7

Possibility Portals: building sustainability amongst academics in challenging times.

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Introduction

Academics who work in higher education today find it increasingly difficult to secure space and time to learn, reflect and self-evaluate. The current turbulent economic environment, coupled with the growing emphasis on managerial norms, has been debated in the literature (Archer, 2008). In the last ten years, changes have occurred in higher education that impact greatly on its function, on overall institutional structures and on how higher education is financed (Biggs, 2003). Biggs suggests that academics who are now working in higher level institutions belong to one of two groups: older, more mature academics who no longer recognise the higher level institution in which they work and younger academics who are on short-term contracts and are so fearful of securing their employment that they would not consider attempting anything that may be out of kilter with the organisation's overall strategy.

This chapter suggests that academics need to be provided with space and time in the form of 'possibility portals'. A possibility portal is a protected space which encourages discussion and debate on the difficulties and uncertainties of the nature of academic identity and the changing climate of higher education. This chapter argues for the creation of development opportunities that provide academics with crucial space and time to think and to re-group thus allowing for academic identity to be continuously developed. Possibility portals provide significant learning space and development time for academics to reflect on the professional that they are today as they move towards the academic that they want to or could be tomorrow. Possibility portals are thus spaces where academics remove themselves from normal academic work: time away to think and reflect – conferences and retreats can provide such places in higher education, as can continuing professional development opportunities. This chapter will focus on one such opportunity, a Graduate Diploma in University Teaching and Learning, as a possibility portal.

The Changing Nature of Higher Education

The first decade of the twenty-first century has seen a burgeoning literature on the changing climate of higher education and its impact on academic work (Archer, 2008a, 2008b; Churchman et al., 2009). Scrutiny of the culture and organisation of higher

education has intensified (Clark, 1997; Becher & Trowler, 2001; Smith, 2010; Feather, 2010) and the impact of the changes within the higher educational sector on academic autonomy and freedom is a matter of some debate. As higher level institutions begin to transform and adjust, in response to both national polices and funding directives, there has been an ensuing impact on the role and responsibility of academics. Traditionally, academic staff comprised a 'community of scholars' (Harris, 2005:424) who affiliated more with their discipline than with their institution. Now, as institutions are becoming more commercial and profit-driven, the boundary between academic and institutional identity is less clear. Indeed, it seems that academic practices are changing as multiple roles emerge. As Henkel (1997:139) states:

> academics find that they must, for example, not only generate new courses; they must cost, determine and stimulate markets for them, evolve new ways of delivering them and ensure they can stand up to hard external scrutiny. The stress on old assumptions about the nature and organization of work are becoming more difficult to resist across the world.

A consequence of this multi-tasking is that academics in higher education are confused by the numerous identities which they must assume; they may experience difficulties in becoming who they want to be due to the constant pushing and pulling of internal and external responsibilities. Construction of identity for academics within higher education is therefore very challenging.

The 'McDonalisation' of higher education is the term that some educational writers, such as Ritzer (1993), and later Hayes and Wynyard (2002), have used when they refer to the changes that have occurred, particularly, where an attempt has been made to increase efficiency. Frequently, however, this is at the expense of academics and academic autonomy (Henkel, 2000; Shattock, 2001; Trowler, 2001; Harris, 2005; Winberg, 2008). Shattock states that:

> The academic profession is fragmenting and mass higher education has greatly reduced the faculty's political standing but the university system has allowed itself to be downgraded by its own failure to recognize the implications of differentiation and the changed relationship between the state and higher education.
>
> (2001: 27)

Barnett refers to the context where the university must respond to an over-abundance of information in a world of 'Supercomplexity', and suggests that:

> Such a world of supercomplexity is characterized by certain features which are captured especially in four concepts, namely contestability, challengeability, uncertainty and unpredictability. These four concepts are surrounded by others such as change, turmoil, turbulence, risk and even chaos. Together, this set of concepts mark out the conceptual geography of our supercomplex age as an age of fragility.
>
> (2000a: 415-416)

One consequence of this supercomplexity is a climate of uncertainty within higher education: 'the individual increasingly stands alone, looking for security in the face of

uncertainty' (Annandale, 1998:19). The changing nature of higher education is a global phenomenon that has impacted on academics in general with a 'weariness and resistance to what is perceived to be externally imposed shifts in the higher education environment' (D'Andrea & Gosling, 2005:15). Academics are faced with increased class sizes, greater student diversity, more short-term contracts and an ever-increasing research agenda (McNay, 2005; Boud, 1999). Academics have experienced so much difficulty in adapting to this rapid change that they are no longer sure what is expected of them (Henkel, 2000; Trowler, 2001; Biggs, 2003; Harris, 2005). The difficulty in adapting to change is further compounded by the increased emphasis on accountability and a perceived lack of institutional support in pursuing necessary change. The imposition of increased demands has led to a sense of powerlessness (Rowland, 2000; Morley, 2003a).

While higher level institutions have attempted to change in response to external influences, their perceived strategic directions have not always developed in alignment with academics' views of their identity. The nature of academic identity is complex but it warrants much attention in the changing culture of higher education and academics must be given a voice to articulate what it means to be an academic and what structures can be put in place to encourage their identities to flourish.

What is a Possibility Portal?

Savin-Baden (2008) argues that the concept of learning spaces within higher education relates to the idea that various forms of space exist within the academic's world in which opportunities to become self-reflective regarding one's position can occur; learning spaces are places where engagement occurs and inchoate ideas come together as academics are released from the pressures of everyday working life. Savin-Baden suggests that spaces for reflecting, thinking and writing are important for the development of academe and the positioning of the academic self within it. Yet, Savin-Baden argues, currently there seems to be a lack of realisation that academics are losing ground because they are losing space.

Space, in this chapter, means actual space, social space and safe space, all of which are essential to maintaining the intellectual health of academics (Clancy, 2010). Actual space is the physical environment: away from an academic's own department, or at least an area that is free from potential interruption. Different spaces often prompt new ways of viewing things and provide greater opportunities for thinking and reflecting (Savin-Baden, 2008). Actual space also signifies an escape from the control of the rhetoric of one's discipline. Social space allows and encourages openness and freedom of expression, where dialogue and debate can naturally occur in an unconstrained way. Safe spaces are created within possibility portals through the fostering of an environment that encourages and permits academics to discuss any personal and professional uncertainties in a protective and protected environment, free from subjective criticisms, but encouraging of logical, objective and judicious professional and personal perspectives. In essence, space provides the opportunity for academics to reconstruct their identities with a clearer awareness of their discipline, their institution's pedagogies and where their own identity potentially sits within the context of these two. I denote spaces such as these 'possibility portals' (Clancy, 2010) and provide an interpretative definition as follows: 'the provision of multidisciplinary space and time in which individuals can rediscover and actualize their potential'.

It is proposed that possibility portals can be developed in collaboration with management and can be embedded within the current structures of higher education

where academics, through multidisciplinary collaboration, are free to grapple with uncertainties in all aspects of their identities and will re-emerge from that process with a different and ideally more enlightened perspective. Possibility portals provide a forum within which issues and concerns can be raised about what it means to be an academic today, how academics perceive their working identity, and how they can manage the shifting needs of higher education and that of their institution. Although the term 'possibility portals' is relatively new, several forms of learning spaces could be deemed possibility portals; the benchmark is that they offer opportunities to re-examine and reconstruct previously held meanings about the nature of the university and those concerns relating to academic identity. Possibility portals are created spaces or sometimes unexpected learning spaces; an example of the latter might be shared common rooms where dialogue and conversations can occur in an informal manner.

The Graduate Diploma in University Teaching and Learning in University College Dublin (UCD) became one such possibility portal: a developmental space; a protected space; a portal free from the criticism and bias of students and colleagues, where academics began to rediscover themselves in a new, exciting but often troublesome way. In addition, and perhaps more significantly, this portal had a joint mission in that it also encouraged academics to embark on a journey of self-discovery through its collaborative nature using the space and time it provided.

The Case Study

This chapter has its origins in a doctoral study. This study used a classical grounded theory approach (Glaser & Strauss, 1967; Glaser, 1978, 1992; Strauss and Corbin, 1998). The study population consisted of 27 academic staff in third level education all of whom had undertaken a Graduate Diploma in University Teaching and Learning in University College Dublin (UCD). The length of employment in higher education of these academics ranged from three months to 20 years, with the level of experience ranging from assistant lecturer to associate professor. In the sample, there were 13 female academics and 14 male academics all of whom came from a range of disciplines across the university, including science, business, marketing, medicine, music and geography. The Graduate Diploma, which has been running for the last ten years in UCD, is comprised of a number of different teaching, learning and assessment approaches including seminars, workshops, problem-based learning tutorials, reflective diaries, self-directed study projects and portfolios, and teaching practice exercises.

A possibility portal such as the Graduate Diploma in University Teaching and Learning in this study became a place where academics confronted pre-existing or predisposed academic identities. For the majority of academics, consciously defining one's 'self' may have been a new experience which required the surfacing of an identity formed in the subconscious and reinforced by the organisation or discipline. Clegg (2007:3) argues that 'universities and academic life are becoming more complex and differentiated spaces'. Academics that previously enjoyed a high degree of autonomy and freedom are now experiencing increasing pressures as a result of an emphasis on accountability, quality control measures and the increasing complexity of what it means to be an academic. Thus, constructing academic identity is a difficult process as numerous, often incongruent, definitions of what it means to be an academic now exist. Constructing academic identity is further complicated by the fact that it begins before academics enter into higher education. Academics, in the beginning, construct versions of their academic identity which they believe are acceptable and conform to disciplinary and organisational norms.

One participant in this study, who was working in medicine, clearly articulated this when they suggested:

> I think that you are so happy to get into medicine that you kind of just go with the flow and really don't think about changing the status quo.

For the majority of academics, defining one's self within one's profession might not have seemed necessary. Thus, the process of identity formation may have occurred subconsciously. For example, one participant stated:

> You know, before now, I didn't put any thought into questioning my professional identity as a lecturer, that happened from day one of the diploma and, you know that's really difficult, the questions that you ask yourself.

The possibility portal that was created as a result of the Graduate Diploma in University Teaching and Learning, aided academics to become reflective with regards what it meant to be an academic within their discipline and within the wider structure of the organisation to which they belonged. This process of academic self-reflection and self-questioning that can occur through professional developmental programmes can be enhanced further where a diversity of professional disciplines are participating in the same programme. This self-reflection is fostered by the continuous questioning about teaching and learning practices and discussing issues that encourage this self-reflection process to occur due to the teaching strategies that were used, e.g. Problem Based Learning. In such an environment, each academic has to defend their discipline specific approaches and legitimise their stances in particular areas. One participant articulated the difficulties and challenges that this can potentially bring:

> Although this stage of almost re-discovering can be troublesome, I think that it can also be rewarding.

New Opportunities

Where the world of higher education opens up with new possibilities, an individual's established and carefully constructed academic identity may be challenged and alternative possible selves may emerge; this can difficult as well as exciting. Embracing these new opportunities involves the individual relinquishing the comfortable understanding of their former academic self/identity. As one individual suggested

> The reality is that if you want an academic to have a reconstructed image of themselves they must be supported by the college, there needs to be more acknowledgment and appreciation for what they have done, it is nerve-racking trying to change and we are all desperate for continuous acceptance.

This process can be troublesome, uncertain and disconcerting. In these instances, possibility portals need to be places where academics feel supported and protected and where staff can tackle identity issues collectively. As one participant noted:

> Before now, you don't really consider your identity, but when you do, you realise that other academics have exactly the same issues as you do.

Disciplinary identity creates a sense of belonging and safety and entails a strong personal commitment to 'a way of being'. However, conforming can be troublesome when one's beliefs conflict with those of the profession or one's institution. Conforming can be a struggle for academics as they contemplate a new set of beliefs and as they begin to articulate and understand where they have come from and to where they could go, versus a fear of the potential choices that they make. Academics within the context of this case study perceived that they must conform to professional ideas of academia and believed that the consequences for not conforming would be detrimental to their professional standing within their discipline and perhaps within the wider structures of the organization.

Engaging Academics

Academics within this case study articulated that engaging in the diploma, aside from providing a possibility portal, also served to bring academics together, thereby reducing isolation. The world of higher education can perpetuate a sense of isolation and uncertainty. Academics expressed feelings of isolation and loneliness in all aspects of their working lives and they argued that they work as 'Independent republics'. 'Independent Republics', a term used by the participants themselves, suggests that academics work apart and that collegiality and support, where they exist, do so only in small measure. Though the majority of academics are employees they often work as independent contractors and their sense of isolation is perpetuated as they continually attempt to survive with often little or limited communication with colleagues or the higher level structures. Indeed, within higher education, current structures rarely allow for any mechanism where alternative teaching approaches can be discussed. This is articulated in the words of one participant:

> Most of us in third level, as you know, we just close the door in the classroom and it is you and the students, and no one ever sees what you are doing, except the students of course, but no one from a peer perspective, there is no community of practice, so to speak, I mean, we all do our own thing.

There is often little opportunity for academics to share their concerns with colleagues from other disciplines within the institution. This was voiced by an individual in this study who suggested:

> I do find that in academia that we are independent republics, independent contractors you know and never the twain shall meet, we never or very rarely come together.

Engaging in the Diploma, particularly given that it was cross-disciplinary in nature, helped academics to realise that the difficulties and isolation they feel are not unique to them. Indeed, encouraging cross-disciplinary participation can result in academics, both individually and collectively, tackling perceived obstacles and dissonance successfully. This can be seen in the words of one participant who stated:

> I think however my attitude has changed, I have to say that being together with numerous disciplines - I think that is a very good thing. It is great to see how people teach in different places like French and so on, in that we are different but very similar.

The Diploma, thus, provided academics with an enabling environment in which they could grow and develop. In the higher education field, enabling this environment can help to foster a positive influence that has the potential, for example, to move academics to contribute to the scholarship of teaching and learning and to take on leadership roles in teaching and learning within their departments, amongst their students, with their colleagues or in broader terms within the higher education institution itself. Academics within the context of this case study did suggest that they would become advocates of teaching and learning, however the networks of support, created during the Graduate Diploma, begin to be severed slowly due to the passage of time and the demands of everyday academic life. Thus, the need to create a system of alternative spaces and slow time for sustained, continual development and exchange of ideas (outside formal development programmes) becomes apparent. Consequently, although there are several gains for academics who attend formal possibility portals, there are also some shortcomings especially where sufficient linkages within the subcultures of academic disciplines are not secured. Teaching and learning development programmes are an important step toward fostering enthusiasm in academics in higher level institutions but are insufficient to sustain such momentum without the support of other structures.

Situating Possibility Portals

Possibility portals need to be removed, where feasible, from academics' own departments thus allowing them to focus and be attentive to the issues that the portal addresses rather than the other things that occupy academics' lives. Participants suggested that because the Diploma was located in a different building, this enabled them to remove themselves from their own environments, providing more successful opportunities to take time out of their everyday working lives. However, arguably, academics must also learn to create and maintain such space and time for themselves as part of their working lives. The first step towards this might be taken through formal structures, such as, a teaching and learning developmental programme or through the organisational structures which create less formal cross-disciplinary support groups. Nonetheless, I would argue that in order for the creation of space and time to be sustainable it needs to be instigated primarily by academics and subsequently supported by their organisation and not the other way around. Where the reverse exists it could be interpreted as a perpetuation of the Institution's agenda, which might impact on the freedom and autonomy of the academic and could limit the effectiveness of the intervention.

The ability, however, to find time in academic life is becoming increasingly hard to achieve. Creativity, innovation and motivation have become stifled due to the high speed and lack of time that characterises academic life. Academics within this case study argue that they rarely have the energy to reflect and often experience 'burn out'. This is evidenced in the words of one participant:

> You know by the end of the semester, you are too tired and drained to think and therefore, you continue as you have before.

Though there is a lack of slow time in higher education, the need to re-value slow time is emerging as slow time recognises the importance of just being rather than constantly doing. To re-value slow time does not mean to give it more time than it warrants, but to give it the respect that it deserves, and to do so routinely. Without sufficient slow time, reflection becomes more difficult and the process of change is hindered. Academics

within the context of this case study suggest that they have been caught up in a race against time and are too busy to think. They appear to be losing the skill to slow down as they are becoming overwhelmed by an increased level of busyness and are no longer in control of time; rather, time has taken control of them.

Discussion of Findings

For academics to reach their full potential in the higher education realm, time and space are needed. In this case study, the Graduate Diploma Programme served as a possibility portal. This possibility portal provided a coherent, comprehensive, and sustained professional development process and played a critical role in aiding academics in understanding the practical and realistic issues of teaching and learning. This was done through developing a greater understanding of this issues surrounding innovation in teaching and the challenges that this can potentially bring. However, this programme also exposed academics to various self-reflective exercises about their teaching practices, through the development of teaching plans, reflective diaries and also through peer mentoring systems. As a result, it subsequently offered a way to explore and develop one's identity as an academic.

Possibility portals have the ability to contribute to a 'culture of critical discourse' where the inherent difficulties that academics face in attempting to conform to prescribed identities can be unpacked. Perhaps there might be an argument to suggest that the net of development programmes that currently exist within higher education needs to be cast more widely to include areas of academic life that are ongoing. Within higher education the continuous changes and restructuring, that are occurring on a global scale, have resulted in the compression of time and space and this may well be the most fundamental challenge confronting higher education in its history (Scott, 2000). More time, effort and space need to be made more available and visible within higher education in order to allow the voices of individual academics engaged in the perpetual development of their academic identity to be heard, valued and validated.

Academics suggest that they feel quite isolated in higher education, particularly as schools and colleges within the university structures become more fragmented (Hannon and Sliver, 2000; Zorn, 2005). Rutherford (2004) suggests that academics feel a need to belong to a social network as well as disciplinary network and this is important in the creation of value and commitment to the organisation. Rutherford articulates this perception and argues that as academics:

> we desire to experience an individual life as unique and meaningful to ourselves, but we equally feel a need to belong to and define ourselves through broader collectives. It is in our relationship with others in what is constituted as the social - that we attempt to reconcile this paradox and make sense of a self that feels authentic
>
> (2004:14).

There appears to be a genuine feeling of isolation in the world of academia. This phenomenon, while very prevalent now, is not an altogether new one. Shulman (1993) wrote of his disappointment, when he was newly employed in an academic department of a higher level institution, that he did not feel that he belonged to an academic community; rather he found himself in the solitary position of an independent practitioner. Hannan and Sliver, (2000:112) concur with this sentiment and argue that isolation in higher education is related to a changing culture and that:

> The increasing lack of collegiality, not just the attitudes of specific colleagues, was identified as an obstacle to innovation. Such a lack intensified the feeling of staff committed to the improvement of teaching and learning that they ran the risk of becoming even more of the loner in a restructured academic universe.

An academic's personal/professional growth and development can be aided from talking about issues and concerns that affect them and prevent them from reaching their potential. Such conversations should occur in ways that are socially engaging, intellectually stimulating, nurturing and supportive. Shulman (2005) argues that:

> no setting represents the intellectual and resonant richness of the place [the University of Chicago] more than a space on the first floor of Judd Hall, the Judd Commons rooms. In those rooms we drank coffee or tea each morning and each afternoon. Faculty members and students gathered together and exchanged ideas and gossip, tough criticisms, and good yarns.
>
> (Huber & Hutchings, 2005: 3)

Shulman (2005) argues for the creation of space where individuals can come together with common interests and explore ideas in a productive and nurturing way. Huber and Hutchings (2005:3) also suggest that:

> the scholarship of teaching and learning invites faculty from all disciplines and fields to identify and explore those questions in their own teaching—and, especially, their students' learning and to do so in ways that are shared with colleagues who can build on new insights. In this teaching commons, as we call it, communities of educators committed to pedagogical inquiry and innovation come together to exchange ideas about teaching and learning, and use them to meet the challenges of educating students for personal, professional, and civic life in the twenty-first century.

Shulman (2005) and Huber and Hutchings (2005) are calling for the visibility of informal spaces like common rooms which can act as protected spaces where open and honest conversations can occur about the multifarious concerns that face academics within higher education. It is in these spaces that collegiality and the development of communities of practices can occur. Staff common rooms are often treated as safe zones by academics, with the social interaction and networking that occurs. With the structuring and restructuring of many buildings within higher education, space is at a premium and the development of designated social spaces is not seen to have any major significance or financial impact and therefore they have been removed or do not appear on the plans. However, as this study has shown, the lack of such spaces perpetuates a sense of isolation that academics experience.

Academics cite space and time as legitimate obstacles within higher education with regards their inability to reflect. When academics are able to create space and time in a way that is separate and is different to their normal academic environments, they provide themselves with opportunities for reinvention. Possibility portals are spaces that are thus shaped by choice and are supported by the institution. However, for the creation of possibility portals to be successful, time management is necessary where academics can find ways of rescheduling their working day to guarantee such space.

Conclusion

This chapter has shown the importance and significance of possibility portals as a way to provide protected space and time for academics to reflect on their roles and identities. This in turn affords each academic the ability to become self-reflective, purposeful and strategic. I have examined the Graduate Diploma in University Teaching and Learning as an example of a possibility portal. However, there is a need to consider other forms of possibility portals such as writers' retreats, think-tank days, or common room interactions. This is timely in light of the current economic climate and the publication of the *National Strategy for Higher Education to 2030* which proposes a deepening and urgent need for developing cohesive teams across higher education. It might be argued that the creation of these unified teams can be structured within possibility portals, where academics not only engage in and debate the complexity of their role and their identity, but also explore the complexities and difficulties of the changing world that they inhabit.

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Response to

Possibility Portals: building sustainability amongst academics in challenging times

by Robert Kennelly, Visiting HERDSA Fellow at the University of Western Australia.

Introduction

As I came down the path I could hear the rushing of water, it became stronger and stronger the closer I approached, the aroma of the beautiful summer flowers became overwhelmed by the extraordinary noise of the Niagara falls. I entered the bunker and all became quiet. I moved along a narrow corridor oblivious to the noise and rushing of millions of mega liters of water dropping 169 feet over the falls. I could see it through the glass, but was protected from the force of the water and wind by the Niagara Portal.

Key benefits to readers

In these days of the commodification of university outputs it is refreshing to be given the opportunity to comment on a chapter which calls for 'slow time' and 'possibility portals' where academics can get out of the wind and rain of their pressured environment and do some quiet reflection and identity checking. Clancy's definition of a possibility portal, 'The provision of multidisciplinary space and time in which individuals can rediscover and actualize their potential', captures a refreshing idea badly sought after by many academics in Ireland and elsewhere. The reader is greatly motivated when the tantalizing uses of 'possibility portals', that show a way out of the multi-pressured claustrophobic environment, are exposed. Not only do the visitors to these portals get a chance to take a breath, to step back, to consider the environment and how it is affecting them, their teaching and their research, but also they have the opportunity to pursue specific development opportunities to further enhance their teaching and their students' learning.

What is of interest to international readers

The snapshot of Irish Higher Education seen through the portal of the University College Dublin (UCD) Graduate Diploma (GD) in Teaching and Learning gives a picture of academic life which is disconcertingly similar to that which might be observed in other English speaking western universities. All too familiar is the claim by Clancy that 'academics are confused by the numerous identities which they must assume'. As in Australian universities, 'academic autonomy' and real collegiality are at risk where the academic is caught up in work which is neither teaching nor research. In contrast, the 'possibility portal' of the GD in UCD provides academics with regular time out to 'rediscover themselves in a new, exciting but often troublesome way'. In particular, Clancy refers to the problems of multi identity and that without possibility portals there is no way of stepping back and figuring out who I am and what might be considered a next step.

The other positive point of interest for international readers is the continuation of visioning and planning for the future in the Irish Higher Education sector exemplified in the *National Strategy on Higher Education to 2030*. Despite the financial restraints under which the sector now operates, the strategy and Clancy's chapter demonstrate a robust, ongoing, almost stoic perseverance which at its heart has a student learning focus.

Areas beyond the parameters of this paper, where further research might be merited

The chapter enlightens our mind to the possibilities! It leaves open the question of where to after a graduate diploma in teaching and learning. Clancy proposes some ideas around the sustainability of these portals mentioning the casting of a wider net of development programs which '… include areas of academic life that are ongoing'. At the University of Canberra small TATAL (Talking About Teaching And Learning) groups have been formed specifically to provide academics with time, space and place to reflect collaboratively about their teaching and their students' learning (McCormack and Kennelly, 2011). In the Irish context, one wonders which activities, which groups, which triggers and which contexts might operate to provide the motivation (and resources) necessary to sustain ongoing 'possibility portals'.

References

Department of Education and Skills (2011) *National Strategy for Higher Education to 2030*. Dublin: Government Publications Office, Molesworth Street, Dublin 2.

McCormack, Coralie & Robert Kennelly (2011) 'We *must* get together and *really* talk …'. Connection, engagement and safety sustain learning and teaching conversation communities, *Reflective Practice*, 12:4, 515-531.

Section 3

Using technology to enhance teaching and learning