

Portfolio: A Reflective and Critical Analysis of the First-year Doctoral Research Journey

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Module Name: Advancing to Doctoral Research Stage (LCDB7012)

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Word count: 4515

January 2024

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1. Introduction

In contrast to undergraduate and master's degrees, the doctoral study stage has higher expectations regarding research depth, breadth and originality. The doctoral students are required to demonstrate their high mastery of in-depth research and professional knowledge in a specific field through original research projects, and to have a pronounced level of self-directed learning and independent research capabilities (Park, 2005). The UWTSD Doctor of Business Administration (DBA) programme handbook 2022-2023 further refines the capabilities required for a doctoral degree from four dimensions: Knowledge and Understanding skills, Cognitive and Intellectual skills, Practical skills, and Key skills. During the completion of my undergraduate and master's degrees in the United Kingdom, I was not required to conduct a separate reflective analysis of research, often instead putting a few hundred words of reflection into the conclusion of the thesis. However, based on the high standards of doctoral competency and the complexity of doctoral research, reflective analysis and documentation of the doctoral research journey is essential and a continual work (Forbes, 2008). Given the protracted duration and expansive scope characterising doctoral research, reflective analysis helps researchers clarify the consistency of research questions and objectives (Ortlipp, 2008); evaluate the validity and applicability of research methods, data collection and analysis techniques (Drake and Heath, 2010, p.107); understand personal own growth and development during the research process and realise an awareness of one's influence on research outcomes (Etherington, 2004, p.179), etc. Therefore, this portfolio aims to provide a reflective analysis and record of my first-year doctoral research journey. I will clarify my awareness of potential challenges and possible changes from five parts: (1) the background and evolution of the research problem, (2)

the justification of research objectives, questions and scope, (3) the evaluation of the chosen data collection and analysis methods, (4) the positionality and reflexivity of the researcher, and (5) the future implications and applications of the research.

2. The background and evolution of the research problem

Revealing the background of the research problem is fundamental to ensuring the originality and rationale of the research (Majid, 2017). Researchers systematically engage in comprehensive literature reviews to assimilate insights into antecedent findings and extant challenges in the field of study, thereby identifying new research opportunities (Frank and Hatak, 2014). The research background establishes a contextual environment for the reader's basic understanding of the research field and better explains to them why this problem is worth studying (Grant and Osanloo, 2014). By exploring the social, economic, historical and environmental impacts related to the research problem, the significance of the research and its contribution to academic value and practical reality can be clearly demonstrated.

A core topic of my research is an in-depth understanding of the conflicts and resolution mechanisms between Chinese university administrators and academics. Fortunately, this research topic did not change significantly during my entire year of doctoral studies. In the four doctoral course assignments I have completed, I have always insisted on choosing this research topic as the starting point for the assignment. I laid the initial foundation through the first assignment, that is, Research Principles and Philosophy, and each subsequent assignment is the result of my further optimisation or addition to the previous assignment. Therefore, there is a strong correlation between the four assignments. Compared with those researchers who changed the topic (actively or passively) during

the course of their research, the coherent and complete research actions I developed during my first year of doctoral study clearly demonstrated the process of my thinking about this topic as a researcher. Regarding the background of the research problem, I used Figure 1 to show the background presented in the four assignments and point out the changes.

Figure 1 Evolution of Background in Four Assignments

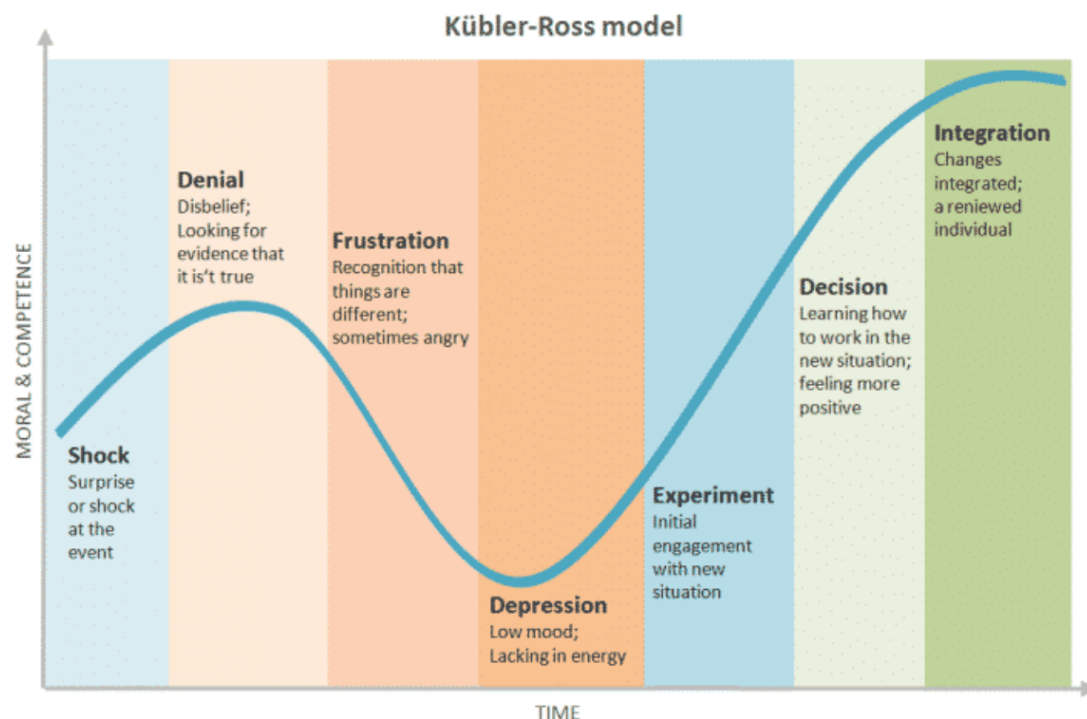
Module Name	Completion Date	Research problem background	Changes
1 . Research Principles and Philosophy	May 2023	✓ Use government documents to emphasise that the focus of China's development in the next 5-10 years is to improve the quality of higher education. ✓ The importance of university administrators and academics are illustrated by explaining respectively the relationship with high-quality development. ✓ Explain that there is common conflict between the two groups due to their differences. ✓ Conflict resolution can help universities develop in high quality.	—
2 . Critical Literature Review for Doctoral Research	June 2023	Basically the same as the first assignment.	(1) The sentences are polished to make the context more logical and smoother. (2) How conflict affects university operations and student was added, but not much.
3. Converting Research into Practice	October 2023	✓ Describe the content of government documents in detail and list the specific measures the government hopes universities will take for high-quality development. ✓ Reform within universities is driver of conflict between administrators and academics. ✓ Conflict is a dynamic feature faced by university management. ✓ The differences between the two groups create conflict. ✓ Properly handle conflicts to help effective internal management of the university and high-quality development.	(1) Lead to the need for universities to optimise or reform existing systems to comply with government requirements. Although the high-quality development of the university is still the ultimate goal, the focus has shifted somewhat to the internal management reform of the university. (2) Internal change becomes a driver of conflict. (3) Perceptions of conflict: common exiting → a dynamic feature facing university management. (4) Added the effectiveness of internal university

			management. (5) Removed impact of conflict on university operations and students.
4. Quantitative Research Methods	October 2023	✓ Based on the third assignment, provide more sufficient theoretical and practical evidence to illustrate each point. ✓ How conflict affects university operations and student.	(1) To further clarify the relationship between management change and conflict generation within universities. (2) Increased impact of conflict on reform and management effectiveness within universities.

The quality of higher education will be a hot debate in China in the next 5-10 years. The public attention is caused by the government document "The Outline of the 14th Five-Year Plan (2021-2025) for National Economic and Social Development and 2035 Vision of the People's Republic of China" (referred to as the "14th Five-Year Plan"), which is the central government's guideline for the development of all aspects of the country. It is both an expectation and a development requirement for local government (Bie, 2021). From my first assignment, I was initially thinking about how conflict between university administrators and academics can lead to internal disunity that hinders shared goals of higher education quality, then reinforcing the need for conflict resolution. The second assignment was completed immediately after the first assignment, so I did not have enough time to think critically about how to refine the background of the research problem. I retained most of the content and added a discussion of how conflicts between administrators and academics impact on the university operations and student, but not in depth. I polish sentences and add coherence to enhance the logical flow of the presentation rather than abrupt conclusions. As can be seen from Figure 1, there was a gap of 4 months between my second assignment and my third assignment. During this period, the doctoral course study and literature reading enhanced my exploratory thinking. Therefore, the third assignment made more changes. After an in-depth study of the "14th Five-Year Plan" document, it listed specific measures in Chapter 43 for the quality

development goals of higher education, including optimising the internal governance structure of universities, establishing an education quality evaluation system, reforming the fund management system, etc. (The State Council of the People's Republic of China, 2021). The government intends to guide universities to change existing management structures and establish new systems and regulations to promote the potential for internal change actions in universities. Under the influence of the power of the government, an external stakeholder, internal management change of universities has become an imperative trend (Bie, 2021). In the context of changing or establishing new rules, administrators are often seen as change makers and academics as passive adherents (Lee and Yin, 2011). According to the change curve model (Figure 2) proposed by Elisabeth Kübler-Ross in 1969, the emotional changes of academics facing changes are explained.

Figure 2 Kübler-Ross Change Curve Model



(Source: <https://cleverism.com/understanding-kubler-ross-change-curve/>)

Individual transitions can be challenging, encompassing factors like the loss of power, prestige, identity, workload, and facing uncertainties (Simpson, 2022). Contrary to a linear progression, as

depicted in the change curve diagram, individuals don't necessarily proceed through each stage sequentially (Belyh, 2022). Instead, they may enter a particular stage at random and, at times, return to a preceding stage. The duration of stay at each stage varies among individuals, with some potentially becoming stalled at a specific stage, hindering their progression forward (Bregman, 2017). In Figure 2, I cannot assume which stage academics will enter when faced with internal changes, but it can be seen from the figure that academics in the three stages of Denial, Frustration, and Depression will experience uneasiness and resistance. In the Experiment stage, if academics can adapt well to the new situations, they will positively enter the new stage. On the contrary, if they fail, they are likely to return to the Depression stage, and even use their failure experiences more firmly to support their views on resisting change (Simpson, 2022). In the process of change, uneasy and resistant academics may see administrators (change makers) as imaginary enemies, and the conflict between the two is magnified (Andersen, 2006). Therefore, in my third assignment, in addition to acknowledging that conflicts arise from differences, I also added internal management change as a driving factor in the formation of conflicts. I focus the research problem background on internal university management, stating that conflict is a dynamic feature of internal management. The fourth assignment was done almost at the same time as the third assignment, so the content did not change much. Based on the third assignment, the wording is optimised and coherence is enhanced, and the impact of conflict on internal management effectiveness is increased.

Although the four assignments are constantly demonstrating my attempts to dig deeper into the research question, there are many factors that I have overlooked. Firstly, the influence of the government as an external stakeholder is immense. As I mentioned earlier, guiding policies issued by the central government are usually relayed by the local government and given directives for

implementation (Bie, 2021). Administrators are generally the first to contact and most familiar with government policy documents in universities, and under the influence of the government, university management systems and regulations need to be aligned with the policies (Peng, 2021). Academics, who are relatively unaware of the policy, are likely to have a lack of understanding of modified or newly established systems and regulations without adequate communication and information transparency (Dawes, 2010). Second, an analysis of university power structures needs to be considered. The asymmetry of administrative power and academic power under the added weight of Chinese culture, managerialism, and bureaucracy is also a point of critique for conflict resolution. Phenomena such as the apparent decision-making power of academics (Xiang, 2006) and the abuse of power by a few academics (Zidan, 2022) await researchers to analyse the university power structure at a deeper level. In my analysis of the causes of conflict, I have not included drivers such as power structures, culture, communication and trust building, but simply attributed them to group differences, which clearly has not reached the essence of the research problem. Finally, the background of the research problem lacks a critical discussion of the impact of the conflict and the available avenues for resolution. As Grant and Osanloo (2014) said readers can have a generalised and fundamental understanding of the field under study by reading the context, so that they can understand the importance and necessity of the research problem. Instead, I have only argued the prevalence and differences of conflict, with a few references to the negative impacts of conflict. Insufficient and incomplete background to the research problem hinders the achievement of consensus (Tigor, 2020).

3. The justification of research objectives, questions and scope

Research objectives, research questions and scope are key components of every research project to ensure the operability of the research problem (Moore, 2006, p.3). By clarifying the research objectives, the researcher poses specific research questions to develop an appropriate research method design. Setting a good scope helps avoid research that is too broad or too narrow and helps researchers focus on achieving the desired research objectives (Sovacool et al., 2018).

Since the specific requirements and examination focus of the four assignments are different, although I use the same research topic, the research objectives and questions were adjusted accordingly, so I will not compare them together here. I produced an academic poster (see Appendix 1) in July last year to present the results of my literature review. I mainly searched for literature through four databases: CNKI (China), UWTSD library resources, ProQuest, and Google Scholar, and made a Reference Note (see Appendix 2), which contains 60 read literature.

Figure 3 An Example of Reference Note

NO	Author	Year	Type	Title	Aim/Objective	Notes	Key Words
1	Abdullah., Khan, S. I., Saleem, M. M. & Ahmad, N.	2022	Article	Analysis of Procedural Justice and Its Association with University Teachers' Level of Job Satisfaction	investigate the effects of Procedural Justice on Teaching Faculty's Job Satisfaction	Control theory: individuals seek control over their efforts outcomes. Participate but bad outcome VS Not participating but favorable outcome. Causes of dissatisfaction: highly correlated with procedural fairness. Suggestions	procedural justice; job satisfaction
2	Razmaité, D. and Dags, D.	2014	Article	Are the Requirements for Teacher's Competence set by University Administration and Students Similar?	the Requirements for teacher's competence set by university administration and students, and whether these requirements are similar.	the conflict may arise from the definition of teacher requirements. The university management is based on the relevant national higher education regulations, and the requirements for teachers are at the national level. Social scientists define teacher requirements as a theoretical or scientific research result. However, students set psychological expectations for teachers' teaching, technical and other abilities.	academics ability requirements
3	Kathryn Rai and Rajinder Singh	2021	Article	Conflicts in Schools: Causative Factors and Resolution Strategies	reviewing and assembling the research findings of different researchers on the factors that cause conflicts in schools and the strategies adopted by schools for conflict resolution.	structural factors: the nature of organisation, resources, exercise of authority, workload, jurisdictional ambiguities personal factors: one's ability and skills, individual differences, perceptions, opinions, personal problems solutions: 5 ways	conflict cause; conflict resolution ;
4	Aliyu, A. A., Singhry, I. M., Adamu, H. A. R. U. N. A., & AbuBakar, M. A. M.	2015	Article	Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception.	Explain the content of ontology, epistemology and axiology in qualitative and quantitative research	Definition of paradigm: The definition of ontology, epistemology and axiology: Paradigm classification: constructivism, postmodernism, criticism; Qualitative and quantitative applications of paradigms	ontology ; epistemology ; axiology ;
5	Bryman, A.	2003	Book	Quantity and quality in social research	Introduction to qualitative and quantitative research	The nature of quantitative and qualitative research; Comparison of quantitative and qualitative research	quantitative ; qualitative

Figure 3 is an example of Reference Note. Reference notes serve as a mnemonic tool, aiding researchers in the collection and documentation of literature, particularly during prolonged doctoral studies (Ridley, 2012). Systematic literature review and background explanation of research problem require researchers to have a large amount of literature reserves and daily accumulation (Randolph, 2019). Whenever I finish reading an article or book chapter, recording it in Reference Note can help researchers organise and classify the content of the literature. In Figure 3, my reference notes include basic information of the literature, notes and key words. Notes record the parts that I think are useful for my research. Key words were used to assist me in categorising the literature. If I prepare to write a literature review about the causes of conflict, I can filter out the literature with keyword "Conflict Causes" for review reading. However, I stopped adding new content to my Reference Note in August. Part of the literature I subsequently read was recorded in a separate Word document, and part of it was collected in a memo on my computer. This resulted in my records being fragmented and difficult to find. Developing the habit of taking Reference Note is something I need to reconsider. In the next step, I first entered all the reference lists used in the six assignments into Reference Note for integration and continued to record the references for the subsequent doctoral research journey.

From the 60 pieces of literature read in Appendix 2 on conflict between university administrators and academics, I roughly found that prior studies accounted for more in-depth exploration and analysis of the causes of conflict, but fewer articles assessed the practical effectiveness of conflict resolution methods in Chinese universities. This gap in the literature serves as the focused outcome of my academic poster (Appendix 1) and established the objectives, questions, and scope of my research. Filling the gap is a clear research direction, so choosing a Chinese university as a case

study object, evaluating the effectiveness of its implementation of conflict resolution methods and proposing optimisation suggestions became my research objectives. Regarding the drivers of conflict, I prefer to set the research scope in China to best match the Chinese cultural and ideological background. Regarding conflict resolution methods and their effects, I will expand to the world to find more optimisation suggestions and reference.

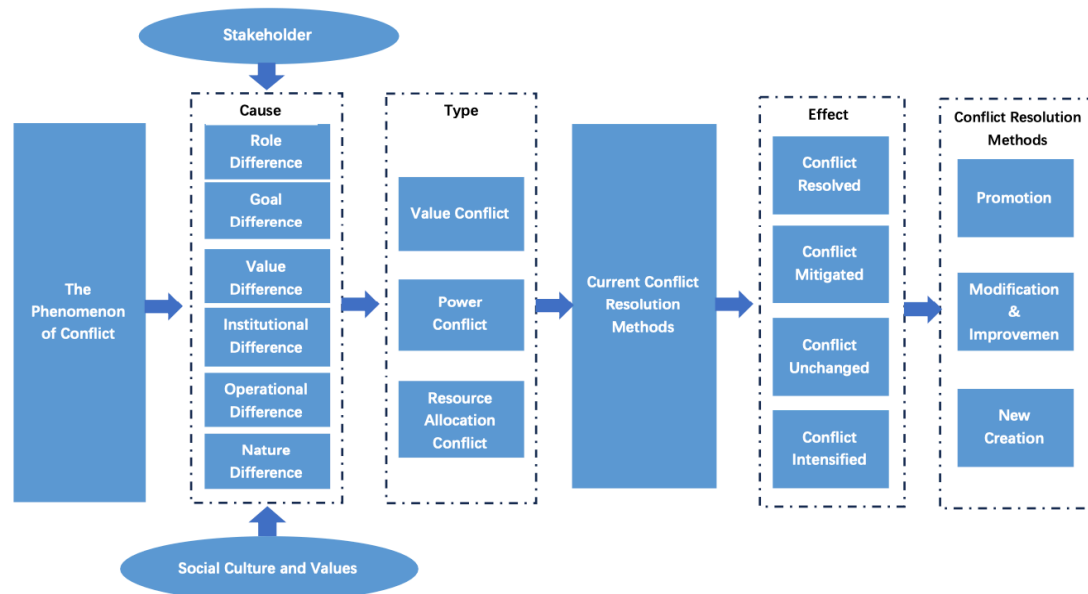
4. The evaluation of the chosen data collection and analysis methods

Data collection and analysis methods directly affect the reliability and validity of the research (Abowitz and Toole, 2010). Data collection methods involve techniques or methods for collecting information required for research (Taherdoost, 2021). Questionnaires, interviews, observations, and experiments are prevalent data collection methods. Data analysis method is the process of interpreting, organising and extracting useful information from the collected data (Ritchie et al., 2003, p.200). Common data analysis methods include statistical analysis, qualitative analysis, and mixed methods. The choice of these methods depends on the research question, research design, data type, and researcher preference (Ghr and Aithal, 2022).

In the early stages of the research (June-July), based on the literature gaps and research objectives, I drew a research design map on the academic poster (Figure 4). Under the assumption that conflicts are prevalent between administrators and academics, I classify conflicts into three types through literature review: Value Conflict, Power Conflicts, and Resource Allocation Conflict. Feedback from administrators and academics on the university's existing conflict resolution methods will be collected through on-site observation of case study and semi-structured interviews (see Appendix 1

Academic Poster). If the conflict is successfully resolved, the conflict resolution method used is proven to be effective and recommended for generalisation. If the conflict is mitigated but not resolved, the method needs to be optimised. If the conflict is not resolved or even escalates, it proves the ineffectiveness of the existing method and the need to seek a new resolution.

Figure 4 Research Design Map



This research design map exposes three problems: First, as an academic who has been working at a university in China for three years, I subjectively assumed that there is a conflict between administrators and academics through the many times that I have heard from my colleagues, who are also academics express their dissatisfaction with administrators and having disputes with them on management matters. In the literature review, I tended to look for evidence proving the prevalence of conflict in universities to support my subjective assumption. The act of checking for opposing viewpoints or outliers is missing. Not experiencing conflict directly and hearing only one-sided arguments from academics caused me to ignore the voices of administrators. Utilising a negative case analysis strategy to analyse cases that contradict one's research assumptions (Shenton, 2004) and position can identify possible cognitive limitations and biases of the researcher (Corbin,

2007) and reveal the nature of the research problem more comprehensive. Second, the research method and research design do not match. Case studies and semi-structured interviews are qualitative methods. Determining whether a conflict has been resolved from the participants' descriptions lacks assessment reliability and consistency in judgment criteria (Rieh and Danielson, 2007). The answers to whether a conflict exists, whether the conflict is resolved, and whether the conflict method is effective vary from person to person and it is a question of "yes" or "no". Therefore, the research design in Figure 4 is applicable to adopt quantitative methods such as questionnaires and Likert scale. Third, the research design is based on the university's existing conflict resolution methods. If the case study object does not have substantial conflict resolution methods, the research design will encounter obstacles. In addition, the causes and types of conflicts still need to be further examined.

The reflective analysis of the research design map is the result of my mastery and application of knowledge from my first year of doctoral studies. I was surprised that my ability as a researcher has improved significantly, and this is the growth and gain of my doctoral journey.

During August to October, I conducted a pilot study on the research. The aim of the pilot study was to understand the main conflicts between university administrators and academics and how to optimise existing conflict resolution methods. The research questions are divided into four: participants' sensitivity to the wording of "conflict"; main conflicts and causes; existing conflict resolution methods and effects; participants' suggestions for conflict resolution. Based on the researcher's constructivist paradigm, the pilot study selected semi-structured interviews with 5 participants and analysed the data by thematic analysis approach. The primary goal of a pilot study is to assess the feasibility, effectiveness, and impact of a particular research method (In, 2017). It

commonly has a limited scope and involve a restricted number of participants, aiming to minimise risks and enable researchers to make necessary adjustments before implementing research methods (Lancaster et al., 2004). Once the pilot study demonstrates the effectiveness of methods, they can be scaled up for a more comprehensive assessment of their validity (Malmqvist et al., 2019). This pilot study was successful. Participants gave informative answers to the research questions. The interviews were transcribed into text and the content was coded (see Appendix 3). Analysis findings include:

(1) The participants exhibited a higher level of acceptance towards the term "conflict" than anticipated, facilitating the successful completion of the interview.

(2) Building upon the conflict causes identified in the literature review, two additional contributing factors, unreasonable systems design and management deficiencies, were introduced.

(3) The object of the case study lacks a specialised conflict resolution department, and there is an absence of a well-defined conflict resolution mechanism and procedure. Resolution primarily relies on internal communication channels, but it lacks adequate protection of personal privacy.

This pilot study transformed the research design of the two course assignments of "Research Principles and Philosophy", and "Critical Literature Review for Doctoral Research" into practice, which test the feasibility of my chosen research methods and analysis methods. The first attempt at designing interview questions, recruiting participants, completing ethical forms, conducting and transcribing interviews provided practical experience building and confidence in the execution of the final thesis. Impressively, coding the interview content was a huge amount of work, with only 5 participants generating 94 codes. Therefore, more time needs to be reserved for coding and categorisation when finishing the interviews of final thesis. It is easy to miss information by rushing

the coding, and small discrepancies may lead to different analysis results (Elliott, 2018).

Concurrent with the pilot study was a quantitative assignment. I did poorly on this assignment, mainly because I subjectively rejected quantitative research methods. During the pilot study, I thoroughly enjoyed the entire process and often felt a sense of satisfaction and accomplishment over small findings that were different from what was expected. On the contrary, in quantitative research, data output errors and obscure data results from SPSS software hindered my analysis and thinking. This also stems from my research paradigm, constructivism. Conflict is constructed by the meaning individuals give to it (Willig, 2016). When confronted with the same event, some people perceive it as a conflict, while others do not. Therefore, I strongly believe that conflict does not exist independently of people. I use this lens to view my research topic so that quantitative and numerical methods to crudely measure conflict are not desirable. The quantitative assignment made me more certain that qualitative would be my research methodology.

5. The positionality and reflexivity of the researcher

Positionality is the researcher's social identity, cultural, economic and political background and stance (Bourke, 2014). Reflexivity is examining and interpreting the impact of the researcher's own positionality on the research, including the choice of research methodology, interpretation of results, etc. (Patnaik, 2013). Positionality determines the researcher's preferences and biases (Corlett and Mavin, 2018), and the researcher needs to critically question and clarify the validity of the research through reflexivity (Kleinsasser, 2000).

As a young Chinese female with a stable income and a British education background, I have been working as a lecturer at a Chinese public university for three years. As an insider observer, I am

familiar with the role of administrators and academics in the daily operations of Chinese universities. Unlike an external observer, I benefit from a more comprehensive insight into the university's governance structure, cultural context, and stakeholder dynamics. My insider status affords me ease in identifying suitable interviewees, and my in-depth understanding of Chinese university enhances my ability to comprehend the perspectives of the interviewees (Kim et al., 2022). However, this privileged position has its drawbacks. Due to factors such as acquaintance relationship, cooperative relationship, competitive relationship with the interviewee, and the influence of Chinese workplace culture, the interviewee may be unwilling to disclose the true information or avoid in-depth discussions to protect their reputations (deMarrais and Lapan, 2003).

In my role as a lecturer, being part of the academic community provides me with an intimate awareness of pressures related to academic research, performance evaluations, and the rules governing promotions in professional titles—all of which directly impact my personal interests. However, due to my frequent interactions with academics in daily life, my understanding of the voices and viewpoints of administrators is somewhat limited, introducing a certain bias. The subjectivity and biases inherent in my academic's stance could potentially impact my interpretation of interview content and the subsequent analysis of conclusions (Greene, 2014).

In Chinese universities, the majority of administrators and academics are members of the Communist Party of China, which probably reveal the infiltration of government power into universities (Liu, 2020). Given my overseas educational background, lack of exposure to ideological education within Chinese universities, and non-membership in the Chinese Communist Party, these factors may pose obstacles in comprehending certain drivers of conflict. Regarding the research topic, I intend to adopt an emic perspective, relying on internal observation and participants'

narrative descriptions to acquire an understanding of the conflict dynamics. Concurrently, through the reflective journal kept by the researcher, I plan to critically assess the impact of my positionality on the research, aiming to mitigate biases through an etic lens (Oliphant and Bennett, 2020).

6. The future implications and applications of the research

6.1 Strengths and potential contributions

By conducting a comprehensive examination of conflicts between university administrators and academics, along with exploring their conflict resolution, the findings are expected to provide universities with practical recommendations to improve internal communication, collaboration and management, thereby enhancing overall organisational effectiveness. A deeper exploration into the root causes of conflicts can furnish universities with valuable insights, potentially cultivating improved workplace environments, reducing underlying tensions, and boosting employee satisfaction. However, the successful implementation of these recommendations necessitates a university's willingness to embrace change, a task that may encounter challenges, including organisational inertia (Seyed et al., 2021).

6.2 Limitations and Risks

The researcher's own background and identity may introduce a degree of positional bias, potentially limiting the objectivity of the research findings (Berger, 2015). Transparent research design and reflexivity are essential to mitigating this effect (Flick, 2022). Furthermore, participants might withhold information due to personal relationships or cultural considerations, impacting the authenticity and reliability of the research data. Different nature and levels of Chinese universities may have different conflict patterns, and the reference value of the research results will be reduced.

The management of risks poses challenges for researchers, particularly given the sensitive nature of the conflict topic. The protection of interviewees' personal privacy during data processing and reporting is crucial to prevent potential information leaks (Shabtai et al., 2012). The research results may have a certain impact on the participants and the university, especially when it comes to issues involving personal reputation and the image of the university. Researchers need to handle it carefully to minimise negative impacts. The dynamic nature of ethical standards requires continual attention and adjustment in future research endeavors, ensuring their adaptability to evolving ethical challenges (Artal and Rubenfeld, 2017).

7. Conclusion

In reflecting on my doctoral study journey over the past year, I have gained a lot that I was not aware of. The background of the research problem was initially superficial and led to thoughts on resolving the conflict between administrators and academics for the purpose of higher education development. With the completion of 4 assignments, the context increases the drivers of change within the university's internal management under the influence of external stakeholders——government. And use the Kübler-Ross change curve model to connect the relationship between internal management changes and conflict generation. The three driving factors of power structure, culture, communication and trust building and the impact of conflict on universities and students will be supplemented during part 2 of doctoral study. The preliminary literature review and the research gaps on the evaluation of the practical effectiveness of conflict resolution methods in Chinese universities set the foundation for the research objectives, questions, and scope, but they are still not clear enough. During the part 2 study journey, I will re-cultivate the habit of taking Reference Note,

integrate the literature, and revise the research objectives through a systematic and extensive literature review. Critical analysis of the early research design map in academic posters enabled me to discover significant improvements in my abilities as a doctoral researcher. Subsequent insights from pilot study and quantitative assignments solidified the preference for qualitative research methods. As a Chinese university lecturer with an overseas educational background, I acknowledge the inherent insider advantages and inevitable biases. Not having experienced ideological education in Chinese universities and being a non-member of the Communist Party may have created obstacles for me to understand the research topic. During part 2, I will conduct research from an emic perspective and conduct reflexive analysis of positionality from an etic perspective to expand the objectivity of the research. Finally, the ongoing research has made potential contributions to improving internal communication and management of universities, fostering a conducive working environment, mitigating tensions, and elevating employee satisfaction. However, the inherent sensitivity of conflicts places researchers in the sphere of data leakage risk, an intricate facet demanding meticulous risk management strategies. This reflective portfolio serves not only as a testament to the growth achieved but also as a roadmap for the continued exploration of my research.

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Appendixes

Appendix 1 Academic Poster



Appendix 2 Reference Note

NO	Author	Year	Type	Title	Aim/Objective	Notes	Key Words
1	Abdullah, Khan, S. I., Saleem, M. M. & Ahmad, N.	2022	Article	Analysis of Procedural Justice and Its Association with University Teachers' Level of Job Satisfaction	investigate the effects of Procedural Justice on Teaching Faculty's Job Satisfaction	Control theory: individuals seek control over their efforts outcomes. Participate but bad outcome VS Not participating but favorable outcome. Causes of dissatisfaction: highly correlated with procedural fairness. Suggestions	procedural justice; job satisfaction
2	Razmaité, D. and Dagsy, D.	2014	Article	Are the Requirements for Teacher's Competence set by University Administration and Students Similar?	the Requirements for teacher's competence set by university administration and students, and whether these requirements are similar.	the conflict may arise from the definition of teacher requirements. The university management is based on the relevant national higher education regulations, and the requirements for teachers are at the national level. Social scientists define teacher requirements as a theoretical or scientific research result. However, students set psychological expectations for teachers' teaching, technical and other abilities.	academics ability requirements
3	Kathryn Rai and Rajinder Singh	2021	Article	Conflicts in Schools: Causative Factors and Resolution Strategies	reviewing and assembling the research findings of different researchers on the factors that cause conflicts in schools and the strategies adopted by schools for conflict resolution.	structural factors: the nature of organisation, resources, exercise of authority, workload, jurisdictional ambiguities personal factors: one's ability and skills, individual differences, perceptions, opinions, personal problems solutions: 5 ways	conflict cause; conflict resolution ;
4	Aliyu, A. A., Singhry, I. M., Adamu, H. A. R. U. N. A., & AbuBakar, M. A. M.	2015	Article	Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception.	Explain the content of ontology, epistemology and axiology in qualitative and quantitative research	Definition of paradigm; The definition of ontology, epistemology and axiology; Paradigm classification: constructivism, postmodernism, criticism; Qualitative and quantitative applications of paradigms	ontology ; epistemology ; axiology ;
5	Bryman, A.	2003	Book	Quantity and quality in social research	Introduction to qualitative and quantitative research	The nature of quantitative and qualitative research; Comparison of quantitative and qualitative research	quantitative ; qualitative
6	Chapleo, C., & Simms	2010	Article	Stakeholder analysis in higher education: A case study of the University of Portsmouth	A specific understanding of stakeholders and the nature of university stakeholder management	Using a British university as a case study - Interview; Outline the stakeholders in higher education	stakeholder
7	John W. Creswell & J. David Creswell	2018	Book	Research design : qualitative, quantitative and mixed methods approaches	Comparison of qualitative, quantitative, and hybrid methods of research design	key authors in qualitative and quantitative research ; detailing research methods and applications	quantitative ; qualitative
8	Creswell, J. W., & Poth, C. N.	2016	Book	Qualitative inquiry and research design: Choosing among five approaches	Guidance: Design qualitative research and data collection according to research philosophy	Five qualitative approaches introduction	Five qualitative approaches
9	Davidson, J., & Wood, C.	2004	Article	A conflict resolution model	A large number of experimental studies on students and school-age children. Conflict resolution outcomes improved significantly after receiving training in the listening, assertiveness and problem-solving skills identified in the model.	Listening, build confidence and problem-solving skills help resolve conflict	conflict resolution
10	Denzin, N. K., & Lincoln, Y. S.	2008	Book	Introduction: The discipline and practice of qualitative research	historical moments, politics, decolonization projects, research methods, paradigms, and communities of interpretive scholars	Introduce Qualitative research method and paradigm	qualitative
11	Drew, G.	2010	Article	Issues and challenges in higher education leadership: engaging for change', Australian educational researcher	By conducting semi-structured interviews with a group of senior leaders at an Australian university, this paper explores their perceptions of the key issues and challenges facing them at work	Conflicts in higher Education from the perspective of Administrators	conflicts
12	Emerson, K. et al.	2009	Article	Environmental conflict resolution: Evaluating performance outcomes and contributing factors	An empirical study of an assessment framework for conflict resolution	Provide reference for evaluating the effectiveness of conflict resolution methods, focusing on three outcomes: agreement, agreement quality, and improved working relationship. The effective participation of all parties and the skills of mediators have become key factors	conflict resolution

13	Fitzner, K.	2007	Article	Reliability and validity a quick review	Provides a brief review of the reliability and validity tests	Several types of reliability and validity tests are defined and easy-to-use checklists are provided for research purposes	reliability and validity
14	Freeman, R. E.	2010	Book	Strategic management: A stakeholder approach	Stakeholder theory and approach are introduced	The main author of stakeholder theory ; A preliminary understanding of the basis of stakeholder theory. Get started	stakeholder theory
15	Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & De Colle, S.	2010	Book	Stakeholder theory: The state of the art.	Further development and update of stakeholder theory	The use of stakeholder theory, ethics, and social responsibility. Reflections on the limitations of available theoretical frameworks	stakeholder theory
16	Grandy, G.	2018	Book	An introduction to constructionism for qualitative researchers in business and management	Introducing the philosophy, paradigm and method of qualitative research	Positivism, pragmatism, interpretivism, mixed approach,	qualitative
17	Laplume, A. O., Sonpar, K., & Litz, R. A.	2008	Article	Stakeholder theory: Reviewing a theory that moves us	An overview of the development of academic stakeholder theory from 1984 to 2007	Five themes of theoretical stakeholders; Criticism of theory	stakeholder theory
18	Hao, W.	2014	Article	Research on the relationship between college teachers and administrators from the perspective of conflict theory	Analyzing the conflicts between administrators and academics in higher education; The malpractice of management system and the countermeasure of conflict resolution	the conflicts between administrators and academics in higher education ; conflict resolution	conflict cause; conflict resolution ;
19	Hogan, J.	2014	Article	Administrators in UK higher education: who, where, what and how much?	Who are the 'administrators' in UK higher education? The definition administrator is explored	An understanding of role and the definition of administrators in higher education	Administrators
20	Hu Chidi	2005	Article	Stakeholder Analysis in Higher Education	Introduce the stakeholders of the university	Refer to the university stakeholders	stakeholder
21	Huang, H	2013	Article	Analysis and Coping Strategies of Occupational Conflict between College Teachers and Administrative Staff	Analyze and resolve the professional conflicts between academics and administrators in universities	conflicts between academics and administrators and causes	conflict cause; conflict resolution ;
22	Hussain, M. A., Elyas, T., & Nasseef, O. A.	2013	Article	Research paradigms: A slippery slope for fresh researchers	To provide research paradigm guidance for researchers: interpretivism, positivism, criticism	An introduction to research paradigms, basic	paradigm
23	Imenda, S.	2014	Article	Is there a conceptual difference between theoretical and conceptual frameworks?	Explain the difference between theoretical and conceptual frameworks	Explain the definition of theoretical framework; Definition of conceptual framework; purpose and significance	conceptual framework ; theoretical framework
24	Lewis, S.	2015	Article	Qualitative inquiry and research design: Choosing among five approaches	Five approaches of qualitative research are introduced	Five approaches Define and explain, pros and cons	Five qualitative approaches
25	Li, W.	2020	Article	Ambivalence thinking method: management of conflict relationship between college teachers and administrators	Use the contradiction thinking method to find the opposite needs of conflict relationship, objectively view the positive and negative sides of demand, think about the steps to achieve the positive side and avoid the negative side, and properly manage the conflict relationship	Key conflict causes and conflict resolution	conflict cause; conflict resolution ;
26	Lock, I., & Seele, P.	2015	Article	Quantitative content analysis as a method for business ethics research	Discusses the applicability and limitations of quantitative content analysis in studying ethical issues of business ethics	Self-reflection of quantitative research	qualitative
27	Mackenzie, N., & Knipe, S.	2006	Article	Research dilemmas: Paradigms, methods and methodology	Discussion of research methods and paradigms	Definition of research paradigm; Post-positivism; Interpretivism/Constructivism;	paradigm
28	Marić	2013	Article	Stakeholder analysis of higher education institutions	Based on the literature, identify key parameters for stakeholder analysis and their implementation in the higher education sector	It has reference significance for the stakeholders of design university	Stakeholder
29	Maxwell, J. A.	2012	Book	Qualitative research design: An interactive approach	The framework and conceptual framework of qualitative research design are introduced. Design of research questions;	Key authors in the field of qualitative research	qualitative; conceptual framework
30	Mitchell, R. K., Agle, B. R., & Wood, D. J.	1997	Article	Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts	Contributes to stakeholder identification and significance theory based on the fact that stakeholders possess one or more of the following three relational attributes: power, legitimacy, and urgency	Stakeholder types, theories and identification	Stakeholder

31	Ndum, V. E., & Okey, S. M.	2013	Article	Conflict management in the Nigerian university system	Examines conflict management in higher education institutions, with specific reference to universities in Nigeria. Identified some causes of conflicts and ways to manage them.	Conflict causes and conflict resolution	conflict cause; conflict resolution ;
32	Peng, R.	2015	Doctoral thesis	Research on the Conflict between Management Power and Teachers' Rights in Public Universities	Conceptual analysis of the conflict between management power and teachers' right in public colleges and universities, content and causes of the conflict, and conflict resolution	Conflicts: funding, scientific research and communication rights, personnel, reward and punishment systems, wages, benefits, democratic management	conflict cause; conflict resolution ;
33	Pritchard, D	2023	Book	What is this thing called knowledge?	Epistemology, the definition, types, sources and social dynamics of knowledge are introduced in detail	Epistemology	Epistemology
34	Qiu, B.	2017	Article	Research on the Conflict Mechanism of Harvard University's "Summers-style" Governance	The contradiction and conflict between administrative power and academic power in universities	Admit the existence of conflict, conflict is attributed to power differences. Conflict resolution	conflict cause; conflict resolution ;
35	Roberts, P., & Priest, H.	2006	Article	Reliability and validity in research	Demonstrate the rigor and credibility of quantitative and qualitative research	An introduction to the rigor and credibility of quantitative and qualitative research	Reliability and validity
36	Rocco, T.S., & Plakhotnik, M.S.	2009	Article	Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks: Terms, Functions, and Distinctions	Discuss the differences and similarities between theoretical and conceptual frames and their relationship to manuscripts	To help researchers conceptualize their research	Conceptual Frameworks; Theoretical Frameworks
37	Cheldelin, S. I., & Druckman, D.	2008	Book	Conflict	An introduction to conflict: negotiation, informal roles, mediation and arbitration, problem solving, facilitation and counselling	A deeper understanding of conflict, but not in the realm of higher education	conflict; conflict resolution ;
38	Schneckenberg, D., & Wildt, J.	2006	Article	Understanding the concept of ecompetence for academics	focus will be on eCompetence development models for academic staff	Definition and competency requirements for academic staff	academics ability requirements
39	Sellani, R.J. and Harrington, W.	2002	Article	Addressing administrator/faculty conflict in an academic online environment	The emergence of online teaching allows administrators and teachers to work together to solve common problems	Discuss the conflicts between administrators and academic staff in specific areas	conflict; conflict resolution ;
40	Smith, K.	2006	Article	The conflicts and contradictions of working in a mass higher education system	Specifically inquiring about staff support students' experiences, describing the experience of the higher education system, a system of conflict and contradictions, thus providing teachers' views on the nature of mass higher education in the UK	The format of the interview. The conflicts between administrators and academics and the ideas from the perspective of academic staff are listed	conflict; conflict resolution ;
41	Ramsbotham, O., Miall, H., & Woodhouse, T.	2011	Book	Contemporary conflict resolution	Introduce definitions and concepts of conflict resolution; Understanding of modern conflict; Prevention of violent conflict; Ending the conflict;	A very detailed introduction to contemporary conflict and conflict resolution, but no for HE	conflict; conflict resolution ;
42	Srnka, K. J., & Koeszegi, S. T.	2007	Article	From words to numbers: how to transform qualitative data into meaningful quantitative results	Systematic classification of qualitative-quantitative combination research designs and support for generalization models. We provide guidelines for its implementation and provide a blueprint for systematically converting interviewees' words into numbers that can be used for further (statistical) analysis	A guide to quantitative research methods	quantitative
43	Sun, L., & Cui, Y.	2019	Article	Analysis of Stakeholder Relationships in Higher Continuing Education	A review of the literature on university stakeholders introduces several important stakeholder classifications	It has reference significance for drawing out the stakeholders of universities.	stakeholder
44	Thanasegaran, G.	2009	Article	Reliability and Validity Issues in Research	The validity and reliability of instruments are valid studies. This paper attempts to explore these concepts and some problems related to measurement	Reliability and Validity definition; The validity and reliability of instruments	Reliability and Validity
45	Wahyuni, D.	2012	Article	The research design maze: Understanding paradigms, cases, methods and methodologies	This paper introduces the logical choices available in the research methods. This makes it possible to draw correct inferences to answer various research questions posed by accounting researchers.	A useful reference for considering qualitative case study design	paradigm; qualitative

46	Wallensteen, P.	2015	Book	Understanding conflict resolution	Understanding conflict resolution; The basis for conflict resolution; The complexity of conflict resolution	An introduction to conflict resolution in society	conflict resolution
47	Wang, W	2014	Doctoral thesis	Research on the Inclusive Mechanism of University Academic Power and Administrative Power	Power relations in higher education; Inclusion theory; Establish an inclusive mechanism	Inclusion mechanism is an interesting approach to conflict resolution in universities	conflict; conflict resolution ;
48	Warters, W. C.	1995	Article	Conflict management in higher education: A review of current approaches	A summary overview of conflict management mechanisms used in higher education	Traditional Ways, common ways and development of conflict management mechanisms	conflict resolution
49	Watson, N. T., Watson, K. L., & Stanley, C. A.	2017	Book	Conflict management and dialogue in higher education: A global perspective	The importance of conflict management; Definition of conflict; The nature of conflict in higher education; Training in personal skills for conflict resolution	The meaning of conflict resolution; Conflict resolution reference	conflict; conflict resolution ;
50	Watty, K.	2003	Article	When will Academics Learn about Quality?	Discussion of the quality of higher education	The importance of administrators and academic staff to the quality of education is explained	HE quality
51	Weyrauch, T., Herstatt, C., & Tietze, F.	2020	Article	The objective–conflict–resolution approach: A novel approach for developing radical and frugal innovation	Objective Conflict Resolution (OCR)	Design conceptual framework for the method of inspiration	Conceptual framework
52	Xuan, L., He, M., Xu, T., & Maalla, A.	2022	Article	Research on Management Model of Private Colleges and Universities from the Multiple of Stakeholders	The stakeholder model of higher education is discussed	It can guide the stakeholders of higher education	stakeholder
53	Yu, G., & Yin, J.	2023	Article	Evaluation Community: Research on the Construction of New Relationships in Higher Education Quality Evaluation Based on Stakeholders	To discuss and analyze higher education stakeholders as a community	list stakeholders of higher education	stakeholder
54	Zhou, L.	2006	Doctoral thesis	Research on University Organizational Conflict	The role conflict of universities is discussed from the perspective of social mission of universities	It mainly analyzes the conflicts in colleges and universities without focusing solely on administrative personnel and academic personnel	conflict; conflict resolution ;
55	Ackermann, F., & Eden, C.	2011	Article	Strategic management of stakeholders: Theory and practice	It explores how the senior management team can improve the robustness of its strategy by focusing on important concepts emerging from stakeholder literature	It provides conflict reasons for power and interest difference	stakeholder theory
56	Friedman, A. L., & Miles, S.	2002	Article	Developing stakeholder theory	A model is proposed which combines stakeholder theory with a realist theory of social change and differentiation.	Emphasize why it is important to distinguish between different stakeholders	stakeholder theory
57	Rahim, M. A.	2002	Article	Toward a theory of managing organizational conflict	This paper explores a theoretical framework for managing organizational conflict, including conflict types, conflict management strategies, and concepts of conflict management.	conflict types, conflict management strategies, and concepts of conflict management.	conflict; conflict resolution ;
58	Thomas, K. W., & Kilmann, R. H.	2008	Article	Five conflict management styles at a glance	This literature introduces five styles of conflict management, including competition, compromise, cooperation, avoidance, and compromise	Provide ideas for conflict resolution	conflict resolution ;
59	Fisher, R., & Ury, W.	1981	Book	Getting to yes: Negotiating agreement without giving in	Provides a method of consultation and negotiation designed to help people reach consensus in conflict without having to give up their own interests.	Consultation and negotiation of conflict resolution	conflict resolution ;
60	Blake, R. R., & Mouton, J. S.	1984	Article	The fifth edition of the managerial grid	This paper introduces the "management grid" model, which describes the different behavior styles of managers in conflict handling.	This paper introduces the "management grid" model, which describes the different behavior styles of managers in conflict handling.	Management style affects the development of conflict

Appendix 3 Interview Content Coding

NO.	CODE	CATEGORY	THEME
1	This is a problem of insufficient mutual understanding	Cause	Existing Conflicts
2	academics and administrators lack communication and understanding.	Cause	Existing Conflicts
3	The positions are different, so the perspectives are also different.	Cause	Existing Conflicts
4	Full academic freedom, flexibility in teaching, diversity in scientific research, greater autonomy and room for free play in all aspects	Cause	Existing Conflicts
5	The administrator feels that the process needs some monitoring and management	Cause	Existing Conflicts
6	Academics hope that administrative staff can provide more and better services to support their teaching and research. Being more proactive and proactive can create a better teaching and research environment.	Cause	Existing Conflicts
7	Academics hope that universities can pay more attention and invest more resources so that they can better train, continue to learn, and improve academically. Administrative staff will feel that training a person takes a long time and a lot of resources, so it is better to recruit some people from outside, which will be faster and easier to achieve the goal.	Cause	Existing Conflicts
8	I hope that the administrative side will not control too much or be too strict, but also provide more support services and create a good scientific research and teaching environment.	Cause	Existing Conflicts
9	When academics prepare their own teaching syllabus, teaching methods, and method presentations, they may have many original ideas of their own and will not strictly follow the regulations established by the university.	Cause	Existing Conflicts
10	The administrative staff or supervisors think that you have not strictly implemented the syllabus in accordance with the school's regulations, and may be somewhat different from the university's requirements.	Cause	Existing Conflicts
11	The management process and procurement process of the university are relatively complicated and require layer-by-layer approval, which is a waste of time and takes up a lot of teaching and research time. I hope that the process can be relaxed a little, and that the procurement project can be delegated to teachers to make decisions and purchase independently.	Cause	Existing Conflicts
12	the equipment is old or broken, it cannot be solved immediately and there will be delays.	Conflict	Existing Conflicts
13	Some people think simply, just buy a computer, which is not much (difficulty), but where does the money come from? How come? There is a process	Conflict	Existing Conflicts
14	The source of funds, repurchasing, finding maintenance personnel takes a certain amount of time, and the approval of funds all has a process.	Conflict	Existing Conflicts
15	The management of the Equipment Office is not in place and problems are not discovered in time.	Conflict	Existing Conflicts
16	affect class	Conflict	Existing Conflicts
17	There are different opinions between the two groups regarding the university's development goals, future plans, some measures or practices.	Conflict	Existing Conflicts
18	In terms of formulating some university's policies, regulations and management measures	Conflict	Existing Conflicts
19	administrators often feel the need to standardize management. The management regulations will be more detailed, and the management requirements will be stricter.	Conflict	Existing Conflicts
20	The pursuit is academic community	Conflict	Existing Conflicts
21	Flexibility or autonomy in scientific research and teaching	Conflict	Existing Conflicts
22	There will also be some disagreements in resource allocation, use of funds, and compensation.	Conflict	Existing Conflicts
23	Administrators often want to invest more resources in public facilities, campus environment construction, and hardware construction. Academics may prefer to invest these resources in "soft" aspects such as teaching and scientific research.	Conflict	Existing Conflicts
24	Academics will find their work more challenging and demanding, and hope to receive more remuneration, but administrative staff will also find their work difficult and demand more remuneration. There must be some contradictory	Conflict	Existing Conflicts
25	Administrators may not do enough in terms of service support	Conflict	Existing Conflicts
26	Recruitment and training of academics	Conflict	Existing Conflicts
27	There are two points that need to be resolved urgently. One is the university's future development planning goals or phased implementation paths. This is an important aspect related to the overall situation of the school. Everyone should raise their awareness, stand taller, and spend more time communicating and discussing the future development of the university.	Conflict	Existing Conflicts
28	The two contradictions between academic autonomy and management tightness are actually quite prominent.	Conflict	Existing Conflicts
29	In cases where the school formulates various policies and regulations without conducting extensive consultations with academics, it can lead to disagreements during the execution phase. This situation can result in some conflicts between administrators and academics.	Conflict	Existing Conflicts
30	For example, during the final exam period when teachers are submitting grades, sometimes they may feel the time constraint. In such cases, the policy-making process at our institution might not have considered academics, especially those who have a heavy teaching workload with multiple classes and supervisory duties, which can lead to situations where they cannot complete their grading within the specified timeframe. This issue tends to occur annually for these teachers.	Conflict	Existing Conflicts
31	Compensation and benefits.	Conflict	Existing Conflicts
32	Academics believe that the salary structure of our entire university is more tilted towards administrators, because the formulation or review and drafting of this policy is completed by administrative staff.	Conflict	Existing Conflicts
33	Not everyone will agree with the formulation of any policy, especially if it affects the vital interests of employees, or not everyone will understand it. Some people will even discuss things behind their backs, including personal attacks on individual leaders of our human resources department.	Conflict	Existing Conflicts
34	I think it may be unreasonable to favor them too much and ignore the interests and demands of another group.	Conflict	Existing Conflicts
35	able to properly resolve	Conflict Resolution Effect	Existing Conflict Resolution Methods
36	But they are all small problems and can be solved	Conflict Resolution Effect	Existing Conflict Resolution Methods
37	There are channels to solve	Conflict Resolution Effect	Existing Conflict Resolution Methods
38	There are still many ways to report	Conflict Resolution Effect	Existing Conflict Resolution Methods

39	It will not be said that there is no place to complain if you have grievances.	Conflict Resolution Effect	Existing Conflict Resolution Methods
40	Solve problems based on facts rather than subjective opinions	Conflict Resolution Effect	Existing Conflict Resolution Methods
41	Communicate directly with department leaders to report situations and negotiate solutions	Conflict Resolution Methods	Existing Conflict Resolution Methods
42	in writing to the relevant functional departments	Conflict Resolution Methods	Existing Conflict Resolution Methods
43	Report to the Office of the Communist Party of China in writing	Conflict Resolution Methods	Existing Conflict Resolution Methods
44	Report your opinions to the leader of your department, who will then go to the relevant department for coordination.	Conflict Resolution Methods	Existing Conflict Resolution Methods
45	Open Day" for university presidents	Conflict Resolution Methods	Existing Conflict Resolution Methods
46	report to the Disciplinary Inspection and Supervision Office if there are serious violations of laws and regulations or inaction. Because the functional departments are supervised by them	Conflict Resolution Methods	Existing Conflict Resolution Methods
47	report relevant problems to the university's superior authorities, such as the Education Bureau, Municipal Department of Education, etc.	Conflict Resolution Methods	Existing Conflict Resolution Methods
48	Several departments gathered together to hold a coordination meeting	Conflict Resolution Methods	Existing Conflict Resolution Methods
49	If the functional departments cannot solve the problem, a coordination meeting will be convened.	Conflict Resolution Methods	Existing Conflict Resolution Methods
50	Congress of Academicians	Conflict Resolution Methods	Existing Conflict Resolution Methods
51	Liaison meetings between functional department directors and secondary department directors are held once every quarter.	Conflict Resolution Methods	Existing Conflict Resolution Methods
52	President's letterbox	Conflict Resolution Methods	Existing Conflict Resolution Methods
53	"Open Day" for university presidents	Conflict Resolution Methods	Existing Conflict Resolution Methods
54	Teaching Committee	Conflict Resolution Methods	Existing Conflict Resolution Methods
55	There are also some relevant regulatory agencies in society.	Conflict Resolution Methods	Existing Conflict Resolution Methods
56	Teaching and Research Office	Conflict Resolution Methods	Existing Conflict Resolution Methods
57	Provide feedback to our superior management departments, such as the Guangzhou Municipal Education Bureau and the Guangdong Provincial Department of Education.	Conflict Resolution Methods	Existing Conflict Resolution Methods
58	In such cases, these matters would typically be submitted to administrators or discussed and decided upon during meetings or conferences, such as a staff meeting or a conference on compensation and benefits.	Conflict Resolution Methods	Existing Conflict Resolution Methods
59	Draft some related plans for everyone to vote on, such as plans A, B, and C. Each of these plans is roughly the same, but there will be slight differences. Whichever is higher in the final vote, or whichever is more than two-thirds, then we will follow that.	Conflict Resolution Methods	Existing Conflict Resolution Methods
60	There is a Teacher Complaints Office below the Discipline Inspection and Supervision Office.	Conflict Resolution Methods	Existing Conflict Resolution Methods
61	labor union	Conflict Resolution Methods	Existing Conflict Resolution Methods
62	Take up the weapon of law	Conflict Resolution Methods	Existing Conflict Resolution Methods
63	legal action	Conflict Resolution Methods	Existing Conflict Resolution Methods
64	It is recommended that you go to a grievance committee, such as an arbitration committee or a people's mediation committee	Conflict Resolution Methods	Existing Conflict Resolution Methods
65	hear a little bit,I haven't been exposed to it yet	Existence of Conflict	Existing Conflicts
66	Not something particularly serious	Existence of Conflict	Existing Conflicts
67	If academics abide by the rules and regulations, there should be no major problems.	Existence of Conflict	Existing Conflicts
68	There will be some differences of opinion or conflicts between the two groups of administrators and academics, or between individuals. This is a common problem.	Existence of Conflict	Existing Conflicts
69	It's not too prominent or obvious, it's not something too intense.	Existence of Conflict	Existing Conflicts
70	Disagreement is widespread, has existed for a long time, and will exist in the future.	Existence of Conflict	Existing Conflicts
71	Even though it's a minor issue, when arguments arise, the academics can have strong opinions about it.	Existence of Conflict	Existing Conflicts
72	I understand that these issues are recurring on an annual basis, which can become quite tedious to deal with.	Existence of Conflict	Existing Conflicts
73	If their interests are harmed, some people may be relatively sharp, while others may put forward relatively mild opinions.	Existence of Conflict	Existing Conflicts
74	A very intense conflict arises	Existence of Conflict	Existing Conflicts
75	I feel that because there are so many channels and methods for reflection, I don't think it is necessary to set up a special department for this for the time being.	Set up a Special Office of Conflict Resolution	Internal Optimisation
76	Setting up a department requires a group of people, which increases the cost of a group	Set up a Special Office of Conflict Resolution	Internal Optimisation
77	We have always been able to solve problems and have a relatively complete system. I don't think there is any need to add these additional ones.	Set up a Special Office of Conflict Resolution	Internal Optimisation
78	It will also be a trend in the future to set up a separate committee or group department to mediate such differences. Because the management and development of Chinese universities are gradually integrating with international standards. I think we can also learn and introduce some good practices from some international universities.	Set up a Special Office of Conflict Resolution	Internal Optimisation
79	This mediation committee and mediation group should be established as soon as possible	Set up a Special Office of Conflict Resolution	Internal Optimisation
80	Having a mediator-like role would be ideal in such situations.	Set up a Special Office of Conflict Resolution	Internal Optimisation
81	Setting up a dedicated role or appointing someone within the administrative office to handle conflicts and mediate between the different parties could be a practical and effective solution to address these recurring issues. This person could help streamline the process and improve communication, ultimately leading to more efficient conflict resolution.	Set up a Special Office of Conflict Resolution	Internal Optimisation
82	He can actually be located in the Teacher Resources Department within our school's administrative office, right? Typically, it's teachers who communicate, so having a teacher take on this part-time role where all teachers can bring their issues for resolution here could work well.	Set up a Special Office of Conflict Resolution	Internal Optimisation
83	Form more consensus and reduce differences, and everyone will work together for a common goal.	Suggestion	Internal Optimisation
84	The development of the university should not be hindered by differences in understanding, contradictions, and internal friction.	Suggestion	Internal Optimisation
85	Reduce differences and reduce internal friction	Suggestion	Internal Optimisation
86	As for third-party mediation, I personally think it is because China has China's national conditions. And China has its own relatively good experience and handling methods.	Suggestion	Internal Optimisation
87	Effective communication can indeed help in resolving these issues.	Suggestion	Internal Optimisation
88	I have not used relevant channels because I am an administrative staff, so sometimes it is not very convenient to go there.	Suggestion	Internal Optimisation
89	There is no mention of providing training specifically on handling conflicts.	Suggestion	Internal Optimisation
90	His image, including his privacy exposed, may produce some extreme emotions.	Suggestion	Internal Optimisation
91	The process is quite reasonable	University System	Internal Optimisation
92	As long as someone monitors it, our process is relatively smooth.	University System	Internal Optimisation
93	The university rules and regulations are relatively sound	University System	Internal Optimisation
94	The entire university is divided into three categories of personnel. One category is professional and technical personnel. All teachers! They are all professional and technical personnel, including laboratory technicians and libraries. The corresponding positions in these libraries belong to professional and technical personnel, and we are engaged in administrative work. It just belongs to managers. There are also three categories of public servants who provide logistical services.	University System	Internal Optimisation