) and respondents' general impressions of the Diploma. I also ensured that I did not include these details in my study in any identifiable form – they were solely to be used to identify potential participants in the following data generation phase for my research. As such, information obtained in the survey was not deemed to present any ethical risk to potential participants. Once I gathered this initial information regarding involvement in the Diploma, I could make an informed decision about who to invite to complete the online survey questionnaire. Although I invited participants from all six faculties, fourteen, representing five faculties at RU, agreed to participate in my study. The number of participants from each faculty was as follows: Education (3), Commerce (1), Humanities (5), Law (1) and Science (4).

5.8.2 Survey Questionnaires

The survey questionnaire provided insight into T1 (the onset of the Diploma), T2 and T3 (how participants socially interacted at departmental, faculty and institutional levels) until T4, the final stage, after completing the Diploma. I used two closed questions to elicit biographical data such as the participants' names, ages, academic departments and faculty, job titles when they enrolled for the Diploma, and the year in which they completed the Diploma. The influence of biographical variables such as gender, age, work experience, life tasks, goals, and relationships were important determining factors in personal (Archer, 2000; McAlpine et al., 2014) and professional academic identity formation (Bitzer & de Jager, 2016; McAlpine et al., 2014). Identifying the academic departments and faculties in which the participants engaged in the academic project would be, as already mentioned, essential to understanding what the overall contexts were like at that particular time in history. This insight also helped me establish the

critical SEPs and CEPs conditions in these contexts and, in so doing, identify the "causal powers of social forces and social relations" (Smith & Elger, 2012:5) in these contexts.

The survey also consisted of eight open-ended questions about participants' overall perceptions of the Diploma. Establishing which role they get the most satisfaction from in academia (e.g., teaching, administration, research, postgraduate supervision, mentorship, community engagement and leadership) provided insight into their lived experiences at the onset of the course (T1) and after having completed the Diploma (T4). It was also essential to gain insight into whether and why participants perceived the face-to-face or block-week format of the Diploma as a constraint or enablement. Participants' impressions and uptake of T&L strategies, such as creating active engagement in group work, which the course facilitators modelled, provided valuable insights about their agency and the pedagogic practices within the Diploma. Questions about participants' ability to reflect critically on their T&L practices and whether and how these reflections influenced their teaching helped determine whether and how the Diploma influenced their development as teachers. I thus gained a preliminary analysis of what occurred at the onset of the Diploma (T1) until the final stage (T4) by establishing several issues. These issues were whether the Diploma influenced how the participants approached their role as university teachers, their interaction with colleagues in their department and the broader university community, how their colleagues and students view them, and how the course has influenced their careers. Participant responses in other data collection sources augmented and strengthened my preliminary interpretations and analysis (Cousin, 2009). In addition, they provided a holistic picture of the enablements and constraints within these social contexts and the relationships between underlying causal mechanisms during T1, T2 and T3 until T4 to help me understand whether morphogenesis (elaboration) or morphostasis (reproduction) of the agency and professional academic identify formation of the Diploma participants has occurred.

5.8.3 Semi-structured Interviews

I used a semi-structured interview with each of my fourteen participants to probe information obtained in the survey questionnaire. Considering my research participants' ideas, beliefs and perceptions was necessary, given that they were agents whose intentional actions meant they could potentially reproduce or transform social structures (Danermark et al., 2002). An interview schedule consisting of main, potentially probing, and follow-up questions ensured consistency and flexibility in the interview questions (Maxwell, 2012). These interview

questions yielded in-depth empirical data about specific themes (Cousin, 2009) informed by indicators of a well-developed professional identity (see Chapter Five). Scholars have identified such indicators as lecturers striving for quality teaching, a scholarly approach to teaching, and academics identifying themselves primarily as teachers within HE (Billot, 2010; Bitzer & de Jager, 2016; Briggs, 2007; Calvert et al., 2011; Whitchurch, 2008). Other indicators were lecturers' reasons for doing the Diploma, the value they attached to being an academic, their perception of themselves as professionals and how they approached their role as university teachers (Bitzer & de Jager, 2016). However, I was mindful that these indicators might not necessarily apply to my research participants.

When designing the interview questions, I was cognisant that the theoretical concerns regarding interviews as a data generation tool centred on the ambiguity of responses, and their relational character (Fontana & Frey 2000 in Cousin, 2009). Other theoretical concerns highlighted researchers' potential to dominate the interview, researcher positionality and resultant power relations, rapport-building, embellished participant responses, giving voice to participants, and misinterpreting non-verbal communication (Cousin, 2009). However, including different types of questions enabled me to counter as many of these concerns as possible. These questions elicited critical incidents, comparisons and contrasting accounts, probes and follow-up questions to obtain more detail, generate new ideas, check for understanding and explore participant positionality (Cousin, 2009).

To build rapport with my research participants, I began each interview with a disclosure (Cousin, 2009) about my close involvement with the Diploma, my research objectives and the possible implications of my research study. As expected, questions about the T&L contexts within their academic departments and the broader institutional context elicited mixed reactions about, amongst others, instances of apparent marginalisation or support rendered by colleagues and HoDs. Characteristic of an active interviewing event, I focused on the *how* and *what* of the discussion. Amongst others, I probed the reasons for participants' understanding and enactment of how to become a critically reflective teacher.

As mentioned, where necessary, I used probing questions and comments to suggest explanations to clarify, access and expand participant responses. For example, probing questions and responses about the support participants received to enable them to meet the outcomes of the Diploma (see Appendix A: Exit Level Outcomes and Structure of the Postgraduate Diploma in

Higher Education (PGDip HE) shed light on the embodied values and, thus, the cultural system of the programme. I was mindful that my participants' interpretations and perceptions might be "inaccurate assumptions" (Quinn, 2006:68), and therefore, my analysis of the data was informed by Archer's (1996) guidance on interpreting personal, subjective perceptions. In addition, being a responsive interviewer meant that I had to be mindful not to dominate the interview by imposing my ideas and assumptions onto participant responses (Rubin & Rubin 2005 in Cousin, 2009). Given the link between professional identity and shared discourses and social practices (Wenger, 1998), I also posed questions on the following: how participants reflexively mediated social and contextual conditions within the Diploma, their academic departments and the broader university context, and whether and how they pursued their concerns and projects after having completed the course. I concluded the interviews by posing a general, open-ended question to allow participants to volunteer any information related to the discussion, which we did not discuss during the interview.

5.8.4 Focus Group Interviews

Following the semi-structured interviews, I conducted four separate focus group interviews with the four cohorts (lecturers who completed the Diploma at a specific time), and one focus group interview with the facilitators of the Diploma. Being aware that a realist methodological approach required methods to be "determined by the nature of the social object under investigation" (Crinson, 2001:2), I purposely chose to conduct focus groups because they enabled group cohesion and robust discussion, during which I could obtain convergent and standard views (Cousin, 2009) about the lecturers' experiences with the Diploma. In addition, focus group interviews enabled me to "elicit discursive data" and, in so doing, "facilitate the ontological depth required of any realist study of social phenomena" (Crinson, 2001:2), such as the formation of the professional academic identity of lecturers because of participation in a professional development course, such as the Diploma. My role as a moderator, who prompted and facilitated discussion instead of controlling the conversation, helped reduce the distance between my research participants and myself. Careful consideration of potential group dynamics allowed me to anticipate possible actions and think about how to create a safe space where my research participants could share and compare their experiences (Cousin, 2009; Denzin & Lincoln, 2013).

My use of segmentation and saturation added to the trustworthiness of focus group research. For example, segmentation involved choosing a sample that contained elements characteristic of the entire research population (Glaser & Strauss 1967 in Cousin, 2009), such as lecturers at RU and former Diploma participants who completed the Diploma at a particular time. In terms of saturation, using the same questions but allowing for follow-up questions, I continued to "explore particular lines of inquiry" with all the focus groups to capture new insights (Cousin, 2009:54). I conducted the focus group interviews to identify and understand whether, in the final stage, T4, morphogenesis (elaboration) or morphostasis (reproduction) of lecturers' agency and, ultimately, their professional academic identity development had occurred. During the focus group interviews I posed relevant research questions that lent focus to the discussion (Cousin, 2009), such as the shifts in their T&L practices because of how participants conceptualised T&L. I also established whether, because of the powers and properties of prevalent discourses, participants have taken up ideas about teaching and student learning (e.g., transformation, social justice and decolonisation) as they mediated institutional contextual factors.

5.8.5 Document Analysis

I used secondary data sources such as national policies and frameworks, e.g., the National Framework for Enhancing Academics as University Teachers, (NFfEAUT), institutional policies (e.g., the Teaching and Learning Policy and the Policy on Staff Development), departmental procedures at CHERTL, which regulate the intake of Diploma participants, the Diploma curricula during the 2007 until 2017 period, and the Teaching Portfolios of the Diploma participants. As also shown by other scholars (Behari-Leak, 2015; Moyo, 2018), examining these documents, which spanned this temporal period, provided valuable insights into the historical conditions which shaped the South African HE context during this particular time. These documents also helped me understand how the official culture and structure of RU were related to T&L during this time and whether and how the T&L processes in the Diploma influenced the formation of the participants' teacherly identities. Analysis of these documents provided important background information, such as whether and how these institutional and cultural structures may have legitimised or inhibited their actions and choices. Doing so helped me answer my first three research sub-questions, which focused on the formation of lecturers' teacherly identities as they exercised their agency to mediate structural and cultural enablements and constraints

within the Diploma, lecturers' academic departments, the institutional context more broadly, and the broader HE context. Focusing on the international and South African HE context was important because researchers cannot study a case in isolation, given that, as mentioned, the context within which it takes place is integral to how they explain and understand the case (Behari-Leak, 2015; Moyo, 2018; Quinn, 2006).

As social structures have prescribed "rules and resources which condition and legitimise behaviour" (Trowler et al., 2012:241), the participants' summative portfolios demonstrated specific requirements indicating that they have achieved the learning outcomes of the Diploma. The teaching portfolios also contained reflections and insights on their experiences and shifts in their growth and competence as university teachers (Quinn & Vorster, 2015). I was thus able to obtain insight into the relationship between how the lecturers mediated enablements and constraints in the Diploma, their academic departments, and shifts in their T&L practices within a research-intensive context (T2-T3). In turn, lecturers' reflections also pointed towards whether they could exercise their agency (Archer 2003, 2007a) or make decisions that influenced their professional careers. Looking at this information in conjunction with participant responses in all my other data collection tools enabled me to obtain a holistic understanding of the cultural and structural historical context within the Diploma, the institution and the broader HE context during the 2007 until 2017 period.

5.9 Data Handling

After I uploaded all the information in my four data sets onto NVivo, the survey, semi-structured and focus group interviews, documents and field notes, which I collected over six months, I organised the data into folders and coded it. Given the large volume of data, this qualitative data management and analysis software enabled me to link ideas, cross-reference and analyse information in my four data sets (Cousin, 2009).

5.9.1 Realist Schema for Data Analysis

Achieving alignment between my theoretical orientation, conceptual argument, research design, and methods influenced my decision to integrate guidelines from several research processes instead of focusing exclusively on one process (Danermark et al., 2002). These complementary

guidelines can be grouped into realist and social science research processes. The realist research processes included Archer's (2003) MM framework, critical realism's explanatory model (Danermark et al., 2002), a realist schema for the analysis of qualitative data (Crinson, 2007) and identifying mechanisms (Bygstad & Munkvold, 2011). The social science research processes focused on causal case studies (Bygstad & Munkvold, 2011; Cousins, 2009; Maxwell & Miller, 2008; Sayer, 2000). Using a realist methodological approach to analyse my data was important because it allowed me to identify and understand, through the shared discourses of social agents, which I elicited during the semi-structured and focus group interviews, that social structures and social interaction were interdependent (Crinson, 2001). Listening to and interpreting my participants' collective discourses helped me learn about the various meanings they ascribed to their utterances and how they used or did not use their agency to reproduce or resist structural processes within society (Crinson, 2001). In so doing, this research approach provided trustworthy and robust interpretations of my qualitative data.

An adapted version of Crinson's (2001) realist analytical schema presented a cyclical approach, which allowed me to move back and forth between its five stages (Behari-Leak, 2015). To demonstrate the scholarly, logical and sequential manner in which I analysed my data, I begin below, with a discussion on verbatim transcription and conclude with retroduction, the last step in this schema.

5.9.1.1 Verbatim Transcriptions

An external professional who signed a confidentiality form transcribed the audio-recorded interview data. To ensure a critical reflexive approach to my data analysis, I familiarised myself with the data by taking notes while listening to each recording and checking random sections for accuracy while reading the transcripts carefully (Cousin, 2009). Using NVivo, I began with soft-eye analysis, which enabled me to identify information that stood out and was different from what I expected (Maton & Chen, 2015). Since this was the initial and concrete data analysis phase, I used everyday concepts to describe what I observed (Danermark et al., 2002). This process helped me focus my research and test emerging conclusions (Maxwell, 2008). To combat feeling overwhelmed by the volume of data, I approached the data as a rhizome, which allowed me to consider the data obtained in each data set as additions to my initial interpretations and as convergent or commensurate data (Cousin, 2009).

5.9.1.2 Indexing or Coding

Moving iteratively between the survey and ending with the semi-structured and focus group interviews, I conducted soft-eye analyses, which enabled me to separate the "composite and the complex" responses of my research participants to single out certain aspects for analysis (Danermark et al., 2002:109-110). Doing so also helped me categorise my data inductively into substantive or core categories (see Table Four, p. 78). An inductive approach involved making unprejudiced observations without being bound to a specific theory. Afterwards, I developed different but primarily descriptive categories and concepts from the data (Danermark et al., 2005), which allowed me to develop a general theory of my research participants' beliefs (Maxwell, 2008) and to identify what was critical to their experiences (Cousin, 2009) within, and their understandings of the Diploma.

Thus, I could determine the participants' responses, note commonalities and frequent occurrences within responses, assign appropriate labels to each chunk of information and add relevant comments to these labels (Cousin, 2009). Re-reading the transcripts several times enabled me to supplement my dense and speculative approach to identify codes that spoke explicitly to structure, culture and agency (Archer, 1995; Behari-Leak, 2015). Throughout this process, I considered my research objective: to understand the development of lecturers' professional academic identities as teachers because of participation in a professional development course. Table Four below presents examples of the substantive or core categories, which complemented and informed my analysis in Chapters Six, Seven and Eight.

Table 6: Categories Guiding Data Analysis

Substantive/ Core Categories	Descriptions of categories
Perceptions of T&L at RU within the Diploma, lecturers' academic departments and faculties	The value and processes of T&L within the institutional and HE context
Perceptions of professional development	The value and processes of professional development
Format of Diploma	The affordances of a weekly face-to-face or week-long session

Factors influencing lecturers' ability to contribute to the Diploma	Structural and cultural enablements and/or constraints within the Diploma
Ability to reflect on own T&L practices and the influence of critical reflection on T&L practices	Lecturers' agency
Lecturers' deliberate decisions and actions to pursue T&L projects	Lecturers' agency
Usefulness of T&L strategies modelled in Diploma	Lecturers' ability to apply T&L strategies in their own practices - contextual relevance of Diploma
Lecturers' engagement in Diploma	Factors which optimised or constrained lecturers' engagement in the Diploma
Lecturers' experiences post-Diploma	Factors which optimised or constrained lecturers' engagement within their departments, the wider RU and HE context
Primary identity: Teacher, Disciplinary Expert or Researcher	How lecturers viewed themselves
Taking on different, socially noteworthy identities (Gee, 2000)	How lecturers approached and enacted their roles as teachers, researchers or discipline experts through their utterances, actions and being

5.9.1.3 Interpretation

In addition to developing core categories, I was able to generate conceptual hooks by thinking about my "core categories and their possible connectedness to each other alongside" (Cousin, 2009:43) dominant discourses in HE about professional academic identity development, which I identified in the literature and this research study. These conceptual hooks allowed me to use the data to abstract, theorise and explain the data (Cousin, 2009). Throughout this process, I

endeavoured to correctly interpret participants' verbal or written utterances (Crinson, 2001) by offering an interpretive understanding of the concrete and abstract information presented in the data (Sayer, 2000). Below, I discuss the four phases of theorisation, that enabled me to investigate the structural, cultural, and agential conditions that have enabled or constrained the professional academic identity formation of Diploma participants and, ultimately, their ability to teach in a diverse HE context.

5.9.1.4 Theorisation

A methodological approach based on four different but complementary modes of inference or reasoning viz., deduction, induction, abduction and retroduction (Danermark et al., 2002) enabled me to respond to the transcendental question. As mentioned in Chapter Three, the transcendental question involved exploring what should exist in the different social structures (Danermark et al., 2002) to create the formation of lecturers' professional academic identities. Thus, to explain events and processes, I described and conceptualised the properties and causal mechanisms in the realm of the Real, which enabled events to occur. The next step was to describe "how different mechanisms manifest themselves under specific conditions" (Danermark et al., 2002:74).

Making inferences by conceptualising arguments to relate particular data to general contexts (a form of inductive inferencing), I was able to draw conclusions from my data about a related aspect in HE (Danermark et al., 2002). Furthermore, using deductive logic, I was able to test whether my conclusions were logical, valid and in line with the premises I drew on to support my conclusions (Danermark et al., 2002). In my study, the concept 'inference' thus represented different ways of thinking and analysing, abstracting, relating and interpreting information and drawing conclusions to proceed from the concrete to the abstract (Habermas 1972 in Danermark et al., 2002). Below, I further engage with abductive reasoning.

5.9.1.5 Abduction

'Abductive reasoning' essentially means analysing my qualitative data to ascribe meaning to individual events or phenomena about larger, more general or universal contexts or structures

(Danermark et al., 2002). As also demonstrated by other scholars (Behari-Leak, 2015; Moyo, 2018; Nudelman, 2018), abductive reasoning added depth, conceptual understanding and rigour to my research because it enabled me to interpret each case in ways that went beyond the Actual events and phenomena (Danermark et al., 2002). Doing so involved guarding against presenting descriptive analyses but instead drawing on theory to present and integrate different interpretations and explanations (Danermark et al., 2002) into my data and looking closely at the data to create relations and connections which were not, at first glance, obvious. It also meant abstracting each case by re-describing or recontextualising phenomena in a different context and manner - formulating new ideas and associations creatively and imaginatively and visualising how they could be connected (Danermark et al., 2002).

Using abductive reasoning in this manner thus gave me new knowledge (Sayer, 2000) and insights about how various phenomena in the Actual and Empirical realms could be part of as explained, structures, internal relations and contexts which are in the Real domain and thus not directly observable (Danermark et al., 2002). However, a limitation of this mode of inference meant that I could not be certain that my abductive conclusions were valid (Danermark et al., 2002). It was thus imperative that my analysis included retroduction, which, as discussed below, represented the next level of analysis, where I could identify generative mechanisms at the level of the Real (Behari-Leak 2015; Bygstad & Munkvold, 2011) which shaped lecturers' professional identities as teachers.

5.9.1.6 Retroduction

Unlike deduction, induction and abduction, retroduction or retroductive reasoning is not a formalized mode of inference but a thought process helping researchers move from knowledge of one thing to knowledge of something else (Danermark et al., 2002). Retroduction thus centred on transcendental argumentation, allowing me to go beyond the Empirical domain to the Real domain (Danermark et al., 2002) to account for unobservable mechanisms shaping lecturers' professional academic identity formation. In addition, judgemental rationality allowed me to evaluate and compare the explanatory power of the different theoretical concepts I have used thus far in my study and to select those concepts which most accurately helped me to explain the effect of causal mechanisms at the level of the Real (Hu, 2018), which conditioned lecturers' professional academic identities as teachers.

5.10 The Morphogenetic/Morphostatic Approach

Archer's (1995, 1996, 2000, 2003) Morphogenetic/Morphostatic framework or cycle (MM framework or cycle) provided me with a key tool to conduct a temporal analysis of the lecturers' professional identity formation. As an analytical tool, the MM framework additionally enabled me to identify causal mechanisms in the Real domain, over time, which provided greater depth and rigour in my data analysis. As the reader knows now, the MM cycle includes three main stages of analysis, namely structural or cultural conditioning (T1), social or socio-cultural interaction (T2-T3) and social or cultural elaboration (T4) (Archer, 1995). Called "anterior conditioning", the present time, when participants enrolled for the Diploma, T1 in the morphogenetic/morphostatic cycle, was significant and represented everything which preceded this particular stage of the cycle (Archer, 1996: xxv). As mentioned earlier, it was important that I used the data to gain insight into the course participants' lived experiences (pertaining to teaching) at the onset of the Diploma and the existing conditions that either constrained or enabled the emergence of their professional identities as university teachers. Such conditions were established and emerging discourses on T&L and professional development (see Chapter Five). These experiences in T1 also influenced how the participants responded to prevalent structural, cultural and agential enablements or constraints in T2 to T3 during the two-year Diploma. Of relevance was whether and how participants socially interacted within their disciplinary, faculty and institutional contexts and whether and how they participated as teachers within the HE community (Behari-Leak, 2015; Quinn, 2006).

As mentioned, identifying causal mechanisms involved retroductive reasoning (Danermark et al., 2002). Archer's (1995) analytical dualism, part of her MM framework, enabled me to understand the interplay between structure and agency. Her sequence for structure, culture and agency enabled me to explore the CEPs, SEPs and PEPs, the emergent properties and generative mechanisms within the Diploma and the broader RU context. As mentioned in Chapter One, structural emergent properties (SEPs) refer to systems, institutions and designated roles within HE. For example, the capacity of faculty deans, HoDs or course coordinators to execute their duties and exert influence primarily depends on whether they have access to "necessary material resources and their distributions". These roles have causal properties, viz., structural emergent powers (Archer, 1998; Luckett, 2012:340, 341). CEPs refer to the "differentially distributed" intentions, theories, doctrines and beliefs (expressed in particular discourses) about T&L and professional development, resulting in emergent cultural powers (Archer, 1995;

Luckett, 2012:341). PEPs refer to personal emergent properties, which were my research participants' (agents') powers, related to how they exercised their agency (Archer, 1995) during and after their participation in the Diploma.

As mentioned in Chapter Three, morphogenesis referred to change in the shape of things, which can be a change in structure, culture or agency (Archer, 1995). Morphostasis meant that no change occurred in any of these three domains. I was thus able to determine whether, in the final stage, at the end of their participation in the Diploma, T4, morphogenesis (elaboration) or morphostasis (reproduction) of the agency and, ultimately, the formation of the professional academic identity of the Diploma participants has occurred. Analytical dualism thus enabled me to identify the potential generative mechanisms that may have shaped the formation of lecturers' teacherly identities in constraining or enabling ways.

5.11 Critical Discourse Analysis

The compatibility between critical discourse analysis (CDA) and Critical realism and Social Realism (Fairclough, Jessop & Sayer, 2002) informed my decision to use CDA as a complementary analytical tool. CDA refers to Norman Fairclough's (1992, 2005, 2013) particular approach to and understanding of discourse analysis, that, in line with a realist ontology (Bhaskar, 2008, 2016), views discourses as mechanisms with causal powers, namely, when activated, they give rise to the emergence of events and experiences of the world (Behari-Leak & McKenna, 2017; Fairclough, Jessop & Sayer, 2001). Furthermore, CDA centres on its characteristic as a socially committed scientific paradigm that involves a systematic methodology to offer interpretive and explanatory accounts of how relations between texts and society are mediated. Such an understanding also involves recognising that discourses constitute society and culture, the historical nature of discourses, their ability to do ideological work and that power relations are discursive.

Semiosis, the act of making meaning through language and other semiotic systems, is a crucial part of social life since it entails social relations, material objects and embodied and intentional social actors (Fairclough et al., 2001). I was thus interested in how, as social actors in HE (role players at RU, the facilitators in the Diploma and the lecturers in my study) used language in a particular way in institutional documents and the lecturers' teaching portfolios. My positionality

as an insider researcher meant that I could draw on my understanding of the context of the Diploma and the HE landscape to identify discourses in the data, viz., how lecturers reflexively discussed shifts in their teaching practices. These reflexive representations reflected how they enacted their roles as teachers (Behari-Leak & McKenna, 2017). Moreover, their teaching portfolios demonstrated how lecturers explicitly used discourses to legitimise their actions and to be recognised as taking on identities and roles (Fairclough, 2005; Hinostroza-Paredes, 2023) as teachers in HE. I also had to be mindful that different social actors represented these practices differently, depending on whether they were positioned as course coordinators, programme leaders, or senior lecturers at the university. CDA thus allowed me to consider how, as social agents, the lecturers semiotically (through oral or written form) inculcated these discourses about T&L in their ways of being and their professional academic identities (Fairclough et al., 2002:5)

I was also interested in the orders of discourse, viz., how discursive practices were articulated and socially structured together in the data (Behari-Leak & Mckenna, 2017; Fairclough, 2005). These orders of discourse comprised a range of sub-discourses. For example, the 2015-2016 student protests have amplified the transformation discourse and its sub-discourses of equity, equality, inclusivity and access (Behari-Leak, 2015; Hlatshwayo, 2022). Closely linked to these discourses were the decoloniality discourse and, earlier, the QA discourse (Quinn, 2006). I was also mindful that the orders of discourse about T&L and professional development could either be complementary or contradictory (complicit) in reproducing the status quo or contradictory (competing) in bringing about cultural change (Behari-Leak & Mckenna, 2017). Thus, as sites of struggle, discourses (Fairclough, 2005) and specifically CDA, allowed me to identify whether and how the lecturers in my study questioned and agentially responded to prevalent ideas and beliefs (Fairclough et al., 2002) about T&L and professional development.

5.12 Conclusion

This chapter has provided an overview of how my research design, my theoretical paradigms, the strategies of inquiry I employed to answer my research questions, and the methods I used to collect empirical data (Denzin & Lincoln, 2013) are aligned. In the next chapter, I discuss the conditioning influences on T&L and professional development in the broader HE and institutional context lecturers and agents involved in professional development encountered.

Doing so is essential to provide a historical context for my qualitative case study on how participation in a professional development course influenced lecturers' professional academic identities as teachers.

Chapter 6: Systemic Conditions at T1 of the Morphogenetic Cycle

6.1 Introduction

This chapter provides a historical context for my qualitative case study on how participation in a professional development course influenced lecturers' professional academic identities as teachers. I describe and analyse cultural (ideational) and structural conditions concerning T&L and professional development in the macro (international and national HE) and institutional (RU) contexts at the level of the Real[16] at T1, that is before 2005, and when my first participants enrolled in the Diploma. Analysing causal connections between phenomena within and between the three domains of social reality (structure, culture and agency) enabled me to search for connections between them (Archer, 1998, 2000, 2003). An analysis of cultural and structural conditions influencing, but not determining, agents' actions afforded me invaluable insights into enabling and constraining mechanisms for professional learning and lecturers' professional academic identity development.

In keeping with a social realist analytical approach, I establish how systemic relations (e.g., material structures and ideas related to HE, T&L and professional development) impinged upon lecturers' (actors') agency (Archer, 1996). I introduce my discussion, focusing on the cultural system, to show how the interrelated theories, beliefs, ideas, and values about professional development and T&L in the international and national HE contexts are complementary or contradictory (Archer, 1996). Next, I will show whether relations between SEPs and/or CEPs, i.e., the ideas, theories or beliefs about professional development and T&L and the rules, resources and roles at play (Kotta et al., 2014) at RU were necessary or contingent. Relations were necessary when ideas about professional development and T&L held by university management and lecturers were consistent. Such consistency was evident when there was transparent institutional support for the relevance and usefulness of professional learning. During S-C interaction (T2-T3), the consequences of such necessary relations between ideas held by management and lecturers meant that lecturers ascribed to the notion that professional

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[16] As mentioned in Chapters 1, 3 and 5, to identify which structural, cultural or agential causal mechanisms can be associated with the emergence of lecturers' professional academic identity, my analysis tried to uncover the conditioning structures and mechanisms at the level of the real, which is distinguished in Critical realism's depth ontology as one of three overlapping levels of reality. Existing unobservable generative structures and causal powers of objects activated at the level of the real gave rise to events (e.g., lecturers' participation in the Diploma) located at the level of the Actual. Their direct or indirect observations of the Diploma occurred in the Empirical domain (Bhaskar, 1989; Eybers, 2015; Sayer, 2000).

development opportunities would enhance their teaching to support student learning. When institutions reinforced ideas about professional development, it resulted in "a problem-free situation" (Kotta et al., 2014:517) for agents (lecturers) who, most likely, voluntarily participated in professional development initiatives.

Distinguishing between contradictory or complementary relations between SEPs or CEPs also helped me identify whether ideas about T&L and professional development in the cultural space held by different groups of agents or actors were necessary or contingent on other prevalent ideas. For example, adhering to national directives, T&L policies aimed to guide lecturers' T&L practices in the University. However, since lecturers did not necessarily need these policies to be employed or to perform their duties, they may have chosen to ignore them. Thus, these policies and lecturers did not require each other to exist since the existence of policies was not dependent on whether lecturers referred to them to inform their teaching.

I then show how these logical relations, which were also underlying mechanisms that could constrain or enable lecturers' personal projects, influenced lecturers' actions at the S-C level. As mentioned, my research participants' personal projects were those they intentionally engaged in based on their interests and concerns about becoming a particular kind of academic and teacher in their disciplines. For example, one of my research participants, Nadia, described herself as a "post-colonial scholar" who subscribed to an interrelated view of teaching, community engagement and research. Her involvement in community engagement was commensurate with her value commitment to use her knowledge, expertise and skills to make a difference in the local community. Analysing the historical context for my qualitative case study thus enabled me to address my research questions centring on how the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at RU enabled or constrained the formation of lecturers' professional academic identities.

6.2 Cultural Conditioning at the International and National Levels (T1)

Studies highlighting established discourses associated with ASD (Behari-Leak, 2015; Boughey, 2013; Quinn, 2006) inform my discussion. As discussed in Chapter Two, I consider how neoliberalist shifts and reforms have influenced academia as a professional workplace and intellectual context (Clegg, 2009; Dashper & Fletcher, 2019; Maisuria & Cole, 2017; Shore &

Wright, 2015). This changing context influenced T&L and placed ideological demands on the academic project, which includes the three pillars of HE: teaching, research, and community engagement (Badat, 2009; Muthama, 2018). Furthermore, during T1, this accountability, efficiency and performativity characterisation (Torres, 2011) provided insight into the complementary and contradictory ideational environments shaping the cultural context for lecturers and other role players concerned with T&L and professional development at T1.

6.2.1 Established and Emergent Discourses in HE

Fairclough's (2013:11) definition of orders of discourse highlights agents' essential role in establishing and reaffirming orders of discourse in various contexts or fields:

> The semiotic dimension of (networks of) social practices that constitute social fields, institutions, organizations etc. is orders of discourse (Fairclough, 1992); the semiotic dimension of events is texts. Orders of discourse are particular configurations of different genres, different discourses, and different styles. An order of discourse is a social structuring of semiotic difference, a particular social ordering of relationships between different ways of making meaning – different genres, discourses and styles.

Agents like role players and external stakeholders in HE, such as national officials, industry partners, university leadership and lecturers, established networks of social practices related to the academic project. Constituted semiotically as orders of discourse, these networks were events whose semiotic dimension was written texts such as policies and frameworks, multi-modal and oral formats (e.g., discussions in faculty boards, T&L committees, seminars, workshops and interviews) (Fairclough, 2013). Moreover, these discourses signalled the importance agents ascribed to professional development, T&L, assessment, curriculum development and research. Depending on the influence of prevalent discourses, agents established and reaffirmed them.

Relevant to my study were the discourses and sub-discourses in HE and related policies that shaped ideas about and practices in professional development and T&L. As cultural mechanisms, these orders of discourse exercised their powers as constraints or enablements when there was "a relationship of congruence or incongruence" with particular agential projects (Archer, 2003:8), such as the offering and uptake of professional development and T&L initiatives. As shown below, discourses centring on performativity (also mentioned in Chapters Two and

Four), QA, and T&L enabled or constrained how lecturers perceived professional development and T&L.

6.2.1.1 Performativity Discourses

Neoliberalist discourses discursively constructed institutions and lecturers' teaching using performance indicators. HEIs were thus no longer characterised as enclaves where lecturers as scholars engaged in a professional culture of scholarly debates, intellectual inquiry, knowledge making and dissemination (Olssen & Peters, 2005; Shore, 2010; Torres, 2011). Being discursively constructed in a performative manner implied an increased focus on accountability for T&L, evident in institutional conditions driving throughput rates and formulas such as full-time equivalency (FTE) to account for the distribution of lecturers' time spent at institutions (CHE, 2012). Although lecturers were likely to be influenced by what happened in their institutions, they were also (albeit to a lesser extent) affected by externally imposed measures such as institutional audits (see section 6.2.1.2 below), measuring and documenting the QA of T&L and the efficiency and effectiveness of lecturers' T&L practices.

Being discursively constructed in neoliberalist terms of performativity has also influenced lecturers' positioning within the academy (Shore, 2010). For instance, in most HE systems around the world and SA, regimes of accountability, quality assurance (Shore, 2010), performativity, measurement and surveillance replaced professional relationships amongst lecturers and university management previously based on collegiality and trust. These regimes and their associated discourses have shaped ideas about and practices in professional development, teaching, and learning. The discourses of performativity, transformation and QA that coexisted with a discourse of 'staff as scholars' and collegiality, trust, and 'academic argumentation' resulted in contradictory positions of ASD. To illustrate, data on five research-intensive institutions in SA taken from institutional audits undertaken by the CHE between 2004 and 2012 and data from a doctoral study at my research site published in 2006, found that some lecturers felt pushed to participate in professional development initiatives and that their autonomy in making decisions about their teaching was threatened (McKenna & Boughey, 2014; Quinn, 2006, 2012).

6.2.1.2 Quality Assurance Discourses

Linked to performativity discourses and their increased focus on accountability in T&L were discourses on QA emanating from the effects of globalisation in the national and international cultural system. Worldwide, QA discourses and discourses on accountability gained prominence around the 1980s and 1990s. HE shifted from academic autonomy to increasing expectations of stakeholders such as government, professional bodies, industry partners, funding authorities, society, parents and students to be more accountable (Fleming, Shire, Jones, Pill & McNamee, 2004; Luzeckyj & Badger, 2009) and, where relevant, provide evidence of educational quality (Hinostroza-Paredes, 2023). These discourses identified in international and national policy documents, reports and frameworks reflected the commitment of governments worldwide to ensure enhanced student participation in HE, quality teaching and value for money for their students, who are perceived as consumers or clients who pay for a commodity, viz., their qualifications (Luzeckyj & Badger, 2009). Worldwide, increased Academic Development (AD) initiatives across HEIs demonstrated governments' commitment to quality T&L experiences for their students (Volbrecht & Boughey, 2004). Moreover, studies on research-intensive universities in HEIs in Australia and the United Kingdom showed that increased competition to attract international students with excellent academic achievements compelled these institutions to prioritise T&L (Luzeckyj & Badger, 2009). An increased focus on T&L also addressed the high attrition rates of students already in the system (Luzeckyj & Badger, 2009).

However, as shown by a large-scale study on the provision of professional development for university teaching in thirty-two universities in Australia, more consistent and systematic provision for new lecturers and lecturers needing ongoing support and pedagogical development was required (Dearn, Fraser & Ryan, 2002). In conjunction with a lack of resources and heavy teaching loads, uneven and unsystematic provisions strengthened perceptions that university management needed to prioritise more effective professional development initiatives (Dearn et al., 2002). Such resources, especially for new lecturers, included time off from work to participate in professional development initiatives such as obtaining qualifications in teaching. Thus, beliefs about the inconsistent support for and the implied value of T&L constrained the uptake and participation in professional development initiatives.

Section 2.9 of the Education White Paper 3 (1997), entitled, a Programme for the Transformation of Higher Education, discursively constructed lecturers and leading role players in the sector as

agents capable of working together to implement and contribute towards a holistic, national approach to QA. As mentioned in Chapter Two, the Higher Education Quality Committee (HEQC), established in 2001, entrenched discourses on QA. Given its prominent social role in coordinating QA initiatives through quality promotion, programme accreditation and institutional audits, the HEQC was ideally positioned to shape discussions on QA.

Thus far, the SA HE sector has participated in two audit (quality) cycles: 2004 to 2011 (CHE, 2017) and 2021 to 2022. Although these audits were intended to contribute towards the transformation of HE, despite bringing about structural and agential morphogenesis, they failed to challenge the dominant ideas held by academic agents about students, teaching and learning, and university curricula (Boughey & McKenna, 2017). The first audit cycle is relevant to the historical context of my study. This audit cycle contributed to the complementary and contradictory ideational environments shaping the cultural context for lecturers and other role players concerned with T&L and professional development (McKenna & Boughey, 2014). Institutional audits compelled lecturers to critically reflect on their collective and individual contributions towards quality promotion, support and development for T&L to promote student success through participation in various steering committees and collaboration with internal and external stakeholders.

The institutional self-evaluation processes required for institutional audits encouraged lecturers to, if relevant, identify areas in their T&L practices needing attention and improvement (CHE, 2005). Given their purpose of advancing the objectives of HE transformation as prescribed in policy documents since 1994, institutional audits also intensified the discursive constructions of transformation within the sector (CHE, 2005). However, according to Elle, one of the facilitators on the Diploma, awareness of and espoused views of the transformation objectives did not always translate into tangible measures to enact them in institutions.

> Our T&L policies only started after 2000 and they came in as a result of this whole QA discourse. By 2005 we had our first audit, and then we had to have a raft of policies in place to get through the audit. But there was something, well, this is a bit off track, but it is very interesting that RU in 2005 … in our self-evaluation report for that audit, the word transformation wasn't used. (Elle, Facilitator 2).

As mentioned, amongst others, transformation imperatives focused on innovation and efficiency to enable increased student throughput, retention, and graduation rates, which could be realised through quality teaching (CHE, 2018, 2020; Department of Education, 1997). Whereas the local

QA discourses centred on the transformation agenda, it solidified lecturers' perceptions of quality as accountability. Thus, ideas about bureaucratically imposed directives and tasks, such as coerced participation in and being influenced by institutional audits and related QA practices, conditioned the HE ideational context and entrenched the existing beliefs mentioned above. As a result, they can inhibit lecturers' ability to recognise the potential of QA processes to help transform the sector, lead to enhanced and innovative practices, and contribute to institutions achieving their strategic goals (Quinn, 2012).

Prominent perceptions about QA as imposed accountability contrasted with lecturers' agential projects, their ideas and beliefs about how they would like to exercise their autonomy and academic freedom and their role in realising the purposes of HE and supporting their students' learning in their disciplines. As shown in case study research at RU (Quinn, 2012) and Quinn's extensive AD work in the national HE sector, these perceptions constrained lecturers' uptake and participation in professional learning initiatives in most institutions (Quinn, 2012). Similarly, entrenched discourses of collegial trust, prevalent in some HEIs, indicated lecturers' resistance to QA discourses (Boughey, 2009; Quinn, 2012). In a study on the discursive constructions of lecturers at five research-intensive universities, McKenna and Boughey (2014) identified a discourse of 'trust' as one of three interrelated discourses about lecturers' role as teachers. Discourses of trust centred on a shared commitment and value system of enacting the academic project while adhering to high-quality standards. They, therefore, assumed that stakeholders and university management should trust lecturers to teach without interference (McKenna & Boughey, 2014).

Discourses of trust also characterised institutions as collegial workplaces where lecturers have professional autonomy and shunned apparent infringements. The other two interrelated discourses prevalent at these research-intensive institutions were a discourse of "staff as scholars" and a discourse of "academic argumentation" (McKenna & Boughey, 2014:825). In the former discourse, disciplinary research is privileged over teaching (and SoTL encompasses research on T&L in the disciplines). A discourse of 'academic argumentation' valued a critical disposition where lecturers critiqued and resisted imposed T&L development initiatives (McKenna & Boughey, 2014).

Conversely, unlike the discourses mentioned above, lecturers' uptake and participation in professional learning initiatives were more likely enabled when there was compatibility between discourses around quality, equity and redress and when quality was framed and enacted as a mechanism to support and enhance T&L in HE, as opposed to a punitive undertaking (Gosling & D' Andrea, 2001). Compatibility between logical relations existed where there was congruence between lecturers' teaching projects aiming to advance equity and transformation imperatives and their commitment to developing their T&L practices through professional development initiatives. As discussed below, central to my study, are discourses on Academic Development (AD).

6.2.1.3 Discourses on Academic Development (AD)

Discourses on AD in South Africa and HE contexts elsewhere have shaped lecturers' professional development as teachers. Since the early 1980s, AD's primary focus of supporting, improving and giving credence to lecturers' teaching emerged within a fractured HE context (Clegg, 2009). As mentioned, HEIs were torn between competing discourses resulting from global reforms and shifts worldwide. These reforms and shifts resulted in work contexts in which research and knowledge were commodified, education for employability was prioritised, and the polarisation of research and teaching increased (Clegg, 2009).

Against the backdrop of an increasingly performative and managerialist academic culture, AD practitioners faced structural and cultural conditioning influences, such as undermining institutional conditions and perceptions about the relevance, efficiency, value and legitimacy of their work and themselves (Behari-Leak et al., 2018; Boughey, 2010; Clegg, 2009). AD units, also known as T&L Centres, remained on the margins of the academic project despite its practitioners obtaining qualifications at the doctoral level and being productive, respected researchers (Boughey, 2010; Kloot, 2015). The often atheoretical, common-sense, fragmented, unresponsive, ad hoc nature of AD work and its inability to 'speak truth to power' (Behari-Leak et al., 2018; Boughey, 2010; Kloot, 2015; Peseta, 2014) compounded these constraining conditions and negatively impacted lecturers' interest in and uptake of professional development initiatives.

As an academic area of expertise or field of practice, AD emerged in the UK, Australasia and the USA in the 1960s and 1970s and focused on lecturers' (faculty's) professional development. AD

emerged in the 1980s in South African HE. The philosophical tension between the focus on Academic Development (AD) rather than Academic Support influenced the structural, cultural and agential context in AD. AD, also known as Educational Development (ED), has distinctive values, discourses, networks, forms of practice and academic conferences, which inform its contribution to educational change at a strategic level within academia (Clegg, 2009). AD practitioners in South African HE distinguish between professional and academic development, with the former centring on supporting lecturers in their teaching and the latter centring on student development (Clegg, 2009; Volbrecht & Boughey, 2004). However, Academic Development (AD) and Educational Development (ED) are also used interchangeably (Scott, 2009; Volbrecht and Boughey, 2004). In this thesis, I use the term AD to refer to professional development activities to support lecturers in their teaching.

The initial aim of AD in the local HE context had a liberatory and transformative intent since it centred on dismantling the apartheid legacy and providing equitable access and academic support to black students (Boughey, 2010; Scott, 2009b; Volbrecht, 2003; Vorster & Quinn, 2015). AD discourses and approaches in SA were more radical than those in countries such as North America, Europe, and Australia (Clegg, 2009; Kloot, 2015). For instance, in SA, AD discourses focused primarily on social justice, whereas AD discourse elsewhere mainly focused on quality T&L (Volbrecht, 2003). However, in response to prevalent structural and cultural constraints, the AD focus in SA shifted towards T&L at the undergraduate level (Kloot, 2015). Although the literature mentions stark differences between AD practices at historically black and historically white institutions, this is not the focus of my discussion. Instead, I intend to show how the shifts in focus in AD contributed to a growing concern with the efficacy of lecturers' teaching in supporting student learning, which, in turn, led to an increase in professional development initiatives, lecturers' participation in these initiatives and ultimately, shaped lecturers' professional development as teachers.

During T1 (before 2005), the varied foci of AD work mentioned above signalled three main discursively constructed phases (Boughey, 2010; Boughey & Niven, 2012; Volbrecht & Boughey, 2004): student support, staff development and institutional transformation (Blackie & Luckett, 2022; Mckenna et al., 2022; Shay, 2012).

> Abigail[17] came to us and said, "Forget about that [student development], we've got to do staff development because the way to help everybody is to make sure that academics can teach better, and that they stopped just standing there lecturing, and expecting students to learn." (Elle, Facilitator 2).

The three overlapping phases identified by Volbrecht and Boughey (2004) in the AD movement in SA show an increasing focus on lecturers' teaching development. Although these phases did not indicate specific timeframes, there were dominant discourses that characterised the three phases mentioned above (Boughey, 2007b; Boughey & Niven, 2012; Volbrecht & Boughey, 2004) namely those involving practices related to student support, ASD and curriculum development. Each phase showed an increasing focus on the link between lecturers' responsiveness to implement T&L practices to support students' academic performance (Boughey, 2007b). Identifying whether professional development programmes were available to lecturers and the type of provision was thus essential.

The first AD phase, Academic Support, was linked to the country's transformation and equity agenda post-apartheid. Following the University Amendment Act (Act 83 of 1983), a small number of black students were allowed to enrol at English-medium historically white liberal institutions (Boughey, 2010; Kloot, 2015; Scott, 2009b; Volbrecht & Boughey, 2004; Vorster & Quinn, 2015). The focus on equity meant that AD practitioners worked directly with these students in extended curriculum programmes (ECP), also known as foundation programmes or extended studies (Kloot, 2015; Volbrecht & Boughey, 2004). These students were considered disadvantaged because they came from under-resourced, mostly dysfunctional schools which did not provide the required background to succeed in academia (Kloot, 2015). Thus, institutions offered academic support through additional tuition such as the extended programmes mentioned above, tutorials, alternative methods of assessment, concessions and special or bridging courses (Kloot, 2015). Often these were ad hoc remedial, skills-based generic initiatives (Boughey, 2007b; Volbrecht & Boughey, 2004). Although improving student learning was a primary focus during the initial first phase of AD, lecturers' teaching received less attention given that curriculum responsiveness, management and delivery took place on the periphery of mainstream academia.

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[17] Abigail, is a pseudonym for the former Director at CHERTL, former Dean of Teaching and Learning and former DVC: Academic and Student Affairs at RU .

Beliefs and practices inherent in the support discourse involved employing social workers or psychologists to address students' perceived social or emotional problems (Boughey, 2007b). Wanting to fill the gap between university and mainly black students' poor socio-economic and educational backgrounds, institutions attempted to provide equal opportunities to these students through Academic Support (Boughey, 2007b:2). Unfortunately, the support offered to students was based on a deficit view of their academic ability. Students' academic challenges were ascribed to inherent factors such as lacking conceptual knowledge, English language proficiency, and appropriate study skills (Volbrecht & Boughey, 2004). However, as institutions gained a better understanding of the diverse challenges faced by black students, new discourses emerged describing students as under-prepared instead of academically disadvantaged (Volbrecht & Boughey, 2004). Over the years, AD practices shifted progressively from student support to lecturers' professional development, focusing on enhancing and promoting curriculum and institutional transformation. At the institutional level, AD practitioners contributed to and implemented new practices, national policies, frameworks and AD and other academic programmes (Boughey, 2010). AD work at the institutional level also contributed towards realising the government's economic priorities, such as capital expansion. AD's more strategic role involved making HE systems more efficient and reshaping institutional provisions (Boughey, 2007b; Clegg, 2009).

Thus, the initial AD focus shifted from enabling previously marginalised students to fit into unchanging HE institutions to, as argued for by Vilakazi and Tema (1985), changing institutional practices to meet the needs of these students (Mehl 2000 in Volbrecht, 2003). The shift in AD focus can be ascribed to a growing understanding within academia of the social nature of T&L, the impact of contextual conditions such as institutional differentiation and the influence of disciplinary differences on student learning and engagement (Blackie & Luckett, 2022; Mckenna, Hlengwa, Quinn & Vorster, 2022; Shay, 2012). These factors contributed to AD's enactment of its values and commitment to conceptualising and contributing to improvement and innovation in HE T&L, student learning, and academic success (Clegg, 2009).

As suggested by Volbrecht and Boughey's (2004) definition of AD as an open set of practices endeavouring to improve the quality of T&L in HE, the practices which constituted AD work stemmed from very different ideological and discursive positions (Boughey, 2007b). These varied ideologies and discourses implied that many lecturers and role players in HE questioned

the legitimacy and relevance of AD work and professional development (Williams, Adams, Geduld-Van Wyk & Muhuro, 2024). I base my argument on the extant literature showing the prevalence of comprehensive critique of, and resistance to ASD initiatives (Quinn, 2012; Shore & Wright, 2000). For instance, a study at a university in SA highlights constraining "underlying causal processes, structures and powers" (Quinn, 2012:47), confirming lecturers' critique and resistance against professional development initiatives. Likewise, lecturers in the global context were suspicious of support rendered by academic staff developers because of its seemingly perceived surveillance role. Similarly, lecturers at research-intensive institutions considered participation in pedagogical development risky because general discourses labelled an interest in teaching treacherous to the institutions' research focus (Van Lankveld et al., 2014) or their disciplinary identities (Fleming et al., 2004).

Additionally, contradictory AD practices and varied conceptions of AD work and practitioners created hierarchical divisions between academic staff developers and lecturers. Discourses framing AD practitioners as experts, "educational development consultants", "quality assurance officers", "staff development trainers", and "teaching quality assessors (Shore & Wright, 2000:62) in various contexts were consistent with the neo-liberalist and managerial agendas mentioned earlier. Such framing of AD practitioners assumed they held deficit assumptions about lecturers' competence and expertise as teachers despite being discipline experts or accomplished researchers. These assumptions and hierarchical divisions thus contributed to and entrenched lecturers' resistance to professional development initiatives (Quinn, 2012; Shore & Wright, 2000). To provide a holistic picture of lecturers' professional identity formation as teachers, I present a general overview of the link between discourses on professional development initiatives and professional identity formation within a HE context.

6.2.1.4 Discourses on Teaching and Learning

Relevant to the temporal period (T1) under discussion, before 2005, performativity, QA and student deficit discourses prevalent in AD work shaped the ideational context on teaching and learning and professional development at international, national and institutional levels. These deficit discourses enabled fragmented, skills-based and a-contextual approaches to understanding and responding to the academic challenges of diverse students in the international (Haggis, 2006; Leibowitz, Vorster & Ndebele, 2016; McKay & Devlin, 2016) and SA

HE contexts (Coleman, 2016; Moyo, 2018; Smith, 2012). The deficit views and related discourses failed to adequately foreground the need for lecturers to develop their teaching through professional development to interrogate the nature of T&L in their disciplines (Boughey & McKenna, 2017; Haggis, 2006; Quinn & Vorster, 2004; Volbrecht & Boughey, 2004). Similarly, discourses negating and constraining lecturers' participation in professional development initiatives presented teaching as a common-sense practice and teachers as having a natural, innate ability to teach and becoming better teachers through experience or a PhD qualification (Behari-Leak, 2015; Boughey, 2012; Quinn, 2012). Other constraining discourses prioritised disciplinary research over teaching (Fleming et al., 2004; Muthama, 2018) and equated a doctoral qualification with a good teacher (Quinn, 2012). In addition, negative perceptions of and attitudes towards professional learning could be attributed to how lecturers viewed knowledge in their disciplines and whether they regarded teaching and research as interrelated activities (Benvenuti et al., 2022; Quinn, 2012). Specifically, this occurred when lecturers' disciplinary identities were stronger than their teacher identities (Bitzer & de Jager, 2016; Benvenuti et al., 2022; Fleming et al., 2004). In the next section, I briefly discuss how discourses associated with the South African Association for Research and Development influenced T&L and professional development within the local HE context.

6.2.1.4.1 The South African Association for Research and Development

The South African Association for Research and Development (SAARDHE) was established in 1979 and consisted mainly of academic support practitioners and lecturers working at historically white, Afrikaans-speaking institutions (HWIs) (Volbrecht, 2003). Unlike its successor, SAAAD, SAARHDE focused on Higher Education Studies, viz., T&L-related matters in HE. There is a causality between the history of the AD movement in SA and SAAAD's existence. SAAAD was established in 1986 mainly in opposition to the apolitical stance and lack of "educational activism" (SAARDHE, n.d. in Quinn, 2006:157) of the SAARDHE. As a professional organisation for local lecturers, its members mainly comprised AD practitioners at white liberal and historically black English medium universities (Volbrecht, 2003a).

By the early 1990s, the substantial growth in SAAAD's membership enabled it to lobby the government concerning national policy-making around transformation in the sector and to drive the AD agenda at a national level (Volbrecht, 2003). SAAAD's annual academic conference and special interest groups were cultural enablements since they shaped discourses on T&L in HE.

They were also structural enablements since they provided funding and other resources to support the development of AD practitioners and special interest groups in T&L-related aspects such as curriculum development and assessment. In addition, these structures provided academic developers with a national platform to engage and collaborate constructively on various T&L matters for students at all levels of study (Quinn, 2006; Volbrecht, 2003a). Such engagements and collaboration on a national level inducted academic developers into the HE discourses on T&L and professional development. These engagements and collaborations thus conditioned lecturers' agency as they could share their ideas with other lecturers when conversing about T&L at their institutions and on other academic forums.

Unlike international AD movements, which, as mentioned, focused on quality teaching in HE, SAAAD primarily focused on social justice and liberation (Volbrecht, 2003a). This commitment to a social justice and liberation discourse was rooted in similarities between SAAAD's commitment to transformation in HE as demonstrated in its core values of "access, redress, equity and efficiency" and the liberation struggle of black people within the country (Morphet 1995 in Volbrecht, 2003a:113). In the early 1990s, most papers presented at SAAAD's annual conferences demonstrated an "ideational shift from support to development" (Quinn, 2006:157) (see 6.2.1.3 above for a brief discussion of the three overlapping phases in the local AD movement). However, the contradictory discourses underpinning AD work in SA (Morphet 1995 in Volbrecht, 2003) as well as a scandal involving embellishment of donor funds for AD, contributed to SAAAD's subsequent demise in 1998 (Volbrecht, 2003a), and presented constraints for sustained AD work in HE (Volbrecht, 2003a).

Scholars referred to underdeveloped or non-existent ASD programmes at some universities to critique SAAAD's "lack of clear focus on academic staff development" and its inability to provide more enabling cultural and structural conditions to place ASD at the centre of AD (Volbrecht, 2003a; Quinn, 2006:157, 158). Despite the growing interest in accredited courses, formal diplomas, and post-graduate degrees in HE, ASD remained on the margins of mainstream academia (Volbrecht, 2003a; Quinn, 2006). The marginalisation or dismantling of AD centres that were not linked to QA at some institutions compounded this constraining influence on ASD (Kloot, 2015; Quinn, 2006).

Following the demise of SAAAD, AD practitioners attempted to re-establish a national professional organisation in conferences held at various institutions from 2000 onwards. In

2005, they accepted a constitution for a new organisation named the Higher Education Learning and Teaching Association of Southern Africa (HELTASA). Since its inception, HELTASA contributed towards enabling ASD in HEIs. The organisation endeavoured to establish and sustain support for lecturers to work collaboratively across institutions in various capacity development initiatives. Such initiatives focused on academic staff and student development, institutional development, support for curriculum work and technology to support T&L. In addition, HELTASA continues to strive to establish a network of AD practitioners who collaboratively contributed towards policy development and implementation, educational practice and research across specialised fields such as teaching in formal and non-formal programmes (HELTASA, 2005; Quinn, 2006).

6.2.1.4.2 Discourses on Transformation and Decolonised Curricula

In Chapter Two, I discussed how the country's transformation imperatives outlined in post-apartheid policy documents contributed to the historical conditioning of the cultural system. Given the challenges lecturers in general faced in defining, understanding and responding to transformation in their particular contexts (DHET, 2018; Hassan, 2011; Vorster & Quinn, 2017; Zembylas & Bozalek, 2017), these transformation imperatives signalled the need for professional development initiatives to support lecturers' T&L practices. For instance, despite prerequisite personal ontological and epistemological shifts, scholars considered academic developers ideally positioned to help lecturers align their practices with the government's transformation agenda for HEIs (Vorster & Quinn, 2017). Its focus on equity and social and economic responsibility increased student throughput, retention, and graduation rates, which, as mentioned, could be realised through quality teaching (Luckett, 2010). Additionally, such support included pedagogical approaches informed by scholarship in responding to the increased student diversity, nurturing critical citizens and driving transformation that would reflect in the broader society (McKenna et al., 2022; Vorster & Quinn, 2017). As microcosms of society, HEIs would thus mirror societal values, ideas and norms (Cloete & Maassen, 2015).

Moreover, the student protests in 2015 and 2016 (#FeesMustFall) have amplified the transformation and decoloniality discourse (Hlatshwayo, 2022) (#RhodesMustFall) and their sub-discourses, such as "inclusivity, access, equity [and] equality" (Behari-Leak, 2015:133). Through the student protests, students and some transformation-oriented lecturers highlighted

the influence of entrenched social inequalities in the HE sector (Badat, 2010; Zembylas & Bozalek, 2017) and the alienating influence of colonial and untransformed university structures, cultures and curricula (Hlatshwayo, 2022). As mentioned, these challenges and the commitment in HE to transform and democratise the sector resulted in an increased need for professional development to help lecturers respond appropriately to these transformation imperatives.

6.2.1.4.3 Discourses on Epistemological Access

Given the academic challenges of transformation and decolonisation directives and resultant discourses, discourses on epistemological access can be considered a sub-discourse of these discourses. Worldwide, discourses on epistemological access conditioned the discursive practices within HEIs (Behari-Leak, 2015) and influenced lecturers' teaching practices and orientation towards professional development (Fleming et al., 2004). Coined in 2002 by Wally Morrow (1993), the term epistemological access refers to moving "beyond physical or formal access to access to "powerful knowledge" or meaningful access to the 'goods' of the university" (Muller, 2014:255; Muller, 2023:22). We can also equate such powerful knowledge to good (Quinn, 2012) contextually-relevant T&L, where lecturers use inclusive pedagogies to support students in making the required learning or "epistemological transitions" (Winberg, Winberg, Jacobs, Garraway & Engel-Hills, 2016:400). In other words, epistemological access enables students to advance from understanding, engaging with, and articulating introductory or basic concepts to competently applying more advanced concepts in their courses or disciplines (Winberg et al., 2016). Lecturers who support students in making the required epistemological transitions thus scaffold the distinct disciplinary ways of thinking and doing and disciplinary expectations, rules and conventions (Ballard & Clanchy 1988 in Boughey, 2005). They, therefore, give students ample time and opportunities to collaboratively explore and validate legitimate forms of knowledge and knowledge production (Ballard & Clanchy 1988 in Boughey, 2005).

When prevalent discourses within HEIs valued support for good teaching, it positively conditioned the cultural milieu for teaching and professional learning. However, scholars caution against superficial discursive practices and engagements with the term 'epistemological access' (Vorster & Quinn, 2017). Instead, as called for by the student protests and increasing calls for decolonised university curricula, they propose transformed HEIs in which the most relevant epistemologies for diverse student cohorts are critically interrogated (Vorster & Quinn, 2017). Besides, superficial engagement with practices related to epistemological access may

lead to "distributive epistemic injustice—the unfair distribution of epistemic goods such as education or information" (Fricker, 2013:1318). Thus, as scholars of T&L, academic developers are ideally suited to use integrated pedagogical approaches to support lecturers in unpacking what decoding their disciplines means (Pace, 2017; Vorster & Quinn, 2017).

The discourses mentioned above were causal mechanisms with generative powers that conditioned events and experiences around professional development and T&L for my research participants. However, they may have different interpretations of these experiences and events because of how their past histories uniquely socially influenced them (Boughey & McKenna, 2021; Elder-Vass, 2006). Having considered the conditioning influence of the cultural realm at the international and national levels, I now discuss cultural conditioning mechanisms at the institutional level.

6.3 Cultural Conditioning at the Institutional Level

Using a simplified critical discourse analysis (CDA), I established how social actors (lecturers, facilitators on the Diploma and prominent role players) at RU understood T&L and professional development. To understand the causal powers and mechanisms of prevalent discourses in the HE context, I explored relevant literature and identified prevalent discourses in the textual representations in institutional documents, documents related to the Diploma, and my research participants' teaching portfolios. The particular ways my research participants and role players at RU articulated their views about T&L and professional development influenced and reflected their actions concerning these aspects.

Methodologically, as the reader knows, I used analytical dualism to separate structure, culture, and agency within these texts to explore the structural, cultural, and agential conditions in T1 (the period before 2005) before examining the interplay between them. This entailed interrogating how changes in the cultural and structural domains at RU either constrained or enabled the agency of lecturers enrolled in the Diploma. Like Quinn (2006), I also identified contradictory discourses in transformation, QA, T&L and ASD, which impacted professional development at RU. In the next section, I discuss the conditioning influence of such structural changes, the South African government's transformation imperatives (mentioned earlier), and

the resultant discourses on transformation, professional development, teaching, and research in the macro cultural system that impacted the cultural context at RU.

6.3.1 Transformation

As a prevalent discourse in the macro cultural system, the discourse on transformation impacted the cultural context at RU. The cultural context was important in my study because the logical relations between the cultural mechanisms (Archer, 1995) were instrumental in helping sustain or change the relatively untransformed institutional context at RU. For instance, a recommendation in the 2005 HEQC 2005 audit report reflected a lack of improved student equity.

> The HEQC recommends that, in order to accelerate improvement in its redress and equity profile, RU develop a recruitment strategy that indicates firstly, institutional enrolment targets for African, Coloured and Indian students; secondly, the resources and mechanisms that will be put in place in order to achieve these targets, and thirdly, the support mechanisms which the University will institute in order to facilitate the academic success of students (HEQC, 2005:13).

As explored below, through their affiliation with these particular discourses, strong social actors at RU influenced professional development and T&L and contributed to conditioning the institutional cultural context. Consequently, these cultural mechanisms influenced my research participants' agency (Archer, 1996).

Following democracy in 1994, structural changes such as increased student diversity and transformation imperatives created problem-ridden conditions, such as students who were mainly from disadvantages schooling contexts being under-prepared for tertiary studies (Volbrecht & Boughey, 2004). Most HEIs, including RU found it challenging to respond appropriately to these changes (Maylam, 2017; Quinn, 2006). RU's commitment to structural and cultural transformation manifested in increased staff and student diversity, particularly increased enrolments of black students from previously disadvantaged socio-economic and schooling backgrounds (Maylam, 2017; Quinn, 2006). Despite this commitment and advances in terms of institutional transformation, institutional discourses in self-reporting audit documents and interview data with strong social actors, such as the Vice Principal in 2003 and the Director: Academic Planning and Quality Assurance (AP & QA) at the time, RU reflected minimal changes in its historically white colonial identity (Maylam, 2017; Quinn, 2006; RU, 2005).

Despite affirmative action statements and guiding principles for implementation in its Equity Policy, the HEQC expressed its concern for RU's continued challenge to recruit black academic staff (HEQC, 2005).

> The HEQC recommends that the University give urgent attention to the consolidation of the institution's emerging policies on staff equity. This would entail the development of an integrated equity plan that should include a comprehensive strategy focused on recruitment as well as on development programmes and support structures to achieve better and faster results in changing RU's staff equity profile (HEQC, 2005:14).

Additionally, in an empirical study on the impact of accelerated programmes for black academics on the transformation of the culture at RU during the temporal period under discussion, T1 (before 2005), Booi (2015) and Booi, Vincent & Liccardo (2017) identified institutional culture and practices characterised by covertly entrenched gender stereotypes racism and sexism. These cultural mechanisms existed because of complementary and contradictory ideational environments within the international and national HE levels, which unintentionally shaped the institutional and cultural context for lecturers and role players concerned with professional development and T&L. In addition to the scholarship on professional development, the Vice-Chancellor, Professor Xavier Malik[18], positively shaped the ideational context for T&L at RU. As a HE scholar, he strongly supported scholarly-informed T&L practices.

> So, it was just an opening up of those conversations that hadn't happened before, and, for me, one of our enabling factors at RU has been good leadership, and that leadership, at that time, certainly had an impact on me. (Grace, Facilitator 1).

> The change in culture happened when Xavier Malik got here. Suddenly, the kinds of things we used to talk about quietly, you know, like young black lecturers, especially young women, telling us how difficult they found the teaching, we would talk about it, how difficult it was and stuff like that, but when Xavier came, somehow, he enabled talk about the culture much more explicitly. Prior to that, there was an awareness, but it wasn't openly debated and talked about. (Elle, Facilitator 2.

The opportunities and difficulties Grace and Elle referred to can be traced to the noteworthy shifts over the past two decades in the institution's academic staff and student demographics, which, as discussed in Chapter Two, influenced the institutional culture: its norms and accepted

[18] As mentioned, pseudonyms are used to ensure anonymity.

ways of behaviour (Booi, 2015; Maylam, 2017). However, imbued with the powers of his role as Vice-Chancellor and his sense of self as an activist, Professor Malik endeavoured to change the cultural context at RU.

> Prior to Xavier, we had a very "RU is an excellent place and everything is excellent" kind of discourse, whereas he opened up the space to say, "No, we've got to think differently", and I think it helped us to do that. (Grace, Facilitator 1).

Unfortunately, cultural contexts are not easily changed (Archer, 1995) and, in some instances, black lecturers like Eriya, one of my research participants, felt that some colleagues deemed them not fitting in with the cultural norms within their academic departments. He reported a "hostile", dismissive culture and racial tension within his department, which manifested in academic practices like "shredding". Instead of scholarly debates to discuss exam papers, "the shredding of a person" unfolded.

> Normally the black academics are being shredded. There's one voice, just one voice that does it all. But there will also be white colleagues who are being shredded, obviously, not all the time. But I think, from the black academics, it seems it was more so, than the white people experienced as if we are being targeted here. (Eriya).

Despite RU's commitment to structural and cultural transformation (Maylam, 2017), Eriya's experiences signal the complexity of the processes and discussions involving T&L, which often negatively conditioned the potential for lecturers to collectively grapple with, and thereby become 'Actors' (Archer, 2000, 2003) and work towards suitable solutions in their T&L practices.

> In an untransformed institution, I guess those tensions would be there. But we try to transform, completely transform, or we're on our way, I guess. I think black colleagues might feel that they always have to prove themselves first, you know, beyond anything else. (Eriya).

Eriya's comment referred to the slow pace of institutional transformation (Adonis & Silinda, 2021; Booi, 2015; Maylam, 2017), which influenced T&L and professional development. His comment demonstrates that HE institutions are not immune to shifts in the broader cultural spectrum.

> It's kind of the general ethos here, but it's not only at RU, but it's a whole system. Wherever you go in town, I think, it's a similar thing, that if you are local, obviously, you get put in this box, and if you are not, you are viewed differently in a way. (Eriya).

The alienating cultural context Eriya refers to had severe ramifications for the T&L context at institutions like RU. Like Eriya, lecturers may feel undermined when sharing their knowledge and experiences in their academic departments. Ultimately, such untransformed institutions may experience a high exodus of suitably qualified black academics.

> So, I guess that's why black people feel like they don't have a voice to talk, because you must go prove yourself far beyond. It's a complicated issue, and some vote with their feet. Sometimes they just go, they vote with their feet. They don't stay to fight or whatever. (Eriya).

Eriya's experiences resonate with the findings of the qualitative study mentioned earlier in which scholars (Booi, 2015; Booi et al., 2017) investigated black lecturers' experiences in the Kresge Foundation Accelerated Development Programme (ADP). Like the current New Generation of Academics Programme (nGAP), these programmes were national capacity-building initiatives for early career academics. Training and retaining future academics at RU included the Kresge Foundation Accelerated Development and Mellon Programmes, two Accelerated Development Programmes funded by the Mellon Foundation and the Kresge Foundation respectively. Moreover, as alluded to in this study, institutions with entrenched colonial, "dominant white-upper-middle-class" cultures, practices and social relations alienated and excluded mainly black lecturers from working-class backgrounds (Booi, 2015; Booi et al., 2017). Like Eriya, these lecturers' overall experiences were "raced, classed and gendered" (Booi, 2015:77; Booi et al., 2017). On the contrary, cultural morphogenesis in the form of transformation in dominant institutional cultures occurs when lecturers exercise their agency to disrupt "racialised unequal power" relations (Booi, 2015:78). In this manner, they help to condition the cultural context that precedes and condition lecturers' Socio-Cultural action during T2-T3, the next phase of the morphogenetic cycle (Archer, 1996). In the next section, I discuss the causal powers and mechanisms of professional development as a prevalent discourse at RU.

6.3.2 Professional Development at RU

Similar to the international and national HE contexts, scholarship on professional development relevant to the temporal period (T1) under discussion (before 2005) shaped the ideational context at the institutional level. To illustrate, in research publications and forums such as T&L

committees, faculty boards, T&L showcases, and academic orientation programmes[19], Academic Developers presented the Diploma as an enabling mechanism for supporting lecturers' T&L practices. As mentioned, the reforms and shifts in academia brought AD practitioners and discipline experts together, given that lecturers depended on AD practitioners' expertise. Specifically, this expertise involved introducing lecturers to discourses and practices on T&L, supporting them to reflect upon their practices through evaluation of teaching strategies to account for the influence of their teaching on student learning, engagement and achievement, and designing and implementing relevant curricula (Clegg, 2009).

Likewise, scholars who were also facilitators of the Diploma, presented it as an enabling mechanism in supporting lecturers to become critically reflective practitioners. Although they highlighted the challenges associated with professional development initiatives such as the Diploma, they discursively constructed the Diploma as an enabling mechanism to support lecturers in preparing graduates to function as lifelong learners (Quinn, 2003; Quinn & Vorster, 2004). They and other scholars argued that critical reflection, an indicator of professional development as university teachers, could ultimately lead to developing and changing beliefs about teaching and teaching practices in the disciplines (Fleming et al., 2004; Quinn & Vorster, 2016).

6.3.2.1 The Centre for Higher Education Research, Teaching and Learning (CHERTL)

During T1 (before 2005), CHERTL at RU contributed to the professional development of academic staff. Following two institutional reviews of support structures in 2002 and 2008, the Centre reconstituted to a new entity reflecting its focus on research and T&L in HE[20] in 2008. The institutional reviews were in the form of self-evaluation reports prepared by the Director of the ADC, Professor Abigail, an influential social actor within the international, national and institutional contexts. Structural shifts, such as her promotion to the Dean of Teaching and Learning (Webb, 2008), signalled the potential for greater alignment between the strategic purpose of the Centre and the institution's vision and mission to support lecturers at a meta-level in their teaching.

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[19] During T1, before 2005, Academic Orientation was known as the New Lecturer’s Orientation Course (CHE, 2005).
[20] As mentioned, pseudonyms are used to ensure anonymity.

> Abigail was one of the first Deans for Teaching and Learning appointed in the country, you know, who was the head of a Teaching and Learning centre. Many other institutions had Deputy Deans Teaching and Learning who were linked to faculties. So, my sense has always been that teaching has been highly valued at RU. (Grace, Facilitator 1).

> RU does, I believe, what it can, in terms of opportunities, and I think it's people driven, because I think Abigail had a large input and the setup of the ADC, the way in which it was set up, had a large effect on how teaching is viewed at this university. (Denika).

These structural and cultural shifts and increased alignment between the strategic purpose of the Centre, the institution's vision and mission and official documents such as its 2005 Audit Portfolio entitled "Enhancing the Student Experience" further conditioned the ideational context at RU. Furthermore, the institution signalled a strong message about its undertaking to, in collaboration with structural entities such as the Centre, provide a research-informed T&L environment. This was one in which students could thrive academically to promote excellence and innovation in T&L and was done by providing student and staff development opportunities, and to employ high-calibre, suitably qualified academics staff (RU, 2020; Woods, 2005).

> At some point, at RU, a policy was passed that, in order to receive tenure at RU, that academics new to RU, had to provide evidence of having met the outcomes of the Assessment short course [Offered by the ADC]. So, I suppose one could say that, in that way, also a focus on T&L and assessment was an attempt to make conversations about T&L and assessment more every day at the university. (Grace, Facilitator 1).

Through this undertaking and its overt support for the work done by the ADC, RU thus signalled its commitment to support T&L development (Woods, 2005). As shown in other studies (Behari-Leak, 2015; Quinn, 2006), institutional cultures valuing T&L are confirmed in discourses generated and affirmed by work done in workshops, meetings and teaching orientation programmes for new lecturers at the start of the new academic year. The ADC, with the support of a powerful social actor who had imbued powers and influence because of her role, first as Director and then Dean of Teaching and Learning, Professor Abigail, has been (and continues to be) an enabling internal structure with a strategic support role concerning T&L matters at the institution. As an influential social actor, Professor Abigail could foreground her ideas on T&L and contribute to quality promotion in this area.

Since the early 2000s, staff members at the ADC conceptualised and facilitated an ongoing staff development programme (the Diploma) and assisted lecturers and HoDs with support for

curriculum development, assessment and evaluation of teaching and courses (Quinn & Vorster, 2016; Skead, 2017). Like Abigail, the facilitators of the Diploma can be considered influential social actors at RU and the broader national HE sector. As mentioned, since I was a fairly new AD practitioner, who spent the bulk of my tenure as a Communication Skills lecturer at another institution, I did not yet have the same academic stature as these stalwarts in HE. There was thus no potential bias influencing my study and results. Through their publications and extensive development work in AD in these sectors, these social actors have built a reputation as internationally recognised scholars and teachers (CHERTL, 2019; HELTASA, 2018). Other structural enablements for T&L included the institution's vision and mission statement and a suite of institutional policies related to T&L (RU, 2005). Thus, the institution's investment in and support of the ADC was an enabling cultural and structural condition for T&L.

As strong social actors, the facilitators of the Diploma, along with their colleagues in the ADC, initiated and contributed to developing a social context at RU, foregrounding ASD to support T&L. This social context provided lecturers (actors) with opportunities to act within its social structures (i.e., to explore and make use of professional development opportunities) and consider theory-informed ideas about T&L (Quinn & Vorster, 2004; Vorster, 2010). Partly due to their visible role at the institution and involvement in numerous professional development activities within the national HE sector, these colleagues could foreground intentional discourses on T&L and professional development within institutional and national spaces. Respectively, their involvement included being active members of the South African Association of Academic Development (SAAAD). They served on various institutional panels, programme committees for national AD conferences, national advisory and steering committees, tasked teams and editorial committee boards, where they contributed to national policies, frameworks, and programmes about T&L and QA.

As mentioned, despite its multiple affordances, professional development cannot be a panacea for structural and other inequalities or contextual changes (Zembylas & Bozalek, 2017). These affordances include supporting lecturers in their teaching roles, thus contributing to all students' academic success. The need for such support was particularly relevant for the majority of lecturers in my study who enrolled in the Diploma after 2007 (Fern, Ian, Eriya, Amir, Khwezi, Phil, Denika, Nadia, Marisa, Tanaka, Anika, Robyn and Leah). These lecturers entered an ideational context strongly shaped by the results of a seminal study by Scott, Yeld and Henry in 2007 (mentioned in Chapter One). This study indicated that black students failed, dropped out

of university or took longer to complete their studies in comparison with their white counterparts. As at most institutions, these results influenced conversations and beliefs about professional development, teaching, and learning, as well as the much-needed academic support for black students held by role-players such as university management and academic development staff whose mandate was T&L.

> During that period, you were getting a certain type of black student at RU, predominantly, you were getting your ex-model C and your private school black children, you weren't getting 'Bulelwa' [referring to black students from poorly-resourced township schools]. When that tide turned, the visibility of what Scott and Yeld's study was saying, suddenly became stark at RU; whereas before, it wasn't - RU could be under the impression that those things happened somewhere else, not here. And it's the intersection of socioeconomics and RU committing more and more working-class students which, that's wonderful, but the institution wasn't necessarily prepared. (Amy, Facilitator 3).

However, since modifications in the realm of culture occur gradually, discourses are resilient. Thus, positive conditioning influences of discourses at the level of culture are, on their own, not likely to bring about the desired transformation in lecturers' uptake of and attitudes towards T&L development initiatives. As reflected in the comments above and below by Amy, one of the facilitators on the Diploma, and as shown in lecturers' responses to why they enrolled in the Diploma, changes in the structural and cultural realm did not necessarily result in all lecturers being concerned about the high failure rate of black students at RU. The approach to T&L of other lecturers at RU may also not have been influenced to such an extent that it lead to an increased uptake in workshops or professional development courses.

> I suspect that the concerned staff would be, "Now I've got a higher failure rate, what's going on here?" I don't know if they really understood. I think that took a long time to kick in. It was just, "Students are failing and I'm concerned about that. I'm concerned if they're failing here that means I'm not going to get enough Chartered Accountants, etc." And also, some of it had to do with the prestige of RU. I don't know if the individual student was a concern, it was more the collective look of what's happening. So, what does that mean for my curriculum? What does this mean for our qualification? What does it mean for RU? (Amy, Facilitator 3).

Elle's comment about the ADC's commitment to supporting lecturers to improve the learning of all students rather than specifically black students sheds light on the cultural ethos at RU during T1 (before 2005).

> There has always been quite a strong social justice concern for black students. But if you look at the statistics, yes, black students are failing more but the pass rates are low across the board. So, that was

> always our argument, you've got to teach everyone in your class, and you certainly don't need to, like, remove the black students and make them feel ghetto-ised and so on. So, I can't say our work was targeted at black students, but it was about enabling learning for everybody. And we had people like Wally Morrow, his ideas around epistemological access and so on; those were very early in our discourse, and our thinking about our roles. (Elle, Facilitator 2).

These findings about the institutional cultural ethos was favourable towards professional development and all students since they resonate with those found in the academic development programme review of another research-intensive institution in the country (Luckett, 2012). Thus, the misalignment between the institution's holistic commitment to transformation (Woods, 2005), developing T&L (Quinn, 2006) through professional development offered by the ADC, and lecturers' slow uptake of professional development initiatives resulted in a situational logic of necessary contradictions. As demonstrated in the following response, the influence of these contradictions is reflected in the manner in which it may not have constrained lecturers' participation but their perceptions about the instrumental value of professional development initiatives.

> When I initially did the Diploma and applied for promotion, people were saying, "No, you're going to get promoted. Because you did the Diploma, you will get promoted". And you're, kind of, like, at that point, "I'm sure that's not how it works." Otherwise, it would have been a case of the application form being that little tick-box thing of saying "I did the Diploma - tick. (Ian).

In the next section, I briefly discuss the structural and cultural conditioning at the international level.

6.4 Structural and Cultural Conditioning at the International Level (T1)

Like cultural conditions, "historical conjunctions" and actors' actions in preceding morphogenetic cycles (Quinn, 2006:133) resulted in structural conditions at T1. However, I was mindful that agents' responses to the structural conditions at T1 differed from context to context. Structural conditions, namely neoliberalism, globalisation, internationalisation, new managerialism, the knowledge economy and audit culture (mentioned in Chapter Two) at T1 (a particular historical context under discussion, i.e., the late 1990s until 2005), in the form of various shifts in the global HE context non-deterministically conditioned (enabled or

constrained) the context for my research participants. These conditions have contributed towards the structural morphogenesis in HE since they influenced policies, frameworks and initiatives in the international and local HE contexts. For instance, internationally, the International Consortium for Educational Development (ICED) and the formation of ED associations and institutes for learning and teaching were examples of structural morphogenesis.

6.4.1 The International Consortium for Educational Development (ICED)

Since its establishment in 1993, ICED can be considered an enabling structural mechanism due to the influence of social actors working at the forefront of AD work at a national level in SA. These social actors shaped discourses on the importance of AD, particularly professional learning through staff development and T&L.

> I can remember things like, you know, spending a session on looking at the White paper - what does the White paper say about how HE should be transformed? So, the idea of context being important and with Abigail at the helm, we were also very aware. You know, she had a national presence long before Grace and I did, but she brought that awareness to us, so we would know what the thinking was, what was going on nationally and internationally, and what we had to think about and respond to. (Elle, Facilitator 2).

Through its symposia, biennial academic conferences, accredited journal, the International Journal of Academic Development (IJAD), publications, and training, ICED created a positive culture in which lecturers could make use of opportunities to grow professionally as they engaged with pertinent research and contributed towards scholarly debates about relevant theories and practices informing AD work, staff development and quality T&L practices (Volbrecht, 2003). For example, ICED's global conditioning influence on AD work can be linked to the establishment of the Staff and Educational Development Association (SEDA) in 1993 and the Institute for Learning and Teaching (ILT), which was established in 1999 (Dearing, 1997; Volbrecht, 2003). Like the SEDA, the ILT shaped discourses on AD, professional development and T&L (Volbrecht, 2003). SEDA was at the forefront in conceptualising and implementing national certification programmes for educational developers (faculty) (Lewis & Kristensen, 1997:61). Thus, both the SEDA and ILT helped prioritise and make teaching, learning, and professional development visible (AdvanceHE, n.d.).

6.4.2 The Dearing and West Reports

Recommendations in two noteworthy reports, the Dearing Report published in 1997 and the West Report published in 1998, increased the focus on pedagogical training and quality in T&L practices to support student learning (Bennett, 1997; DfES, 2003; Fanghanel & Trowler, 2008) respectively in HEIs in the UK and Australia. An essential recommendation in the West report centred on institutions' increased responsibility to encourage quality indicators for scholarly teaching and to develop principles in its personal promotion criteria validating scholarly teaching (Apperley, 2014; West, 1998). These developments to enhance the professional status and quality of T&L in HEIs (DfES, 2003) in the UK and Australia were consistent with similar calls internationally (Apperley, 2014; Prosser, Rickinson, Bence, Hanbury & Kulej, 2006).

In the next section, I discuss the broader social structures in HE, which have structural emergent properties and powers (SEPs) and causal properties (Archer, 1998) leading to morphostasis or morphogenesis in T&L, professional development at RU and, ultimately, lecturers' professional academic identities as teachers.

6.5 Structural Conditioning at an Institutional Level

The structural domain at RU refers to material interests, power, resources and group alliances between powerful social actors (Archer, 1996). Archer proposes that structural mechanisms have the potential to exert influence on culture and create tension between legitimate and oppositional ideas (Archer, 1996). In my study, and as shown elsewhere (Benvenuti, MacGregor & de Klerk, 2022; Jawitz & Perez, 2016), socio-culturally, some agents in the institution strove to reproduce the dominant ideas about the importance of research while discouraging ideas and beliefs about T&L and professional development. Thus, material interest groups such as university management or researchers may have endorsed theories, beliefs or ideologies to advance research-is-what-counts interests and thus created situational logics of either correction, protection or competition (Archer, 1996).

The relatively flat management structure governed by collegiality and trust at RU was an enabling cultural and structural mechanism for T&L, and professional development. This bottom-up structure and institutional culture were beneficial since they enabled the institution to respond more effectively and efficiently to its departments' disciplinary, viz., T&L-related

needs and changes (CHE, 2006). In T1 (the period before 2005), unlike at most research-intensive institutions, T&L at RU were managed and governed as an integral facet of the institution (Boughey, 2009) through traditional structures. These structures were a DVC: Academic and Student Affairs, faculty Deans overseeing T&L, HoDs, faculty boards, faculty-based T&L committees and a centre for T&L whose remit included supporting the quality of T&L in CHERTL.

6.5.1 RU Vision and Mission

As a social structure, the university positioned itself as a proponent of democratic governance, excellence in research, a high ethical orientation and a concern for its surrounding community (CHE, 2006). As a research-intensive institution, research featured strongly in its mission. The guiding principles in its mission statement promoted research excellence, demonstrated the institution's undertaking to create a scholarly-informed T&L environment and reflected the importance of T&L at the institution. As seen in one of the facilitator's comments below, their conceptualisation of the Diploma was, to some extent, influenced by the guiding principles in the vision and mission statement, which strove to promote excellence and innovation in T&L.

> We were very sure that we did not want to offer staff development that was tips for teachers. We really wanted to make sure that we offered a qualification that was scholarly and that enabled academics to use the scholarship in HE studies and the scholarship of T&L, to think through what they do in the classroom, and to think through the challenges that students experienced. (Grace, Facilitator 1).

Grace's comment resonates with previous research underscoring scholarly-informed, well-theorised professional development initiatives instead of tips and skills on classroom strategies to think differently about lecturers' practices (Behari-Leak, 2017; Boughey & McKenna, 2021; Quinn & Vorster, 2016; Vorster & Quinn, 2017). Scholars have also shown the conditioning influence of institutional support for lecturers' teaching and professional development (Boughey & McKenna, 2021; Quinn & Vorster, 2016; Vorster & Quinn, 2017). However, as with any policy, declaration or guiding strategy, the presence of the institution's vision and mission statements on their own does not enable structural mechanisms. Instead, as reflected in Grace's comment above, its enactment or alignment with strategies contributes towards achieving excellence and innovation in T&L.

To demonstrate, the mission statement included employing and retaining high-calibre academic and support staff and the ADC providing relevant academic development programmes such as

the Diploma to staff and students. The mission statement also reflected RU's commitment to operationalising quality in its three core functions (teaching, research and community engagement) as an interlinked approach with transformation imperatives (CHE, 2006). This prevalent conceptualisation of teaching and learning positively conditioned the structural context for lecturers. However, the extent to which lecturers would be guided to enact the guiding principles in the mission statement (Boughey, 2011) depended on whether the internal relations between systemic structures, such as the institution's suite of policies and mission statements and structures within lecturers' academic departments, mutually reinforced each other.

6.5.2 Resource Allocation

Resource allocation during T1 indicates that RU provided enabling structural conditions for T&L. For instance, it purposefully channelled its financial, physical, intellectual and human resources towards its major QA activity, viz., its academic review processes. Since all staff were involved with the academic review processes, it presented opportunities to share practices when celebrating successes and discussing opportunities and areas for improvement in curriculum review processes. The minimal staffing of the Academic Planning and Quality Assurance Office (e.g., one Director and one administrative assistant) signalled a clear message about the institution's commitment to its philosophy of a collaborative approach and responsibility for QA and the desire not to prioritise funding for administrative functions at the expense of academic activities (RU, 2005). The extent to which this structural conditioning had a causal influence on lecturers' actions and attitudes towards T&L depended, at least in part, on whether the cultural conditioning of the institution supported this structural situation.

6.6 Quality Assurance (QA) Structures and Management at RU

At RU, strongly coordinated QA structures enabled teaching, learning, and professional development. Like the Director of the ADC, the Director of Academic Planning and Quality Assurance was a strong social actor who could steer the institution's QA agenda as a member of the Quality Assurance Committee, the Academic Planning and Staffing Committee (AP&SC), the Teaching and Learning Committee, the Internationalisation Committee and the Senior Management and Deans Committees.

> Abigail obviously brought a lot of credibility; and she attended all the important meetings, sat on Senate, the kinds of things that prior to her weren't happening. (Elle, Facilitator 2).

RU adhered to an approach to quality as 'fitness for purpose' with a strong focus on accountability and value for money. In assuring quality, the institution endeavoured to balance the notions of excellence, efficiency and service provision to its students and stakeholders (RU, 2005). Its centralised and decentralised QA structures[21] involved collective responsibility, involvement and commitment to assuring and managing quality in all its activities as expressed in its mission statement and Quality Assurance Policy. The centralised QA structures involved the Vice-Chancellor and senior management, while the decentralised QA structures involved everyone at the institution and AD practitioners within the ADC.

> I think Abigail was quite strategic about it. The whole QA story started rearing its head the early-2000s. We did a very light touch around it, and we did the "They want you to do this stuff, and we'll support you to do it." You know, we're the good guys. So, we did use that QA, kind of, moment; and we, in fact, for example, the very first T&L policy, came out of the then ADC, and that was the policy on evaluation.[22] (Elle, Facilitator 2).

The University encouraged a shared commitment to and responsibility for QA (RU, 2005). This shared responsibility for QA created a situational logic of necessary complementarity with lecturers' voluntary engagement in professional learning initiatives such as the Diploma to guide, explore and validate quality in their T&L practices. Due to its advisory role to the Senate, the institutional Teaching and Learning Committee was an influential QA structure. The Committee directly influenced the formulation, implementation and review of University policies for effective T&L. It facilitated the development of a conducive environment for T&L and promoted a greater understanding of learning and teaching processes within the University (RU, 2005). Given that the three other QA structures, the Student Services Council, the office of the Dean of Research and the Higher Degrees Guide, had a general stake in T&L matters but were

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[21] Unlike most institutions, RU did not have a separate unit responsible for QA (RU, 2005). Its QA structures comprised the Director of Academic Planning and Quality Assurance and the Quality Assurance Committee, which included the Vice-Chancellor and several key members of the institution. They were the six faculty deans, the Registrar, the Dean of Research, the Chair of the Student Services Council, two Student Representative Council members, one Council member, four Senate representatives, two staff union representatives, the Human Resources Development Manager, the Director of Academic Development and the Director of Academic Planning and Quality Assurance (RU, 2005).

[22] RU has always subscribed to a developmental approach to the evaluation of teaching and courses.

not directly related to my study on the influence of professional learning on lecturers' professional academic identity formation, I chose not to discuss their input.

6.7 The Diploma as a Structural Enablement

As mentioned in Chapter One (see 1.7, pp. 11-15), the Diploma was (and continues to be) an enabling structure influencing the T&L context at RU. Through the ADC, RU was one of the first South African universities to establish the Diploma in the early 2000s. As a theoretically-informed practice-based professional development course, the Diploma aimed to contribute towards the professional identity formation of lecturers as university teachers (Vorster & Quinn, 2012; Quinn & Vorster, 2016).

Engagements with the facilitators and peers from other disciplines and the course content inducted lecturers into the HE discourse on T&L and professional development. This engagement, which forms part of the socio-cultural interaction in T2-T3, will be discussed in more detail in Chapters Seven and Eight. In turn, lecturers could share their ideas when conversing about T&L in their departments and other forums within and outside the institution. The tasks and module assignments that were formatively assessed required participants to draw on the course content, literature, and their T&L experiences to display criticality, reflexivity, and praxis (Stierer, 2008; Quinn & Vorster 2004, 2016). At the end of the course, participants had to submit, for summative assessment, an integrated teaching portfolio demonstrating that they had met the programme outcomes (CHERTL, 2017; Vorster & Quinn, 2012, 2015). A situational logic of necessary complementarities can be seen to have existed between the Diploma and institutional policies related to T&L. The necessary and internal material relations between these systemic structures mutually reinforced each other in a congruent and harmonious manner.

6.8 Institutional Policies related to Teaching and Learning

The RU policy on T&L, the RU policy on the Evaluation of Teaching and Course Design, the RU policy on Curriculum Development and Review, the RU policy on the Assessment of Student Learning and the RU policy on External Examining are examples of structural enablements guiding and institutionalising QA concerning T&L in all learning contexts at the institution. Given their direct link with the focus of my study, viz., lecturers' professional academic identity

development because of participation in a professional development programme, the Diploma, I choose to focus on the institutional policy on teaching and learning and the policy on Curriculum Development and Review.

6.8.1 The RU Policy on Teaching and Learning

The RU Policy on Teaching and Learning objectives demonstrate that the university strives to inculcate a particular understanding of and approach to quality teaching. Such an understanding requires lecturers to teach in ways that are contextually relevant and meet the needs of their diverse students (RU, 2019). The priorities listed in the policy provide an overview of the aspects of quality teaching that are important to the university. These aspects can inform lecturers' teaching practices because they provide insight into important matters, such as their unique role as discipline experts within a research-intensive institution in a particular context. Lecturers are also guided to consider the cultural and socio-economic diversity of students, the required development and support they would need in their teaching role, awareness of the diversity of types of knowledge and learning and the need to embrace the knowledges and ways of knowing produced locally and globally, the integral role of assessment, Information and Communication Technologies (ICTs), and support structures at the institution.

The policy indicates several resources and provisioning to support T&L, such as the residence system and the library, "augmented and extended courses that embed support for student development in mainstream teaching," and ICTs (RU, 2019:7). The policy's use of indigenous African languages to support T&L is an essential directive. Given that this has always been the exception at RU, it signals the potential for lecturers to, through professional development, explore the use of languages to support their students' learning. The availability of resources and public funding from the DHET are enablements at the systemic level, provided that these resources and funding are readily available when lecturers want to access them to enact directives in the policy on T&L.

6.8.2 The RU Policy on Curriculum Development and Review

The institutional policy on Teaching and Learning guides and strengthens the Curriculum Development and Review policy (RU, 2019). The objectives in the Curriculum Development and Review policy demonstrate that the University strives to inculcate a particular understanding of

and approach to lecturers' teaching, of which curriculum design and review is an essential academic undertaking.

The Curriculum Development and Review policy encourages lecturers to maintain and strengthen the nexus between research, teaching, and community engagement since it is purported to provide students with access to powerful knowledge. As also shown in the institutional policy on Teaching and Learning, other priorities are providing enabling conditions for students to flourish academically and develop into well-rounded critical citizens. In addition, the policy strives to promote service learning given that Community Engagement is integral to curriculum design.

The principles and directives outlined in the policy and the roles and responsibilities of the role-players (e.g., lecturers, HoDs, Deans and Course Coordinators), involved in the curriculum design and review processes are structural enablements. The ADC, explicitly mentioned in the RU Policy on Teaching and Learning and Curriculum Design and Review policy, is, as mentioned, a structural enablement at the institution. The ADC is firmly positioned within these policies as an entity able to provide specialist support in developing T&L. In addition to the prominent mention of the DVC: Academic and Student Affairs, the ADC is the entity designated to guide lecturers and other academic staff in implementing the curriculum.

The policy thus gives clear guidance about several issues, such as the roles and responsibilities and scope of practice of these individuals or constituencies, and clarity about what staff development might entail (e.g., formal courses and informal advice). However, a potential shortcoming in the policy is that the onus is on lecturers to use reflection to decide when the specialist support from the ADC is needed and to use these supporting initiatives. Although this concession affirms lecturers' autonomy, it may constrain the uptake of much-needed support, particularly if lecturers do not exercise their agency to use the available support. Another potential shortcoming in the policy is the failure to explicitly alert lecturers to the importance of professional development and its influence on student learning and success. This relationship is only implied and, as demonstrated by other scholars (Hlengwa, 2012; Leibowitz & Bozalek, 2014), such oversights in policies and lack of implementation are limitations which could restrict its potential to achieve the policy goals. In Archerian terms, this demonstrates an "incoherence in the domain of culture (i.e., beliefs and discourses)", which implies that provisions in the

structural domain intended to improve T&L and, by implication, the professional academic identity development of lecturers could have "unintended consequences" (Muthama 2018: iii).

The University's well-defined governance structure comprises key social agents who had a structural conditioning influence on T&L and professional development at the institution. These social actors were the University Council, Senate, institutional forum, the Vice-Chancellor, Deputy Vice-Chancellors, Registrar, Directors, faculty Deans, Assistant deans, Academic Heads of departments, programme managers and course coordinators. They could draw on their roles in the structures to exercise their agency when they influenced and monitored how lecturers interpreted and enacted directives in the institution's T&L policy and related policies.

The T&L agenda was structurally supported by six faculties: Commerce, Education, Humanities, Law, Pharmacy and Science. As indicated in the policy on T&L, the ADC was the designated entity to support T&L. Therefore, the centre was ideally placed to bring about social transformation (Leibowitz & Bozalek, 2014) regarding T&L and professional development at the institution. Making inferences about whether social transformation in these areas was realised, does not fall within the scope of my study. However, an exploration of the alignment between the ADC's mandate and annual reports on its academic activities, enbales me to deduce that a situational logic of necessary complementarities existed between the ADC and the University's governance structures concerned with T&L. The necessary and internal material relations between these systemic structures mutually reinforced each other in a congruent and harmonious manner. As a result, the situational logic promoted protection and resulted in morphostasis of the status quo ensuring the maintenance of the vested interest (viz., supporting T&L) of all agents and actors, institutional leadership and the facilitators of the Diploma.

6.9 Conclusion

In this chapter, I provided a historical context for my qualitative case study by describing and analysing the cultural and structural conditioning influences for shaping lecturers' professional academic identities as teachers. In doing so, I began to answer my first two research sub-questions:

1) In what ways is the professional academic identity formation of lecturers enabled or constrained through the cultural conditions emerging from engagement in the Diploma, their departmental contexts and Rhodes University?
2) In what ways is the professional academic identity formation of lecturers enabled or constrained through the structural conditions emerging from engagement in the Diploma, their departmental contexts and Rhodes University?

I discussed the prevalent SEPs and CEPs in the international, national and institutional contexts, which shaped the temporal period before 2005 when the lecturers in my study enrolled in the Diploma. Analytical dualism (Archer, 1995, 1996) helped me identify whether I could attribute the shifts concerning lecturers' professional academic identity development as teachers to structural, cultural or agential conditions that prevailed at T1. In the next chapter, Archer's MM cycle enabled me to explore the socio-cultural (S-C) interaction of the fourteen lecturers in my study during T2 to T3 (between 2005 and 2017), the second temporal stage of the morphogenetic cycle (Archer, 1995, 1996). Exploring lecturers' socio-cultural interaction afforded me a rich understanding of the formation of their professional academic identities within particular institutional and departmental situational logics and, specifically, the interplay between structure, culture and agency in this regard.

Chapter 7: Narratives of Mediation at T2-T3 of the Morphogenetic Cycle

7.1 Introduction

In Chapters Two and Six, I discussed how existing SEPs and CEPs within the international, national and institutional levels shaped the historical context my research participants involuntarily entered. These emergent properties either enabled or constrained the participation of the fourteen lecturers who completed the Diploma during the 2007 and 2017 periods and, ultimately, their professional academic identity development. This timeframe constitutes a specific temporal period—T1 in Archer's morphogenetic cycle. As mentioned, T1 comprises the period before 2005 when my first participants enrolled in the Diploma. In Tables 7 and 8 in this chapter, I provide an overview of my research participants in terms of their biographical information, which includes their disciplinary background, academic positions and industry experience.

I use verbatim quotes in this chapter to report on the data generated during 2019 and 2021. My data sources consisted of institutional documents related to learning and teaching, the lecturers' teaching portfolios submitted for summative assessment of the Diploma, a survey questionnaire and semi-structured and focus group interviews that I conducted with the lecturers and facilitators of the Diploma to answer my main research question:

In what ways is the formation of lecturers' professional academic identities enabled or constrained by the interplay of the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at Rhodes University?

As a methodological framework, the MM cycle enabled me to explore the sociocultural (S-C) interaction during T2 to T3 (between 2005 and 2017), the second temporal stage of the morphogenetic cycle (Archer, 1995). Since the antecedent (T1), T2-T3 and a final stage (T4), as presented in Archer's (1995) MM approach, were potentially different for each cohort, my analysis of the conditioning context during T1 and the sociocultural interaction during T2 to T3 considered the most relevant changes in the social context and the context of the Diploma. As mentioned, since Cohort 1 completed the Diploma in 2007, cohort 2 in 2013, cohort 3 in 2015, and Cohort 4 in 2017, my analysis had to consider the different conditional influences that affected the sociocultural interaction for each cohort. I start by exploring the link between

reflexivity and agency and how lecturers' professional academic identities as teachers were shaped and expressed (Archer, 2007a; Behari-Leak, 2015; Westaway, 2019).

7.2 The Role of Reflexivity in the Morphogenesis of Lecturers' Agency

As mentioned in Chapter Three, reflexivity refers to the internal conversation lecturers had with themselves to continuously and critically reflect upon their circumstances as they made decisions based on what mattered most to them as teachers in their disciplines (Archer, 1995, 2000, 2003, 2007a). According to Archer's (2007a) four modes of reflexivity viz., communicative, autonomous, meta- and fractured reflexivity, the lecturers in my study can be broadly categorised as either autonomous reflexives or meta-reflexives since the distinct ways in which they exercised their personal property of reflexivity (PEPs) to deliberate about their personal projects enabled them to mediate prevalent, impinging SEPs and CEPs in a unique manner (Archer, 2007a; Elder-Vass, 2010). Their personal projects were the course of action they intentionally engaged in in their social role as teachers in HE. As shown in Chapters 7 and 8, although all these lecturers may seem to have big ideals and missions for themselves as teachers, their initial reasons for doing the Diploma vary. For example, while some were genuinely interested in learning more about teaching and learning in their disciplines, some enrolled in the Diploma for instrumental reasons, such as the requirements for probation or scholarship and because some initially regarded it as a tick-box activity. Ultimately, their engagements in the Diploma influenced and shaped their ideals and missions about their teaching and learning practices.

As mentioned, since reflexivity is fluid and not fixed (Hinostroza-Paredes, 2023), the lecturers may have used different modes of reflexivity in different situations. However, throughout the data generation process, their most dominant mode of reflexivity resembled either an autonomous or a meta-reflexive, as they identified the best course of action to establish satisfying, sustainable practices to bring their personal projects to fruition.

7.3 A Strong Sense of Self: The Foundation for Personal and Social Identity

Archer (2000) presents a stratified view of agency: the self, the person, the social agent, and the social actor. This distinction implies that the fourteen lecturers in my study are agents

possessing PEPs emerging at different levels of the social realm (Archer, 2000). In the discussion below, I present information about the lecturers that shaped their sense of self, which is the foundation for their personal and social identity as agents and actors. Their sense of self and social identity, the latter also called professional academic identity, are intertwined and emerge simultaneously (Archer, 2000; Behari-Leak, 2015). Thus, their professional academic identities develop in relation to their personal identity and depends on whether they have already developed a continuous sense of self (Archer, 2000; McAlpine et al., 2014).

Despite displaying shared dominant characteristics in their modes of reflexivity, they also exhibited distinct and nuanced differences, which led to their unique trajectories in academia. For some lecturers, these trajectories were characterised by contextual discontinuity as they entered academia as teachers through what could be considered at a research-intensive institution as alternative pathways. For example, as shown in Tables Seven (pp. 167-168) and Eight (pp. 174-175), Amir, Khwezi, Phil, Denika, Marisa, Anika and Leah worked in industry before joining RU. As I will show in my analysis chapters (Chapters Six, Seven and Eight), as independent, goal-directed individuals (Westaway, 2019), these lecturers showed tenacity in mediating constraints imposing on their personal projects as teachers. Likewise, the contextual continuity their peers experienced related to their experiences as postgraduate students and their employment at the University has, as Archer (2007a) suggests, influenced their dominant mode of reflexivity. Although the contextual continuity within the habitus of the postgraduate milieu may not have strictly determined these top-achieving postgraduate students' actions, it shaped their dispositions and most likely may have contributed to what appears to be a smoother transition into academia (Archer et al., 2007; Bourdieu, 1990, 1992; Feldman & Fataar, 2014; Norodien-Fataar, 2018) than their peers in this study.

Since this qualitative case study was explorative and not comparative, comparing the lecturers' dominant mode of reflexivity did not add value to my research objective. Instead, offering broad trends across the fourteen case studies of lecturers' narratives of mediation at T2-T3 of the morphogenetic cycle helped me understand how the formation of their professional academic identities was enabled or constrained by the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at RU.

When enrolling in the Diploma, all fourteen lecturers had already developed a mature and strong sense of self, viz., a unique personal identity. Structurally, their sense of self was shaped by the

social contexts they were born into and their racial and gender demarcation, which imbued them with certain powers they were able to draw on in their role as academics and teachers (Archer, 2000; Behari-Leak, 2015). They articulated their personal identities, which reflected their values, beliefs, hopes and dreams throughout the data generation phase. For instance, as demonstrated by Marisa, they presented unique descriptions of themselves in their teaching portfolios, viz., their values and beliefs about their teaching practices and the rationale for why they do things in a particular manner in relation to the nature of student learning within their disciplinary contexts.

> I teach to transform, and am excited by the possibilities for transformation provided by the teaching encounter. The personal project to contribute to social justice which has guided me in different forms and genres since my earliest teaching experiences, has increasingly become part of my ontology or way of being in the world, and teaching now, for me, is a vehicle or a location, for this project. (Marisa).

These lecturers thus had already acquired substantial cultural and social capital on a personal and professional level (Bourdieu, 2000; Kloot, 2011). Their strong sense of self contributed to their positive self-esteem and gave them high recognition as discipline experts in their disciplinary field and academia. For example, Fern's advancement in the academic hierarchy[23] during her final year of the Diploma afforded her notable academic seniority at RU and built a reputation as a discipline expert whose expertise was sought after in her disciplinary community. Her academic expertise and achievements included obtaining her first Honours degree with distinction, a second Honours degree, and a PhD. She had extensive experience in postgraduate supervision, had published widely in her disciplinary field and was a member of the editorial board of her disciplinary journal for an extensive period. In addition, her other achievements included obtaining a prize for the best graduate paper, being awarded the best academic paper presented at an international conference and obtaining a medal for the best PhD thesis of her national disciplinary society.

Likewise, Phil's cultural and social capital includes a four-year BA in Journalism degree and extensive experience in the media industry as a writer, production editor, and designer within local and provincial government and non-government organisations (NGOs) in the country. When he joined RU, he enrolled in the Diploma programme. At that time, he was appointed a

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[23] To ensure anonymity and confidentiality, I chose not to disclose detail that would make my participant's easily recognisable.

lecturer at the School of Journalism and Media Studies. He was well-respected as a professional journalist and, characteristic of a meta-reflexive, is a social critic whose advocacy work included voluntary work (Archer, 2007) in labour unions and non-government organisations (NGOs). He does not shy away from addressing perceived social injustices, such as adding his voice to collective statements about wrongful suspensions at the biggest broadcast corporation in SA and complaints to the press ombudsman about misleading advertorial content. However, without having a Master's degree in his discipline, Phil was not allowed to do postgraduate research supervision.

Like Fern and Phil, Eriya has accrued substantial cultural capital and a solid track record in his disciplinary community. His enculturation as a scholar included engagement within a community of practice and stellar academic achievements in his postgraduate studies. This community of practice consisted of an internationally acclaimed scholar, his postgraduate research supervisor, pioneers and other leading researchers in his discipline. Similar to other autonomous reflexives in this study, Eriya's performative competence as a researcher relied upon his ability to acquire "skilful practices concerning material artefacts" (Archer, 2007a:8). These artefacts, which enabled them to contribute towards building their disciplinary communities, included being mentored and actively engaging within their disciplinary communities of practice, producing research in high-impact peer-reviewed journals, presenting at local and international conferences and being external examiners and reviewers. In the discussion below, I first introduce the six autonomous reflexives, followed by an introductory narrative of the eight meta-reflexives.

7.4 Autonomous Reflexives

Although Archer (2003, 2007a) offers various distinctive characteristics of autonomous reflexives, I identified three common characteristics among the six lecturers (see Table Seven below) whom I identified as autonomous reflexives (Mike, Fern, Ian, Eriya, Amir and Khwezi). These characteristics were their ability to deliberate privately and make independent judgements leading directly to action, having ultimate concerns vested in the practical order and pursued according to their performance standards, and their ability to define and dovetail their concerns. In addition, these lecturers demonstrated a sophisticated level of self-discipline,

independence and self-reliance on their own abilities to establish their "modus vivendi" (Archer, 2007a:89).

Table 7: Biographical Details of the Six Autonomous Reflexives

Name	**Age when enrolled in Diploma**	**Gender, Cultural and Socio-economic background**	**Qualifications**	**Academic Position and Department**	**Industry practice/ Disciplinary experience**	**Vice-Chancellor**
Mike (2007)	Late twenties	White, middle-class male	PhD	Lecturer: Department of Linguistics and Applied Language Studies - Faculty of Humanities	None	Professor Xavier Malik **(2006-2014)**
Fern (2008)	Early thirties	White, middle-class female	PhD	Senior Lecturer: Department of Economics and Economic History - Faculty of Commerce	None	
Ian (2012)	Late twenties	Coloured, middle-class male	PhD	Lecturer: Department of Biochemistry - Faculty of Science	None	
Eriya (2013)	Early twenties	Black, middle-class malXavier Malike	PhD	Lecturer: Department of Chemistry - Faculty of Science	None	
Amir (2014)	Early thirties	Indian, middle-class male	PhD	Lecturer: Department of Computer Science - Faculty of Science	Yes	
Khwezi (2017)	Early thirties	Black, middle-class male	Master's degree	Lecturer: Extended Studies Unit, ADC - Faculty of Education	Yes	Professor Themba Dlamini **(2015 - present)**

7.4.1 Private Deliberations and Independent Judgements Leading to Action

One of the characteristics of autonomous reflexive thinking is the ability to make private deliberations and the capacity to make independent judgements about their own actions. The six lecturers deliberated privately and made independent judgements leading directly to action. For example, although the structural conditions at RU facilitated Fern's appointment as a junior lecturer when she entered academia, it was her ability to deliberate independently and take calculated risks that enabled her to capitalise on opportunities.

> That postgrad FOMO[24], was so central in helping me to, sort of, think critically and in an innovative way about what I was doing and why. So, it was the catalyst of that whole interest in the Diploma. When I arrived, I was interested in teaching and I enjoyed it, but I was doing things pretty much the same way as they'd always been done or as my teachers had done. And, so I didn't really think very much about, "Now why am I doing this the way I'm doing it?" you know. And, "Is it really working?" from the point of view of the students and the teacher. (Fern).

7.4.2 Identifying Ultimate Concerns and Having High Standards of Performance

Another characteristic of autonomous reflexives is being able to identify ultimate concerns and having high standards of performance. The six lecturers attached a high value to and prided themselves on their demonstrated performative competence. For instance, when joining RU, Mike felt that his expertise in a highly specialised disciplinary field was valued because, at that time, he was one of the only two disciplinary experts in the country who knew how to do this "very technical", "precise", and "abstract" kind of work. In the same way that Mike's internal acknowledgement and validation of his sense of self carried weight concerning his insights about his personal identity and accomplishments as a discipline expert, receiving external acknowledgement was essential. Such acknowledgement is imperative for lecturers' professional academic identity formation (Archer, 2000; Behari-Leak, 2015). In line with previous studies, scholars identified a sense of appreciation, connectedness, competence, commitment and the opportunity to advance in one's career as essential psychological processes in shaping lecturers' identities as teachers (Van Lankveld et al., 2017).

Mike's sense of self was thus validated and affirmed in the unique collegial context at RU. With fewer staff members than at bigger institutions, new academics like himself who could fulfil multiple roles in addition to their teaching duties, such as serving on Senate committees and being members of task teams and working groups, were welcomed at RU. For Mike, this recognition entailed being validated by a collegial, intellectual community of practice whose scholarly footprint extended beyond the borders of the University.

[24] FOMO is the abbreviation for 'fear of missing out'. Having FOMO indicates a worried feeling that you may miss out on exciting events or opportunities.

The lecturers' conception of their projects stemmed from their ultimate concerns, viz., those "internal goods" that they cared about and mattered most to them as teachers (Archer, 2007a:7; Boughey & McKenna, 2021). As I will show in my discussion, their ultimate concerns enabled them to establish personal projects. These personal projects related to the practical order since their participation in the Diploma signalled their interest in and concern about becoming a particular kind of teacher in their disciplines. Specifically, these concerns were shaped by their experiences in the Diploma and centred on their involvement in scholarly teaching, their pedagogic decisions and their influence on student learning (Richlin 2001 in Lueddeke, 2003). As mentioned in Chapter Six, the facilitators' emphasis on scholarly teaching and their ability to model what it means to take up and enact "discipline-specific pedagogic identities" Singh (2002:577) contributed to the enabling ideational context in the Diploma.

As distinguished achievers, the six lecturers continuously strove to be good at what they did as they tried to align their drive to succeed with intrinsic satisfaction derived from their teaching. However, they all experienced dissonance between their strong disciplinary identities and their identity formation as teachers. As shown in the literature, the extent to which lecturers can identify as teachers and discipline experts influences whether they embrace or resist professional development initiatives (Fleming et al., 2004). In Mike's case, this "dissonance" was aggravated because of the differences in terms of his own experiences as a student, the current increased student diversity and class sizes, and his own "assumptions about knowledge and learning".

> I never had any teaching background at all. I did not know what a learning outcome was, I did not know what a criterion was. I had no idea about assessment, other than, like, an intuitive idea of validity and reliability. I did not know what the CHE was, or SAQA or the NQF, nothing - I knew none of that stuff. But, basically, my entire teaching was framed by what had happened to me when I had been a student. I thought that whatever my experiences are, they're just not applicable now. (Mike).

As in Mike's case, being academic achievers, frustrations associated with feeling inadequate as students in the academic space were unfamiliar to the five lecturers. Furthermore, as Fern indicated, faced with their new roles and responsibilities as teachers, being inducted into learning and teaching in HE resulted in similar feelings of ineptitude.

> When I'd just finished my Honours' degree, then, you know, here I was offered a position as a temporary Junior Lecturer. With incredible staff shortages, you know, you go for it. And straight away, I knew I was in trouble when it got to the T&L, and so that was what started, sort of, the journey into the Diploma. (Fern).

Similarly, through self-motivation and self-reliance, Ian capitalised on the disjuncture between his competence as a discipline expert and his novice status as a teacher who doubted his effectiveness. His initial cares and concerns evolved from a "Just get in, get it done, get out" attitude towards the Diploma to be "a more grounded, considerate educator" who thought more critically about his context.

> Our department was understaffed, so as a Masters and PhD student, I had some opportunity to teach a little bit … just short service courses or Honours courses. So, it was just a case of "we need someone to teach this course, go". (Ian).

The six lecturers (Mike, Fern, Ian, Eriya, Amir and Khwezi) did not conceive their personal projects by chance. Instead, they were linked to their "value-commitments" (Archer, 2007:322) to make a difference in T&L in their disciplines. Like Mike, whose personal project arose from his initial perception of feeling like "a fish out of water", the other five lecturers each identified concerns related to the practical order of work, viz., their teaching. For Fern, this implied creating "an empowering experience" for her students in Economics, which ultimately influenced learning and teaching in her discipline.

> If students are feeling disempowered or talked down to or treated badly in some way, then I don't think that you can really develop this sort of interest in the subject that you might otherwise do. So, for me, it's about how best to engage people in a way that they enjoy and that they learn the most from. As well as, I suppose, being curious on my side to see, you know, how these new things will work. The thing is, how do you get people really engaged and involved in it so that they're enjoying it, rather than you having to have a big stick all the time?" Also, with a big class, it's about how do you provide resources that keep the people who already are on top of all the academic literacy and stuff engaged while making it possible for people who've got some catching up to do to still stay in the course and enjoy themselves and not feel overwhelmed? (Fern).

7.4.3 Dovetailing Ultimate Concerns

The six lecturers could dovetail their ultimate concerns with what mattered most to them. For instance, an information session during the annual New Lecturer's Orientation Course piqued Eriya's interest in the Diploma. Recognising the Diploma as an enablement that would advance his concern about having to produce a teaching portfolio to explore new ways of teaching and enhance his credibility as a teacher prompted him to enrol for the Diploma.

> During the orientation week, I met [Grace, Facilitator 1] at that time, and we talked a bit and they introduced the Diploma. So, that's when I went, like, "Okay, I have to do this thing". I thought, "Okay, so this will help me with my teaching portfolio … my wife did the Diploma before me, and she also encouraged me a lot to do it. (Eriya).

With only three years of teaching experience in his discipline and no former teacher education, Eriya could be considered a novice teacher in HE when he enrolled for the Diploma.

> I had no idea that teaching can have so many theories underpinning it. I was just going from what I'd seen and what my lecturers had done, and I assumed that was the way to do it. But I've never really sat down to reflect and introspect what I am doing. So, it was a different world for me when I started; that's when I got exposed to, "Wow, okay. You can actually have theories on how students learn." And how you could use that to help your students learn. Yeah, it was an exciting time for me. (Eriya).

On the contrary, Amir's decision to enrol in the Diploma was extrinsically motivated. He was influenced by the requirement as a Kresge fellow to complete at least two modules of the Diploma and a teaching portfolio at the end of his three-year contract.

> My supervisor and I, we looked at each other across the table, and we kind of went, well, you know, you're in for a penny, you're in for a pound, you might as well go on for the full one [Diploma] if you're going to do this much. You never know, it could be useful. And we went for it. (Amir).

As mentioned in Chapter Six, the Kresge Foundation Accelerated Development Programme was initiated at RU and other HEIs to enhance the diversity of academic staff. It sought to accelerate the academic careers of individuals from designated groups by providing opportunities to acquire, within a mentoring system, teaching experience, research skills, and further disciplinary and/or teaching. At the same time, the programme equipped these lecturers to compete for permanent positions at HEIs. Amir recognised that there "may be some value" in doing "a teaching qualification" in the form of the Diploma. Despite his original decision to do this "someday" in his teaching career, he was motivated by an opportunity for self-advancement as a teacher. Realising that he "likes teaching", he thus strategically capitalised on the structural enablement represented by the Kresge programme.

> If I hadn't been forced to do the Assessor's part as part of the conditions, then, no, I never would have enrolled for the Diploma. (Amir).

Amir's personal project centred on enculturating his students into the preferred ways of knowing and being Computer Scientists.

> There's no point in sugar-coating the pill and saying to people, "Well, you know what, it's a different way." Because they're going to go out into industry, they're going to be shocked, they're going to be, like, "Wait, what just hit me?" When you want to prepare people, you're not doing them any favours … we can always take it gently, gently, gently, but the heat's got to turn up, and when they go out, they go into boiling water. My experience in industry, that's how it is. (Amir).

The scenario above refers to Amir's commitment to his personal project of promoting and cultivating the desired professional dispositions as a computer scientist in his students. As a discipline expert, Amir understood the challenges in acquiring specialist knowledge in a discipline that "is just chockful to the brim of threshold concepts". He thus supported his students to master these threshold concepts in addition to demonstrating a particular disposition that included applying their knowledge and skills in the work context (Impagliazzo, Kiesler, Kumar, MacKellar, Raj & Sabin, 2022).

> If the client using your software doesn't think it's good, then no one cares what you think as a programmer. (Amir).

Likewise, Khwezi's cares and concerns were shaped by his participation in the Assessor's course, which was the catalyst for his enrolment in the Diploma and PhD studies.

> The Assessor's course opened my view that teaching is a profession. In the first place, I thought it was something I could just say, "I am a professional; I can teach because I know I understand what it is in my field." But when I did the Assessor's course, reading the articles and reading some of the things that were being taught in the classroom, it prompted me to understand that teaching is a profession on its own, and it requires someone to dig deeper by understanding the dynamics of teaching. (Khwezi).

Through reflexive deliberation, Khwezi expressed his agency by acting on his insight that the Diploma "has opened more opportunities and more understanding about what it is to be an academic". Through the Diploma, he gained new insights about teaching, which also helped him hone his concerns into a feasible project about the need to "dig deeper" and expand his original ideas of what teaching entails. For Khwezi, an essential aspect of his personal project is the realisation that his teaching requires the theoretical underpinning prescribed in the Assessor's course.

> When I see people using the traditional ways of planning lessons, and the knowledge that I have from the Diploma, it creates a difference. I can see what my students are supposed to get out of the class, and what I, as a teacher am supposed to get out of the class, which most of my colleagues don't even have an idea of. (Khwezi)

Like his fellow autonomous reflexives, Khwezi attached a high value to and prided himself on his performative competence as someone who "loves teaching". Intrinsically motivated to achieve his personal project, viz. to capitalise on his experiences and the knowledge gained in the Diploma, he wanted to "do things differently". For him, one aspect of doing things differently from the norm was to value students as partners in creating and sharing knowledge.

> I also play a role of learning from my students. If I go to a classroom and I want to teach my students on how to use technology to teach a particular topic, someone in the course will say, "But, Sir, why can't we try also, maybe, use a video in the process, to make our learners see better the reality about what we are teaching them?" When I'm there, I also learn, "Oh! A video can also be the better tool to use to allow the learner's learning better," rather than just the PowerPoint I thought in the first place. So, I love teaching because it allows us to share. It creates a path from where we share ideas. (Khwezi).

Khwezi was expected to teach a course on digital literacy in the Extended Studies programme without any prior teaching experience. Based on his experience in the industry, he was expected to be competent in the practice-based nature of digital literacy, which some scholars view as an integral part of academic literacy (Mallinson, 2010). Digital literacy is defined as "the capability to use current media or technology in a competent manner, the artefacts that digitally literate people produce, or the activities in which digitally literate people can engage" (O'Brien & Scharber 2008 in Mallinson, 2010:22). In addition, "digital literacy is more than knowledge that is technical or operative, and includes activities that are "cognitive, communicative, and cultural" in nature" (Tornero 2004 in Mallinson, 2010:22). Although it falls beyond the scope of this study to discuss lecturers' preparedness to teach on foundation level courses, the definition of what digital literacy entails and scholars' discussion of some of the implications of critical ways of knowing for foundation level work (e.g., see Boughey, 2010; Mallinson, 2010; Volbrecht & Boughey, 2004), signal that critical orientations to our work, viz. "to change the way we think about our students and the way they experience learning at tertiary level" will help students succeed as opposed to common-sense understanding because of a lack of teacher development or preparation (Boughey, 2010:6).

The following section portrays the unique ways the eight lecturers (Phil, Denika, Nadia, Marisa, Tanaka, Anika, Leah and Robyn), as active agents, attempted to pursue their personal projects amid structural and cultural constraints and enablements. When anticipating through reflexivity that specific courses of action will activate constraints, they strategically adjusted their actions to circumvent these occurrences (Archer, 2007).

7.5 Meta-reflexives

Although Archer (2003, 2007a) offers various distinctive characteristics of meta-reflexives, I identified three common characteristics among the eight lecturers (see Table Eight below), whom I identified as meta-reflexives. These characteristics are their propensity to prioritise socially transformative ideals, devoting their inner dialogue to "self-examination, self-correction and self-dedication" about whether their actions resulted in effective societal action and, being value-oriented, their concern with the moral worth of their undertakings (Archer, 2003:255-297).

Table 8: Biographical Details of the Eight Meta-reflexives

Name	Age when enrolled in Diploma	Gender, Cultural and Socio-economic background	Qualifications	Academic Position and Department	Industry practice/ Disciplinary experience	Vice-Chancellor
Phil (2007)	Late thirties	White middle-class male	BA Journalism	Lecturer - School of Journalism & Media Studies - Faculty of Humanities	Yes	Professor Xavier Malik **(2006-2014)**
Denika (2009)	Late twenties	White middle-class female	Final stages of completing her Master of Laws (LL. M.) degree	Lecturer - Faculty of Law	Yes	
Nadia (2012)	Late twenties	Indian, middle-class female	Master's degree	Lecturer - Department of Literary Studies in English - Faculty of Humanities	None	
Marisa (2014)	Mid-fifties	White middle-class female	Master's degree (Cum Laude)	Lecturer - Extended Studies Unit, ADC - Faculty of Education	Yes - Teacher-psychologist more than 10 years, Voluntary Development work, Fundraiser at RU (6 years)	
Tanaka (2015)	Late twenties	Black, male	PhD	Lecturer - Department of Environmental Science - Faculty of Science	None	
Anika (2016)	Early forties	White middle-class female	Honours degree (Education)	Part-time employment	Yes	Professor

				(externally funded academic development projects) - Extended Studies Unit, ADC - Faculty of Education	Yes	Themba Dlamini **(2015 - present)**
Leah (2017)	Late twenties	White middle-class female	Master's degree (Cum Laude)	Lecturer - School of Languages and Literatures - Faculty of Humanities	None	
Robyn (2017)		White middle-class female	PhD	Senior Lecturer - Department of Political and International Studies - Faculty of Humanities		

7.5.1 Prioritising Socially Transformative Ideals

At the time of the semi-structured interview, Phil has just started his MEd studies in HE at RU. Being self-critical about the value of the original topic and focus for his Master's degree, Phil spent considerable time trying to identify why he was feeling discontent with his studies and progress. Upon identifying the misalignment between his values to model and inculcate ethical behaviour in Journalism students and his original research focus, he was able to choose a topic that resonated with his ideals of making a difference in HE through his teaching.

> I wanted to do something that I thought would have some impact. And just thinking about my course is of course going to be of some use regardless of what I might find. I think the research would be interesting because it would involve meeting newspaper editors and people who work in newspapers, talking to them about critical issues and what comes up, uhm, students' experiences of the course and what they think of how it is taught. (Phil).

For Phil, making a difference through his teaching entailed responding to any "critical issues" he would uncover during his research in the media industry and incorporating them into his curricula to improve his students' learning. Phil demonstrated self-awareness about his cherished values and their importance in the media industry. His ultimate concern was thus linked to innovating his teaching practices and teaching befitting of his values. He thus

intentionally prioritised modelling and inculcating ethical behaviour in his students as future journalists.

> It is becoming increasingly important because what used to happen if you were working as a journalist, there would be some spur-of-the-moment kind of decisions that you have to make out on the field, but a lot of these decisions you make when you're actually writing the story and deciding well you've got this information and these pictures, what am I actually going to publish? Senior people, editors, sub-editors, whatever, would know about these kinds of things and if the young journalist or rookie was about to make some mistake that could severely jeopardize the paper financially, somebody would say, "No, we are not going to publish the story, we are not going to run that photo." (Phil).

Likewise, Denika's teaching and research interests and commitments in customary law allowed her to live out her social justice values. Linked to her ultimate concerns, her "value-commitments" (Archer, 2007:313) centred on her belief to purposefully use her advocacy through her teaching and research to contribute towards making a difference in society.

> I was part of the Women Academic Solidarity Association (WASA) at RU to improve working conditions for women. I also worked on a mentoring project for women academics. This was way back in 2005. And it was at the point that a Sesotho-speaking man moved to RU, from Vista, Bloemfontein, and he had small classes there and was at sea at RU. He really, just really struggled. I actually resigned from WASA when I realised that this mentoring project would never be available to someone like him because it was women only. (Denika).

Similarly, Marisa, who was also a member of WASA, attached primary importance to "living up to an ideal" (Archer, 2007:230) of contributing to society and teaching "in a meaningful way". This ideal was reflected in her transformational vocation as a social activist who, for over two decades and in various executive positions, strived to "'make a difference' to the social order" within her community (Archer, 2007:141). To Marisa, teaching was "a political project" through which she could "redeem" herself from what she described as her "privileged" upbringing as a White person in a country riddled with stark socio-economic inequalities.

> Being a white, privileged person, and having lived my youth during the Apartheid time and feeling, in retrospect, why didn't I do more, you know. My father was a minister, and I was a very, very strong Christian in a very repressive church, and we weren't allowed to think outside of what were the so-called biblical answers to things, so there were those complicated things that I was part of. (Marisa).

Teaching as a political project implied that she adopted a purposeful course of action to realise her concerns. This course of action was reflected in her "reciprocal relationship" with her

students, which was also the reason "why [she] loves teaching so much". Specifically, "the relational aspect of teaching" "enriches" her life and contributes to her value commitment to "use [her] gifts and talents" as "a good teacher" who "communicates well" is "empathic" so that "students feel that they are helped to understand the concepts that they are dealing with, but also, they feel seen". Equally important is "how much [she] gains from [her] interactions with students".

> I cannot explain how valuable it has been to get to know students, and because I see them individually, they come and see me when they have left my class, and they come and see me when they have crises. I was very much involved with them during protests, many of them asked me to mentor them informally, and in these journeys with students, I really gained such an insight into different races, classes, genders, ethnicities, and life experiences that have helped to shape who I am. (Marisa).

Like all the lecturers in my study, Leah was the academic envisioned by the DHET who strove to be "change agents" in their T&L contexts (DHET, 2018:4). She embraced an ideal and wanted to make a difference in line with her values to prioritise her students' academic success. Her conviction to critically "reflect on everything as a whole - thinking about the exam questions from the onset" when she formulated "outcomes and decided on the form of assessment" for her undergraduate students who had no prior knowledge of German and postgraduate students demonstrated her pursuit to continue challenging, honing and extending her skilfulness (Archer, 2007a) as a teacher. With unwavering pursuit, Leah went against the norm to defy the prevalent prejudice, disregard and lack of prestige for those academics and scholars interested in the didactics of T&L German as a foreign language (Jaworska 2009 in Ortner, 2020).

> My research focuses on T&L German as a foreign language, which makes it satisfying in the sense that I get to reflect on my T&L context. (Leah).

Likewise, Nadia and Robyn prioritised their value-commitment to live up to their ideals as academics who contribute towards awareness-raising and addressing social issues.

> As long as I can address it through my own discipline, through the skills and knowledge I have, so that it's meaningful, you know, not just, like, a knee-jerk response. I don't just want to have an emotional response. I want to have a professional academic response. (Nadia).

In Nadia's case, these issues centred on gender-based violence, and in Robyn's case, decolonising the Political Studies curricula. Robyn's passion for teaching informed her research focus on social justice (RU, 2017). Although Khwezi, Leah and Robyn participated in the Diploma during

the height of the 2015 and 2016 student protests, Robyn was the only one who articulated explicit links between her socially transformative ideals that resonated and the main concerns highlighted by students in HE contexts worldwide. The impetus for Robyn's teaching and research was to continue her work as an activist whose teaching practices enable her students to engage in rigorous critical thinking, supported by her response to embrace the call to decolonise the curriculum in political studies.

> One of the things I'm working on both as a researcher and a teacher is trying to rethink how we study and talk about Africa. One of the big problems with scholarly writing on Africa is that it's been people outside of Africa who have been writing about Africa, and even when it's African scholars it's often African scholars schooled outside of Africa responding to a conversation that began outside of Africa and reflects these western interests. It's when teaching African political economy. What thinkers like Achille Mbembe and others are arguing is that we need to have conversations that are stimulated from within, that are African-based. (Robyn).

7.5.2 Continuous Self-examination, Self-correction and Self-dedication

Through reflexive deliberations, the eight lecturers continuously monitored and critiqued whether their actions aligned with their value commitments. For example, Tanaka critically reflected on whether his teaching achieved the intended learning outcomes to result in "effective action in society" (Archer, 2007:93). He interpreted being part of the solution in ethically improving human well-being as responding appropriately to "three important questions for an academic", such as: "Think about what you are going to do. Think about what you want to get out of it, and then think about whether or not you have achieved it". These questions refer to essential aspects of T&L, such as whether lecturers' pedagogies are constructively aligned with the purpose of HE, learning outcomes, assessments and students' feedback on the learning experience.

> So, for me teaching is quite something that I value. And I don't just mean teaching however, I mean teaching informed by the different principles or theories of T&L and applying it in our own context and being reflective about whether or not these are actually yielding the expected outcomes. I think that's fulfilling (Tanaka).

Tanaka also proposed that lecturers ask: "Is the teaching suited to the context?" abandoning assumptions and deficit views of students and their ability to succeed in HE ("It's a basic, basic old way of thinking about how students learn and stuff like that. To say the problem is the

student, you know, and we've gone beyond that"), and engaging critically "with the discourse on T&L [to] become a better practitioner or teacher". Tanaka's commitment to being a contextually relevant teacher was underpinned by his social justice orientation concerning his ideals of wanting to make a difference in teaching and the broader society.

Concerned with the moral worth of his undertaking to support his colleagues and students to be part of the solution in ethically improving human well-being and his own worthiness in undertaking them (Archer, 2007), Tanaka engaged in self-examination about his initial assumptions before he engaged with the Diploma.

> When I began the Diploma, I had a lot of assumptions about how T&L happen. My teaching was modelled by my experience, my old professors teaching me in the way they did, just standing there. They were the experts. Well, there was critical engagement, you know, on issues of interest. We assumed that the lecturer knew everything. I assumed learning would take place because I am standing in front, without really engaging my practice as informed by T&L discourses and so forth and how I can reflect my practice to align with what I want to achieve. So, I would just go and teach, and that's it, and go and give a test, and mark, and give marks and feedback. I did not think critically about any relationship or alignment between what I actually do and how I assess it as a basis for addressing the outcomes that I set at the beginning of the course. (Tanaka).

Concerning his pedagogy in a diverse T&L context, Tanaka continuously strove to self-improve as a teacher and facilitator of learning. Following his engagement in the Diploma, he was more critical of assumptions and narratives about student learning and boldly critiqued what he perceived as general apathy in HE.

> I think in some contexts like SA, due to changes like diversity of students or diversity of staff, diversity of economic background, and stuff, teaching needs to be modelled to suit that. I don't think many people think that way, especially those who have not read the T&L discourses or HE studies in general. People think that, "I know, it is a waste of time." Yet teaching is a discipline that needs to be informed by a critical understanding of what it means and learning importantly. Well, students learn in very different ways depending on what they want to achieve. So, I believe it's really important that everyone who teaches at the university has some basic understanding of T&L. (Tanaka).

Likewise, Marisa consistently engaged in "self-evaluation", "self-criticism", and social critique about the incongruence between what she perceived as a "lack of transformation" in the Diploma and the kind of teacher she envisioned becoming. Being "quite critical" and socially aware that these experiences may hinder the realisation of her personal project, she thus used her PEPs to

deliberate reflexively about how best to circumvent these structural and cultural constraints (Archer, 2007:95, 131).

> It felt like a lot of the time, I was arguing for a way to think about T&L that either wasn't presented by the course or that wasn't understood by the other participants. I loved being exposed to how knowledge is constructed in different faculties, but I felt like I was constantly arguing for a student-centred approach – not only in how we teach, but in how we were taught our courses in the Diploma. And it felt, you know, when we were taught something, I would always go, "Yeah, but…? (Marisa).

Marisa reflexively concluded that the realisation of her project would only materialise if she forced herself "to challenge" her own practices in enacting teaching as a political project. Archer (2007a:231) refers to this endeavour to attempts "to live up to" ideals as "perfectionism on the part of meta-reflexive subjects who strive for a self-transcendence and a social transcendence that would enable them to do more and thus better realise their ideals" (Archer 2007a:231).

> And there were some things I perhaps didn't critique enough. So, it didn't help me in my teaching. I didn't get the language from the course, but the course prompted me to try and find the pedagogies – the Paulo Freire, the bell hooks, theories that inform a more humanising pedagogy. I hated, hated, hated the theories we were exposed to, it still makes me come out in hives. (Marisa).

7.5.3 Questioning the Moral Worth of their Undertakings

The eight meta-reflexives preferred not to seek other people's input or approval but to explore the implications of their proposed or current actions logically and thoroughly. Using an inward and outward-looking approach, they articulated their concerns about the moral worth of their personal projects and their own worthiness in undertaking them. As Nadia's reflections about her experiences within her academic department demonstrate, their propensity to critique "local norms and conventions" was not always well received (Archer, 2007:129) by colleagues.

> Sometimes, my efforts to be tactful or to be diplomatic fail because I'm very direct; I can be very focused on a task and on the principle perhaps, and I think, in short, I'm a no-nonsense person, and that doesn't always go down so well. I also don't like inefficiency. I'm very clear about these things and if they're a problem for someone, then I'm willing to sit back and reflect on it and maybe change. But I'm not apologetic, because I think, in a professional capacity, it is important to be clear, to have certain clear boundaries, clear goals, so that you don't waste your own time or anyone else's. (Nadia).

Likewise, Marisa's critical gaze on her commitment to exemplifying the kind of person who finds redemption in teaching as a political project prompted her to question the moral worth and transformational orientation of the Diploma and its facilitators.

> I felt deeply frustrated. I was furious about it. That has to happen; in the pedagogy, in how you teach, in what you teach, in how you know your students. It's not, "Oh, let's put in some African authors." That's not the point! But I thought, you know, it's not an orientation of I want to hear what black women, what African women, what South African Africans are saying about these issues - and I'm not okay with this. (Marisa).

As reflected in her self-description, Marisa's value commitments were the impetus for her ontological and epistemological orientation as an "engaged citizen", a teacher whose teaching gave her "life" and was "interwoven with [her] research, mentorship and community engagement". Her frustration thus resulted from structural and cultural constraints because of the incongruence between her personal project, viz., teaching as a transformational project that could contribute towards "the transformation of the university", and the perceived social and cultural context within the Diploma and the university.

> I was just frustrated; this is the place [the Diploma] I'm coming to for help, to be better - not for me to defend something that I felt was important but was being missed in the discourse, you know. And that's been my most enormous frustration. (Marisa).

These structural and cultural constraints manifested in some participants' views that the facilitators did not "trust" them to contribute towards the sessions. Marisa described this as a "missed opportunity" to draw on participants' expertise and involve them as contributors to knowledge building in the Diploma.

> We go there [referring to the Diploma] to be better teachers, so why is there no opportunity to get positive and negative critique [from peers and facilitators] about how we do things? I just didn't understand. In terms of the intellectual project of it, that was held quite tightly by the facilitators, as though they are the only ones who are authorities or experts in that field. So, it gave the wrong message, of saying, "We don't value your pedagogy or how you will interpret these readings". And I think, I would've felt more inspired if I was told, "Go and do these readings on this particular topic, these are the questions you need to ask with the readings," and every eighth time, I'm going to do a presentation, you know. There's just more engagement, rather than you read the reading the night before. (Marisa).

This critique resonates with research findings on a professional development initiative in the UK, the Teaching Development Group (TDG), in which scholars (Fleming et al., 2004) identified participants' preference for a bottom-up instead of a top-down approach to professional

development. Professional development initiatives that participants can identify with and contribute towards provide more meaningful learning experiences than imposed initiatives regulated by external agents or strong social actors such as their facilitators. Like Marisa, Tanaka was heavily invested in and concerned with the moral worth of his undertaking, viz., his personal project (Archer, 2007), which centred on the purpose of education and transformation in HE.

> Education should be purposeful. I think the purpose of education goes beyond just our generation. So, you know, capacitating students to be critically engaged students, and when they leave this place, they would be useful in the communities where they stay or work. And if we don't think about transformation, I don't think we'll be able to tweak or tailor our teaching approaches, what we teach, and how we teach to ensure that we achieve those objectives. (Tanaka).

For Tanaka, his impact on improving human well-being is in line with his values and beliefs about the value of education as a public good.

> Where I feel my impact has been most, is around teaching, because I think that, I have managed to contribute to the likes of young girls and boys and other genders. Not just through feedback that we ask from students but also feedback when they are working, and they say, "You know, that year and that experience, I really enjoyed it; I got prepared because of where you took us through the course. I am more of an engaged citizen now and stuff like that" and to me, this is something that is fulfilling. (Tanaka).

Likewise, being concerned with the moral worth of her project and her own worthiness in undertaking it, Anika's high level of professionalism, accountability, and responsibility are PEPs, which help her realise her project as a "critical reflexive practitioner".

> I am accountable, I do account to my head of department and I believe, to my colleagues and my students; I believe I am accountable to all. I also have had the great privilege to work with high level of agency and autonomy. So, I am, and I have always been fortunate because all my projects have been externally funded. So, there is always a level of accountability and responsibility that I think that I've always been trusted in terms of innovating, creating, developing, remaking, exploring and imagining. I think that has really been of enormous value to myself and, I would hope, the students. (Anika).

As demonstrated by Anika, who has a central role in tutor and mentor development at RU, an essential aspect of being a critically reflexive practitioner entails critical engagement with her role as a teacher and facilitator in HE and specifically her practices related to assessment and student feedback on her teaching. Scholarship and evidence should inform this critical engagement and practice (Clegg, 2005; Quinn & Vorster, 2016).

> For the assessment chapter of the Diploma, I looked at the assessment of my course. I was able to examine it critically, speak to my students about how they experienced the assessment, and then innovate. And that was very exciting, to look at literature, to look at what my students were saying, consider what I myself thought. As for the evaluation module, our lecturer at the time, Facilitator 4[25], helped me to design an actual feedback sheet, which then enabled me to do the case study. It allowed my practice to become much more coherent and meaningful. (Anika).

Although Anika did not mention it explicitly, in HE, coherent and meaningful practices can be interpreted as referring to practices which are purposefully designed and implemented to provide epistemological access to students (Morrow, 1993; Scott, 2009b). Conscientising tutors that disciplines have different rules, expectations, conventions and ways of producing and representing knowledge (Ballard & Clanchy, 1988 in Boughey, 2005) is an essential aspect of academic work. Lecturers like Anika, whose work involves capacitating tutors who, in turn, can engage students in tutorials so that they learn from each other and contribute to the learning of fellow students are invaluable resource holders (Archer, 1995; Behari-Leak, 2015) at their institutions and within their CoPs (Feldman & Fataar, 2014; Wenger, 1998).

7.6. Circumventing Structural and Cultural Constraints

The fourteen lecturers' particular mode of reflexivity enabled me to identify how, in unique ways, they strategically weighed their options to find the best course of action to establish sustainable, satisfying practices that could help them bring their personal projects related to their teaching and their students' learning, to fruition (Archer, 2007a). However, given the many overlaps between these modes of reflexivity and since distinguishing between them does not add value to my analysis, I do not present a separate account of how those lecturers identified as autonomous reflexives and those identified as meta-reflexives mediated social and cultural constraints. For example, albeit in nuanced ways, the data suggest that both groups of lecturers were schooled in making independent judgements and operated according to high proficiency standards. They valued their autonomy, thrived on challenges, met matters head-on and adopted a strategic stance to circumvent constraints, which promoted structural, cultural and agential

[25] Facilitator 4, a former facilitator in the Diploma was employed at a university in the international HE context. She was thus not a participant in my study.

morphogenesis (Archer, 2007a). Where relevant, I will point out essential differences, such as the task-oriented approach exhibited by autonomous reflexives versus the value-oriented approach exhibited by meta-reflexives.

In the next section, I discuss how having identified their personal projects, the fourteen lecturers exercised their PEPs, viz., high levels of self-discipline and independence, as they reflexively considered how best to mediate prevalent enabling and constraining mechanisms within their contexts. Their main goal was to establish satisfying, sustainable practices that could bring their personal projects related to being teachers in their disciplines to fruition.

7.6.1. Institutional Structural and Cultural Constraints

7.6.1.1. Systemic Structures at RU

The fourteen lecturers' commitment to their personal projects about being teachers in HE and their professional standing as discipline experts accorded them certain powers which enabled them to mediate the constraining and enabling social and cultural conditioning within the institution, their faculties and academic departments. They reflexively mediated prevalent structural and cultural mechanisms in distinct ways to develop sustainable projects and practices ("modus vivendi") (Archer, 2007a:89). Respectively, in a task-oriented and value-oriented manner, they exercised their PEPs by harnessing enabling mechanisms at RU. Ever ready to respond to a challenge, Mike capitalised on the probationary requirement for new lecturers by deciding to complete the full qualification (the Diploma) instead of only the Assessor's course.

> All the institutions had merged and been reformulated, so I was like a fish out of water. And I thought, no, I want to know more about this environment and how I can teach in it. That's why I decided to do the whole Diploma. (Mike).

In this case, Mike could harness (the opportunity to complete the Assessor's course[26]) what may have been a constraint to someone else, in his favour. In this regard, the compatible and complementary relationships between SEPs and CEPs resulted in a situational logic of

[26] Although it is not mandatory to do the Assessor's course, it is compulsory to show that one has met the outcomes of the course.

protection. The internal relations between the systemic structures at RU, viz., Human Resources Management directives for new lecturers and the Diploma as a structural enablement influencing the learning and teaching context, were congruent and thus mutually reinforced each other. Likewise, in the domain of culture, a situational logic of necessary complementarities existed between the ideas promoted in the Human Resources Management Policy about teaching being taken seriously by the University and Mike's beliefs about the value of engagement in a professional development course.

> Particularly, when Professor Xavier Malik came to RU, you know, his support for the ADC was very visible. I was acting head of the ADC, and I remember, you know, Xavier almost in every single Senate meeting, talking about the importance of the work that the ADC does. So, I think that, in some departments maybe academics do feel the pressure of focusing on their research than on their teaching. (Grace, Facilitator 1).

Supported by interest groups such as the ADC colleagues and other strong social actors at the University, such as the Vice-Chancellor (VC) and Deputy Vice-Chancellor (DVC): Academic & Student Affairs who worked to protect these interests, these necessary complementarities thus resulted in a situational logic of opportunism as they predisposed Mike to attain his personal project through engaging in the Diploma.

> The RU promotion policy explicitly puts a big value on learning and teaching, and I support that move entirely. So, if you're going to work at this university and you don't value teaching, you're not going to get promoted. And so that meant that I was forced to take T&L seriously. (Mike).

However, Amir and Khwezi recognised structural and cultural constraints to their personal projects, which included criteria in the institution's Personal Promotion of Academic Staff Policy and institutional support for T&L. Despite his belief that "RU values" T&L, Amir believed that the promotion criteria signalled a contradictory message.

> Now where can I put that [evidence about teaching] on that promotion form? Where exactly can you put that? You can put that into your teaching portfolio - great, but you're already a great teacher. Whereas, at the same time, that's time, you know, you could invest it in your administration and your disciplinary research. Especially for a new lecturer, one needs to advance in those ranks until you're, like, let's say, a professor. But you're not going to advance if you keep on just pursuing the teaching track. (Amir).

Likewise, Khwezi's awareness of the contradictions within the cultural domain signals the generative power of discourses about the importance of research versus teaching at the level of the Real, which influences lecturers' viewpoints and actions at the Empirical and Actual levels.

As a result of his engagement and experiences in the Diploma, his beliefs that pedagogical development is essential because many lecturers do not have formal pedagogical preparation as teachers when appointed in HE, clash with general institutional discourses that discipline experts' teaching role should be secondary to their role as researchers or discipline experts (Nevgi & Löfström, 2015). Khwezi conveyed his frustration about these contradictory discourses, which resulted in a situational logic of necessary contradictions.

> I find the culture so difficult because it fails most academics. I think they [the selection committee when he interviewed for his position] were interested in my working experience. What if I was involved in teaching for most, like, three years without attending an Assessor's course? The chances were that I would be making many mistakes and failed many students. That's one of the things because the culture here does not force you to have teaching experience or teaching knowledge - they just want your work experience. So, culture plays a huge role in how it fails most of the teachers and lecturers to adopt new ways of teaching. (Khwezi).

Khwezi's eleaboration of the competing discourses gives further insight into the cultural contradictions at the University.

> Lecturers end up not having an interest participating in these professional development programmes. So, it's an issue of, "I've been teaching, I have a PhD. So, culture plays a big role in this context, where most people are still in the culture of saying, "Value your academic qualifications. Teaching is not a profession. You don't have to see it as a profession. Teaching is just something that you can do in any way." So, use your previous ways of being taught by your teacher as ways of teaching your current students. (Khwezi).

As discussed below, the cultural contradictions at RU were also influenced by lecturers' strong disciplinary identities.

7.6.1.2 The Influence of Disciplinary Identities

In Chapter Four, I discussed how lecturers' dispositions toward teaching are influenced by whether they primarily identify as teachers, disciplinary experts or researchers and how they may experience tension because of the mismatch between their disciplinary aspirations and conventions in becoming and being teachers in HE. Amir's reflection about whether the Diploma has influenced how he approached his role as a university teacher highlights such tension and a cultural contradiction between the kind of teacher that is valued at RU and the kind of teacher he seemingly represented.

> There's a particular kind of teacher that is wanted at RU and I strongly suspect that I'm not it. So I just keep doing my job in the best way that I can, and hoping that nobody is going to pick up on it. The students seem to love it, and there seems to be a lot of learning going on, but if RU knew that part of my teaching persona was not student-centered or caring at all, and RU teachers are all about caring for the students (aren't they?), so that leaves me in an awkward position. The RU academic makes everyone comfortable, you know. I'm not the RU academic. I don't belong here. I'm not the RU teacher. On the other hand, I am an effective teacher, I think, in the discipline. (Amir).

Amir's comment about not being the typical RU academic because he does not believe he "cares" for his students in the ways he perceives to be the dominant institutional culture, can be linked to his strong disciplinary identity as a Computer Scientist whose disciplinary ways of being, knowing and doing are at odds with the seemingly preferred approaches to support student learning at RU. Shedding more light on the dissonance he experienced as a discipline expert inducted into a new discipline, viz., HE studies, Amir vehemently responded when asked whether he could reflect on his T&L practices and whether these reflections influenced his teaching.

> I hardly needed the Diploma to do that! I've been critically reflecting on my work for at least twenty-five years, and I've only been employed at RU as a lecturer for about nine years. So, I can't say that the Diploma taught me anything in this regard. (Amir).

As confirmed in other studies (Bitzer & de Jager, 2016; Fleming et al., 2004; Nsibande & Garraway, 2011; Quinn, 2012; Trowler & Cooper, 2002), when lecturers with a robust disciplinary identity participate in professional development initiatives, they are very sceptical of its usefulness in their contexts. As was the case with Amir, and as also shown in the literature (e.g., Lueddekke, 2003), not all academics prefer to engage in professional development initiatives in the same way. This is because lecturers' disciplinary orientation and conceptions of teaching are two main factors influencing their approach to professional development initiatives. Thus, lecturers may feel that their disciplinary identities are under threat when there is a mismatch between professional development initiatives and the "social and cultural characteristics: norms, values, modes of interaction, life-style, pedagogical and ethical codes" within their disciplines (Becher, 1994; Ylijoki, 2000:339). As discussed in Chapter Six, the support for doing research in SoTL versus disciplinary research conditioned the social context for lecturers. I discuss how this resulted in structural and cultural contradictions at RU in the section below.

7.6.1.3 Tension Between Doing Research in SoTL and Disciplinary Research

Similar to all the lecturers in this study who voluntarily engaged in conducting research on T&L in their disciplines (SoTL), Robyn reflected on the perceived tension this interest, as opposed to research in their disciplines (Hassan, 2013, 2017) invoked.

> I thought that by doing the Diploma, the focus on teaching wouldn't be penalised, or it would feel like it was legitimated. It would also give legitimacy to spending time thinking about teaching and writing about teaching during my sabbatical. Sometimes, it feels like there's so much focus on research. So, suppose you spend any spare time you have to improve your teaching, like reading up on how to teach or just reading in preparation for courses you are going to teach. In that case, it's related to your research, then I think that sometimes, sort of, feels as if it's regarded as a waste of time because you're supposed to produce more research outputs. It felt like sometimes, when you're reporting on what you did, having an article, a book chapter, or a book published is more concrete. (Robyn).

Robyn's reflections about the need to justify spending time developing her teaching through SoTL, signal the potential for lecturers' projects to be constrained by structural and cultural contradictions at the institutional level. Mike, Fern and Amir referred to similar tensions when respectively reflecting on their identities as academics who equally value being discipline experts (theoretical syntactician, economist and computer scientist) and being teachers in HE.

> Doing the Diploma does take away time that would be spent doing core research in your discipline. Ultimately, you build a career by doing research in your discipline. But the other people who end up doing a PhD in teaching or assessment in our department are wasting their time and everyone else's. Because they're not supporting their department – they're getting publications, but not in the discipline. And it means that they're not becoming competent in their discipline – they become competent in another discipline. (Mike).

> At the start of the module on assessment, I was very aware of the opportunity cost of the time spent on the course rather than on my disciplinary research and teaching, and I got the strong impression that this was the attitude of my peers as well. (Fern).

> I went for an interview at another university, and I suggested, "Look, as a proposed research track, let me do something in Computer Science Education", you know. And then they said to me, "Well, all right. Tell me, are you doing computer science research or education research?" And I said, "Well, I think its Computer Science research," because I'm doing it in Computer Science. And they kind of went, "Well, you know, it sounds like Education research to us". (Amir).

Although this cultural constraint manifested within the broader HE context, it had the potential to compound the influence of prevalent discourses and restrict Amir's commitment to straddle both worlds: disciplinary research and research in the SoTL, viz. Computer Science Education.

> In terms of your research, even track record, you can kind of count it as a sort of subsidiary publication, but unless you're so dedicated to it that you might want to move into the Education field later on, it doesn't really hugely make a lot of sense to go in that direction. In my field anyway, it doesn't seem like you can do that. (Amir).

As these lecturers recount, the contrast between recognition and reward systems for SoTL within lecturers' institutions, their disciplinary fields (Adendorff, 2011; Hassan, 2013, 2017) and statutory bodies like the NRF is another structural and cultural constraint. This cultural contradiction manifested in the form of contradictory discourses where "RU values" SoTL, whereas some disciplinary experts at other institutions negated the nexus between SoTL and disciplinary research.

> The university doesn't care because there are publications and SOTL, but from a departmental perspective, you need disciplinarily knowledgeable people. And when you start stepping out of your discipline. (Mike).

> I think it's the HE context, where, for example, if you apply for a job, they ask you to list what you've taught or what you've published. But how well you taught something isn't always going to be reflected very easily, so if you spend minimal time preparing your teaching… All those hours that you spend additionally developing better teaching strategies and improving on your teaching, it's very hard to get recognition for that. I think one shouldn't only do things for recognition, but I think sometimes you feel like you're being silly or that people will think you aren't doing anything. Whereas if you can clock up publications, I think for applying for a job, that's going to count for a lot more. (Robyn).

Mike's comment below indicates widespread structural and cultural contradictions between SoTL and disciplinary research in HE. To him, the constraints for promotion and tenure (at other institutions and independent statutory bodies) associated with SoTL work at the expense of disciplinary research were eye-opening.

> I've written a short paper on assessment, which I found very exciting and I enjoyed, and I will hopefully this year publish another one on student writing - but it's outside my discipline, and that is going to be a distraction. When I try and apply for a job, either overseas or either in SA now that is actually not going to be in my favour. When I apply for an NRF rating – they look at my disciplinary contributions, but it's not good enough to say, "Oh, I had this really nice paper," and then a whole lot of stuff in SOTL, and I feel that it has played against me in that way. (Mike).

The lecturers mentioned above demonstrated that awareness of research hegemony in HE is essential. Moreover, as cautioned by Hassan (2013), lecturers should refrain from participating in their own oppression by exclusively prioritising teaching at the expense of research. As in the case of Mike, Fern and Robyn, lecturers' engagements in SoTL and disciplinary research demonstrate their ability to balance the research-teaching nexus. As mentioned, this stark reality is borne out in other studies which draw attention to the value ascribed to lecturers' identity as researchers in their discipline and the associated value of their research (Adendorff, 2011). However, as demonstrated by Mike, considered one of the most prolific disciplinary researchers in his faculty, when drawing on their PEPs, lecturers can reflexively mediate structural and cultural constraints to engage in SoTL and protect their status as researchers.

Moreover, the ADC's active role in this regard demonstrates that teaching and learning centres are invaluable in addressing contradictory interpretations of institutional policies by creating awareness and unpacking what these policies mean. For example, the Personal Promotion policy at RU explicitly "recognises the need to encourage the continued pursuit of learning and scholarship within the areas of teaching and learning", which refers to SoTL (RU, 2019:1). In addition, the ADC's mandate (explicitly mentioned in the policy) to ensure alignment between the personal promotion process regarding the promotion criteria and the institution's objectives in promoting a T&L culture can be interpreted as the institution's explicit support for SoTL. The policy also does not preclude lecturers from emphasising how their scholarly contributions in SoTL advance their teaching and students' learning in their disciplinary fields. Equally important is that the personal promotion processes consider disciplinary differences in lecturers' research outputs. For instance, the DVC: Research and Innovation guides the Personal Promotions Committee in decision-making on viable benchmarks and accomplishments related to the lecturers' research track record at various levels of promotion. Lecturers' heads of departments can submit a report on lecturers' contributions within the department and on academic standing within the discipline. Lecturers also have an opportunity to provide a narrative of their research endeavours, which includes information on the nature of research in their discipline and acceptable output rate.

To a large extent, the presence of a strong social actor in the form of the former VC , Professor Xavier Malik, whose eight-year tenure at RU from 2006 until 2014 reflected strong support for scholarly informed T&L practices and approaches, influenced these contradictory discourses at the institution.

> We are a research-intensive university, so research is highly valued, and there would still have been at that time, specifically, quite a lot of lecturers that really believed that they were here to do research, and teaching was just something they did on the side. But I sense that, for many years, there have always been a big group of academics at RU who really value their teaching. I do think that people think that the rewards come more easily for research than for T&L, and there might be some truth in that, although I think since Xavier Malik was the Vice Chancellor and we changed the way we do promotion. I think the proving your worth as a teacher has really increased. (Elle, Facilitator 2).

Likewise, as mentioned, the appointment of Professor Abigail, an influential social actor at the institution, nationally and internationally, as the Dean of T&L has been an enabling internal structure with a strategic support role concerning T&L matters at the institution. Professor Xavier Malik's successor, Professor Themba Dlamini, continued the institution's commitment to developing and supporting T&L.

> When Professor Xavier Malik was VC, Professor Themba Dlamini was DVC Academic. His stance, from what I could see, was that he trusted that the ADC had the institution's back when it comes to T&L; he trusted the work, he trusted the research. He was an ally, even from the DVC, and that continued into VC. So, when you hear him speak, he's interested and understands HE and what it is that we do. And that speaks volumes. It makes you feel like you've got the backing. (Amy, Facilitator 3).

Imbued with power and material resources afforded by their influential positions at the institution, these social actors contributed towards "curricular and pedagogical transformation" at RU (Maylam, 2017:279). As discussed in Chapter Six, the incompatibility between discourses around the perceived instrumental value of research versus teaching (McKenna & Boughey, 2014) promotes resistance to seemingly imposed professional learning initiatives, encourages disciplinary research over teaching (McKenna & Boughey, 2014), and I argue, SoTL-research, viz., research on T&L in the disciplines. In the following section, I discuss how lecturers drew on their PEPs to capitalise on institutional structural and cultural enablements in realising their personal projects.

7.6.2 Institutional Structural and Cultural Enablements

7.6.2.1 Institutional Support for Teaching and Learning

As shown in other studies (D' Andrea & Gosling, 2005; Bozalek & Dison, 2013; Leibowitz, 2014) and as was the case for RU, a holistic approach to professional development and teaching and

learning was an enabling mechanism for the uptake of and engagement in professional development initiatives. As mentioned, these enabling mechanisms consisted of the suite of teaching and learning-related policies and the presence of strong social actors such as the VC and DVC: Academic & Student Affairs and the ADC.

The ADC's support role at the University presented a structural and cultural enablement. Similar to other teaching and learning centres in HE, the ADC enacted its teaching support mandate for lecturers by offering various professional development initiatives such as workshops, seminars, SoTL-based writing retreats and other awareness and capacity-building initiatives such as curriculum development[27].

> And then, of course, that is supported by the ADC, which is very visible in the faculties and the committees. So, you can't forget that the ADC exists, or at least, you know they exist. And that really, again, kind of pushes the teaching and learning agenda. (Mike).

> The ADC was offering courses in various things, like assessment. (Fern).

The fourteen lecturers in my study continued their trajectory as high-achieving students into their academic careers. As a personal power and generative mechanism, their particular kind of reflexivity played an essential role in their upward social mobility within academia. To demonstrate, through sustained investment of time, effort and independent deliberations, part of Fern's upward trajectory entailed "being trusted more" when she talked "about teaching and learning" within her department, faculty, at the ADC seminars and Teaching and Learning Committee meetings.

> So, I would change things by stealth, in the parts of the course that I had control over, and then, you know, I'd talk about it in different fora; so, RU offers that opportunity as well, they have these teaching and learning forums. And so, I would go and share experiences as often as I could, get feedback, but also to just spread the word. So, after a while, people kind of knew what I was doing, and that reduced the power of the voices that were saying no (Fern).

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[27] These professional development initiatives include the Conversations about Teaching, Assessment and Learning (CATALyst) course, Teaching and Learning Showcases, Curriculum Conversations, Evaluation of courses and teaching, Writing in the University short course, Engage short course for tutors, Support for probation and promotion portfolio development, Writing retreats, Leading where leaders learn capacity-building site for (new) heads of departments at RU and Educational Technology support .

Through exercising her PEPs, Fern was also considered a respected academic whose opinions were worth listening to, especially since she gained "more credibility for the things that she was trying to do because of her qualification [the Diploma]".

> So, it was a combination of resources, just talking about it for years and careful evaluation. So, the [SoTL] publications helped because I was evaluating the impact of my teaching. So, then it became, like, "Okay, maybe you do know what you're doing" (Fern).

Likewise, the "reflexive pursuit of their concerns" (Archer, 2007:58) culminated in synergy between the fourteen lecturers' research interests and a sustainable "modus vivendi" (Archer, 2007:61) that evolved as their knowledge and confidence about their teaching increased. In addition, the competent use of the discourse of HE studies, their embodiment of what it means to be discipline experts and their analytical approaches and input to teaching and learning matters resulted in an unintended consequence, viz., opportunities to share their knowledge and insights with colleagues and new lecturers.

> Someone asked for an explanation of something. And you're like, Ah, hang on, we've covered that, and I know a good way to explain it because people seem to get it. So, you give them that explanation. I've pointed them to resources, and we've talked stuff over, the new people are more receptive to that stuff. (Amir).

> I think there may be a view that I can now bring more focused discussions around curriculum. (Ian).

The ability to purposefully act on their private deliberations was characteristic of all the fourteen lecturers. Bolstered by the institutional support for learning and teaching as reflected by cultural and structural conditioning mechanisms, Mike thus fine-tuned his personal project, demonstrating his commitment "to find out more about how HE works and how it works in SA". These cultural and structural conditioning mechanisms were in the form of affirmative discourses conveyed through the guiding principles in the institution's mission statement and a suite of institutional policies related to learning and teaching. However, as mentioned, although these affirmative discourses demonstrated the institution's commitment to creating a learning and teaching environment underpinned by scholarship and promoting excellence and innovation in learning and teaching, there was misalignment between the ideational context created by these policies and the ideational context within some academic departments about lecturers' involvement in disciplinary research versus SoTL. As shown in other studies (Leibowitz, 2014), such misalignment could inhibit lecturers' participation in professional

development initiatives and, ultimately, the promotion of quality teaching to support student learning.

7.6.2.2 Support for the Scholarship of Teaching and Learning (SoTL)

The cultural context at RU was that, despite being a research-intensive university where research was (and still is) highly valued, there had always been a big group of academics at RU who valued their teaching. Increasingly, with the support from strong social actors like the VC, the DVC and the Dean of Teaching and Learning, the importance of research on teaching and learning in the disciplines gained traction.

> Abigailobviously brought a lot of credibility; she very quickly attended all the important meetings and sat on senate, the kinds of things that weren't happening before her. We were starting to get PhDs; I remember being told when I came in, we have to research our work, that's what you do here, and managing, I don't know how, but, like, to write two papers in my first year here. Amongst us we cultivated, a strong sense of needing to be scholarly, and I think that, for a certain sector of the university, they could see that, and they admired it. (Elle, Facilitator 2).

In addition to being role models by researching their teaching practices, the ADC staff facilitated writing retreats for staff requiring focused time to complete a SoTL-related writing project. Such projects included completing teaching portfolios, CATALyst course assignments, Diploma module assignments, and SoTL publications. During these writing retreats, critical readers who were the ADC staff or academics associated with the ADC offered lecturers formative feedback on their projects. Colleagues at the ADC also offered individual consultations with lecturers like Fern, who, as tutor coordinators, wanted to integrate research and teaching following interventions to strengthen their work with tutors in their academic departments. Fern's areas of concern and critical mindset culminated in co-authored journal articles on using the tutorial system to improve the quality of feedback to students in large class teaching.

> Some of the teaching has turned into research, but I also like to include what I happen to be doing on the research front into the teaching. So, for example, if I'm teaching the first-year class a section on poverty and inequality and I have one of my Honours' students working on that, then I get them to come and talk about their research, as part of the teaching. So, for me, there's quite a strong overlap between teaching and research. (Fern).

In the next section, I discuss how the influence of role models and mentors contributed to shaping lecturers' personal projects and, ultimately, their professional identity formation as teachers.

7.6.2.3 Role Models and Mentors

In pursuit of their personal projects, the fourteen lecturers thought strategically about creating opportunities to envisage changes in their teaching approaches and students' learning. For instance, like Khwezi, some of them capitalised on the presence of strong social actors and other important role models in their social context to form informal mentoring partnerships. These role models were social actors who embodied a particular 'institutional gravitas' (Peseta, 2007:17) with substantial cultural capital within academia. Khwezi took "examples and inspiration" from these "wonderful" and "awesome" colleagues who are well-placed role models who are not "scared of taking challenges" (Khwezi). As he interacted with them and drew on their professional experiences, he was able to benefit from their collective material and ideational resources to actively shape his personal project.

> They have done the Diploma way back before us. So, I've been in forums where people talk about them and discuss how they are managing. They are going towards retirement, but I can assure you they do work hard, but they also work smart in the way they teach, you would want to be in their class. The way they structure things, you can tell that this is experience from the Diploma. Yet, they're calling us young academics, we still have the energy, why are we not able to do the same thing? I'm still young, I can wake up in the morning and be ready to review students' proposals. (Khwezi).

In the same vein, Ian capitalised on the input of a strong social actor, such as the Deputy Dean of Teaching and Learning, who openly championed the affordances of the Diploma and, in so doing, solidified the support for teaching and learning at the faculty level.

> Having this colleague embedded there and doing that aspect of teaching and learning allows us to think critically as a faculty. We have regular Teaching and Learning Committee meetings, and I guess that's always where everyone says, "What's wrong with our current students?" But that conversation has also been built with the words, "Well, something might be wrong with our current students, but something might be wrong with the way we teach our current students as well." So, I mean, the faculty's definitely supportive. (Ian)

Several studies highlight the value of formal and informal mentorship in HE (Blunt & Conolly, 2006; Donnelly & McSweeney, 2011). As articulated by Khwezi and Ian, informal mentoring relationships can be an enabling mechanism for realising lecturers' projects and, I argue, contribute towards shaping their professional identities as teachers. As shown in the literature, healthy mentorship relationships are invaluable for professional development in academia (Blunt & Conolly, 2006), particularly when lecturers pursue the mentorship relationship as opposed to being assigned a mentor with whom they cannot identify because of power relations (Booi, 2015) or unexplored dynamics such as race, gender, class and language (Hlengwa, 2022). Mentors as role models are enabling mechanisms, especially when there is mutual agreement that mentors will support their mentees as their professional needs and goals unfold organically (Blunt & Conolly, 2006).

Besides capitalising on the structural and cultural constraints mentioned above, it was equally important that lecturers drew on their PEPs to circumvent constraints within the Diploma. Given the concern about a "one size fits all" (Fleming et al., 2004), generic, acontextual approaches (Leibowitz et al., 2016) to professional development, it was essential to, as discussed below, understand the conditioning influence of the context within which professional learning takes place (Van Schalkwyk et al., 2015).

7.6.3 Structural and Cultural Constraints within Faculties and Departments

7.6.3.1 Dismissive, Devaluing and Indifferent Culture

Albeit in varying degrees, the fourteen lecturers experienced conflict at the departmental level caused by contradictory ideas in the cultural domain. Inconsistent ideas about, on the one hand, RU as a collegial, welcoming institution and, on the other hand, some lecturers' interpretations of conceivably prevailing dismissive, devaluing and, in some cases, apathetic culture within some academic departments posed a situational logic of constraining necessary contradictions (Archer, 1996) for these lecturers. Aggravated by the disjuncture between their competence as discipline experts and their (sometimes self-imposed) imposed novice status as teachers, these lecturers initially found it challenging to function because of the influences of contradictory ideas about their competence as teachers or their ability to contribute meaningfully to discussions related to the academic project within their departments.

Despite his best efforts and huge personal and professional sacrifice, Phil struggled to mediate these contextual, structural and cultural constraints. He recounted a growing discontent with the "contextual incongruity" (Archer, 2007:252) concerning departmental and institutional teaching and learning practices.

> Teaching in my department is, by its very nature, quite intensive. We are teaching people practical skills, teaching people design, photography, teaching people how to operate a television camera, and writing. This is not the kind of stuff you can teach people by standing in front of a class and holding forth for hours at a time. You have to actually do things with the students, and I have these consultations, which are integral to my teaching because I've got twenty-eight students this year, and I used to have these consultations one-on-one, and when they get me there, they show me their work, and I can critique it. But I can't do that with twenty-eight students at a time. It has to be one-on-one. So, I add fourteen extra periods to my working week by having these consultations. But the university, that formula they've got, doesn't even have a formula for these consultations. When they talk about consultations, they talk about if you are running a course and you have one or two times during the week when your students, any student, can come and ask you a question about the course. They can walk in or make an appointment, you see. And that happens on an ad hoc basis. And I'm talking about fourteen actual periods of my time. They are supposed to be forty-five minutes each, but they often run longer and pile up on each other. (Phil).

Once activated, the causal powers of structural and cultural properties in the form of resistance from some colleagues "tendentially obstruct" Phil's project (Archer, 2007:8) to continue to innovate his teaching practices and teach in alignment with his values.

> I sat in a staff meeting where I am being asked to do something and I say, listen I am a bit reluctant to take this on because I'm currently very busy. This is what I have on my plate. And in some cases, the response is that you choose to have these consultations. That is your responsibility. But you can't claim that as a reason for not wanting to take on other stuff because you have chosen to teach in this way and, you know, find another way. And I'm like, "How can you say that?" (Phil).

Likewise, although Robyn did not experience any resistance to her personal project or her proposed innovations in her assessment strategies, taking up an HoD role immediately when she completed the Diploma meant that "it's easier to do that when you're in a more senior position". However, some colleagues' seeming disinterest or apathy towards innovations in teaching and learning was a concern.

> In our department, we give individuals quite a lot of freedom in terms of what they want to do in their courses, that's always been the case. I introduced changes in my courses, and you just kind of do that in my department. You don't really have to ask permission sometimes. My former HoD's much keener than the rest of us are on the exams, but he wasn't, like, a dictator, so he would certainly say, "I think we should have

> exams more and we should emphasise exams," but at a post-graduate level, he let those of us who wanted to, to transition away from exams. So, I wouldn't say that it was not necessarily, like, at department or faculty level that I was supported in doing these things, but it was that no one put any obstacles in my way. (Robyn).

Despite resistance or apathy towards their personal projects, the data suggests that Phil and Robyn were active agents who possessed properties and powers particular to them. They exercised their agency by embracing what they have learned in the Diploma to transform their teaching and learning practices.

> Of course, because there is that freedom and that sort of tradition. It means that, as HoD, nobody is used to me coming in and trying to get others to do things differently. Everyone's used to doing pretty much what they want in their space. So, that has meant that maybe I do things the way I want to do them, and I talk about it to colleagues, but if colleagues want to take up some of those ideas, sure, but they don't have to. So, in other words, I'm not necessarily able to drive a whole change in the way we teach things in the department because the expectation is that people have a fair degree of autonomy, and I value that. (Robyn).

Their transformed practices were a causal efficacy of their endeavours. However, Phil remained a primary agent who did not collaborate with like-minded colleagues to mobilise into corporate agents who could shape the teaching and learning agenda in their respective departments. It thus seemed like his transformed practices did not extend beyond him and seemingly did not make a noticeable difference to teaching and learning practices within his department. However, in Robyn's case, engaging in SoTL work on transformation, decolonisation and social justice in teaching political theory afforded her a platform to share her ideas with an institutional, national and international audience on teaching and learning.

> It's very obvious in African studies there are contestations around how we should teach, about who counts as an authority, about the way in which knowledge is produced about Africans, and not always by Africans or for Africans, but just produced about Africans for consumption elsewhere. So, I was already thinking about those kinds of issues and writing about them. I think it was published in 2015, but then, obviously, it intensified with the protests because, I guess, now it's like everyone's talking about these issues, so it seems more relevant. It seems more like there's a conversation, an existing conversation to participate in that goes beyond just African studies, but that is in the whole of the Political studies community and then the whole of the HE community. (Robyn).

Furthermore, Eriya reflected on the contrast between the autonomy and apparent support accorded to him and other academics on the one hand, and the prevailing dismissive and

devaluing culture of the opinions of certain colleagues within his academic department on the other hand.

> When you put exams together, people will talk about what should be done in the assessment, but people are talking about their own experiences. Even though they've not done the Diploma, per se, they'll have something to say. Normally the voices are loud, isn't it, because of the number of years they've been doing this. You know the power dynamic is so strained. This thing, it has gotten out of hand. (Eriya).

Several studies have highlighted the initial challenges lecturers with strong disciplinary or professional identities face when entering academia as novice teachers (Behari-Leak, 2015; Trowler & Cooper, 2002). As was the case for these lecturers, these challenges included feeling as if the significance of their professional achievements had been eroded by their novice status as teachers who had to prove themselves all over again. Being out of their comfort zone, they were acutely aware of their seemingly "impoverished resources" as university teachers (Behari-Leak 2015:208).

Likewise, Mike's engagement in his academic department personified an ongoing battle against various forms of resistance, wanting to crush his commitment to change his teaching practices. However, he was confident about his judgment and authority on this subject and went about his work focused and disciplined to mediate cultural constraints in the form of resistance from some of his colleagues. He thus actively drew on his PEPs in forging ahead to propose carefully thought-out plans.

> I am quite a stubborn guy; I can be quite forceful. So, I decided I was going to let my first years collect data so they could be inducted into the research-creation process. We're going to use the data that they collect to write their essay topic. And, you know, some staff came to me and said, "Oh, yeah, that's really very difficult, you know. Yeah, I don't think it's really very viable, you know". And so, they expressed their doubts, and I said, "Fine, I'm going to do it anyway". (Mike).

These colleagues' narratives are a sober reminder that power dynamics and lecturers who, because of their seeming disinterest in learning and teaching, do not have "sufficient educational expertise or discursive resources to comment on the quality of teaching" will most likely constrain departmental practices that could have had the potential to translate into student success (Kotta, et al., 2014:530). Shrouded in hostility and racial tension, conversations about teaching and learning matters left little room to grapple with and work towards suitable solutions collectively.

> So, you wonder why people are guarded because now when somebody's paper is shredded in the way that everybody contributes to it, even somebody who's not even in the discipline, now all of a sudden, has a voice. It's unheard of, you know. You're not in the discipline, but you feel that you have a voice to dictate how it should be done in this discipline. This brings a lot of tension, and it's not constructive feedback; it's just criticism throughout. So, it becomes a very hostile environment. (Eriya).

Academic departments' critical role as "primary locations for the growth and transmission" of teaching and learning regimes (TLRs) or CoPs has been highlighted in the literature (Feldman & Fataar, 2014; Roberts, 2006; Trowler & Cooper, 2002:222). I argue that compared to primary agents, lecturers as corporate and social agents may be better positioned since they have honed their PEPs to mediate contextual constraints to engage meaningfully in teaching and learning tasks and shape and enact departmental culture. Thus, through "corrective manoeuvres" (Archer, 2007:294), Eriya sought to circumvent these constraints.

> People boycott, because you don't want to put yourself in a space where you come, and you feel there is no possibility to give your input. The only way to do it is not within the setting, per se, but if there's a document going around and you want to put a curriculum together, an assessment, that's the opportunity to which you can contribute through writing, not talking. And then people can read the written document because, I mean, talking is so limited. I find that sometimes, explaining an idea through talking requires people to be engaged and sustained in that conversation. But in writing, at least, they can read it themselves – they have no choice. (Eriya).

When academic departments send mixed messages in the form of dismissive opinions and seemingly indifferent responses to lecturers' input in teaching matters, it may pose constraints which threaten to derail lecturers' projects. To demonstrate, in Mike's case, his colleagues' half-hearted approach to his proposed innovative practices could indicate that when new lecturers, unlike Mike, do not have the "cultural tenacity to challenge the disconnected spaces between individual, department and institution" (Behari-Leak 2015:434) or are not as assertive, outspoken, and steadfast as Mike, they might not be able to bring about changes in their curricula, let alone influence their colleagues' beliefs and attitudes.

> There is a qualitative difference between staff who have done the Diploma and those (generally older now) who have not. When I arrived in my department, I was the only one who had done it. I found that it gave me some theory and metalanguage to talk with authority about my courses and also made me more open to innovation - I found colleagues who had not done the course were more "flying by the seat of their pants". (Mike).

Similarly, Khwezi's reflexive, private deliberations, which he articulates as evaluative judgments about some colleagues' views concerning professional development, indicate that he has strategically decided to distance himself from such views. Instead, he "meet[s] matters head on" when confronted with this disjuncture, which represents a contextual constraint.

> I'm quite sure they don't understand the importance of the Diploma. My colleagues, I would tell you that most of them, what they have is a PGCE [Postgraduate Certificate in Education]. So PGCE just prepares teachers to teach in high schools and primary schools. Because of that, they feel like the courses you offer here in the Diploma are irrelevant in their context. But they don't understand that they are teaching HE. (Khwezi).

Being confident about his judgment and the value of what he has learned in the Diploma, he relentlessly mediated cultural constraints in the form of resistance from colleagues by actively drawing on his PEPs to substantiate his viewpoints.

> That conflict came out when I was trying to show them that this is how the structure of the curriculum must be; this is what we must assess. So, for them, they pushed. So, then I had to argue with them, that there is a difference between how knowledge must be produced in HE and how knowledge must be produced at primary school and high school. So, because of those differences, I had to go out there and go back and read some of my writings and some of the articles I had in the Diploma, just to refresh myself that I can argue better. And I had to draw on some of the structures for curriculum development and show them that this is a structure that the ADC had put in place. Look at the policies and what they say about assessment in HE. So, I was arguing on the base that I have this knowledge which is widely accepted and the university has adopted it as a way of teaching and assessing learners. (Khwezi).

Universities are characterised by their "hierarchical, politicized" nature (Blunt & Connolly, 2006:195), in which dismissive cultures are prevalent. Likewise, the dismissive opinions Mike, Eriya and Khwezi refer to above were generally perpetuated by senior colleagues and those colleagues who did not engage in professional development initiatives such as the Diploma. In addition, scholars (Behari-Leak, 2015, 2017; McLean & Price, 2019; Smith, 2012) have shown that structural constraints, such as unfair processes and procedures, and cultural constraints, such as territorial dispositions, may influence the extent to which new lecturers like Mike and his peers innovate their teaching and learning practices. These constraints may also hinder the formation of their professional identities as teachers. In the same vein, fears of being undermined and beliefs, ideas and values about power and hierarchy usually held by older, more experienced lecturers often contribute to the constraining cultural conditions in academic departments. Furthermore, these three lecturers' experiences of resistance to their endeavours

to establish innovative practices are similar to those found in studies involving the professional learning of experienced and new academics (Behari-Leak, 2015; McKenna & Boughey, 2014; Quinn, 2012; Vorster, 2010). On the contrary, academic departments that explicitly value teaching, specifically innovation in learning and teaching, positively shape lecturers' professional academic identity (Van Lankveld et al., 2017).

To address and correct the contradictory ideas mentioned above, viz., to make them more consistent with each other, Mike, Fern, Ian, Amir, Eriya, and Khwezi teamed up in various ways with like-minded, strong social actors. Through reflexive deliberation, all six lecturers agentially took decisive action to circumvent constraints impinging on their personal projects and to draw on their experiences within the Diploma to connect with like-minded colleagues within the University. To demonstrate, as a corporate agent, Fern strategically worked to create enabling conditions for her project to innovate her teaching and learning practices since "it was quite rare for there to be any kind of discussion around curriculum outside of your own department" (Fern). Through engaging in professional development initiatives with other corporate agents, she actively shaped and reshaped the desired teaching and learning context (Archer, 2007) for her students.

> I volunteered to be part of the Commerce Curriculum project partly because it was linked to the kind of stuff that I wanted to experiment with anyway. So, I saw it as a way of getting support for what I wanted to do with the big first-year class. (Fern).

Despite the status, power, and material resources that her position as a Senior Lecturer accorded to her, she deemed it necessary to join forces with like-minded, strong social actors to transform herself into a corporate agent. These social actors were the former DVC: Academic & Student Affairs, the facilitators in the Diploma, colleagues from the library and other colleagues in the project:

> The Commerce Curriculum project was headed by the DVC, well she started it, but a colleague from the ADC became the sort of, leader of the group, and the idea was to explore how ICTs could be used in teaching classes at all different levels. So, we had a representative from every department in the Commerce faculty, and we then got together and thought about what we might want to do. Then, very importantly, we had to go and read, right? So, the theory part of that would be an implementation strategy. (Fern).

Collectively, as corporate agents who had the support of by the DVC who wielded notable power at RU, and other agents who contributed an array of intellectual and material resources, Fern

could circumvent impinging constraints caused by the situational logics and, in doing so, address and correct the contradictory ideas mentioned above.

> We were given support to implement the Commerce Curriculum project. We used podcasts and online exercises to replace one of the first-year lectures. So, we got the equipment that we needed for recording the podcasts, including the interactive diagrams and things, and we also got some support, like a student assistant, to help us with managing the online environment where students were submitting their tests and exercises. So that made it a lot easier, and in addition, the regular meetings of that group were where we could say, "Oh, well, I tried this disaster," you know, "It didn't work at all." It was very experimental and supported, which was nice, so that made it easier. (Fern).

Likewise, since the issue of transformed teaching and learning concerning departmental practices mapped directly onto Mike's ultimate concerns, he was able to canvas support from a few of his colleagues who have also done the Diploma. Collectively, they could capitalise on enabling mechanisms such as the educational discourse about teaching and learning in HE and their network of peers to transform from primary agents into Corporate Agents who strategised deliberately to transform teaching and learning within their department.

> I get an idea, I push with it. I try to get people on board. I identify my allies. Basically, you talk to people, engage and negotiate these things. At all points, you are not doing it to spite someone or run someone out of the department or to denigrate someone else's discipline, but it's always been to strengthen the disciplines that there are, and that's really important. (Mike).

7.6.3.2 Heavy Teaching Loads

Given its work-based nature, the Diploma focuses on supporting and developing lecturers' practices. It is thus expected that lecturers will experiment with the teaching and learning strategies introduced in the Diploma in their own practices. However, as was the case with Phil, lecturers' excitement and commitment to adjust and apply these strategies were often constrained by contextual factors such as heavy teaching loads and what can be described as large classes for that particular discipline that were beyond their control.

A shared characteristic among the lecturers in my study was their voluntary commitment and ability to realise their projects through concrete courses of action in developing and innovating their teaching. Apart from four lecturers (Ian, Amir, Robyn and Anika), all the other ten lecturers

had heavy teaching loads. As mentioned, Ian and Amir had a reduced teaching load as part of their conditions as Kresge Fellows, Robyn was on a year-long sabbatical during the first year of the Diploma, and Anika coordinated two student peer mentoring programmes[28], which had manageable student numbers.

Structurally, a lack of time was the common denominator that constrained the efforts of these task-oriented individuals to establish satisfying and sustainable practices. For example, Eriya's heavy workload because of high student numbers at the undergraduate level presented a structural constraint within his academic department.

> At the time, I had a full workload, I was joining practicals, I was teaching first year, second year, and third year; I was, yeah, up to my eyeballs in work. And it was not easy to get through those two years, I mean, it was the last, end part of the year when I nearly dropped out of the Diploma. (Eriya).

Although Robyn noted a "manageable" workload during the time she was enrolled in the Diploma, she also experienced class size being a constraint in innovating her teaching practices.

> You look at a particular assessment practice and think, "Is this really working? Does this achieve what we wanted to achieve?" At the undergraduate level, it's much harder to change the assessment practices for a number of reasons, most notably because the classes are too big. So, a lot of the valuable assessment practices, we could imagine, are just not workable with 300-and-something students. But at the post-graduate level, you're working with under twenty students, so there's a lot more scope for doing things differently. And so, one can say, "Okay, well, I want students to understand this or to achieve this. What form of assessment will best facilitate that?" (Robyn).

Several studies (Behari-Leak & le Roux, 2018; Hassan, 2013; Leibowitz, 2016; McKenna, 2016; Van Schalkwyk et al., 2015) reported the realities of academic workloads as a constraint for lecturers' participation in professional development. Mike and Phil highlighted this dilemma.

> I did not get a light teaching load; I had a full teaching and supervision load. I was the coordinator of the third year at that time. I pulled my weight just like anybody else. So, no allowances were made, but I attended in the available time. And I published during that time, I wasn't a slacker. (Mike).

[28] These were student peer mentoring programmes partially funded through the University Capacity Grant (UCDG), now known as the University Capacity Development Programme (UCDP).

> I don't think it would be convenient now. I mean, I've got this schedule now, whereas in the first semester, I've got afternoon double periods, seminars, and triple period practicals every afternoon except Monday. I've got consultations, which are each a period. So, I don't think I would fit something like that in now. (Phil).

Some lecturers felt the brunt of having to navigate learning in the Diploma while carrying a heavier workload.

> Preparation for sessions was sometimes onerous due to my workload. But I enjoyed interacting with the the ADC facilitators and my peers (Nadia).

> While I recall finding it difficult in the term to make the time to attend (and read ahead), I enjoyed that the course content 'percolated' as the term went on. With the course being spread-out, spent a good deal of time thinking about the last session. (Denika).

> Honestly, the HoD-ship has been so overwhelming that I can't really see any possibilities for playing a bigger role in other ways, because being an HoD, it's kind of, twenty hours a week, I'd say at least. So, it's like half my time, but I'm doing the same amount of teaching and research as before, so I've just had to find an extra twenty hours a week to do stuff, and that's not been very easy. (Robyn).

The unfavourable student-lecturer ratio in undergraduate courses also hindered Eriya's ability to replicate his innovative practices for all his students.

> But the number of students has made it difficult to do the same way as I would in an Honours course, where I would read the materials. It's just too much. One person cannot do that intensive reading and feedback. I've tried it before and had so many essays to read and assess. So, the swamping continues, especially the more Masters' and PhD students you have. (Eriya).

Similarly, large classes within their academic departments presented contextual constraints for some lecturers. This was particularly the case at undergraduate level, and constrained some lecturers' efforts to practice or implement what they had learned in the Diploma. As indicated by Denika, the limited time in the large undergraduate law classes was a constraint. It did not allow her to practice or apply teaching strategies such as group work.

> I have used less group work in undergraduate classes since the 'set up' (viz instructions, questions, feedback, insight process) takes a lot of time in a forty-five-minute lecture; it's a struggle to find time, especially when assessment is for large classes. (Denika).

In some cases, large classes were the result of a lack of human resources, which, in turn, can be traced back to other contextual factors at the institution.

> I teach all four terms, and I teach a lot; at the very least, eight lectures a week, and that can go up to twelve. So, sometimes, I do find it a bit frustrating that I don't always have the time to structure my courses in the way that I want. I'm a big fan of formative assessment, and, like I also said, I think that learning has to do with development and changing the way that you think, and in order to moderate that or to facilitate that, you have to do, I feel like, a bunch of small assessments. I like to have the students be active and do stuff in class. So, sometimes, just to avoid me burning out or having panic attacks, even I have to lessen that. So, sometimes, I guess, especially by this time of the year, I teach in ways that I wouldn't, I guess, in a perfect world, where I didn't have research or, you know, courses running concurrently and postgraduate and now I'm also subject-head. So, my overall load has just increased. Sometimes, it is stressful; I find teaching also very stressful because I have a huge teaching load. (Participant A)[29]

On the contrary, Fern and Amir used their PEPs to benefit from the large class sizes, which most likely was a structural constraint for other lecturers' personal projects. In Fern's case, the large class sizes inspired her project to bring about innovation in facilitating and supporting student learning in large classes.

> Well, it's always quite busy, because we've got lots of students. So, you know, I'm always looking after the five- or six-hundred first years and at least one third-year class. I supervise honours and PhDs, but, I mean, there's always a fairly hefty workload, because of our class sizes, you know, so just managing those classes is quite an issue. I didn't find it crushing, put it that way, you know. And also, it was just so interesting that it didn't feel like work, it was something that you didn't mind to do, sitting down to do readings, um, later on in the day, because it felt like this is an interesting thing to do. (Fern).

Likewise, Amir's confidence in his teaching was demonstrated in his acknowledgement that, despite a high teaching load, he "nevertheless excelled in this area". Through reflexive deliberation, Amir strategically focused on first-year teaching in establishing a satisfying and sustainable "modus vivendi" (Archer, 2007:52).

> Although I enjoy teaching at the third-year level and above, I have in the past deliberately prioritised teaching in the first year with the goal of building a solid foundation for students and attempting to understand how best to teach the subject to students with no programming experience whatsoever. (Amir).

As an active agent, Phil acted with determination when he was nominated to teach a new course in his department:

> A few years ago, the person teaching on a short-term contract decided he was moving to Cape Town, and we were having a staff meeting about it. There was a suggestion that maybe we should just scrap the course,

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[29] To avoid reputational damage, I chose to use this descriptive term instead of a pseudonym.

> but I objected to that. In objecting to that, I used a whole lot of examples that students really need to know the law, and when I finished this tirade, my colleagues were all looking at me and said you seem to know a lot about it. Why don't you teach it? So, I said I would, and I did know quite a bit about it, but probably not more than anyone else who was informed about what's happening to journalists. I had to go back to school on the subject, read some books and, yeah, but that was really all that was required because it was quite easy to say ok, there has been an existing course. (Phil).

When reflexively weighing up the advantages and disadvantages of dedicating time to the curriculum development of this new course, Phil recognised the limited time available to do so. However, he actively resisted this structural constraint and forged ahead by working extra hours to redesign the course assessments in this subject.

> When it came to setting the exam, I thought you've got these ten different areas, and in each of these areas, how do you measure that they know what they are required to know? Like defamation, invasion of privacy, copyright, promotion of access to information, and ethical approaches to scenarios, how do you test this within an exam because there's only a finite amount of questions you can ask about specific things. So, I scrapped the exam and introduced another assignment. Some of them were mini-assignments, some of them were major assignment and those were based on scenarios where every scenario is different and requires a different set of ethical questions and legal questions that apply in that particular case. They had to think about it in terms of how they would actually report on it and what information would be illegal to publish and what laws would prevent them from saying certain things. (Phil).

When confronted by structural constraints such as procedural requirements,[30] Phil was able to exercise his PEPs (agency) by drawing on the educational discourse he learned in the Diploma to justify his argument for including radical changes to his course assessments.

> You must have solid arguments to present to the faculty, Senate, and deans. So, again, that is one area where I think the Diploma helped enormously because it gives you that vocabulary to say well, we want to do things like this because it serves this purpose. It helps us to achieve these outcomes. (Phil).

His engagement in the Diploma thus helped Phil speak with authority on teaching and learning matters with strong social agents at RU. When probed about the sacrifice involved in pursuing this project, Phil draws on his knowledge and expertise in the industry to justify the exorbitant amount of time he committed to the curriculum design of this course.

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[30] Making extensive changes to assessments were usually a time-consuming task since it required approval from the HoD, faculty boards and Senate.

> So, my thinking is that this course is not being taught in the abstract. It needs to be hands-on because we know that only a few of our students will become journalists, but this is a journalism course. I teach it assuming that everyone in the course will be a journalist. So yeah, there would be easier ways to do this and less time-consuming ways to do things. (Phil).

Although not explicitly articulated by my research participants, large class sizes can be associated with increased administrative tasks. As identified in other studies, a heavy workload contributes to lecturers' "inability to transfer the practices introduced on the professional programmes to their contexts of practice in their departments" (Behari-Leak, 2015:162). Given the increasing demands on lecturers' time to conduct research, be involved in community engagement and contribute to knowledge-building in their professional disciplinary fields, these constraints may intensify the tension between conducting research in the Scholarship of Teaching and Learning (SoTL) and disciplinary research (Hassan, 2017).

7.7. Structural and Cultural Enablements within Faculties and Departments

Having reflexively committed to devoting more time and effort to what they cared about in terms of their teaching practices ideally placed the fourteen lecturers in a position to harness enablements.

7.7.1 Lecturer Autonomy

These enablements included their PEPs, such as their affinity for their discipline and their commitment to developing competency as a teacher, academic and researcher, and cultural enablements, such as the autonomy to teach their courses in the way they deemed necessary.

> People have freedom here. You do what interests you, and no one can come and step on your toes and dictate to you what you should do and not do. There is freedom, and people respect each other's disciplines. (Eriya).

Likewise, the two Kresge fellows, Ian and Amir, were able to capitalise on enablements such as autonomy concerning the courses they wanted to teach, low departmental and administrative obligations and no pressure to have a community engagement focus.

> That was the nice thing about the Kresge system, in that I was given that chance to go and say, "Okay, well, what would you like to teach?" Not as opposed to, "Here's an old legacy course, please teach it". That allowed me to create a course based solely on my research that fit into the actual curriculum of the department. And, as my research has evolved, the course itself has evolved (Ian).

7.7.2 Manageable Teaching Load and Supportive Colleagues

In Ian's case, structural and cultural enablements were relatively "small classes" and "generally quite supportive" colleagues. Likewise, Robyn considered her workload and time off from teaching, enabling.

> The workload that I had wasn't too bad. I think I would find it quite demanding if I was now having to spend one day a week. I might have done three of the four modules while on sabbatical. I think I found it manageable, which is why I could do [the Diploma] in two years, which I think many people take longer than two years. (Robyn).

Robyn's comment alludes to the reality of several lecturers who struggled to complete their teaching portfolios within regulation time, viz., two years, because of several constraints such as workload and other commitments related to the academic project. Being self-motivated and self-reliant and wanting to obtain intrinsic satisfaction from their work tasks, the fourteen lecturers intentionally harnessed enablements within their academic departments as they endeavoured to grow professionally as teachers. For example, a conducive cultural context within Amir's department, faculty and the institution included the freedom to "go to other people", viz. colleagues in his own and other departments who were also interested in teaching and learning, to "compare approaches" and get "all that feedback" as well as "institutional support" which he felt presented "more support than hindrances" (Amir).

> In my department, it's given us a kind of lingua franca to talk about some things that we see in the classroom. So that's good, and that also brings us together (Amir).

The shared discourse Amir refers to included drawing on teaching and learning literature to determine whether assessments were "authentic", whether practicals were "challenging enough", whether exam questions were pitched at the correct level of complexity or whether they were "just purely descriptive" or "explanatory" (Amir). Amir thus experienced the support

at the faculty level as "amazing", "enabling", and "responsive" because his faculty was "all about the students and all about" the "freedom" lecturers had concerning their teaching. Although this autonomy is embedded in a culture of collegiality within his department, it is contingent on lecturers not "just trying to get away with something" but taking "responsibility" for their work; otherwise, they would be "tarnished" as "the lazy bugger who dropped his class" (Amir). In such instances, given the dire "effects" such as students failing, losing credits that are prerequisites for specific courses or levels of study or dropping out from "the other sciences" (courses), Amir was "quite happy" about and "loved" this academic culture in which lecturers were held accountable for their teaching. Likewise, Fern points towards how she internalised the notion of being accountable as she agentially explored and enacted ways to break down some of her colleagues' initial resistance to innovative practices.

> Sometimes it was just by offering support, I'd say, "Look, I know you don't want to set online tests for your section, but we've got a student helper who can do it for you and then all you have to do is read through it and see if you're okay with that." And that massively reduced resistance, because I think part of the resistance was, "I don't know how to do this and I'm not interested in learning". So, as soon as you offered support there, it was, like, "Oh, yes. Well, okay. That's fine." (Fern).

In addition, being recognised by colleagues as, in Amir's case, "the teaching nerd" or "weird teaching guy" within their departments often signalled that it was worth listening to Diploma graduates' opinions on teaching and learning matters.

> When someone says, "All right, we need something done on teaching, " you know, people crop up at the door and say, "You're really interested in that teaching stuff, aren't you?" I'd be, like, "Yes." "Well, look, there's this thing over here that, you know, needs to be done." I'm like, "All right, I guess I'll take that." And I'll run with it then because I'm the guy interested in the teaching stuff (Amir).

However, this "task achievement" did not occur instantly but required sustained practice and self-monitoring to recognise and strategically circumvent potential constraints (Archer, 2007:202).

> I think there may be a view that I can now bring more focused discussions around curriculum. (Ian).

In contrast, despite his many research-related accolades and being described as an outstanding scientist in various forums, the prevailing dismissive and devaluing culture of the opinions of certain colleagues within Eriya's academic department posed constraints which threatened to derail his project.

> My colleagues don't recognise that I have done the Diploma and that I could offer a great deal of insight regarding teaching and curriculum development. They are not willing to learn from me, and everyone thinks they know all about teaching and learning. (Eriya).

7.8 Conclusion

In this chapter, I explored the distinct link between reflexivity and agency and how the professional academic identities of the fourteen lecturers in my study were shaped. In doing so, I indicated how institutional and departmental situational logics shaped the practical situations, daily experiences and events within the Diploma, their academic departments and the broader university context they encountered. Moreover, I analysed how they drew on their PEPs to mediate prevalent SEPs and CEPs impinging on their personal projects. Despite the prevalence of structural and cultural constraints, these lecturers pursued and realised their personal projects, which ultimately were intended to support their students' learning and holistic well-being in their disciplines.

Chapter Eight: T4 of the Morphogenetic Cycle:
The interplay between structure, culture and agency

8.1 Introduction

Chapter Seven offered an explanatory account of my research participants' socio-cultural (S-C) interaction during the second temporal phase of the MM cycle, T2 to T3, and how they reflexively drew on their PEPs to mediate prevalent SEPs and CEPs conditioning their personal projects. Doing so generated insights into the formation of their professional academic identities within particular institutional and departmental situational logics and, specifically, the interplay between structure, culture and agency in this regard. In this chapter, I use abductive and retroductive (Danermark et al., 2002) reasoning (see 5.9.1.5 and 5.9.1.6 in Chapter Five) and judgemental rationality to help me answer my research questions. For the reader's convenience, I reiterate these below.

Main research question: *In what ways is the formation of lecturers' professional academic identities enabled or constrained by the interplay of the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at Rhodes University?*

Sub-questions:

1) In what ways is the professional academic identity formation of lecturers enabled or constrained through the cultural conditions emerging from engagement in the Diploma, their departmental contexts and Rhodes University?

2) In what ways is the professional academic identity formation of lecturers enabled or constrained through the structural conditions emerging from engagement in the Diploma, their departmental contexts and Rhodes University?

3) In what ways is the professional academic identity formation of lecturers enabled or constrained through their agency in and emerging from engagement in the Diploma, their departmental contexts and Rhodes University?

4) In what ways are the T&L practices of lecturers enabled or constrained by the structural, cultural and agential conditions in and emerging from participation in a formal professional staff development programme at Rhodes University?

As mentioned in Chapter Five, abductive reasoning enables researchers to ascribe meaning to individual events or phenomena in relation to larger or more general contexts (Danermark et al., 2002). Through retroduction, a distinctive form of inference, I explain social events by identifying and hypothesising about causal powers and mechanisms that reproduced these events (Hu, 2018). As mentioned in Chapter Five, retroduction centres on transcendental argumentation, allowing me to go beyond the Empirical domain to the Real domain (Danermark et al., 2002:97) to account for sometimes unobservable mechanisms shaping lecturers' professional academic identity formation. Thus, posing the transcendental question involved exploring what should exist in the different social structures (Danermark et al., 2002) to influence the formation of lecturers' professional academic identities. In addition, judgemental rationality allowed me to evaluate and compare the explanatory power of the different theoretical concepts I have used thus far in my study and to select those concepts which most accurately helped me to explain the effect of causal mechanisms (see 3.2.2 in Chapter Three) at the level of the Real (Hu, 2018), which conditioned lecturers' professional academic identities as teachers.

8.2 T4 in the Morphogenetic /Morphostatic Cycle

Since an analytic focus on temporality is essential in understanding the formation of lecturers' professional academic identities, I critically explore whether morphogenesis (elaboration) or morphostasis (reproduction) of their professional academic identities has occurred at T4, the final stage of the MM cycle. Representing the end of their participation in the Diploma, T4 allows me to give an account of the outcome of lecturers' social and socio-cultural interaction during T2–T3. T4 began the next morphogenetic cycle (T1) and a new conditional influence on my research participants' subsequent actions (Archer, 1995).

Central to my discussion is the lecturers' enactment of their agency and, specifically, concerning the Diploma, which, as mentioned in previous chapters, was (and continues to be) an enabling structure influencing the teaching and learning context at RU. Moreover, since the facilitators conceptualised the Diploma as a theoretically informed practice-based course aiming to professionalise university teaching (Vorster & Quinn, 2012; Quinn & Vorster, 2016), it is essential to discuss how lecturers' agency contributed to enhancing their professional academic identities as university teachers. The facilitators thus purposefully conceptualised and enacted

the course outcomes of the Diploma, its curriculum, and its enactment in teaching and learning and assessment strategies to develop and enhance lecturers' critical, reflective orientation towards their work.

As discussed in Chapter Three, Archer's (1995, 2000) theory of the morphogenesis of personal and social identity highlights the emergence of the four strata: the self, the person, the agent and the actor, and the dialectical nature of the relationship between personal and social identity, viz., lecturers' professional academic identities as teachers in HE. In turn, the morphogenesis of lecturers' professional academic identities would also demonstrate whether the course outcomes of the Diploma were achieved (See Appendix A). As I will show in my discussion, the lecturers in my study have achieved a social identity as teachers, a role in which they invested themselves. Since their social identities are a sub-set of their personal identities (Archer, 2000), as reflected in their teaching portfolios, they each uniquely personified and enacted being teachers in a context where, as mentioned in Chapter One, the student body is diverse regarding age, gender, culture, linguistics, socio-economic and schooling background. Together with the themes identified in my data, the broad categories suggesting aspects of professional academic identity formation (See Chapter Four) informed my discussion below.

8.3 The Diploma as a Structural and Cultural Enablement

The data indicates that a collegial and empowering culture within professional development initiatives such as the Diploma is an essential enablement influencing lecturers' professional academic identities. However, as shown in the literature (Behari-Leak, 2015) and exemplified in my data, these positive learning experiences often contrast with lecturers' experiences within their academic departments, where dismissive perceptions of new lecturers and their contributions to HE abound (mentioned in Chapter Seven). In some instances, these dismissive perceptions centred on the role and usefulness of professional development activities for lecturers' teaching roles. In contrast with the dismissive cultures within some academic departments, the Diploma facilitators acknowledged and valued the lecturers' disciplinary expertise and knowledge.

> So, it's colleagues who have expertise, who have knowledge that would enhance and build on what we have in the ADC. So, we've got expertise, as well, but it's hugely respectful of what our colleagues have in terms of their disciplinary expertise and knowledge and the spaces they hold. It's a way of engaging with what we

know and our expertise and marrying that with what colleagues know and what they need. (Amy, Facilitator 3)

However, to avoid potential bias particularly in relation to my own positionality (e.g., 1.8, pp. 14-16 for an explanation of my role in the Diploma), it is essential to reflect on the somewhat contradictory perspectives of the Diploma of lecturers and the facilitators. For example, to some extent, Marissa's critique against the apparent "lack of transformation" in the Diploma and the kind of teacher she envisioned becoming (mentioned in 7.5.2 pp. 178-180), contrasts with the facilitator's account of the culture within the Diploma (e.g. see Amy's reflections above). Although all the participants confirmed the facilitators' account of the cultural conditions of collegiality, mutual respect and validation for their knowledge and expertise, there most likely was an incongruence between the facilitators' espoused and enacted willingness to transform the curriculum of the Diploma to the satisfaction of self-proclaimed social activists like Marissa (see 7.5.1, pp. 176-178).

Furthermore, lecturers' social interaction in academic workgroups, i.e., small groups such as in the Diploma, academic departments, curriculum planning teams, and so forth, enabled the formation of their professional academic identities. These interaction sites offered lecturers opportunities for discussion and debate as they shared their new scholarly knowledge (Peseta, Kligyte, McLean & Smith, 2016), which involved "thinking again and thinking about" (Southwood, 2012:89) what they have learned about teaching, learning, assessment and curriculum development in HE in the Diploma. Thus, as shown in the data and the literature, enabling conditions for professional development initiatives are dialogical spaces (Southwood, 2012) where, "through discourses of regulation, control, concern and exclusion", lecturers can draw on their expertise and what they have learned to justify and reframe their ideas or have them affirmed or challenged by peers and colleagues. Learning about the ideas, practices, and identities as teachers in HE that are valued and perceived as legitimate is an essential aspect of professional academic identity formation (Peseta et al., 2016:77-78).

> We met regularly with a group of trusted colleagues, who were from incredibly diverse disciplines and were all interested in the Learning and Teaching project. I think that really became a very fruitful and enlivening space for us. (Anika).
>
> The way that we designed the Diploma is aligned with how we understand the academic project at the university, and the fact that teaching and learning is the same, just like our research, scholarly endeavours. We really wanted to make sure that we offered a qualification that was scholarly and that enabled

> academics to use the scholarship in HE studies and the SoTL, to think through what they do in the classroom, and to think through the challenges that students experienced. (Grace, Facilitator 1).

In these socially constructed academic workgroups, which shared some characteristics of a CoP (see 4.7 in Chapter Four), also known as teaching and learning regimes (Trowler & Cooper, 2002), lecturers like Denika could validate and challenge ideas presented in the Diploma and in doing so, the workgroups contributed towards shaping their learning and professional academic identities as teachers. However, as discussed in the next section, validating and challenging ideas presented in the Diploma necessitated having the means or discourses at their disposal to confidently, coherently and logically articulate opinions and concerns (Giroux & McLaren, 1986).

8.3.1 Developing Critical Gazes as Teachers

Among others, the course outcomes (see Appendix A), assessment criteria (see Appendix B) and grade descriptors (see Appendix C) of the Diploma reflect the priority given to lecturers' demonstration of a critical disposition towards their teaching practices. Cultivating a critical gaze and disposition is transformative and, similar to threshold concepts, cannot be easily unlearned. Thus, as with Amir, lecturers will experience professional development initiatives as enabling when their cultural contexts welcome and affirm their critical gaze to ensure a "totally positive" engagement between participants and the facilitators. However, establishing and maintaining enabling cultural contexts within professional learning spaces takes concerted, continuous effort, such as being aware of and purposefully eradicating underlying power relationships. An inherent aspect of such power relations is the issue of voice. Scholars (Behari-Leak, 2017; Giroux & McLaren, 1986; Quinn, Behari-Leak, Ganas, Olsen & Vorster, 2019) have identified lecturers' voice as an essential conduit to articulate their ideas and opinions and insert their positionality as knowledge-bearers and resource holders.

> People perceived the ADC to have immense amount of power. I mean, people were, like, "the ADC said..." And we were, like, when did we say that? Where do you get this idea from? But there was a perceived power and I think it had something to do with our research profile that was growing. And of course, if we go back to the beginning, research equals currency in this space, so suddenly you have a voice, you have a powerful voice in this space. (Amy, Facilitator 3).

Thus, ideal conditions for professional academic identity formation include learning spaces where facilitators and participants agentially work to eradicate power dynamics. Participants

who, like Amir, feel understood and listened to will be active participants who freely critique aspects of the Diploma, which, if legitimate, could inform how these initiatives are conceptualised and offered. For instance, despite Amir's critique of the Diploma as a "forced" learning space, he noted that the cultural context within the Diploma ensured a "totally positive" engagement between participants and the facilitators. Rather than "beating around the bush", he offered his input candidly, which he felt was always "well received" by the facilitators and his fellow participants.

8.3.2 Learning About the Theories of Teaching and Learning in Higher Education

As also shown in other studies (Behari-Leak, 2015; Peseta et al., 2016; Vorster & Quinn, 2012), the curriculum (content and pedagogic practices) of professional development initiatives could be a structural enablement. As in my study and as suggested by Van Manen and Li (2002), facilitators' instructional processes within professional development initiatives are an enabling mechanism in participants' learning experiences. These instructional processes, also known as the "experiential dimensions" of teaching and learning incidents, are strengthened when they are "constantly conditioned by personal, relational, intentional, and contingent factors" (Van Manen and Li, 2002:217, 218).

> One of the outflows of working with academics on the Diploma is the kind of, ongoing relationship that emerges out of that. Whoever facilitated the Diploma built a personal relationship, I think, with many of the academics, and so one would be asked, for example, to do a peer review, sit in on classes, give feedback or people would come to you and ask for suggestions for things to do in their classes and so on. (Grace, Facilitator 1).

Given the realities in contemporary academia, professional development initiatives in which lecturers are offered practical tools and ample opportunities to think about how best to apply them to their disciplinary contexts are essential in developing their confidence and competence as teachers. As shown in my study, these tools can be theories on teaching and learning in HE to help them understand their practice and student learning.

> So, I think that doing the Diploma in the way that we do, that's not about, you know, offering tips and the focus isn't really on strategies - although strategies do come into it - I think working in a principled way and looking at theoretical perspectives that make sense, I think that is what enables people to move - to be able to solve teaching and learning dilemmas and problems, post the Diploma. (Grace, Facilitator 1).

> So, for me teaching is quite something that I value. I mean teaching informed by the different principles or theories of teaching and learning, applying it in our own context, and being reflective about whether or not these yield the expected outcomes. I think that's fulfilling. (Tanaka).

The value and effectiveness of teaching and learning practices "based on explicit, rigorously evaluated theory" (Trowler & Cooper, 2002:223) has been confirmed in other studies. I propose that such practices are essential for lecturers' professional development and, ultimately, their professional identities, as they have the potential to influence their praxis and how they approach their roles as university teachers.

> I was trusted to design a new Honours programme. It's a specialised three-year programme. I was able to show people that this is what we need to do. Let's look at the critical cross-field outcomes that we need to have. Let's look at the outcomes and objectives of our curriculums and how do we assess our students. What are the tasks that will be relevant for us to be able to assess our students? What are the things that we will need to focus on evaluating the programme, but also evaluating ourselves as teachers on how we were able to teach in this programme? All this knowledge I got through the Diploma. (Khwezi).

Reflexive pursuit of their concerns culminated in synergy between the fourteen lecturers' research interests and a sustainable "modus vivendi" (Archer, 2007:58, 61) as teachers and academics more broadly. Their "modus vivendi" (Archer, 2007:61) evolved as their knowledge and confidence about their teaching increased. For example, to realise her personal project, viz., scholarly-informed innovation in her teaching practices, Fern's confidence in her skill set and abilities enabled her to home in on critical reflection as an enabling mechanism.

> The Diploma certainly helped me to think about what I was doing and why I was doing it. When I first started teaching, I pretty much copied what other lecturers in the department had done, but the course made me think about why some things worked and some didn't and what I could change and do better. It also gave me a stronger basis on which to make some changes. (Fern).

In this case, Fern's acumen as a researcher was an essential PEP. In referring to the multiple benefits when lecturers like Fern move beyond personal reflection to draw on enabling mechanisms within professional development initiatives, Van Schalkwyk Cilliers, Adendorff, Cattell & Herman's (2013) study expands our understanding of indicators of professional identity development. I believe that lecturers' development as teachers can be strengthened when they interrogate and apply the literature on teaching and learning in HE to specific areas of concern within the micro contexts of their classrooms.

> I think all teachers start out as being quite teacher-focused because you're so stressed out about being able to communicate properly, getting on top of the content, and so on. So, the Diploma helped me to shift perspective from focusing on what I was doing to focusing on how the students were experiencing it and what they were doing. So, then that started a whole range of, probably, you know, crazy but interesting experiments around student-created content and different ways of assessing things and how the online environment worked. (Fern).

Engagement in professional development courses such as the Diploma is paramount for the morphogenesis of lecturers' professional academic identities (Gibbs & Coffey, 2004; Kaasila et al., 2021; Korhonen & Törmä, 2016; Stewart, 2014; Trowler & Cooper, 2002). However, although the literature highlights various affordances of professional development initiatives, such as building lecturers' confidence and offering collaborative knowledge-building opportunities to socialise and interact professionally with colleagues while learning about teaching and learning (Quinn & Vorster, 2016; Van Lankveld et al., 2017), I contend that uncoordinated approaches and orientations to professional development can have negative consequences (Hinostroza-Paredes, 2023; Leibowitz, 2014). On the other hand, as has already been shown in this thesis and as demonstrated in the following extract, when professional development initiatives are structural and cultural enablements, they can offer lecturers a conducive context for learning.

> The Diploma consolidated a lot for me. I felt, in some ways, like a coming home, that I was able to really fully understand why I was doing things or why I do the things that I do. So that was hugely revelatory for me. I think that it changed me irrevocably and increased my confidence or my self-assuredness. I don't like to disparage the practitioner I was before because I think there was a lot I was doing that was worthwhile, but I feel that this has catapulted me. (Anika).

As shown by scholars (Billot & King, 2017; Fitzmaurice, 2013; Quinn & Vorster, 2016; Stierer, 2008) professional development initiatives offering strategic induction into the values and discourses of HE studies help newcomers to the education discipline, as well as those lecturers who were confident in their teaching, but "curious" to justify and refine their practices, to learn and articulate the discourse and literacy practices. Such induction is necessary given, as mentioned, the frustration lecturers experience when unfamiliar with the discourse of HE studies (Kandlbinder & Peseta, 2009). For instance, similar to other participants who, as discipline experts in science or humanities, were confronted by the unfamiliar discourse of HE studies, Tanaka judiciously weighed up existing enablements such as the facilitators' support and guidance and this cultural constraint (Archer, 2007).

> In terms of introducing people, academics, professors, and doctors to a new discourse, education discourse, that is quite dense in terms of the readings and the concepts and terms used. For some of us, it was a shock, you know. But to be able to calm us down and take us deep into the literature and start thinking about our own practices and relate to what we are learning, I thought it was very empowering. (Tanaka).

Capitalising on the facilitators' support, Ian, Tanaka and Marisa exercised their PEPs to strategically overcome (Archer, 2007) their unfamiliarity with specific aspects of HE discourses.

> The Diploma does allow one to have a bit of a stronger voice when you are discussing curriculum review, at least I felt that I had, a better footing to discuss curriculum changes than I would've without the Diploma. (Ian).

> I am now more confident in what I do because I understand the language - which can sound very alien if one has not engaged with HE studies. To me, this is very satisfying. (Tanaka).

> I felt quite confident in my teaching, to be honest; it wasn't as though I felt I needed to learn more about teaching, but I wanted to be exposed to the theories, the literature… what more I needed to know that could frame, give me reasons for why I do things the way I do them. (Marisa).

Amir mentioned other enablements within the Diploma, which included "lots of support from within the ADC". Like most lecturers, he found "some things useful", such as "learning about stuff that, for a start, you were doing, that you don't really have a name for". This new knowledge included educational theories and "constructive alignment" since they were "useful to apply" when teaching Computer Science.

Some participants' critique of the Diploma offers essential insights into professional development practices by suggesting that learning in professional development initiatives can be more valuable and authentic when such initiatives include broader contextual issues raised by the discipline and society (Light & Cox 2000 in Quinn, 2012). As shown thus far in this thesis, the professional teaching paradigm of the Diploma included much more than a narrow focus on supporting lecturers' teaching and learning practices. As suggested by Elle, one of the facilitators, such a broader focus included "giving voice to and being open to different people, different voices, different ideas" presented by participants. However, one participant (Marisa) held contradictory views of the Diploma.

> For me, it [the absence of a transformational orientation within the Diploma] misses the socio-politics of the class in significant ways that affect how we think about students and how we approach our pedagogies. (Marisa).

The pedagogic and regulative discourses of the Diploma (see 1.7.2, pp. 12-14) signal its *potential* to include broader issues referred to above. The word 'potential' applies to the course as it was in 2017 – the close of the period of my study. The facilitators' endeavours to support lecturers in having a critical, reflective orientation towards their work could be expanded to include what Vorster and Quinn (2017) suggest, that is, supporting lecturers to respond to "more challenging and critical questions" (Vorster & Quinn, 2017:43) that may lead to "much stronger transformation discourses" (Vorster & Quinn, 2017:46).

> Our focus was on epistemological access for students and how to achieve that, and to foreground the notion of epistemological access in our Diploma. For us, that was a way of focusing on the transformation at the university. (Grace, Facilitator 1).

In this regard, critically reflective practice could be a more meaningful golden thread within all the modules in the Diploma.

> I was part of a panel that talked about what it would mean for Science to be decolonised. Science in Africa, has it always been there, or has it not been there? Did we contribute to scientific knowledge? What is it that we call Science? (Eriya).

> We need to ask ourselves whether all these students are getting an education or getting the learning outcomes we initially designed? And if not, what can we do to support them? Because ultimately, you are going to have the throughput of certain demographic groups being higher than, for others. Not because they have no capacity but because of their background and where they come from. And we need to do more, a little bit more. And I think that's why transformation discourses and debates are critical to inform our practice. (Tanaka).

> The practice of critically reflective journal-writing permeated the Diploma and gave me a rich and dedicated space in which to reflect and make changes within my practice. The students in my own course keep learning journals, and I am keeping one as a source of data for my current MEd project. (Anika).

Heeding scholars' caution against a superficial engagement with the practice of critical reflection as opposed to a rigorous interrogation of the values, beliefs and ideas informing lecturers' teaching (Clegg, 2005; Mclean & Price, 2019; Smith, 2012) the facilitators of the Diploma guided lecturers to demonstrate criticality, reflexivity and praxis in their teaching portfolios through carefully constructed course outcomes, assessment criteria and grade descriptors. As

mentioned, to demonstrate that they have achieved the learning outcomes of the Diploma, participants had to submit a summative teaching portfolio demonstrating their reflections and insights on their experiences and shifts in their competence as university teachers (Quinn & Vorster, 2016).

> I say to them, "I'm actually more interested in your practice. I'm hoping you will use the concepts you've learned to improve your practice, but what I really want to know is how this has influenced your practice". (Elle, Facilitator 2).

> I would use some of the reflections on my teaching to be research outputs. So, it could give that structure. I wrote one article on a service-learning course and one that came as a reflection afterwards about service-learning generally. I try to push reflection on teaching within my department, and I hope to be able to facilitate more conversations on teaching in future. (Robyn).

8.3.3 The Facilitators' Modelling Strategies

As demonstrated by Phil, Khwezi and Leah, those lecturers who had no or very little prior experience in teaching, lauded the usefulness of teaching and learning strategies often modelled by the facilitators.

> I had been working in the industry for many years before returning to university to teach, so I found the course, and the way it was run, crucial to learning how to teach. Prior to participating in it, I did not even know that there were such things as teaching or learning strategies, let alone what these were. The lecturers really demonstrated in practice what they were teaching in theory, and this was very useful. (Phil).

> The lecturers presented the session as more of discussion forums rather than teaching. We were able to articulate and critique issues that affect HE. In some cases, we were tasked to try out certain principles and concepts in our own courses, which also made the course relevant to our context. (Khwezi).

> I often observed that the facilitators modelled 'good' teaching and learning practices, which I found insightful (being the student in the situation) and inspiring. I have subsequently applied similar strategies in my own teaching and learning practices - things like recording short video clips explaining a concept, using student work as 'lecture content or referring to specific students' work in my lectures, and forms of evaluation which make them reflect on what they have learnt'. (Leah).

The data shows support for research on the value of professional learning initiatives for lecturers who identify as novice teachers. As seen above, when facilitators demonstrated in practice what they were teaching in theory, it gave lecturers a helpful frame of reference to try out new ideas and innovate some aspects of their teaching. Professional development initiatives

that legitimise "innovation and risk-taking" to support student learning are enabling mechanisms for professional learning and professional academic identity development (Peseta et al., 2016:86). Linked to innovation and risk-taking were the facilitators' endeavours to inculcate in lecturers the desired subjectivities as teachers "who display genuine 'pedagogical interests, demonstrated flexibility, openness and a willingness to explore" (Peseta et al., 2016:86) creative ways of teaching and learning.

> You get the Ferns and various people who've done the Diploma and done the courses, they will be much better HoDs, and they'll be more open to younger lecturers walking in and saying, "I'd like to try this". (Elle, Facilitator 2).

> Even things like writing retreats, writing circles, all of these things are responses of the need at a particular time out of teaching and learning concerns. Sometimes it's not always necessarily just reactionary. Many years ago, we had something called the Commerce Curriculum Project and it was quite an exciting thing because the crisis looked like we don't have enough space physically for students, so there was a call of, "Oh, let's build more lecture spaces." And I was, like, "Yeah, well, actually, should we?" So, let's have an active research project to see if there's another way in which we can think about curricula other than just physically building a structure. And so, people like Fern, I remember, was a part of that project. So, you know, sometimes an opportunity arises out of a crisis for something that we have known for a while that, "Oh, we really wish that people would take up this more," but they don't. And a crisis then comes and it's like the perfect opportunity to think about. Let's try something out. (Amy, Facilitator 3).

As shown in the literature, an indicator of professional academic identity is its alignment with lecturers' personal values (Clegg, 2005; Smith, 2012). As Grace explains, such consistency presupposes lecturers' buy-in into what it means to embody and enact being a teacher in academia.

> It has to do with, you know, that kind of two year-long immersion in the Diploma, which, I think, shapes a particular way of being in the world and being in the university and being a teacher, that I don't think one would get from any, kind of, short term interaction about these topics. (Grace, Facilitator 1).

Furthermore, the literature offers conceptions of being and enacting a university teacher who is "an autonomous, rational academic subject" (Bendix Petersen, 2008:401). An example of an idealised discursive construction of academics who can contribute "towards a vision of HE informed by and responsive to transformation imperatives (mentioned in Chapter Two) and democratic citizenship (Badat, 2010). Furthermore, being and enacting their roles as university teachers include having knowledge and know-how (Peseta et al., 2016), also known as procedural knowledge. The data shows that having knowledge includes conversing in a new

disciplinary vocabulary, such as HE studies or frameworks and theories, to understand teaching and learning in this context. On the other hand, lecturers' know-how includes growing confidence to innovate their practices, undertake teaching and learning inquiry such as SoTL, and engage with institutional agendas. Thus, like the new lecturers, more experienced lecturers capitalised on opportunities to gain the knowledge and know-how offered in the Diploma. For example, they perceived modelling by the facilitators favourably because they considered these strategies and approaches helpful to increase their repertoire of teaching strategies (Peseta et al., 2016) and to be adapted for their teaching and students' learning. The lecturers thus felt equipped with practical tools to apply in their courses.

> I loved the way that group work/engagement strategies were modelled in the group itself. Sometimes, this was the most useful part of the session, in a practical way that I could use and apply immediately. It made the theory we were discussing real. (Fern).

> I really enjoyed and learned a great deal from the discussions we had in class with colleagues from different disciplines. The facilitator in charge facilitated the discussion very well, while giving her disciplinary experience and input to the discussion as a form of a teaching method. We all respected and acknowledged each other's differences in our disciplinary backgrounds. I am now modelling some of the facilitators' teaching and learning strategies in my Honours module. (Eriya).

8.3.4 The Diploma as a Community of Practice

Wenger's (2004) work with CoPs, as the reader might remember, has already contributed much to this thesis. For example, in Chapter Four (4.7), I used CoPs first to engage with identity formation and am now showing how they also act as structural enablements for professional development. Structurally, the Diploma represented a community of practice (CoP) that provided an enabling space for lecturers to engage with colleagues from other disciplines. The references to these engagements and shared social practices suggest that lecturers benefited from the reciprocal meaningful interaction and collective learning in a shared domain such as the Diploma.

> That's also why I enjoyed going to the sessions, because we didn't just speak about theory and, you know, the papers that we read. We always applied it to our own teaching, and so, it was nice to just share, you know, successes and challenges and new things that I've introduced in my course and then my colleagues would also share their things. And, yeah, sometimes you would get really good ideas from them. (Leah).

> It opened a space where we were able to connect with other colleagues. I also managed to learn from what other people are doing in other departments. I was able to connect, and it has helped me up to now that when I meet others, we will discuss how they assess and supervise their students. It helps us a lot. (Khwezi).

Such collaborative interaction and input within a CoP (Wenger, 2004) is helpful for lecturers' professional learning and identity formation as teachers (see 4.8.3, pp. 88-89). Acknowledging and appreciating differences in approaches, thinking, and learning within disciplines enables them to build a shared knowledge base and teaching and learning practices across disciplines. Anika indicated that sharing information and generating and validating knowledge and experiences, insights and discourses within the two years during which the Diploma was offered enabled members to support and learn from each other (Roberts, 2006; Smith et al., 2017).

> The Diploma's "golden thread" enhanced my self-assuredness in understanding why I do things the way I do and how I could do better in collaboration with my community of more experienced others. (Anika).

Wenger's (1998) notion of identity as negotiated experience enabled me to recognise that structurally, the Diploma as a CoP enabled lecturers to negotiate their identities and define who they were by how they viewed, presented and experienced themselves when participating in social practices. Lecturers' negotiated identities were recognised and affirmed by their fellow participants and the facilitators. Anika recalls benefitting personally and professionally from learning with and from significant others in the CoP. Such learning enabled her to hone her social skills as she took on the persona of a teacher in HE who was able "to interact" with colleagues and peers in a particular manner on educational matters (Anika). As she became used to interacting with peers and giving and receiving input ("critical feedback") from them, she enacted the role of a teacher.

> Through group discussion, I learned to interact around issues of learning and teaching. I became accustomed to receiving and working with critical feedback, which enabled my development significantly. While I had always been open to receiving critical feedback, this strategy of frequent discussion of relevant topics in small groups - often with guiding questions and/or tasks - enabled me to extend myself. (Anika).

As demonstrated by Anika and Leah, collaborative learning within a CoP can potentially influence participants' practices. They were both able to innovate their practices in a more principled manner, underpinned by the literature and input from the facilitators and their colleagues. Anika's earlier practices evolved from working in silos to collaborating with a "community of more experienced others" (Anika). Moreover, the literature shows that collaborations within a CoP are essential building blocks to help lecturers conceptualise and

strengthen their arguments, weighing up evidence and drawing on literature and theory to justify their viewpoints (Quinn & Vorster, 2016). At the same time, the extent to which lecturers personify their roles as teachers depends on their vested interest since they are "both constrained and enabled by its 'dos and don'ts" in conjunction with the penalties and promotions which encourage compliance" (Archer, 1995:187). Given their vested interest in becoming and being a particular kind of teacher, the lecturers in my study have "cumulatively transformed" their roles (Archer, 1995:187). Besides experiencing a transformation of her role within a support capacity, albeit coordinating a Tutor and Mentor programme, in certain respects, Anika's positioning and personality reflected "some re-formation through these experiences" as she actively repositioned her role (Archer, 1995:187) as a researcher.

> The Diploma and its related portfolio were a significant step forward for me in terms of learning to become a researcher. Through this, my practice became steeped in a critical action research approach in which I am continually reflecting on my practice and acting upon reflections in an iterative way. I find this approach valuable as it keeps me 'alive' and 'awake' and enables innovation. During the time of my Diploma, I was also invited to write a brief article for a the ADC publication which was a 'first' for me. I subsequently wrote and published a the ADC handbook for my course, and I decided to pursue an MEd – both of which were inspired by what I learned about research during the Diploma. (Anika).

> I think that's also why I enjoyed going to the sessions, because we didn't just speak about theory and, you know, the papers that we read. We always applied it to our own teaching and so, it was nice to just share, you know, successes and challenges and new things that I've introduced in my course and then my colleagues would also share their things. Sometimes you would get really good ideas from them. (Leah).

8.3.5 The Facilitators' Feedback

Participants' responses elaborate the theoretical understanding of the role of dialogic feedback in shaping lecturers' professional identities as teachers by suggesting that its influence is essential for integrating lecturers' "knowing, being and doing" as teachers (Quinn et al., 2019:339). As shown in the data, another rigorous aspect of assessment practices within the Diploma was the varied opportunities for formative feedback and academic writing support. For example, through sustainable, dialogic feedback (Ajjawi & Boud, 2018; Carless, Salter, Yang & Lam, 2011), the facilitators responded to participants' oral and written work to negotiate meanings and clarify expectations of what becoming and being a higher-education teacher

entails. The facilitators provided opportunities for lecturers to engage with the feedback, interrogate its implications for their practices and respond meaningfully.

> We spent a lot of time really thinking about how we can emphasise the writing more and that's why we also introduced a lot more scaffolding around writing, than we did in the early years. I don't think I know of any other Honours level course, where people get as much support as they get in the Diploma, in terms of feedback. (Elle, Facilitator 2).

> I began to incorporate more ideas like guidelines on approaching an assignment, like what you do first, second, and third, and things like what my feedback means and what it means if I ask a question. So, not just to give students the content and tell them what they have to do, but how to do it. And I've also moved a lot of the initial stages of assignments, for example, into the classroom, where we begin discussing the assignment or even writing the introduction in the class, or just smaller, like, discussion stuff. Then I explain to them how they can take this, kind of, as a basis and flesh it out. (Leah).

> I appreciated the scaffolding and regular support and discussion space which the format of the course provided incrementally, over a two-year period. (Anika).

These responses indicate that the carefully structured, constructive feedback was a structural enablement for their professional learning and identity development. The feedback was invaluable because it enabled participants to complete their tasks and learn optimally. It was also transformative in many ways. Such feedback also supported participants in creatively enacting their roles as teachers. The facilitators' constructive feedback shaped participants into becoming teachers whose work is underpinned by scholarship. The feedback equipped lecturers with the knowledge and skills to enact the professional role as an academic (Archer, 2008a, 2008b; Billot, 2010). Moreover, it boosted their confidence in their ability to engage in similar feedback practices.

> So, what I did, was to use an approach where I'll teach and distribute the memos to my tutors and go through the practical sessions. I will also be available within the practical sessions. And I will tell my tutors on Mondays after they have marked, they should meet their students in the postgraduate common room to discuss their challenges in the previous assignment. Although they are given written feedback, face-to-face interaction becomes so much more effective than just reading the feedback. So that was the model that I had to devise myself as I was teaching and all of this knowledge that came through the Diploma. (Khwezi).

> Regular, detailed in-text feedback from committed, caring lecturers and our subsequent in-text conversation, was a teaching and learning approach which was life-changing for me. This dialogue played a hugely formative role in my development as a scholar. I valued the secure yet challenging, and critically constructive space which it provided. While I have always favoured qualitative, developmental feedback

> with my students' pieces, I am now able to apply my learnings more strenuously as I respond to their work with a deeper understanding. (Anika).

From the above-mentioned, it is evident that feedback provided in safe spaces that allow participants to engage with facilitators and peers by questioning, reasoning, expanding ideas and so forth is invaluable for professional growth.

8.3.6 Cultivating Critically Reflective Lenses on Teaching

The Diploma facilitators supported the lecturers in taking on the identities of critically reflexive practitioners in relation to their role as lecturers. Such support involves encouraging and modelling to lecturers how to engage with the theories and principles of the evaluation of teaching and courses in HE. Lecturers could learn that evaluating their teaching practices in principled, systematic and constructive ways included complementing student feedback on their teaching with other data sources such as self-reflection, students' academic achievements, and formal and informal feedback from peers, external moderators and professional bodies. Some participants exercised their PEPs to invite their peers to conduct a peer review of their teaching. For instance, in Marisa's teaching portfolio, she referred to peer feedback, which she obtained to legitimate her "teaching methods and philosophy". However, she was ambivalent about ascribing her purposeful engagements to improve her teaching exclusively to the Diploma's influence.

> I'm always trying to improve my teaching. You know, after a class I'll go, that didn't go so well; why? Or I need to try and unpack this concept, what are different ways I can do it; what are the local, the current affairs that I can bring into this conversation. I think that because I really love teaching and I really love the students, I want to keep being better. (Marisa).

> My Pharmacy students did second-year biochemistry - and after the first couple of lectures, their class rep went to our Head of Department, at the time, to say, "Doctor Ian is teaching us like we were Science students." Later on, it got to that point where during the Diploma, I was saying, "Okay, well, clearly, they had a slightly different approach to what they were expecting from the course, and I wasn't teaching them the way a mainstream Biochemistry class would be taught, so I should've adjusted my teaching accordingly. And I think that is where the Diploma came in handy because it allowed me to start thinking, "Well, hey, who's in my class, what do they know, and what can they bring into the class to assist their learning, and also, at the same time, help me to communicate my ideas more clearly to them?" (Ian).

The data suggest that lecturers who engage in peer reviews of teaching have the opportunity to demonstrate what is possible to influence student learning. Their practices and ways of being can serve as a benchmark for new lecturers or those lecturers who would like to expand their feedback and other teaching strategies. As also shown in the literature on the evaluation of teaching (Hassan & Wium, 2014; Nsibande, 2020; Nygaard & Belluigi, 2011), obtaining feedback on lecturers' teaching through evaluating teaching practices in principled, systematic and constructive ways while considering personal and contextual factors, are crucial to support effective teaching practices.

8.3.7 The Influence of Significant Others

The influence of significant others, such as colleagues and facilitators of the New Lecturer's Orientation Course (induction), can also lead to lecturers' participation in professional development initiatives. For instance, despite being confident about his identity as an industry expert, Phil mentioned that "the biggest thing for [him] was that [he] wanted to do the Diploma".

> I arrived in town on a Sunday and that Monday I was in the lecturers' orientation programme and orientation week. I was very impressed with a number of the speakers. A number of the people spoke about the assessment course and I immediately applied for it because I know nothing about teaching. (Phil).

As shown in other studies (Behari-Leak, 2017; Billot & King, 2017; Boyd, 2010), as an academic staff development initiative, induction programmes for new lecturers can be invaluable in equipping them to mediate constraining academic contexts. Moreover, as is the case at RU, the annual academic orientation programme introduces lecturers new to the institution to university governance and leadership structures, support structures for T&L, research, and Community Engagement. As shown in the literature (Krücken, 2021), unlike neoliberalist approaches, such a holistic approach to academic roles can help new lecturers understand that teaching and research are integrated and not standalone roles, which constrain lecturers' career development, stifle their personal projects and their professional academic development (Daddow et al., 2023; Krücken, 2021).

8.3.8 Improving the Standards of Performance in Teaching

The morphogenesis of lecturers' professional academic identities as teachers is evident in their level of professionalism and how they enacted their professional roles as teachers in the

following ways: being collegial and supportive towards colleagues, demonstrating high standards of performance in teaching and being committed to the academic project, as shown through their hard work and willingness to prioritise their work. Shifts in lecturers' professional academic identities as teachers are also evident in their displaying scholarship and being up to date with (and even exceeding) developments and practices within their academic disciplines (Calvert et al., 2011). For instance, like Mike, Amir, and Khwezi, Phil did the Assessor's Course as part of his probationary requirements before he enrolled for the Diploma. Wanting to improve the standards of performance in his teaching, Eriya strove to know more about teaching.

> In terms of the epistemology of science, I used to read scientific books. I was into science, but this is popular books, you know. But then I started to drift more into the philosophical work of people, Karl Popper, Jacob Böhme, Bertrand Russell, so I started going there on my own because now it was all about understanding, how we derive knowledge and what is scientific knowledge and how does it compete with other knowledge systems. And now, I've been teaching it for more than five years, and it has evolved over time. And the main concept, really the students get out of all of that, is that scientific knowledge, even though it's powerful, is one amongst many ways of knowing things, and we study from that aspect. (Eriya).

As shown in other studies (Behari-Leak, 2015; Billot & King, 2017), academic orientation programmes, also known as induction programmes, have the potential to be enabling spaces for new lecturers. However, the influence of these programmes on lecturers' professional development will be more meaningful when they are complemented by purposeful "departmental socialisation and induction processes" (Behari-Leak, 2015:436), which explicitly provide guidelines about what it means to be an academic in contemporary HE.

8.3.9 The Format of the Diploma

The weekly format of the Diploma was a structural enablement for professional learning. Participants attended the two-year course in two-hourly, face-to-face sessions every week during term times. Having focused time every week within a small group setting of about eight to twelve people afforded participants the time and space to interrogate and apply what they have learned in their teaching contexts.

> Having the face-to-face I think was very valuable because one of the things I found most valuable about doing the Diploma was just hearing other people's inputs, and it was a pleasant classroom space. Also, what was interesting for me was being a student again; it taught me a lot about being a teacher, just to have to be a student again. To be reminded what it's like to be assessed by others, what it's like to sit in a space, a teaching space that I'm not in control of (Robyn).

> I really enjoyed having a chunk of time each week dedicated to the [Diploma], but it was short enough that I was able to move around my lectures to attend every week. This also meant that we had weekly homework/preparation and I liked that there was a continuous, spread out, engagement with the course, which I enjoyed (Leah).

> I experienced this course format as hugely engaging and beneficial. Our regular face-to-face sessions and related activities compelled me to keep up-to-date with the [Diploma] requirements. It was good to have that weekly time set aside to focus on the course. I then had vacation times to keep working, to maintain the 'flow' of reading and writing. The course format was also very helpful in that it gave me time in-between sessions to mull on things, to implement change in my practice on an ongoing basis, and to relate what we were learning at the time to my specific context (Anika).

The discussion above indicates that, to a large extent, the social interactions of my research participants were enabled by structural and cultural conditioning within the Diploma. Moreover, it supports previous research by scholars (Boud & Brew, 2013; Leibowitz et al., 2017; Van Schalkwyk et al., 2013, 2015), which identified enabling learning environments as essential to professional development. Based on my experience as a facilitator on a professional development course for lecturers from various universities across SA, I emphasise the value of nurturing contexts to support the learning of participants who may need more support than others because of their particular learning needs. In the following section, I discuss the morphogenesis of the fourteen lecturers' agency and their professional identity development as teachers.

8.4 Primary Agents Becoming Corporate Agents

To remind the reader, I reintroduce Archer's (2000) four quadrants (as shown in Figure 3, p. 68) which informed my understanding of how the participants in my study transformed from being primary agents to corporate agents and, in this process, acquired their social identities, viz., their professional academic identities as teachers in HE.

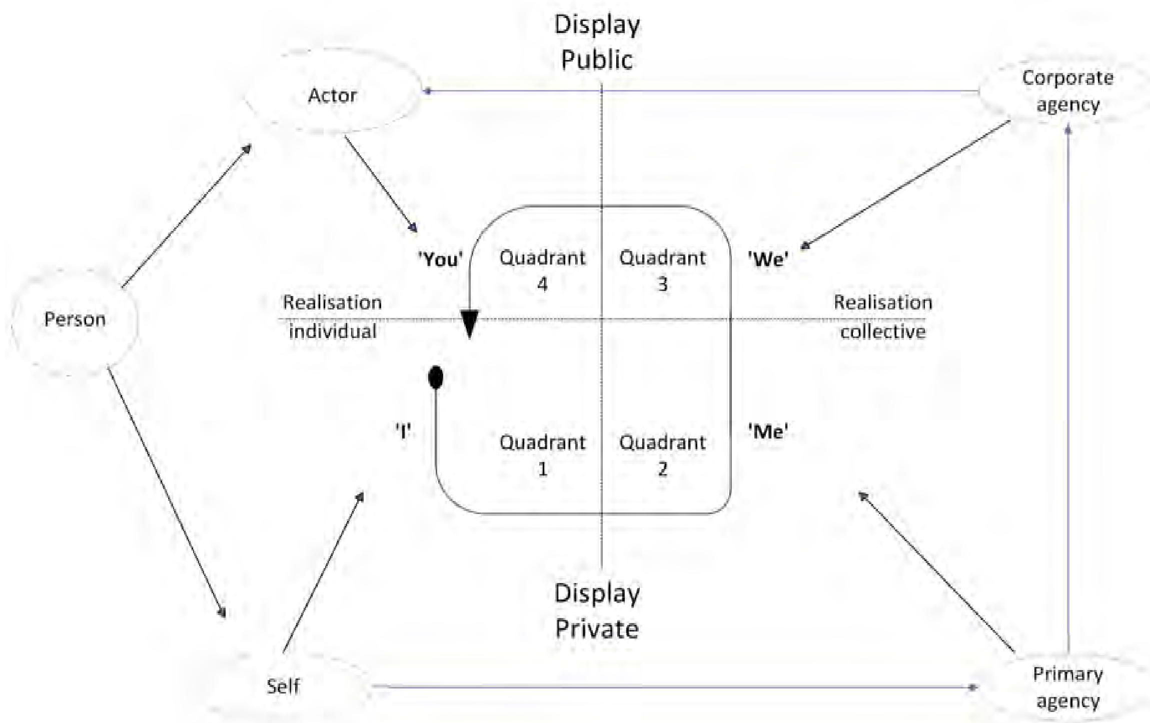

Figure 4: The Acquisition of Social Identity (Archer, 2000:295).

As mentioned, when they enrolled in the Diploma, in some respects, almost all my research participants were primary agents concerning their teaching roles. Despite being discipline experts, they were confronted with an unfamiliar discourse and did not have access to the language and associated teaching and learning practices in HE. Figuratively, they have moved from Quadrant 1, "as members of collectivities" who "shared the same life-chances" (Archer, 2000:11) in succeeding in the Diploma, to Quadrant 2, where the individual "'I', the subject of self-consciousness, reflexively deliberates about whether they want to reconcile themselves with the 'Me', which have been involuntarily assigned to them. In my study, the lecturers decided not to maintain the status quo and accept their imposed powerless, involuntary positioning regarding resources (knowledge about teaching and learning and HE discourse and SoTL) and decision-making about these aspects in their academic departments and the University. Instead, they reflexively decided to exercise their PEPs to equip themselves and transform their circumstances.

> When I started the Diploma, I had not really been exposed to the SoTL, and I had not thought formally about what an institution of HE is, how it has evolved or maybe even devolved over the years, you know. I had never even considered things like increased managerialism and bureaucratisation and how that impacts teaching and learning. It really, really opened my eyes to all of these issues, these topics. So, it wasn't just

> about developing my teaching skills but also increasing my awareness about HE in general, which I found very stimulating (Nadia).

As mentioned in Chapter Seven, the lecturers' practices were a causal effect of their endeavours to create sustainable projects to enhance their teaching in their disciplines. Through subjective reflexivity and engagement in the Diploma, they exercised their PEPs to acquire HE discourse. Thus, they transformed from Primary Agents into Corporate agents as they teamed up and formed networks with their peers and colleagues to shape the teaching and learning agenda in their respective departments. Thus, there is a historical movement to Quadrant 3 where the 'Me' has formed alliances with the 'We', viz., significant others, to collectively and strategically transform societal structures and cultures.

Merging his interest in "scientific literacy in society", Eriya founded and led an institutional dialogue series, which involves collaborating with role-players at RU and within the community in "taking science to the public" through "interdisciplinary dialogues" (Eriya).

Although the social transformation Nadia and her CoP envisaged did not materialise as expected, their collective efforts resulted in unintended consequences. To demonstrate, Nadia could capitalise on the affordances of collective efforts within her CoP to extend her networks and inform her teaching and scholarship.

> In 2016, I spent the entire year, all of my free time working on the sexual violence task team and putting together with one of my students the chapter on how the issue of sexual violence can be addressed within the curriculum, so it was very, very focused on teaching and learning. It was months and months of gathering information, questionnaires, interviews, surveys, reading up on scholarship, constantly meeting with the task team, and writing that chapter. And now, in recent times, I find myself feeling quite demoralised because we did all that work, and yet sexual violence is still such a huge problem in this country and the world. (Nadia).

> I have had people from all over the world write to me, from institutions in the USA, in Europe, saying, "We looked at this task team report, and you're making some very, very useful suggestions here, especially the notion of the concept of a common course for all students, a compulsory student course." So, you register at RU or wherever university and do a short course addressing gender-based violence and such issues. And you do it in the first three months and whatever degree you are doing. That was one of the main recommendations. It can be tailored for any HE institution. (Nadia).

Like Anika (see 7.5.3 in Chapter Seven), as a member of an institutional and international CoP, Nadia not only benefited personally and professionally from her engagement but became an

invaluable resource holder (Archer, 1995; Behari-Leak, 2015) whose expertise was sought after within her institutions and her CoPs (Feldman & Fataar, 2014; Wenger, 1998).

8.4.1 Straddling Multiple Roles as Corporate Agents and Social Actors

Despite being primary agents concerning teaching and learning in HE, lecturers were corporate agents in other areas of their lives, academic, disciplinary, and personal. For instance, participants who entered the Diploma with a PhD qualification (See Tables 7, p. 159 and 8, p. 166 in Chapter Seven) (Mike, Fern, Ian, Eriya, Amir, Tanaka and Robyn) or who were Senior lecturers (Fern and Robyn), operated in Quadrant 3 as members of CoPs collectively influencing and contributing to research supervision and higher-level decision-making about the academic project within their academic departments, faculties and at RU. Membership in well-established and, in some cases, highly specialist disciplinary communities afforded Mike, Fern, Eriya, Phil, Denika, Marisa, Leah, and Robyn opportunities to contribute to the transformation of these CoPs.

Furthermore, some lecturers simultaneously embodied multiple roles, operating in different quadrants. For instance, Marisa's frustration with what she perceived as a lack of transformation in the Diploma prompted her to align her 'ultimate concerns' (those things which were important to her) (Archer, 2000, 2013), viz., being a teacher who sees education as a "political project" (Marisa).

> That's part of my activism, I suppose. You know, it's the way that my activism dovetails with the work that I do that I believe is important if we are going to keep moving into being a transformed university of public good in a South African and African context. And I know that I'm a lone voice. I mean, I know there are not a lot of academics in this university who are fighting to decolonise the curriculum, and people are dragging their feet around that (Marisa).

Thus far, to analytically portray the lecturers' trajectory in becoming teachers in HE, I discussed the sequence of their development from being Primary Agents to Becoming Corporate Agents. In the next section, I discuss how they have "acquired the full range of personal powers" (PEPs) - those of self, person, agent and actor, when transforming from Corporate Agents to Social Actors (Archer, 2000:295).

8.5 Corporate Agents Becoming Social Actors

The historical movement of the lecturers in my study from Quadrant 3, where they exerted influence on societal structures and cultures due to collective action and alliances, to Quadrant 4 resulted in double morphogenesis since Corporate Agency itself was transformed. According to Archer (2000), this creates unique positions that the 'You' could distinctly acquire, accept, and personify. Having undergone morphogenesis from primary agents to corporate agents and social actors, lecturers possess a social identity and consciously apply their knowledge and skills to transform society (Giddens, 1984).

For example, as an individual social actor who uniquely embodies her role (Luckett, 2012) as a social justice activist, Marisa was committed to and invested in her social role. Drawing on her experiences in the Diploma, she debated the perceived lack of transformation in the curriculum at forums such as her faculty board and Teaching and Learning Committee and thus helped shape transformation and decolonial discourses and practices at RU and the broader HE community.

> People were supportive in that, "Please pass on any authors that you have," you know, but it wasn't resisting; it was saying, "You're making a good point – send us." Suné[31] bless her, really was quite shaken, firstly, by my reporting it, and she asked to see me and really wanted to unpack what I meant and what I suggested, and then she asked me to write a little article on it and then has used this thing in the course going forward. I think that's formed part of their international postgraduate, Dutch-South Africa project. I turned my assessment part of the teaching portfolio into a paper. So, quite often, I'm asked to come and do a session on assessment for the Diploma. (Marisa).

Likewise, Nadia and Denika demonstrated what Archer (2000:295) calls "powers of ongoing reflexive monitoring of both self and society", which enabled them to make personal and professional commitments in authentic, genuine and creative ways and, in doing so radically "transform 'society's conversation'" through their teaching and scholarship.

> I'm doing some curriculum development, and I teach a lot of feminist literature and crime fiction. In crime fiction, often, the crimes are of a sexual nature. I have decided that, given recent incidents, you know, close to home and so on, that next year, I'm going to work even harder and focus even more intensely on these themes in the literature. I'm going to focus a lot more on theories of masculinity and why it is that we have in our society males who are so angry, who carry so much aggression and who behave so violently. So, as

[31] Suné is a pseudonym for an influential social actor, at RU and the broader national and global HE contexts.

> long as I can address the problem through my own discipline, through the skills and knowledge I have, so that it's meaningful, you know, not just a knee-jerk response. I don't just want to have an emotional response; I want to have a professional academic response, and in my research, as well, I tend to focus on certain topics and write about certain issues. (Nadia).

> The United Nations Office on Drugs and Crime started an innovation called Education for Justice, E4J, and I just stumbled across them at a conference. They provide teaching materials online for primary, secondary and tertiary education, around good governance, anti-corruption, human-trafficking, and my area, which is ethics. And so, as part of that, I participated in a project where I localised their legal ethics course for SA. And then as part of that, and I got a little bit of funding from the ad hoc teaching fund, I made a little documentary; I became a director and producer. A documentary for one of the foremost advocates in the country. It's a case study and a teaching, so I've shared that with colleagues throughout all the law schools, and it's on the agenda for the Law Dean's Association. The idea is, you know, no matter what the competitiveness amongst the Law schools is, we want to share good practice, and that this course, um, is one such, it's material that any of the Law schools can commonly use, and I've got some really good feedback from colleagues. (Denika).

These findings support the theoretical understanding offered by Van Schalkwyk et al.'s (2013) framework, which sought to identify causality between lecturers' growth as scholarly teachers or teaching scholars and professional development opportunities provided by their institution. Although all the lecturers in my study use scholarly approaches to their teaching, with almost all of them purposefully and explicitly championing teaching and learning in their faculties and at the institutional level, only some became "scholars of teaching" (Van Schalkwyk et al., 2013:144). In varying degrees, these lecturers (Mike, Fern, Amir, Denika, Nadia, Marisa, Tanaka, Anika, Leah and Robyn) have all contributed to enhanced pedagogical practices in HE by either engaging in SoTL work, presenting their research at academic conferences, publishing in peer-reviewed academic journals or, as in Anika's case, conceptualising and publishing academic resources for tutors and mentors.

Thus, as shown in Figure Four below, at T4 of the MM cycle in my study, the morphogenesis of lecturers' professional academic identities would be demonstrated through a continuous sense of self (the 'I') who progressed to the self-as object (the 'Me'), who, as a Primary Agent has evolved to engage as part of Corporate Agency's collective action (the 'We'), which created positions in the social world which (the 'You') "could acquire, personify and accept because it aligned perfectly with their personal identities. As demonstrated by Marisa and Nadia, they both sought authentic alignment between their personal and social identities, i.e., what they cared

about most and the particular kind of teacher (and academic) in HE they could authentically identify with.

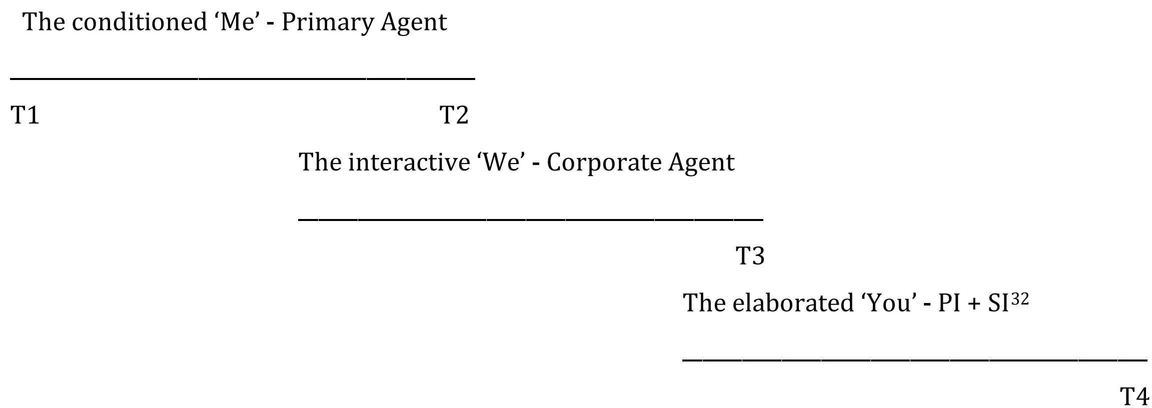

Figure 4: The Emergence of Personal and Social Identity (Archer, 2000:296)

Thus, the lecturers' figurative movement through the four quadrants depicted in Figure Three and the morphogenetic /morphostatic cycle shown in Figure Four above demonstrate the morphogenesis of personal and social identities as the outcome of a dialectical process. This process is underpinned by the lecturers' "continuous self-consciousness" (Archer, 2000:296). The following section presents a comprehensive account of lecturers' professional identities as teachers reflected at T4.

8.6. Coming Full Circle: Embodying and Enacting Professional Academic Identities as Teachers in Higher Education

In this thesis thus far, I have presented a theoretically informed discussion of the enabling and constraining structural and cultural mechanisms in lecturers' professional academic identity development as teachers in HE. In doing so, I employed Archer's (1995, 2000) analytical dualism and morphogenetic/morphostatic cycle to analytically account for their experiences and engagements in the Diploma during the three temporal phases of the morphogenetic/morphostatic cycle: T1, T2-T3 and T4. I now continue my discussion to show how, at T4, as social actors, they uniquely enact their professional identities as teachers.

[32] PI and SI are acronyms for Personal Identity and Social Identity (Archer 2000).

As demonstrated by the fourteen lecturers in my study, triple morphogenesis occurred through the realisation of the social actor at T4. This level of morphogenesis signified the unique manner in which lecturers embodied and enacted their teacher roles. As I have shown thus far in my discussion, through the Diploma, expectations in society and the HE sector, lecturers were socialised into becoming a particular kind of teacher. The lecturers in my study who foregrounded their roles as teachers embraced the dispositions, attitudes, and practices inherent in being a particular kind of teacher. For example, committed to critical reflection, they strove to enhance the quality and scholarliness of their teaching practices (Bitzer & de Jager, 2016). As shown in the next section, they described themselves as teachers and teaching as the role they got the most satisfaction from in academia.

8.6.1 Getting Deep Satisfaction from Teaching

Lecturers' positive descriptions of themselves as teachers dovetailed with their acknowledgement that teaching was the role in academia they got the most satisfaction from. For instance, Marisa described herself as "a deeply reflective teacher" who "really loves teaching" and "the students", while Mike noted getting really "deep satisfaction from teaching". The lecturers who identified teaching as the role in academia they get the most satisfaction from (Mike, Amir, Phil, Marisa, Khwezi, Leah, Robyn, Tanaka and Anika) regarded teaching as a holistic endeavour that has the potential to influence students' overall wellbeing. They regard teaching as a core aspect of their various academic roles (Leibowitz et al., 2017). As mentioned, these roles include researchers, academic administrators, managers, and participants in community engagement initiatives. They also do not regard teaching as a stand-alone activity but see it interwoven with their other academic roles.

The relational aspects of teaching are important to these participants. For them, such a holistic view of teaching includes believing that teaching can influence student learning and overall wellbeing and help "students grow" into confident individuals (Marisa). Lecturers with a holistic view of teaching and its affordances for students were more inclined to display a love for and positive attitude towards teaching. As demonstrated by Marisa, these lecturers purposefully found ways to engage with students outside the classroom and linked their various other roles in academia to their teaching.

> I see students outside of the lecture room as well, either as mentor or university citizen, and there is a fluidity between my role as teacher, mentor, activist, researcher, engaged citizen. (Marisa).

As demonstrated by these lecturers, lecturers who recognise learning as a socially mediated activity and align their practices with the social nature of teaching purposefully foster meaningful and positive relationships with their students. Such an embodiment and enactment of their role as teachers is one of the underlying principles of good teaching (Kane et al., 2004 in Ashwin et al., 2015). The scope for lecturers to uniquely embody and enact their role as teachers in various ways was an essential enabling mechanism for enhancing their professional academic identities as teachers.

> I've used much of my research experience to inform what I do. For example, I have written a paper on group work and assessment in groups in the context of diversity. That highlighted the complexities around that. And I think that has informed the way I think about, for example, how group work functions or how we could critically think about giving feedback to students in the context of diversity. So, all those things, I think, have informed my teaching, and I think it is also reflected in the positive experiences highlighted by students to say, "Well, really, I think the experience had been great." (Tanaka).

In Tanaka's case, he uniquely enacted and embodied his understanding of his teaching role by establishing a nexus between his teaching and research and further developing his pedagogical approaches involving group work and feedback. However, being social actors did not preclude the lecturers in my study from constraints. Instead, having invested themselves, they had to draw on their PEPs of resilience and creativity to exercise their agency in unique ways to capitalise on certain enablements and, if needed, mediate certain constraints.

> The faculty is very encouraging and supportive of alternative methods. So, I haven't experienced impediments to innovations. But the students hated it, they hated change, and they didn't see its value. So, part of it was that I got quite a lot of kickback from that. What I did was then go back to one formal assignment and change the nature of the test. And to introduce, instead of long questions in the test, to ask short questions that deal with, you know, sort of "Write three sentences" rather than write 15-markers. So, I'm just trying something different. (Denika).

In the next section, I discuss how being recognised as a particular kind of person, viz., a teacher in HE, is another indicator of lecturers' teacherly identities.

8.6.2 Being Recognised as a Particular Kind of Academic

Being recognised as a particular kind of academic (Calvert et al., 2011; Gee, 2000; Loads & Collins, 2016) versus the 'norm' of an academic-as-researcher is an essential indicator of professional identity. In this regard, peers, colleagues, and other role players in society commended and validated the characteristics of the lecturers in my study, which they associated with being a particular kind of teacher in HE. For example, Tanaka was known for his boldness concerning what he considered lecturers' priorities should be.

> Your job is not to soak yourself in your discipline and start publishing, because anyone can do that. Your job is to be able to be the solution to the challenges or part of the solution. And to think collectively about how best we can support students to be who we want them to be when they leave RU. (Tanaka).

Likewise, Phil's colleagues valued his contributions to curriculum discussions.

> For example, we want students to develop some kind of entrepreneurial thinking - where is that happening in the course? Are there any places where that is an outcome? And if it is not, well then, it's something that we need to put in. My colleagues thought it was a particularly useful way of looking at this, and we had some very fruitful discussions around it. It helped us identify certain things that we thought were part of what we are teaching, but it is actually not being learnt in any way. Having that kind of disposition is a big one and often talked about because there are fewer permanent jobs, and a lot of them involve freelancing, being able to promote yourself, getting clients, keeping clients, and coming up with ideas for doing things that will earn you money. (Phil).

As social actors, all the other lecturers were affirmed in various ways for their intellectual and scholarly contributions (e.g., embodied knowledge, expertise and innovative and transformative pedagogies) to the academic project and, specifically, teaching. For example, at the institutional level, Fern, Tanaka and Amir have been acknowledged as exceptional teachers in their disciplines. Amir and Marisa have been nominated for the Vice Chancellor's Distinguished Teaching Award. Fern received the Senior Vice Chancellor's Distinguished Teacher's Award for developing innovative techniques and specialised research into understanding how students learn. Tanaka received the Vice Chancellor's Distinguished Teaching Award for ten or fewer years of experience. In addition, Amir was awarded twice a merit award for having served the university above and beyond the call of duty and showing extraordinary commitment to his academic department, science faculty, and/or the university. Similarly, Tanaka attributed his

growing reputation and influence as a scholar and teacher in academia to his increased confidence since having participated in the Diploma.

> I've been privileged to travel to other countries to share my experiences around, you know, certain issues that I teach, but also around curriculum transformation. I've sat in seminars around those issues, which I think is critical. So, I've given lectures at European and British universities during my sabbatical and engaged in academic staff transformation of the curricula. The issue of curriculum development is coming to the fore; people are discussing them, saying, "How do we integrate, for example, students from other countries, and how can our curricula be meaningful from the context they are coming from?" and so forth. I credit my ability to contribute in those spaces to the Diploma. (Tanaka).

The data above support research by Behari-Leak (2015) and Nudelman (2018), which shows that the morphogenesis of agency also involves strengthening participants' personal identity and developing their PEPs. Among other things, these lecturers had to demonstrate authority, innovative thinking and practices, resilience and a scholarly, critical disposition when participating in national and international forums and, often, laborious institutional practices.

> When you are speaking, I think that is the tradition in academia, you need to speak with a bit of authority, right? You cannot talk about teaching and learning or assessments without talking about formative or summative assessments. You know, this is the jargon of the field. If you are talking about these issues, they go, "This guy knows what he is talking about." And I think that beyond that, the feedback I got, even from the students I taught through guest lectures, was very positive. They'd say, "Well, we thought you were so engaging on these issues." And I think some of this confidence is credited to the Diploma. (Tanaka).

Likewise, being recognised as a particular kind of academic with demonstrable PEPs also involves being sought after by peers and role players in HE to represent their academic departments, faculties, and the institution at various forums. These "acts of recognition" signal the value assigned to lecturers' intellectual contributions and confirm that they adhere to expected academic standards (Loads & Collins, 2016:177). As shown in the next section below, the lecturers in my study were important resource holders who contributed uniquely to the academic project, particularly teaching and learning in these forums.

8.6.3 Lecturers' Career Trajectories

To help researchers understand that actors are role incumbents who exercise their agency to bring the human qualities of creativity and reflexivity to the various roles they occupy, Archer

(1995) suggests a temporal and analytical distinction between the social agent and the social actor. As social actors, through their different professional trajectories in academia and reflexive deliberation about how best to mediate existing constraints and enablements, the lecturers in my study creatively brought about role transformation instead of merely reproducing the status quo. Obtaining further academic qualifications was one of several indicators of how the lecturers' personal identities were strengthened and how they developed their PEPs of commitment and perseverance, which also influenced transformation in their role as teachers. For example, after completing the Diploma, Khwezi, Denika, Nadia, Marisa, and Nadia obtained their PhDs in their disciplinary fields. As reflected in their teaching portfolios, bringing about role transformation as teachers involved inward-looking (e.g., critically reflecting on their capacities and capabilities as teachers and how they enact their teaching philosophy statements they bring to their roles as teachers) and outward-looking (e.g., responding to contextual conditions such as national imperatives and institutional drivers to increase the number of academics with PhDs). These imperatives are reflected in the National Development Plan (2011) and the CHE's (2016) VitalStats Public Higher Education.

Although Phil and Anika have not yet completed their Master's degrees in HE for personal reasons, the shifts in their thinking and being signal that they have also strengthened their identity and developed their PEPs.

> We have a lot of conversations in this school here about curriculum what we teach and how we teach it. So, obviously, it makes it easier for all of us to contribute to that discussion because we cannot only think realistically about our own courses, but we have the tools to look at other people's courses or courses that we haven't been directly involved in and say useful things about them. Also, with the crisis in journalism, particularly newspapers with declining circulation, declining ad revenue, and a very changing set of circumstances, obviously, we have to constantly look at what we teach and how we teach it. (Phil).

> I returned to formal study for the first time in twenty years through the Diploma. It's not something I ever imagined myself doing. So, I think that it had very strong impact on my sense of self as a researcher. I didn't really view myself as that, so I think it had a strong influence on my identity, and it gave me ample opportunity to do small research projects, to do case studies, to become deeply immersed in reading and writing and thinking and speaking and being. So, in turn, it led me to consider the fact that I could study further beyond that. So, it was incredibly impactful in terms of my understanding of myself as a researcher, as well as giving me the tools in enabling the capacities in me. (Anika).

Since my study focused on the influence of conditioning cultural, structural and agential mechanisms on lecturers' professional academic identity development, I do not provide an evaluative account of their promotion to higher academic positions at the institution. Furthermore, although it cannot be inferred that the Diploma was the catalyst that brought about the fourteen lecturers' achievements in both Tables Nine and Ten (see below), I offer an interpretive narrative of how such activities demonstrate the kind of social actor they have become. In other words, these activities reflect their journey from novice to expert teachers and the increased confidence in themselves as teachers able to contribute meaningfully towards teaching and learning at the institution and their disciplinary communities within the broader HE context.

Likewise, recognition and validation of their competence as teachers by significant others (e.g., students, colleagues, peers or role-players in HE) positively shape lecturers' professional academic identities. Those lecturers (12 out of the 14 participants) who were promoted to higher academic positions were subjected to increasingly stringent personal promotion criteria for the various academic ranks. The application process involved submitting a teaching portfolio to the Academic Personal Promotions Committee, which required them to show evidence of their accomplishments in five categories: teaching and learning, research, community engagement, professional involvement and leadership, management and administration (see Appendix D). In line with institutional policies, the lecturers' accomplishments in the teaching and learning category signal their integrated approach to teaching, research and community engagement. These promotions signal the institution's validation of their merit, viz., demonstrated competence and achievements which were above average and more than was expected of an academic in their teaching practice, scholarly engagement with teaching and learning, curriculum practice and leadership. Table Nine provides a snapshot of how lecturers' unique embodiment of their roles as teachers transformed them into influential social actors who gave strategic leadership at the departmental, faculty and institutional levels.

Table 9: Academic Leadership, Management and Administration

Lecturer	Social Actors
Mike	HoD; Deputy Dean: Teaching and Learning; Member: Faculty Board and Higher Degrees Committee; Programme Coordinator

Phil	Third-year Coordinator; Member: Faculty Board and Higher Degrees Committee
Fern	HoD; Course Coordinator: disciplinary focus group; Member: Faculty Board and Higher Degrees Committee
Denika	Course Coordinator; Member: Faculty Board and Higher Degrees Committee
Ian	HoD; Course Coordinator; Member: Faculty Board and Higher Degrees Committee
Nadia	Various Coordinator roles in Academic department; Member: Faculty Board and Higher Degrees Committee
Eriya	Course Coordinator; Member: Faculty Board and Higher Degrees Committee
Amir	Course Coordinator; Member: Faculty Board and Higher Degrees Committee
Marisa	Course Coordinator: Faculty mentoring programme; Academic Programme Co-ordinator; Faculty Teaching and Learning Committee Member; Member: Faculty Board and Higher Degrees Committee
Tanaka	Course Coordinator; Faculty Teaching and Learning Committee Member, Tutor Co-ordinator; Participant: Curriculum Conversations and Academic Orientation Programme; Member: Faculty Board and Higher Degrees Committee
Anika	Course Coordinator: Tutor, Mentor Programme and Short course programme
Leah	HoD; Course Coordinator; Member: Faculty Board and Higher Degrees Committee
Robyn	HoD; Course Coordinator; Member: Faculty Board and Higher Degrees Committee
Khwezi	Course Coordinator; Member: Faculty Board and Higher Degrees Committee

Likewise, Table Ten below provides a snapshot of the lecturers' professional involvement, which indicates the professional academic identities they have taken on subsequent to doing the Diploma. These identities indicate the stature in academia and the trust and reputation they have established as teachers, disciplinary experts and scholars able to contribute sustained service to local, national and international bodies. Among other roles, they act in an advisory capacity to policy formulation and conference organisation and serve as external reviewers or assessors who influence teaching, research, and supervision. For example, hailed as an Environmental Science Expert by his peers, Tanaka is an authoritative figure in his discipline. His acumen as a scholar and leader in his disciplinary field has also been honed through his research output in

the form of twelve highly cited accredited journal articles (three single-authored and nine co-authored) and postgraduate supervision expertise at the Honours and Master's level.

Table 10: Professional Involvement and Achievements

Lecturer	Professional Involvement and Achievements
Mike	Deputy Chairperson: Staff Union; Member: Language Committee; Former President of Disciplinary Society of Southern Africa; Keynote Speaker at national and international conferences
Phil	Social Analyst and Commentator; Contributor to local and regional newspapers
Fern	Chief Research Strategist for national disciplinary organisation; Member of the editorial board of a disciplinary journal; Keynote Speaker at national and international conferences; Recipient: Arts and Humanities Research Council Grant (international collaboration), Vice-Chancellor's Distinguished Researcher Award; Obtained two RU Merit Awards
Denika	Editor of a national disciplinary journal; Board member of an international disciplinary association; Keynote speaker at national and international academic conferences; Recipient of Faculty Research Award
Ian	Recipient: RU Research Committee funding and NRF Thuthuka Programme
Nadia	Vice-Chairperson, Institutional Committee; Member of Institutional Task Team; Founder and Co-ordinator of an international research group; Recipient: Vice-Chancellors's Book Award
Eriya	Co-founder: Science Dialogue; Volunteer: Local Maths and Science Club; Member: National Academy; International Society for the promotion of disciplinary science; Fellow: Africa Discipline Leadership Programme; Visiting Researcher in UK and Asia; Keynote Speaker at national and international conferences
Amir	Obtained two RU Merit Awards; Residence Warden
Marisa	Gender Action Forum Member; Chairperson: Women's Academic Solidarity Association (WASA); Equity and Institutional Culture Committee (GENACT); Naming Committee; Staff Union Recruitment and Selection Committee; Faculty Working Group and Selection Committee; Residence Hall Fellow; Member: Ministerial Task Team
Tanaka	Recipient of national and international research grants (Africa, Europe, USA and Canada; Teaching Advancements in Universities (TAU) fellow; Recipient of the Vice Chancellor's

	Distinguished Teaching and Research awards; Keynote Speaker at national and international conferences; Residence Warden
Anika	No professional involvement[33]
Leah	Member: Professional bodies (e.g., the South African Translators's Institute (SATI) and the Association for German Studies in Southern Africa (SAGV); Accredited examiner: The Goethe-Institut; Nominee: Vice-Chancellor's Distinguished Teacher Award
Robyn	Editor: Two disciplinary journals; Vice-Chairperson: WASA; Assistant Project Leader (inter-institutional project on AIDS-related projects); Joint Organiser of departmental postgraduate forum; Member: Departmental Plagiarism Committee, Community Engagement Committee, Selection Committees (new academic staff); Joint Research Committee; Respondent: RU Institutional Colloquium' Presenter: Unemployed People's Movement Women's Day Event, Academic Orientation Programme, Curriculum Conversation (Decoloniality and the Curriculum)
Khwezi	Co-ordinator: Community Engagement programme

These roles and contributions depicted in Tables Nine and Ten only partially represent the lecturers' trajectories and influence as transgressive teachers in HE. Transformation in their roles as teachers included contributing uniquely to research, academic leadership, management and administration, professional involvement and community engagement. As discussed below, as social actors, their influence and contributions are reflected in the agential shifts in their being, thinking and practices as teachers in contemporary HE.

8.6.4 Agential Shifts in Being, Thinking and Practices

My discussion thus far suggests that the Diploma has deepened lecturers' understandings of themselves and their teacher roles in a diverse HE context. As evidenced in their teaching portfolios, the reported changes in their teaching philosophy statements, curriculum design, teaching and learning strategies, assessment practices and evaluation of their teaching and courses reflected these insights. Moreover, reflecting on these insights helped me answer my fourth research sub-question about how lecturers' teaching and learning practices were enabled

[33] Anika's lack of professional involvement could be ascribed to her appointment on a teaching contract, which are renewed annually.

or constrained by the structural, cultural and agential conditions in and emerging from participation in the Diploma. The following data provides evidence of this claim.

> My intellectual curiosity has been expanded, confounded and nurtured by the particular university in which I have taught. What I have learned about teaching and learning in the Diploma has opened up the theory of what I have always done intuitively, and this has been a profound journey of finding my place in a framework that was developed before I arrived, and continues to impinge its norms on how I think and act, as a teacher and learner. (Marisa).

> Link theory is based on the idea that conceptual knowledge is structured in a mental web where the nodes represent individual concepts and the links between these nodes are associations between concepts. I am planning to use Link maps in order to help students connect concepts in Thermodynamics. A Link map is the visual structure students are required to form. Link maps are condensed and represent a clear hierarchical structure and most information contained in the map requires understanding. Most students in science are visual learners, therefore the visual consistency in the presentation style is designed to reduce the cognitive load once the students have learned how to read the maps. (Eriya).

> While supporting a student-centred approach to learning, I nevertheless regarded assessment as a boring necessity of the course, rather than a central issue. However, when considering the realities of today's students, many of whom are registered for five first-year subjects, in addition to other social and sporting commitments, it became evident that busy students would act rationally when allocating their time. Once I had got to this point of realism, rather than the ideal, the question then became one of how to align assessment methods to the course outcomes, while still maintaining reasonably high levels of reliability and taking into account practical considerations when dealing with such a large class. Given my previous research into student evaluations of teaching and the Grimes et al. theories on internal and external locus of control, I was immediately aware of the advantages of using assessment criteria and involving student themselves in the assessment process. (Fern).

> With the aim of gauging the level of student engagement and ability, I often make use of formative assessment as a form of evaluation, which informs adjustments I make to my teaching and the curriculum. Although this form of evaluation enables me to make changes to the curriculum and aspects of my teaching in a directed way, as it identifies gaps in learning or beliefs and attitudes about learning in my subject, it does not identify why certain gaps in understanding or engagement might exist among students. By directing the focus from what the gaps are to why these gaps exist by investigating how students experience their learning and learning environment, the development of my teaching and courses is enacted more meaningfully and with more directedness. (Leah).

Lecturers' agential shifts in being, thinking and practices were underpinned by their striving to respond to contextual factors such as the changing HE context and associated educational trends

such as Outcomes Based Education (OBE), emphasising achieving learning outcomes (Boughey, 2000). Other contextual conditions included changing student profiles, increased diversity, large classes and disciplinary requirements. Furthermore, in line with what they have learned in the Diploma, lecturers demonstrated evidence of critical reflection (and reflexivity) of their teaching and learning practices. They presented theorised discussions of how, in questioning their assumptions about teaching and learning, they used self-reflection, student feedback and peer feedback on their teaching to evaluate their teaching and courses.

> At the outset, we enjoyed the lectures very much and found your teaching style interesting. Your stance as a teacher is developmental as well as socially critical. You taught in a way that made students aware of how to engage with the subject matter and how you were teaching related to the field of sociology. We have not often sat in a class where developing students' metacognitive abilities and awareness of how their discipline "worked" were taught so deliberately and expertly. (Extract of a peer evaluation report compiled by Grace and Elle, Diploma Facilitators).

Archer (2000) postulates that being strong social actors is not an end in itself. Instead, lecturers agentially and uniquely draw on their personal properties and powers (PEPs) to influence their social contexts. Thus, through reflexively monitoring themselves, their progress and their teaching and learning contexts on an ongoing basis, they commit to extending their personal projects. For example, through evaluations of their teaching and courses and through providing feedback to colleagues' teaching, they critically interrogate what they do (teaching), why they do it and how it influences student learning.

> In two lectures, it is impossible to say whether the teaching and learning in the classroom will result in good journalism and nuanced storytelling! However, both sessions were about good journalism examples about difficult subjects – the Pinella Trails example and the car crash incident. The ability then to link such examples back to past and future class work (past: the students' personal narratives and future: getting them thinking about their feature planner certainly pointed to integrating the course with its overall purpose, the tutorials and assessment and the outcomes. (Denika's extract from a Peer Evaluation Report on a colleagues' teaching).

8.7. Conclusion

In this chapter, I addressed my main research question and sub-research questions. Using a qualitative case study of fourteen lecturers who completed the Diploma, a professional development programme as a reference, I theorised about what the world must be like at a

research-intensive university for the formation of lecturers' professional academic identities as teachers. By drawing on insights obtained from my three analysis chapters (Chapters Six, Seven and Eight), I was able to account for the unique ways in which the lecturers in my study agentially responded to the SEPs and CEPS within the Diploma, their academic departments, the University and the broader HE context to establish satisfying and sustainable teaching and learning practices, a "modus vivendi" (Archer, 2007a:89). I also showed how lecturers' professional academic identities as teachers were shaped as they voluntarily and intentionally committed to, embraced and realised their "modus vivendi" (Archer 2007a:89) and invested themselves in their roles as teachers in their disciplines.

An essential insight derived from the discussion in this chapter is that professional academic identity formation is not a linear process. These lecturers consciously applied their knowledge and skills to transform their teaching and teaching in their disciplines while simultaneously straddling multiple roles as corporate agents and social actors. Thus, double morphogenesis occurred as the lecturers transformed from exerting influence on societal structures and cultures as a result of collective action and alliances. As also suggested in the literature, (and as previously mentioned), professional academic identity formation has a multiple, fluid, continuously changing and socially constructed character (Henkel, 2000; Kaasila et al., 2021; Taylor, 2008; Ylijoki & Ursin, 2013). In the next chapter, I conclude my thesis by offering insights about the implications of my study for professional academic identity development in unique contexts such as research-intensive universities.

Chapter Nine: Conclusion

9.1 Introduction

In this chapter, I consider the extent to which this social realist account of lecturers' professional academic identity formation answered my research question. As mentioned, I explored how the interplay between structure, culture and agency enabled or constrained the emergence of the professional academic identities of lecturers who completed the Diploma at RU between 2007 and 2017. Next, I state how this thesis contributes to knowledge about professional development and professional academic identity development in the HE field. Lastly, I offer a brief reflection on the limitations of the study and an exploration of the implications of my research findings for policy, future practice and potential research in ASD.

I support my argument that it is essential for academic staff developers like myself in local and global HE contexts to identify and understand the enabling and constraining conditions for lecturers' professional academic identity development as teachers, mainly for two reasons. Firstly, the scope and complexities of our support roles at our institutions and, specifically, our integral role in designing and offering professional development initiatives to support lecturers' teaching signal this importance. Secondly, as I endeavoured to show throughout this thesis, structural and cultural contexts are critical in professional academic identity formation and, ultimately, lecturers' capacity to teach where the student body is diverse and requires contextually relevant support. As argued throughout this thesis, professional academic identity plays an essential role in lecturers' capacity to help improve student success through quality teaching. Like my fellow AD practitioners, I am committed to transformation imperatives and view quality teaching and learning practices as essential in alleviating the crisis related to low student throughput in the South African and some global HE contexts.

As a researcher and practitioner working within a research-intensive context, I was reminded of the importance of exercising my agency to spearhead and contribute towards conceptualising and conducting research on contextually relevant professional development initiatives to inform our practices and build the AD field. Even though I cannot generalise my findings beyond this specific case, the insights I gained about enabling and constraining conditions for lecturers' professional academic identity development may be relevant to other HE contexts. For example, my main findings indicate that despite its significance for the formation of lecturers' professional

academic identity, agency, on its own, although an integral part of the structural-cultural nexus, was insufficient. Instead, the interplay of structural, cultural and agential mechanisms at the institutional level enabled lecturers to exercise their PEPs (agency) in harnessing enabling institutional conditions for teaching and learning, professional development and, ultimately, their professional identities as teachers. How lecturers in my context exercised their agency may be different from other HE institutions. Therefore, these insights draw our attention to the need for AD practitioners and all role players who are responsible for the quality of teaching and learning and ongoing professional development to, through corporate agency, identify and attend to constraining structural, cultural and agential conditioning mechanisms and foster enabling mechanisms. Having briefly introduced some of my reflections on what the findings mean for my roles as a researcher and a practitioner and relevant roleplayers within a research-intensive university for the support of ongoing professional development, I unpack my findings related to some of the main structural, cultural and agential conditioning mechanisms in the formation of lecturers' professional academic identities in the following sections.

9.2 Enabling Structural Mechanisms

The interplay between structural, cultural and agential mechanisms in shaping lecturers' professional identities as teachers was the most noteworthy in the strategic partnerships between strong social actors at RU and AD practitioners in the ADC, the institutional teaching and learning centre.

9.2.1 Strategic Partnerships

The influence of strategic partnerships and holistic institutional approaches to professional development and teaching and learning on lecturers' professional academic identity formation is of interest to everyone, such as the leadership at HEIs, support personnel, AD practitioners, and lecturers who are involved in ensuring the success of the academic project. For example, the explicit support of social actors like the VC, Dean of T&L, and DVC: Academic and Student Affairs was crucial in contributing to the quality assurance, enhancement, and transformation of teaching and learning. Their overt support was essential in ensuring that teaching and learning, and professional development were taken seriously at the institution. Relevant to the data and applicable to the broader HE context, teaching and learning centres, tasked with guiding and supporting lecturers' teaching and, in some cases, SoTL, is an essential structural enablement for

lecturers' uptake of and engagement in professional development initiatives and, ultimately, their identities as teachers. Although this was not an explicit focus or finding in my study, adequate staffing of T&L centres has implications for their sustainability as institutional resources. Furthermore, alignment between the strategic positioning of teaching and learning centres and institutions' vision and mission promoting teaching, underpinned by scholarship, excellence and innovation in teaching and learning, contribute to a holistic institutional approach to professional development and teaching and learning.

9.2.2 The Diploma

An important insight that adds to the body of knowledge on professional development programmes (as was the case with the Diploma) was their format and duration, which were structural and cultural enablements for professional learning and professional identity formation. I specifically refer to professional development initiatives that afford lecturers focused time and dialogical spaces as communities of practice (CoPs) to revisit, interrogate and apply what they had learned in their teaching contexts. Furthermore, relevant to our practices as AD practitioners is the knowledge that ideal structural conditions for professional academic identity formation should include context-specific best practices. As evident in the Diploma, such practices include constructively aligned, theoretically informed curricula containing carefully constructed course outcomes, assessment criteria and grade descriptors, which have been negotiated transparently with participants.

9.2.3 The Facilitators as Resource Holders

Given the central role of AD practitioners, who are often also facilitators of professional development initiatives, they are essential structural enablements for lecturers' professional learning and identity development as teachers. For example, as critical resource holders, the pedagogic practices, modelling strategies, and formative feedback approaches of the Diploma facilitators supported lecturers' knowledge and competence in T&L in HE. My study thus confirmed understandings of the value and effectiveness of AD practitioners' pedagogic practices in influencing lecturers' orientations, approaches and praxis as university teachers (Behari-Leak, 2015; Peseta et al., 2016; Van Manen & Li, 2002; Vorster & Quinn, 2012), and, importantly, contributing towards their confidence and professional academic identity development.

9.3 Constraining Structural Mechanisms

An essential consideration for university leadership, AD practitioners, and lecturers is (as found in my study) that heavy teaching loads and large classes (relevant to lecturers' particular disciplines) present structural constraints for their professional academic identity development. Given the decline in government funding for public HEIs, it is important that all role players consider the best way forward to mediate such constraints. Role players must recognise the dire consequences of structural constraints, such as a lack of time (a common denominator in my study), particularly at the undergraduate level, in constraining lecturers' efforts to establish satisfying and sustainable practices, innovate their teaching and implement what they had learned in professional development initiatives, such as the Diploma.

9.4 Enabling Cultural Mechanisms

As discussed below, ideal cultural conditions for lecturers' professional academic identity formation included a holistic institutional approach to professional development and teaching and learning.

9.4.1 Institutional Support for T&L

As discussed in my analyses (Chapters Six, Seven and Eight), holistic institutional approaches enabled uptake and engagement in professional development initiatives. As mentioned, these enabling mechanisms consisted of the suite of teaching and learning-related policies and strong social actors such as the VC and DVC: Academic & Student Affairs and colleagues in the ADC who agentially worked together to establish conducive cultural contexts. Like other teaching and learning centres in HE, the ADC enacted its teaching support mandate for lecturers by offering various professional development initiatives such as workshops, seminars, SoTL-based writing retreats and other awareness and capacity-building initiatives such as curriculum development.

Holistic institutional approaches included academic departments that could be considered an extension of the enabling spaces (provided through the Diploma) for lecturers' professional learning and the formation of their professional academic identities. Such conducive cultural contexts strongly signalled institutional support for T&L and welcomed, affirmed and encouraged lecturers as knowledge-bearers and resource holders whose critical gaze and

dispositions enhanced teaching and learning at the departmental and faculty levels. Furthermore, like the Diploma facilitators in my study, in contexts where this is warranted, AD practitioners and role players in academic departments and faculties could purposefully work to break down boundaries and power dynamics in creating conducive professional development experiences for lecturers.

9.4.2 Support for the Scholarship of Teaching and Learning (SoTL)

The support from strong social actors like the VC, the DVC and the Dean of Teaching and Learning was a crucial cultural enablement for promoting SoTL. Like the Diploma facilitators, AD practitioners working in T&L centres in other HEIs could be role models when researching their teaching practices. When, as in my study, AD practitioners fulfil mentorship roles when facilitating writing retreats for staff requiring focused time to complete SoTL-related writing projects, being critical readers and, when upon request, co-authoring SoTL research projects with lecturers, they contribute towards elevating the importance of research on teaching and learning in the discipline.

9.5 Constraining Cultural Mechanisms

Like RU, there may be HEIs who battle to cast off their firmly entrenched colonial histories and cultural practices despite their espoused commitment towards transformation. For example, contradictory ideas in the cultural domain may manifest as constraints for lecturers' uptake and participation in professional development initiatives and their professional academic identities as teachers in HE. Ideas and beliefs about HEIs as collegial, welcoming work contexts may clash with lecturers' experiences of conceivably prevailing dismissive, devaluing and apathetic culture within some academic departments. Within the broader HE context, Blunt & Connolly's (2006:195) characterisation of universities as "hierarchical" and "politicised" is illustrative of the apparent dismissive opinions, territorial dispositions, resistance and power dynamics allegedly enacted by senior colleagues and those colleagues who do not engage in professional development initiatives or who seemingly were not interested in T&L matters.

Contradictory cultural practices such as those mentioned above profoundly impact the academic project. Among others, they constrain innovation in T&L practices and thus impede departmental practices that could have had the potential to translate into student success. In

addition, contradictory cultural practices may marginalise and undermine lecturers' competence and confidence in their teaching roles. They may also prevent lecturers from building institutional, national and international networks in which they engage meaningfully in teaching and learning in HE.

9.6 Lecturers' Agency

The data support Behari-Leak's (2015) and Nudelman's (2018) assertion that the morphogenesis of agency, initiated through lecturers' unique modes of reflexivity, also involves strengthening their personal identities and developing their PEPs. These insights are essential considerations for AD practice. For example, AD practitioners could explore authentic ways to conceptualise professional development initiatives that provide conducive contexts for the formation of lecturers' identities as teachers. My study showed that such enabling contexts supported lecturers' agential morphogenesis, which involved transforming from primary agents to corporate agents who purposefully influenced institutional and societal structures and cultures due to collective action and alliances. While recognising that different HEIs may warrant unique, contextually-relevant AD approaches and support, I refer to the morphogenesis of all fourteen lecturers' agency, which respectively involved (albeit to varying degrees) growing reputations and influence as scholars and teachers in academia to reinforce my belief in the many possibilities of well-conceptualised AD initiatives. In turn, lecturers' PEPs can be strengthened when they demonstrate authority, innovative thinking and practices, resilience and a scholarly, critical disposition when participating in departmental, institutional (and for some), national and international forums on teaching and learning.

As shown in the data and confirmed in the extant literature, lecturers' professional identity development as teachers are demonstrated in the unique embodiment of their roles. Like the lecturers in my study, such embodiment may be noticeable within the micro contexts of their classrooms and, where relevant, engagements with students, tutors or mentors and in various T&L forums at HEIs. Lecturers' responsiveness to contextual conditions such as the changing institutional and broader HE contexts and associated educational trends, changing student profiles, increased diversity, large classes, and disciplinary requirements are indicators of their professional identities as teachers. As was the case with the lecturers in my study, lecturers in other HEIs can uniquely embody their T&L roles by transforming into influential social actors whose professional involvement and strategic leadership in departmental, faculty, institutional

and broader HE contexts are sought after. Such academic acumen represents their trajectories and influence as resource holders and transgressive teachers in HE.

9.7 Contribution to Knowledge

This study shows the value of Archer's (1995, 2000) Social Realism theory as a methodological and analytical tool in identifying and understanding the often-unobservable phenomena and underlying mechanisms of practices and experiences in shaping lecturers' professional academic identities. In addition, I showed how using Critical Realism as an underlabourer for a qualitative research design involving case study research could provide causal explanations for social phenomena, such as the emergence of lecturers' professional academic identities and their role as teachers in a diverse HE context.

Specifically, Social Realism's explanatory methodologies, analytical dualism and the morphogenetic cycle (Archer, 1995a; 1996; 2000) allowed me to identify the essential role played by lecturers who agentially circumvented contextual constraints, which threatened to derail their personal projects. In the same vein, I identified the crucial role played by strong social actors within the institution in supporting and legitimising teaching and learning and professional development at RU.

This study also contributes to a growing body of literature on the link between reflexivity, agency and how lecturers' professional academic identities as teachers are shaped and expressed (Archer, 2000, 2003, 2007a; Behari-Leak, 2015; Hinostroza-Paredes, 2023; Tülübaş & Göktürk, 2023; Westaway, 2016, 2019). In making a case for lecturers' contribution to structural, cultural and agential morphogenesis, I provided an account in my analysis chapters of how lecturers reflexively made independent judgements, operated according to high proficiency standards, valued their autonomy, thrived on challenges, met matters head-on and adopted strategic stances to mediate structural and cultural constraints and enablements (Archer, 2007a).

Although this qualitative study involved empirical research within a research-intensive university in SA, its findings may have implications for AD practices within similar social contexts elsewhere. Since AD practitioners are closely involved in developing, enhancing and assuring the quality of teaching and learning within professional development initiatives and

contributing towards creating meaningful learning experiences for participants, the findings of this study could also inform their practices and contribute towards social justice and transformation.

9.8 Recommendations for AD Practice and Research

I recommend that the leadership of HEIs, who, by virtue of their influential positions with the academy, are strong social actors imbued with power and material resources to ensure the quality and transformation of T&L processes and practices, consider and address the constraining influence of contextual conditions (SEPs), such as (as found in my study), the hegemony of disciplinary research versus research in SoTL. However, being aware of the influence of often unobservable conditioning mechanisms, I recognise that doing so may be a complex endeavour. Nonetheless, since the literature identifies this hegemony as a widespread phenomenon (Adendorff, 2011; Hassan, 2017; Matheny et al., 2017), my recommendation also applies to other institutions where this may be the case.

In response to one of the main findings of this study, which characterised the Diploma as a structural and cultural enablement, I draw on the extant literature to suggest that AD practitioners who conceptualise such formal professional development initiatives re-imagine and reconsider such programmes holistically to consider essential aspects such as the influence of lecturers' disciplinary identities. To reinforce this point, I refer to my analysis chapters (Six, Seven, and Eight), where I identified lecturers' disciplinary orientations and conceptions of teaching as two main factors that condition their uptake, attitudes and approaches to professional development initiatives. Considering how social and cultural disciplinary characteristics have shaped lecturers' identities and beliefs about T&L will help illuminate meaningful ways to align professional development initiatives to their disciplinary norms, values, pedagogies, ethics, and distinct modes of interaction (Becher, 1994; Lueddekke, 2003; Ylijoki, 2000). In so doing, AD practitioners could be instrumental in forging links between lecturers' disciplinary fields and T&L and professional development, as opposed to working in silos in fragmented ways.

Research into the threat to the value and legitimacy of professional development initiatives posed by the increasing external regulation of neo-liberalism and new managerialism would be invaluable for AD practices. Such research would contribute towards responding appropriately

to constraining structural and cultural conditions which characterise professional development initiatives as compliant, performative, and managerialist as opposed to supporting lecturers in cultivating a sincere and sustained interest in learning more about teaching and learning to help alleviate contextual challenges for student success. Based on the extant literature and my experience as an AD practitioner, I argue that the latter is particularly important in HEIs located in developing countries such as South Africa.

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Appendices[34]

Appendix A: Exit Level Outcomes and Structure of the Postgraduate Diploma in Higher Education (PGDip HE)

As a result of engaging with the course processes and materials, participants should be able to:

1. Evaluate the influence of the higher education context (at global, national, regional, institutional and disciplinary levels) and apply insights to their professional practice
2. Provide evidence of inclusive teaching practices that respond to transformation and social justice imperatives in the South African context
3. Use critically reflexive practice to examine and develop their teaching, their students' learning, and their courses
4. Use theoretical understandings of the nature of learning and teaching in higher education to facilitate student learning in their disciplines
5. Use relevant theory to inform the design, interpretation and implementation of higher education curricula
6. Use relevant assessment theory and principles to implement assessment of student learning in higher education
7. Use relevant theory to design and implement evaluation of teaching and courses in higher education.

Structure of the course

COMPULSORY MODULES	CREDITS
1. Becoming a reflective practitioner in higher education	15
2. Learning and teaching in higher education	30
3. Curriculum development	30
4. Assessment of, for and as student learning	30

[34] In line with an ethical research approach, the impetus to remove personal details was led by my undertaking to ensure the confidentiality of my research site, research participants and any prominent social actor mentioned in the thesis. Based on advice from one of my PhD examiners, I removed these personal details after the examination process.

5. Evaluation of teaching and courses	15
Total	**120**

Appendix B: Postgraduate Diploma in Higher Education: Assessment Criteria

Final Portfolio Assessment

Name of candidate:

Department:

Institution:

COMPONENT	CRITERIA		TOTAL MARK	MARK RECEIVED
	Theoretical engagement The candidate has critically engaged with relevant theory and discipline-specific literature.	Reflexivity The candidate demonstrates reflexivity by drawing connections between theory and practice in a critical manner, while being cognisant of context.	-	-
Context The candidate demonstrates awareness of the national, institutional and disciplinary context in which he/she is situated and the impact this has on practice.			**10**	
Teaching philosophy There is a coherent argument of what the candidate believes "good" teaching to be, linked to the his/her understanding of the nature of student learning within his/her context			**10**	
Teaching and learning There is a clear description of what the candidate does (i.e., there is a description of courses and methods/approaches used to teach those courses) and critical reflection on the affordances and limitations of current practice.			**20**	
Curriculum The candidate has described				

and critically discussed curriculum practice, including design and renewal (where relevant) in relation to relevant theory and literature. The influence of contextual factors on the candidate's curriculum practice has been examined.			**20**	
Assessment The candidate has explained the links between assessment and student learning. Assessment as an integral and congruent part of curriculum design is critically discussed.			**20**	
Evaluation The candidate has discussed the ways in which others have experienced his/her teaching. There is evidence of how evaluation has been used to enhance practice (i.e. curriculum and assessment).			**15**	
The form and presentation of the portfolio are appropriate for the genre (including language, structure and referencing)			**5**	
Total percentage			**100**	

Overall comment:

Assessors:

Date:

Appendix C: Postgraduate Diploma in Higher Education: Grade Descriptors

Postgraduate Diploma in Higher Education

Grade descriptors for the summative assessment of the teaching portfolio

Distinction 75 - 100%

85 – 100 %

- *Significant (creative, original) changes in thinking and practice* related to teaching and learning or detailed support from literature and practice for maintaining current practices and/or innovative practice has led to significant change beyond the individual lecturer, e.g. colleagues, department, institution. Strong potential to make a significant *contribution to the field* of teaching and learning in HE and/or the discipline. Strong potential to be publishable in appropriate journal/s.
- Sophisticated and consistent evidence of *comprehensive engagement with theory and l Education* plus ability to apply these to specific contexts.
- Consistent and thorough *integration of theory* with description of past and current prac
- Widespread evidence of use of major course *readings* plus extra discipline-specific read themselves
- *Constructive and well supported evaluation/ criticism* of principles and /or concepts anc learning in HE
- Well supported *suggestions* for critique of theory/ principles/concepts to account for cc factors.
- Practice comprehensively *contextualised* at individual, disciplinary, course, departmen international levels
- Evidence of *critical reflection (and reflexivity*). For example, questioning of own assump about teaching and learning and ideas presented in the literature as well as during the implementation and evaluation of practice.
- Excellent use of appropriate *genre* for writing up the TP (blend of academic and person reflective styles, coherent structure, signposting, readability, presentation, etc).

Highly competent 70 - 74%

- Significant *changes in* thinking and practice or detailed support from literature and practice for maintaining current practices.
- Consistent evidence of *comprehensive understanding of teaching and learning principles*
- Good *links between theory / practice* in significant areas. Innovation grounded in theory.
- Offers some *critique of aspects of theory* and/or principles of alternative approaches. Some suggestions for how principles could be adapted.
- Good *contextualisation*, description and justification of practice.
- Major course *readings* used significantly and as part of cogent argument and some evidence of reading literature and research on teaching, learning and assessment in their discipline.
- Evidence of *critical reflection and reflexivity* at all stages of the process. For example, questioning of own assumptions about teaching and learning and ideas presented in the literature as well as during the design, implementation and evaluation of practice.
- Very good use of appropriate *genre* for writing up the TP (blend of academic and personal reflective styles, coherent structure, signposting, readability, presentation, etc).
- Has potential in terms of innovative ideas or /innovative context to make a *contribution to the field* of teaching and learning in HE and/or the discipline.

Competent 60- 69%

- Some *changes in* thinking about teaching and learning and practice; or support from the literature for maintaining current practices.
- Evidence of *reflection on and critique of practice.*
- Evidence of good understanding of some of the *theory and literature* in the field of higher education.
- Offers *critique of aspects of theory* and/or principles of alternative approaches.
- Competent engagement with *theory* but not necessarily fully integrated with practice.
- Main course resources used but not necessarily significantly integrated into cogent argument.
- Contextualisation, description and justification.
- Good use of appropriate *genre* for writing up the assignment (blend of academic and personal reflective styles, coherent structure, signposting, readability, presentation, etc).

Adequate pass 50 – 59%

- Adequately applies ideas in the higher education literature to practice. Some evidence of change in thinking and practice.
- Understanding of some of the theory and principles, and evidence of attempts at application to context.
- Little critical appraisal of HE literature or theory.
- Engagement with theory but theory is treated largely separately from practice.
- Few resources used and/or not significantly integrated into cogent argument.
- Some critique of own practice. Does not go into reasons why x might have worked or not worked.
- Provides brief contextualisation, description, justification for practice.
- Genre adequate with some difficulties with integrating personal, reflective writing style with academic writing. Parts of the TP presented separately rather than as a coherent whole/ few clear links between different parts of the TP.

Appendix D: Personal Promotions Criteria

Link to the **Personal Promotions Criteria**

Appendix E: Participant Consent Form

03 May 2019

Dear Colleagues

REQUEST TO PARTICIPATE IN RESEARCH

I am a PhD scholar in a national research project entitled, 'University Staff Doctoral Programme-Developing Educators in Higher Education'. I would like to carry out research focusing on academics at Rhodes University who completed the Postgraduate Diploma in Higher Education (PGDip HE) course during the period 2007 until 2017. This letter requests your participation in this project. The Education Higher Degrees Committee (EHDC) and Rhodes University Ethical Standards Committee (RUESC) have granted approval and ethical clearance to conduct this study. In your response, please consider the following:

Purpose of the Study: The purpose of this study is to understand the cultural, structural and agential mechanisms within a professional development course (the PGDip (HE) course), that enable and constrain the emergence of lecturers' professional identity as teachers in higher education, and ultimately, their capacity to teach within a higher education context.

Procedures: I would like your permission to use the data obtained in this research. This includes your feedback in the following:

- a survey questionnaire (information obtained is solely to be used to identify potential participants in the research)
- focus group discussions and
- semi-structured interviews

I will also conduct document analysis of all relevant institutional policies and teaching and learning resources (e.g. handouts, assessments tasks, module assignments and teaching portfolios) used in the PGDip course.

The right to withdraw: Your participation is voluntary and you may withdraw at any time during this research project. However, your withdrawal must be prior to any publication, which will be produced, and I will subsequently not use any of your materials in the research.

You may also refuse to answer any questions in the focus group interview or withdraw from giving permission to use any of your materials. If you wish to withdraw during the debriefing interview at the end of the research project, you may also do so. Your decision to withdraw will not affect you negatively.

Confidentiality: Any information which is obtained in the course of this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Confidentiality will be maintained by use of pseudonyms in publications. Furthermore, any background information that will make identification possible will not be included in any academic paper or public document. With regard to the focus group interviews conducted, you will have the right to review the data to be used and to edit any information, which pertains to you.

Remuneration for participation: Participants in this study will not be remunerated.

Dissemination of research findings: The findings from the research are likely to be presented at academic conferences and published in my doctoral thesis and various formats such as institutional reports, academic journals, books and book chapters.

Identification of principal researchers and members of the development team: Kindly note my contact details should you need to discuss any issues pertaining to this research:

Ms Anthea Adams[35]

Lecturer: Academic Developement Centre

Rhodes University

You may also contact my research supervisors[36] and the Rhodes University Ethics Coordinator should you need to discuss any issues pertaining to this research:

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[35] Contact details included in original email.

[36] Contact details included in original email.

Assoc/Prof Jo-Anne Vorster (Main Supervisor) Prof Sallochana Lorraine Hassan (Co-Supervisor)

HoD (CHERTL) Director: Directorate of Learning, Teaching &

Rhodes University Student Success (UWC)

Your signature below indicates that you grant permission to be part of this study and that you fully understand the content of this form.

Name of participant: ____

Signature of participant: ___________________________

Signed at: ___________________________ (place) on _______________________ (date)

____
_

Appendix F: Survey Questionnaire

Dear Colleagues

Kindly complete the questionnaire below the purpose of which is to generate data for my PhD study, entitled '*A Social Realist Analysis of the Professional Identity Formation of Lecturers Emerging from Completing Professional Development at a South African Research-intensive University*'

Please note that your participation in this study is completely voluntary and anonymous. You may therefore choose to withdraw from this study at any time.

There are two main sections. Section A (questions 1-2), covers biographical data and information about your faculty and department. Though this information is optional, completing this section will only be used to give a comprehensive account of who the PGDip participants were during the 2007 until 2017 period.

In Section B (questions 3-10), you are asked to give detailed information about your perceptions of the PGDip course.

Thank you
Anthea Adams
PhD candidate, CHERTL, Rhodes University

Section A: Biographical data

1. a) Please indicate your name and surname

____

b) Please indicate your age group.

20-30	
31-40	
41-50	
51-60	
61-70	

2. a) In which faculty are you employed?

Commerce	
Education	
Humanities	
Law	
Pharmacy	
Science	

b) In which department do you work?

____

c) Please indicate your job title at the time when you enrolled for the PGDip course.

Junior lecturer	
Lecturer	
Senior lecturer	
Head of department (HoD)	
Associate Professor	
Professor	

d) In which year did you complete the PGDip course?

____

Section B: Your perceptions of the PGDip HE course

3. Which of the roles you perform in academia (e.g. teaching, administration, research and community engagement), do you get most satisfaction from? Please explain your answer.

____

4. The PGDip course was offered in face-to-face sessions of one and a half to two hours per week during term times. Please comment on your experience doing the course in this format.

5. The PGDip HE facilitators often modelled teaching and learning strategies such as creating active engagement in group work. Please comment in detail on your experiences of such and other strategies. E.g. its usefulness, whether you were able to apply them in your own teaching and learning practices, and so forth.

6. Understanding how to become a critically reflective teacher was an important golden thread within all the modules in the PGDip course. Were you able to reflect on your teaching and learning practices? If yes, how did these reflections influence your teaching?

7. Do you think doing the PGDip course has influenced how you approach your role as a university teacher? Please explain.

8. Do you think doing the PGDip course has influenced how you interact with colleagues in your department and/or the broader university community? Please explain.

9. Do you think doing the PGDip course has influenced how you are viewed by your colleagues and students? Please explain.

10. Do you think doing the PGDip course has influenced your career? Please explain.

____

____

____

Thank you very much for taking the time to complete this questionnaire.

Appendix G: Semi-structured Interviews (Participants)

1. Do you think it is important to participate in professional development courses such as the PGDip course? Please explain your answer.
2. What prompted you to enrol for the PGDip course? Please explain your answer.
3. Do you think the PGDip as a professional development course has influenced your teaching and learning practices? Please explain your answer.
4. Has the PGDip course influenced how you view your role as a university teacher? Please explain your answer.
5. If relevant, since doing the PGDip course, what were the main changes in how you approach being a university teacher?
6. The PGDip course offered a range of strategies on how to approach teaching and learning within the university context. Which of these strategies did you find most useful? Please explain your answer.
7. Were you able to apply these strategies within your course? Please explain your answer.
8. If relevant, whenever you came across something in the PGDip course, which you did not understand or found difficult, how did you resolve the situation? Please explain your answer.
9. If relevant, whenever you came across something in the PGDip course, which you found interesting, or when you obtained new insights about a particular phenomenon, did you mention this to anyone or have you shared these insights? Please explain your answer.
10. Since having completed the PGDip course, have you shared any of the information obtained within the course with your colleagues or with the wider university/disciplinary community? Please explain your answer.
11. Though each module in the PGDip course had a comprehensive reading list, which included core reading material and recommended reading material, were you able to suggest any additional reading material, which you considered relevant? Please explain your answer.
12. In your teaching portfolio, you mentioned some shifts which occurred because of your participation in the PGDip course. If relevant, what were the main factors, which caused these shifts? Please explain your answer.

Appendix H: Semi-structured Interviews (Facilitators)

Institutional context:

1. The aim of the institutional differentiation process during 2005 was to decide "on the orientation that universities would adopt in relation to teaching, learning, and research". Given that Rhodes University is a research-intensive institution, the expectation is that research would be valued more amongst academics, yet at the same time, there was a need for more quality teaching given the crisis in education, e.g. as shown by Scott and Yeld's (2007) study. Let's talk about whether and how this disjuncture has influenced how teaching and teaching development was framed at Rhodes University during the 2007 and 2017 period.

2. In your opinion, is there a tension between teaching and research at Rhodes University – what does this tension mean for lecturers' participation in a professional development course such as the Diploma?

3. Can you tell me whether and how Rhodes University enforces its policies on T&L?

4. Can you give me some insight into the institution's commitment to transformation and developing T&L? Follow-up question: In your opinion, was this commitment implemented in everyday practices?

5. In terms of resources for T&L, did Rhodes University have adequate resources? I'm interested in this answer because if academics felt that T&L was side-lined at the institution, it could imply that the ADC and its offerings were also most probably being marginalised?

6. The literature indicates that academic development and I assume staff development were marginal in some institutions. Was this the case at Rhodes University? Can you comment on whether the support for teaching development or lack thereof at Rhodes University has influenced your ability to support academics in this manner?

7. Scott and Yeld's (2007) study showed that the academic performance of particularly Black students was a concern. I assume that Rhodes University also had black students who failed; were lecturers concerned about this and did this influence their approach to

T&L (e.g. did you see an increased uptake in workshops and/or professional development courses such as the Diploma)?

8. The 2007-2017 period is quite long, and some of the participants have mentioned that the general view is that doing a PGDip course is considered as additional work on top of their already heavy workloads. What are your views on this and can you comment on lecturers' perceptions about teaching and teaching development during that 10-year period? **Follow-up question:** Have you observed a "greater accountability" towards T&L amongst participants in the Diploma?

9. How would you describe the ADC's positioning during the 2007-2017 period at Rhodes University ? E.g. is the ADC's primarily positioned as having a developmental as opposed to a teaching and research function? **Follow-up question:** In your opinion, did this positioning influenced lecturers' perceptions of T&L?

10. During the 2007-2017 period, did the ADC have a presence in most departments and faculties?

The PGDip programme:

1. Since 1994, there were significant shifts in higher education such as increased access and diversity because of policy innovation, funding frameworks, and the establishment of professional bodies. Bearing in mind that my study refers to the 2007-2017 period, can you say something about whether and how these shifts influenced how you respectively conceptualised and facilitated the PGDip course, the content you included, the applicants you enrolled and so forth? **Follow-up question:** Recently we had #FeesMustFall, and calls for decolonisation of the curriculum and transformation at Rhodes University . These issues had the potential to influence the 2015-2016 cohort in the PGDip course. E.g. some participants mentioned that their colleagues have PTSD as a result of what had happened, and that it may affect their perception of their teaching. Can you comment on whether you considered these issues in the PGDip course?

2. Although the participants were all discipline experts, their experience and knowledge of teaching in a higher education context, differed. In addition, some of them were from disciplines other than education and subsequently struggled with the discourse and ways

of doing which characterises the Humanities and Education disciplines. Considering your facilitation and assessment strategies, let's talk about whether and how you made provision for such differences.

3. As a professional development course, the PGDip course aimed to support academics in their teaching role. Scholars like Kathy Luckett mention the focus on student support because of the crisis in education which I referred to earlier. As you know, this includes students' lack of epistemological access and access to the academic discourse of the disciplines. All these factors made significant demands on the teaching role of academics. According to the literature, a noticeable development in AD work was the "change in focus from student learning to lecturer enhancement". Did you have the same experience at the ADC? **Follow-up question:** Could you please tell me whether and how this development influenced how the PGDip programme was conceptualised over the years?

4. Can you comment on the specific ways in which you supported academics in their teaching role and specifically to be able to respond to these aspects (i.e. students' lack of epistemological access and access to the academic discourse of the disciplines) in their teaching and learning practices?

5. The demands on teachers in HE have increased because they are expected to participate in professional development activities, they have to learn how to teach in order to respond to the inequities of the past, and they have to enable students to contribute to a global and local knowledge economy. Can you say something about the ways in which you supported lecturers through the PGDip to respond to such critical aspects in education?

6. Some participants mentioned the mismatch between the support for teaching offered by the ADC and the realities in the classroom e.g. a heavy teaching load because of large classes and too few academics, academics who are underpaid or on contract, high staff turnover, a lack of tutors, "bureaucratic functions" and so forth. What is your view of this in terms of its influence on teaching and learning? **Follow-up question:** Some participants mentioned that the lack of hands-on support constrained their ability to incorporate educational technology in their courses. What is your view of this and in your opinion, how could this have influenced teaching and learning?

7. Most of the PGDip participants have mentioned that the PGDip course has offered them a safe space to interact with their peers in other disciplines. Let's talk about your objectives in offering the participants such a space and whether and how you put strategies in place to enable discussion and engagement amongst participants.

8. Your research has shown that some lecturers struggled with the educational discourse in the Diploma. Can you tell me more about the experiences of lecturers in the 2007-2017 cohort? E.g. did they also experience challenges with educational discourse such as the OBE and other teaching and learning terminology?

9. Is there anything else you would like to say about the support for their teaching role which you have provided to the PGDip participants during the 2007 until 2017 period?