You are invited to participate in the project outlined in the Paper Proposal below.

This research is a continuation of the study reported in the Abstract from Chapter 13 below.

If you are interested in participating, please contact Anitra Goriss-Hunter, [a.goriss-hunter@federation.edu.au](mailto:a.goriss-hunter@federation.edu.au) Telephone: 03 53279326.

Paper Proposal:

An auto/ethnographic study is proposed in which researchers’ narratives of their experience of working within higher education institutions in terms of how their self-identifications might impact on their teaching, research or other work are examined. Common themes in the narratives would be identified and analysed. The aim of this study is to expand the scope of the original project in terms of broadening the base as more academics will be invited to participate from a variety of tertiary education contexts. It is also hoped that an auto/ethnographic focus would enable a deeper investigation of academics’ narratives to ascertain whether there are any connections between individuals’ identity factors and their pedagogies. This project is essentially an extension of the study reported in the book chapter outlined below.

Abstract from Chapter 13: Identity and Intersectional Responsive Pedagogy in Higher Education: Insights from Two Locations in Regional and Urban Australia

In: *Inclusion. Equity, Diversity and Social Justice in Education: A Critical Exploration of the Sustainable Development Goals* (in press)

Anitra Goriss-Hunter[[1]](#footnote-1)**,** Verity Archer[[2]](#footnote-2) and James Arvanitakis[[3]](#footnote-3)

Abstract In this chapter, we investigate the ways in which academics’ identity factors can impact their work experiences and pedagogies in two Australian tertiary institutions. While there is a body of literature that interrogates the concept of diversity in higher education, most of the research focuses on diverse student populations rather than examining academic diversity. Current research does not explore in depth the ways in which intersections of identity factors such as gender, race, class, and able-bodiedness, might impact academics’ experiences in the chiefly middle-classinstitutions that comprise the Australian Higher Education landscape. The authors employed a mixed methods approach. To collect data for the project, we constructed an anonymous online Qualtrics survey and invited participation from academics working at one regional and one urban university. The survey consisted of a mixture of open and closed questions concerning the relationship between identity and teaching approaches within universities. Responses were coded and common themes were examined by the researchers using an intersectional approach. The survey findings reveal that academics who identify as equity group members see these identities as a strength in teaching and interactions with students, however these identities sometimes give rise to tensions with colleagues and can be seen as a barrier to career progression.

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