

MERGA: Including the X and Y in Mathematics Education Research

Peter Grootenboer
Griffith University
p.grootenboer@griffith.edu.au

Naomi Ingram
Otago University
ningram@maths.otago.ac.nz

MERGA has enjoyed a strong and rich history since its inception over 30 years ago. In that time it has been instrumental in supporting and developing a prominent group of mathematics education researchers who have made a significant contribution to the field. The purpose of this Round-Table Discussion is to consider how MERGA and its members might continue to promote, support and encourage mathematics educators from generation X and generation Y (and beyond), so they can stand on the shoulders of those who have gone before, and continue to build the stellar reputation of mathematics education research in Australasia. This discussion is open to both experienced and novice researchers, and hopefully it will lead to some strategies and ideas for succession planning that will ensure the health of MERGA and mathematics education research into the future.

Hugo, G. (2005). Demographic trends in Australia's academic workforce. *Journal of Higher Education Policy and Management*, 27(3), 327-343.

- Factors affecting the academic workforce include:
 - “Age heaping” due to the rapid increase in academics in the late 1960s and early 1970s.
 - Increasing participation in tertiary education.
- In education, academics usually work as teachers before starting their academic career.
- There is limited data, but anecdotally it appears that the age distribution of education academics (including mathematics education) is skewed towards the top end and has a significant tail.
- As a professional association, we need to be thinking and planning strategically about ensuring new mathematics education academics are recruited and supported.
- Mathematics education groups to consider:
 - The MERGA exec and membership in general
 - Senior academics
 - Mid-career academics
 - New academics
- Examples of successful succession strategies.