

CURRICULUM VITAE

Rowena Murray

Email r.e.g.murray@btinternet.com **Website** anchorage-education.co.uk
Facebook RowenaMurrayWritingGroup **Twitter** @murray_rowena

1. QUALIFICATIONS

2014 Principal Fellow of UK Advance Higher Education
2002 Member of UK Higher Education Academy
1986 PhD with Distinction in English Literature, Pennsylvania State University
1982-3 Teaching in Higher Education, English Dept, Pennsylvania State University
1980 MA (Hons) Scottish Literature and Fine Art, University of Glasgow

Awards

2016 Nominated for STARS award, University of the West of Scotland (UWS)
2015 Highly Commended STARS Award, UWS
2007 Fellow, Higher Education Academy
1999 Elected Fellow, Royal Society of Arts
1984 International Fellowship, American Association of University Women
1983 Ben Euwema Memorial Scholarship
1982 Phi Kappa Phi Honor Society
1978 University of Glasgow-University of Freiburg Exchange Scholarship

2. EMPLOYMENT

2013-present **Professor in Education**, School of Education and Social Sciences,
University of the West of Scotland (.5 FTE).
2020-2021 **Head of Business Writing**, Strathclyde Business School, Strathclyde
University (.5 FTE).
2005-2013 **Reader**, School of Applied Social Sciences, Strathclyde University.
2008-2010 **Associate Dean (Research)**, Faculty of Education, Strathclyde University.
1989-2005 Lecturer-Senior Lecturer-Reader, Centre for Academic Practice (CAP) &
Director of Summer Schools, Strathclyde University.
1987-1989 **Research Fellow** in Scottish Literature, University of Glasgow.
1985-1987 **Associate Lecturer**, Centre for Development Studies; **Tutor**, English
Literature & Scottish Literature; **Lecturer**, Adult & Continuing
Education, CAP – Glasgow and Strathclyde Universities.
1984-1985 **International Fellow**, American Association of University Women.
1981-1984 **Graduate Teaching Assistant & Research Fellow**, English Department,
Pennsylvania State University.
1976-1977 **Assistante d'Anglais**, Collège d'Enseignement Secondaire, France.

International appointments

- 2008-2016 **Visiting Professor**, Osaka University, Japan
Teaching writing for publication to international postgraduates.
- 2010-2014 **Adjunct Professor**, Swinburne University, Melbourne, Australia
Teaching thesis writing, developing impact assessment, developing research capacity, increasing PhD completions, Conference Keynote.
- 2002-05 **Visiting Professor**, Swinburne University, Melbourne, Australia
Supporting preparation for research assessment, teaching academic writing, collecting data (published in Murray & Cunningham, 2011).
- 2001-05 **Reader in Residence**, University of Limerick, Ireland
Providing development, peer review and writing support for academics.
- 2002 **Visiting Researcher**, Technikon South Africa, Johannesburg
Advising on strategic research development and delivering writing for publication programme for academics.

3. RESEARCH

Books

- Murray R (2020) *Writing for Academic Journals*, 4th edition. Maidenhead: Open University Press-McGraw-Hill. Spanish edition published 2006. Chinese translation published. Turkish edition published.
- Michael, M & Murray, R (2019) *The Joy of Writing*. Lochwinnoch: Anchorage Educational Services.
- Murray R & Mifsud D (Eds) (2019) *The Positioning and Making of Female Professors*. London: Palgrave Macmillan.
- Murray R (2017) *How to Write a Thesis*, 4th edition. Maidenhead: Open University Press-McGraw-Hill. Chinese and Turkish translations published 2014.
- Murray R (2015) *Writing in Social Spaces: A Social Processes Approach to Academic Writing*. London: Routledge-Society for Research into Higher Education.
- Murray R (2015) *How to Survive your Viva*, 3rd edition. Maidenhead: Open University Press-McGraw-Hill. Chinese translation published 2006.
- Eley A & Murray R (2009) *How to be an Effective Supervisor*. Maidenhead: Open University Press-McGraw-Hill.
- Murray R (Ed) (2008) *The Scholarship of Teaching and Learning in Higher Education*. Maidenhead: Open University Press-McGraw-Hill.
- Murray R & Moore S (2006) *The Handbook of Academic Writing: A Fresh Approach*. Maidenhead: Open University Press-McGraw-Hill. Indian translation published 2010.
- Morss K & Murray R (2005) *Teaching at University: A Handbook for Postgraduates and Researchers*. London: Sage.
- Murray R & Murray B (2004) *Interrogation of Silence: The Writings of George Mackay Brown*. London: John Murray. Nominated for Saltire Award. 2nd edition published in 2008 by Savage Publishing, London.
- Murray R (1997) *Ethical Dilemmas in Healthcare: A Practical Approach through Medical Humanities*. London: Chapman and Hall.
- Murray R (1992) *Introduction to Writing Skills*. Glasgow: University of Glasgow.

Chapters in edited books

- Murray, R (2019) Writing myself into an academic career in R Murray & D Mifsud (Eds) *The Positioning and Making of Female Professors*. London: Palgrave Macmillan. Pages 89-111.
- Murray, R (2017) Writing prolifically in S Carter and D Laurs (Eds) *Developing Research Writing: A Handbook for Supervisors and Advisors*. London: Routledge. Pages 158-163.
- Murray, R (2014) Doctoral students create new spaces to write in C Aitchison and C Guerin (Eds) *Writing Groups for Doctoral Education and Beyond: Innovations in Theory and Practice*. London: Routledge. Pages 94-109.
- Murray R (2012) Social writing in L Clughen and C Hardy (Eds) *Writing in the Disciplines: Building Supportive Cultures for Student Writing*. Bingley: Emerald. Pages 189-213.
- Murray R (2010) Becoming rhetorical in C Aitchison, B Kamler and A Lee (Eds) *Publishing Pedagogies for the Doctorate and Beyond*. London: Routledge. Pages 101-116.
- Murray R (2008) Innovations, activities and principles for supporting academics' writing in S Moore (Ed) *Supporting Academic Writing Among Students and Academics*, SEDA Special 24. London: Staff and Educational Development Association. Pages 21-28.
- Murray R (2007) Getting started with writing in G Hall and J Longman (Eds) *The Postgraduate's Companion*. London: Sage. Pages 196-210.
- Murray R (2006) Writing articles, books and presentations in N Gilbert (Ed) *From Postgraduate to Social Scientist: A Guide to Key Skills*. London: Sage. Pages 149-170.
- Murray R (2006) If not Rhetoric and Composition, then what?: Teaching teachers to teach writing in a Scottish University in L Ganobcsik-Williams (Ed) *Teaching Academic Writing in UK Higher Education: Theories, Practices and Models*. London: Routledge. Pages 124-133.
- Murray R (1998) Communicating about ethical dilemmas: A medical humanities approach in R Bayne, P Nicolson and I Horton (Eds) *Counselling and Communication Skills for Medical and Health Practitioners*. Leicester: British Psychological Society. Pages 189-203.

54 Peer-reviewed journal articles – Examples

- Bell, M & Murray, R (2020) Structured academic writing retreats in healthcare professional practice, *Clinical Teacher*, DOI 10.1111/tct.13287.
- Cano, M, Murray, R & Kourouklis, A (2020) Can Lean Management change the managerial culture in Higher Education?, *Studies in Higher Education*, DOI 10.1080/03075079.2020.1817892.
- Hardy, A, Murray, R, Thow, M & Smith, M (2020) 'So maybe I'm not such an imposter': Becoming an academic after a life as a teacher-practitioner, *Higher Education Research and Development*, 10.1080/07294360.2020.1835835.
- Murray R & Yamamoto B (2019) Writing retreats for Japanese second-language graduate students: Beyond the language deficit model, *Journal of Academic Language and Learning* 13(1): A1-A14.
- Murray R & Kempenaar L (2018) Why do women attend writing retreats? *Gender and Education* DOI 10.1080/09540253.2018.1557321.
- Kempenaar L & Murray R (2018) Widening access to writing support: Beliefs about the

- writing process are key, *Journal of Further and Higher Education*, 43(8): 1109-1119. DOI 10.1080/0309877X.2018.1450964.
- Kempenaar L & Murray R (2017) Writing programmes for academics: Application of a transactional and systems analysis, *Studies in Higher Education*, DOI 10.1080/03075079.2017.1329817.
- Kempenaar L & Murray R (2016) Writing by academics: A transactional systems model for academic writing behaviours, *Higher Education Research and Development*, 35(5): 940-950. DOI 10.1080/07294360.2016.1139553.
- Lee A & Murray R (2015) Supervising writing: Helping postgraduate students to develop as researchers, *Innovations in Education and Teaching International*, 52(5): 558-570. DOI 10.1080/14703297.2013.866329.
- Murray R & Thow M (2015) Peer-formativity: A framework for academic writing, *Higher Education Research and Development*, 33(6): 1166-1179.
- Murray R (2013) It's not a hobby: Reconceptualizing the place of writing in academic work, *Higher Education*, 66(1): 79-91. DOI: 10.1007/s10734-012-9591-7.
- MacLeod I, Steckley L & Murray R (2012) Time is not enough: Promoting strategic engagement with writing for publication, *Studies in Higher Education*, 37(6): 641-654. DOI: 10.1080/03075079.2010.527934.
- Murray R (2012) Developing a community of research practice, *British Educational Research Journal*, 38(5): 783-800.
- Murray R, Steckley L & MacLeod I (2012) Research leadership in writing for publication: A theoretical framework, *British Educational Research Journal*, 38(5): 765-781. DOI: 10.1080/01411926.2011.580049.
- Murray R & Cunningham E (2011) Managing researcher development: 'Drastic transition'?, *Studies in Higher Education*, 36(7): 831-845. DOI: 10.1080/03075079.2010.482204.
- Moore S, Murphy M & Murray R (2010) Increasing academic output and supporting equality of career opportunity in universities: Can writers' retreats play a role?, *Journal of Faculty Development*, 24(3): 21-30.
- Murray R & Newton M (2009) Writing retreat as structured intervention: Margin or mainstream?, *Higher Education Research and Development*, 28(5): 527-39.
- Murray R (2002) Writing development for lecturers: Moving from further to higher education: A case study, *Journal of Further and Higher Education*, 26(3): 229-239.
- Murray R (2001) Integrating teaching and research through writing development for students and staff, *Active Learning in Higher Education*, 2(1): 31-45.
- Thow M & Murray R (2001) Enabling student writing during project supervision: A practical approach, *Physiotherapy*, 87(3): 134-139.
- Morss K & Murray R (2001) Researching academic writing within a structured programme: Insights and outcomes, *Studies in Higher Education*, 26(1): 35-52.

Non-refereed journals, newspapers & blogs – Examples

- Murray R (2020) '20 Years of Writing about Writing', Invited Open University 50-year Anniversary Blog.
- Murray R (2017) Supporting Students' Writing and Publication, UK Council for Graduate Education Research Supervisors' Network, <http://www.ukcge.ac.uk/article/supporting-students-writing-publication-361.aspx>.
- Murray R (2014) 'Overcoming writer's block: three tips', *The Guardian*, theguardian.com.

Invited keynotes -- Examples

Strathclyde University, Writing in lockdown, Research Colloquium, 21 May 2020.
Mediterranean Editors and Translators Association Conference, 'Looking for insights into the writing process: Lessons gleaned from writing retreats', Brescia, Italy, 2017.
European Association of Teachers of Academic Writing Conference, 'What do we do about policy? – Not just a rhetorical question', London, 2017.

64 peer-reviewed conference presentations 1990-2020 – Examples

Higher Education Teaching and Learning Conference, Widening access to research and scholarly activity: The pipeline project (with Larissa Kempenaar), Paisley, 2017.
Society for Research into Higher Education Annual Conference, Enabling PhD students to participate as writers in international debates, Newport, 2013 (with Professor Beverley Yamamoto, Osaka University).
European Conference on Educational Research, Fostering competency in educational research: An innovative approach to academic writing, Istanbul, 2013.
British Educational Research Association Annual Conference, The Writing Consultation: A novel mechanism for developing academic writing practices, Warwick, 2010.
Writing Development in Higher Education Conference, 'Where is Writing?: Situating Writing and Writing Development in Academic Careers', Leicester, 2001.
Pennsylvania State University Conference on Rhetoric and Composition, 'Enabling Public Participation through Writers' Groups', State College, USA, 1999.

Invited presentations at special meetings

UK GRAD Programme, HEALTHQWest Graduate School Inaugural Research Student Conference, Astra Zeneca, Wellcome Trust, HEALTHQWest, Missenden Centre, UK Council for Graduate Education, Standing Conference on Academic Practice, British Educational Research Association, UCoSDA Annual Conference, Scottish Higher Education Funding Council, Women's Health Towards 2000, 'Medical Humanities', Association of Chartered Physiotherapists in Women's Health, Glasgow, 1996, Paul Hamlyn Foundation, Lancaster University Women's Studies Centre, EPSRC.

Research funding

2020 British Academy Writing Workshops, £11,833 (with J Miller & H McEwan).
2018 Northern Advanced Research Training Initiative (NARTI) – £15,270.
2014 Carnegie Foundation Small Grant Scheme – £1000.
2012 University of Strathclyde, Bridging the Gap – £3740.
2010 University of Strathclyde Research Development Fund – £7,000.
2009 Nuffield Foundation – £7,000.
2007 University of Strathclyde Research Development Fund – £9,000.
2007 British Academy – £2,700.
2005 Nuffield Foundation – £10,000.
1998 Scottish Higher Education Funding Council – £11,000.

4. TEACHING & SUPERVISION

Research leadership

In the UK and many other countries I have a track record of effectively supporting research in universities through writing workshops, retreats, courses, seminars and 1-to-1 coaching and support. I support academics, ECRs and PhD students in their research outputs. I provide strategic research support by, for example, editing Impact Case Studies. My publications provide evidence of the impact of my research. My formal research leadership roles include serving as Associate Dean (Research) and Director of Research. To foster research cultures, I lead an open research group of the PhD students, colleagues and writing retreat participants. This nurtures cross-fertilisation across disciplines, grows a critical mass of researchers and boosts outputs for KPIs and REF.

Teaching philosophy

I focus on the role of writing in learning and research. I work with students and colleagues to enhance writing practices, develop positive orientations to writing and adopt proven strategies for achieving their research and writing goals. The aim is to support timely PhD submission and develop efficient and healthy writing practices.

Curriculum development: recent examples

1. I developed two modules for the Advanced Academic Studies course at Strathclyde University: Academic Writing – a UK first – and Supervising Postgraduate Research.
2. I led the introduction of the 3-minute Thesis at UWS.

Developing materials to support teaching & supervision

I develop materials to support teaching, learning and research training: books (in 3rd or 4th editions), articles and web sites, which, according to social media and unsolicited emails, are widely used by academics, researchers, students and supervisors.

Teaching duties

Writing retreats, writer's groups and teaching writing.
Supporting staff and students in publishing for Research Assessment.
Mentoring Advance Higher Education (AHE) Fellowship applicants.
Serving on AHE Panel to assess applications.
PhD supervision.

Research supervision

Current supervision: 6 PhDs

Successfully completed supervisions: 14 PhDs, 3 EdDs, 3 Masters.

Successfully completed supervisions, 1991-1998

EdD Synoptic Papers, University of Strathclyde, 1996-1998

MSc Adult Education, University of Glasgow, 1994-1995

PG Cert in Women's Studies Dissertations, University of Strathclyde, 1993-1994

Diploma in Adult Education, University of Glasgow, 1991-1993.

5. CITIZENSHIP AND SERVICE

Internal citizenship

Advance Higher Education Fellowship Panel

In 2014 I became the first Principal Fellow of the UK Higher Education Academy at UWS and was invited to serve on the panel to judge applications to the UWS Fellowship scheme. I mentor and support applicants throughout the academic year.

Committees

I performed strategic roles at Strathclyde University: e.g. elected chair of the non-professorial elected members' group of Senate, chair of a Senate committee and membership of departmental and faculty committees. I served on Senate for over twenty years and on the University Court and Academic Committee for three.

Academic Director of Summer Schools

1990-98 I was Director of Summer Schools at Strathclyde University, liaising with Glasgow University, managing academic and administrative staff, timetable and budget. I won funding from SHEFC to create an on-line study skills module for summer schools.

External citizenship

External Examining

2017-2021, Keele University, Faculty of Humanities and Social Sciences (Education), MA in Higher Education Practice

2004-2007, Lancaster University, Doctoral Programme in Educational Research

Journals

I publish in, review for and/or am/have been on Editorial Board for following all the major, international Higher Education journals, e.g. *British Educational Research Journal*, *Higher Education Quarterly*, *Higher Education Research and Development*, *Higher Education Review*, *Journal of Academic Writing*, *Journal of Further and Higher Education*, *Studies in Higher Education*.

I also review for health professional journals *British Journal of Podiatry*, *Journal of Advanced Nursing*, *Medical Teacher*, *Physiotherapy*, *Practice Development in Health Care*. I review book proposals and manuscripts for Sage, Routledge and McGraw-Hill.

7. TRAINING & DEVELOPMENT

Training in Teaching and Learning in Higher Education

My initial training for teaching in Higher Education was 5 postgraduate seminars over two years at the Pennsylvania State University. My on-going study is through conferences, reading and writing for journals, networks, co-mentoring with other experts, specialist seminars and formal and informal feedback. For the next phase of my development I have two goals: (1) further develop social media for disseminating research to different audiences and (2) review my PhD supervision skills.
