

# Assessment of application for an academic position



In connection with your application for an academic position offered by the University of Southern Denmark an Assessment Committee has offered the following assessment.

## Personal data

Last name	Hazel
First name	Spencer
Birthdate	16/12/1966
Home address	Hyldegårdsvej 7, 3th
Postal code	2920
City	Charlottenlund

## Master's degree

University	University outside of Denmark
Year completed	2008

## PhD degree

University	Roskilde University
Year completed	2013

## Assessment

**Presentation** Spencer Hazel (SH) holds a master's degree in Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) from the University of Newcastle upon Tyne acquired in 2008. In 2013, SH acquired his Ph.D. degree from Roskilde University, dissertation on Interactional competence in the setting of the international university. Following his Ph.D. degree, SH was employed as an Assistant Professor/Postdoc (2013-2015) at the research project Language and Interaction in the Global Corporation (LINGCORP) at Roskilde University. Since 2015, he has held positions as Associate Researcher in LINGCORP and as Senior Researcher at the research project Social Objects for Innovation and Learning (SOIL/VELUX fund) at University of Southern Denmark.

**Scientific qualifications** SH's research experience stems from his previous employments as Research Assistant, Ph.D. scholar, Assistant Professor, Associate Researcher, Senior Researcher and research consultant. Recurring themes in the applicant's research are language and interaction in institutional settings, and learning. SH's research has a clear international profile.

The enclosed publication list references 28 separate publications: 11 journal articles, 5 book chapters, 2 proceedings for symposia, SH's Ph.D. dissertation, 2 journal articles in review, and 7 texts in preparation or in draft. The list of publications includes both individual and co-authored works written in English.

The applicant has included 6 publications for assessment by the committee. Below each publication is assessed individually before addressing the overall academic qualifications of the applicant in relation to the position within international organizational communication, understood as communication in, to and/or from organisations.

***“Acting, interacting, enacting – representing medical practice in theatre performance”, (to appear, August 2015). In Malene Kjær, Jens Lohfert Jørgensen & Anita Holm Riis (eds). Thematic Issue on ‘Health’, Akademisk Kvarter/Academic Quarter. Aalborg: Aalborg University.***

A single-authored journal contribution (special issue). The article investigates how theatre practitioners

develop representations of interaction in clinical environments. It is argued that the activity of ‘doing notes’, a practice from the theatre rehearsal setting, may offer a useful method for reflective practice in healthcare provision. The study represents a relevant contribution to organizational communication and counselling in healthcare.

***“The Paradox from Within – Research Participants Doing-Being-Observed” (forthcoming) Qualitative Research).***

A singled-authored journal contribution which addresses observer’s paradox in qualitative research, more specifically in video recordings of interaction in the institutional setting of a university community. The article shows how the participants are able to utilize the recording instruments as resources to negotiate their social relations and identities as members of the university community. The article contributes to understandings about how qualitative data is co-constituted. While the subject of the article is not organizational communication, it touches upon a methodological issue which is often relevant in empirically based research, e.g. within organizational, strategic communication.

***Hazel, Spencer and Johannes Wagner (2015) “L3 and L2 integrated learning – lingua franca use in developing an additional language in the classroom”. In Paul Seedhouse and Christopher Jenks (eds.) International Perspectives on the ELT classroom interaction. Basingstoke: Palgrave MacMillan, 149-167.***

A co-authored journal article reporting an interactional study of the use of English in Danish-as-a-foreign-language classroom setting. The analysis shows how students’ competences in lingua franca English are drawn on as resource for understanding structures in Danish how their interactional competences regarding language choice are contingent features of the social identity of doing-being-a-competent-multilingual. While the article is relevant to international language learning strategies, it is only marginally relevant to organizational communication.

***“Identities at odds – embedded and implicit language policing in the internationalized workplace”. In Hans Jørgen Ladegaard and Christopher Jenks (eds.) Special Issue: ‘Language and Intercultural Communication in the Workplace: Critical Approaches to Theory and Practice’. Journal of Language and Intercultural Communication, 141-160.***

A single-authored journal contribution on how linguistic identities are indexed against institutional positions in international workplace settings such as business meetings and university helpdesk service encounters. The study shows how the participants topicalize linguistic identities that go against normative expectations, thereby engaging in language policing at the microlevel of talk. It is argued that language-political practices develop a more nuanced understanding of the in situ construction professional identities that complement e.g. discourse analysis based approaches and studies in the area of language policy, ideology and attitudes. The article offers a valuable methodological contribution to the investigation of the interconnectedness between policy level and interactional practices in an international workplace environment.

***Mortensen, Kristian and Spencer Hazel (2014) “Moving into an interaction - embodied practices for initiating interactions at a help desk counter”. Journal of Pragmatics, 62, 46-67***

A co-authored journal contribution which investigates how help desk encounters for exchange students are initiated, how the participants engage in highly systematic and sequentially organized moves and how they negotiate the situation at hand through multimodal resources such as space, mobility and objects. Through the opening activities the participants achieve mutual alignment from which the encounter emerges. The article provides in depth insight into the organization of openings in institutional talk. The article addresses the organization of institutional talk and as such is relevant to organizational communication.

***Hazel, Spencer and Kristian Mortensen (2014) “Embodying the institution – object manipulation in developing interaction in study counselling meetings”. In Rasmussen, Gitte, Kristian Mortensen and Spencer Hazel (eds.) Special Issue: ‘A body of resources -CA studies of social conduct’, Journal of Pragmatics, 65, 10-29.***

This co-authored journal article investigates how multimodal communication is used as displays of understanding in study counselling meetings at a university. In particular, the article focuses on how objects are used in conjunction with talk, gaze, and postural orientation to construct local social order in this institutional setting. It is demonstrated how objects perform co-constitutive meaningful action and are utilized with other communicative resources to manage the sequential organization of the unfolding institutional interaction. The findings suggest that social activity and institutionality must be described in its multimodal complexity. The subject multimodality in institutional interaction seems relevant to the field of organizational communication.

Overall, SH has a clear research profile within international institutional interaction and language learning. This profile is clearly demonstrated in the enclosed publications. He has also contributed to these research areas through participation in funded research projects and extensive participation in conferences. SH’s research profile contributes clearly to the field of institutional interaction in international environments and, therefore, to the interactional approach to organizational communication.

Teaching  
qualifications

The applicant’s teaching qualifications are described and documented in the enclosed teaching portfolio. SH started his university teaching career in 2006 as English teacher at Jogakuin Women’s University, Hiroshima. In 2008 he was employed as part-time Language teacher at Newcastle University and

Northumbria University. As Ph.D. scholar at Roskilde University (2010-2013) he has had teaching responsibilities in English language project supervision and research methods. As an Assistant Professor (2013-2015) SH taught a variety of courses/ held supervision also at Roskilde University, and has since 2014 been employed as external lecturer at the same place. Since 2014 he has been guest lecturing at different Danish universities and at Newcastle University. His portfolio of courses includes Ethnomethodology, Conversation analysis, Interactional Sociolinguistics, Multimodal interaction, Textual Analysis, Literary Analysis, Academic English, Creative Writing, Research Methodologies, Semiotic Theory, Computer Assisted Language Learning, and Communication Studies and Sociolinguistics.

SH has experience within various types of exams and assessments and has been involved in curriculum development. Two examples of course proposals - one on qualitative research and one on creative writing - are enclosed.

SH has attended the Associate Professor certification programme at Roskilde University, including collegial intervention and student feedback. In addition, he has acquired teaching certificates from two other Japanese and UK teaching institutions.

Other qualifications

With his background as employed in the research project LINGCORP and at the research center CALPIU, and with his experience as research consultant at CBS and King's College where he has conducted workshops within transcription and linguistic analysis software, SH has demonstrated an ability to collaborate across research environments. He also possesses additional qualifications in relation to collaboration including professional experiences in the creative industry. His international profile in relation to research and teaching is outstanding.

Conclusion

In summary, the assessment committee concludes that SH is qualified for the position. The application shows a remarkably strong international research profile within language, institutional interaction and competence in international settings and an impressive international teaching profile. He has extensive experience with research networking as well as experience with project application and project management. SH has strong research and teaching ties to the field of institutional interaction. He has more peripheral experience with the strategic focus within the organizational communication discipline. SH has an extensive experience of teaching in English in international environments, and he has covered a variety of subjects/fields in his teaching and supervision activities and consultancy work, including methodological issues with relevance for international organizational communication.

Based on an overall assessment of the applicant's qualifications compared to the listed requirements, the assessment committee finds Spencer Hazel qualified for the position as Associate Professor in International Organizational Communication.

Qualified/not qualified

Qualified