



Academic Life Today

Leadership, Good Will and Collegiality

Peter G. Taylor

Roger Landbeck asked me whether I would be interested in contributing to this issue of the HERDSA News, with its focus on administration. I accepted his invitation with little hesitation. My experience of an administrative role came in a former life – I was a Head of Department in a secondary school for ten years prior to my move to higher education. I learned a number of things when I was in that role.

- One of the most important roles was to make teaching possible. That is, I had to take care of a range of issues in ways that made it possible for my colleagues to focus on their teaching. This was partly a 'gatekeeper role', and partly making sure that I collected and collated information that would be needed 'further up the food chain'.
- I also saw how those above me in that food chain worked very hard to achieve similar ends. That is, they worked to ensure that problems that would otherwise impact on me, were dealt with elsewhere.
- I also saw the enormous potential of creating opportunities for people to explore new practices. That required the capacity to explain why former practices were no longer appropriate. It also required skills in both encouraging creativity, and protecting those who were taking risks. The last point is particularly important, as changes are very vulnerable while they are still in the fledgling stage.

These experiences mean that I tend to see leadership positions as opportunities

rather than sentences. And I see that good practice in those areas should make work more interesting to do, and those who do it more productive. However, universities are much more complex organisations than schools. This makes the achievement of these outcomes more difficult. The challenges facing academic

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managers are, in many senses, framed by the broader challenges facing higher education. I have in mind issues such as 'doing more with less', maintaining the quality of what is done, responding to the expanding range of student expectations and needs. Then there are challenges that are more role-specific: leading and managing in the context of rapid change in the expectations of universities; balancing the role of leader and manager with the roles of researcher and teacher; and, budgeting.

It is both fashionable and appropriate to suggest that 'all university workers are leaders and managers'. I am particularly aware of the need, in our complex and relatively anarchic work settings, to manage 'up' our organisational hierarchy, ie, to manage our managers. However, there is a very significant difference between self-managing and managing the work of others. The latter involves responsibilities for creating the

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Administration

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From the

Editor

This issue is the second in our series on Academic Life Today and focuses on academic administration. Not exactly designed to become best selling material, given the dislike of administration expressed by many academics. However I think you will find some very useful insights into administration from the different writers who were invited to contribute to this issue. We have tried to look at administration from a wide variety of views and encourage a new look at an unpopular topic.

Joyce Kirk seeks to make a strong case for administration to support and develop student learning. It was a new approach to me and very refreshing.

The contributions of two professional administrators, Christine Stephens and Karen van Haeringen, should reduce the suspicion of academics towards 'the administration' and hopefully provide a greater appreciation of the work done by these staff.

In contrast to the tone of most of the articles Linda Hort provides us with a whirlwind tour of a day in her life as a manager from which she emerges smiling. Perhaps her experiences will encourage others to take on an administrative role.

Those struggling with the administration associated with large

classes should find useful practical ideas provided by the group from QUT.

Research projects reported in Research in Higher Education from Edinburgh and Otago are examining two important topics, the quality of student learning and teachers' conceptions of teaching.

I draw special attention to the review of Peter Taylor's book 'Making Sense of Academic Life' by Darryl Jones. Readers will quickly identify with the picture of academic life today painted by Darryl and then hopefully will be encouraged by what he experienced through the insight and analysis of Peter Taylor. This is a timely book which fits well with our current theme.

For Australian readers the Senate inquiry into higher education is of great importance and HERDSA members are encouraged to send contributions for the submission which the Society will be making. See below for details.

Finally I extend my congratulations and best wishes to Peter Taylor and his team of editors who will be shortly taking over the editorship of the societies' international journal HERD. We hope to work closely with each other.

Roger Landbeck

SENATE INQUIRY

Inquiry into the Capacity of Public Universities to meet Australia's Higher Education Needs

The Australian Senate Employment, Workplace Relations, Small Business and Education References Committee has set up an inquiry into Australian Higher Education. It invites persons and organisations to express views on some or all of its terms of reference by the end of March 2001.

All details are available at

http://www.aph.gov.au/senate/committee/eet_ctte/advert/eet-highed.htm

The HERDSA Executive Committee, at its November meeting decided to make a submission to the Committee. Members wishing to contribute ideas, comments for the submission should send them to Coral Watson at the HERDSA office.
Email: coral.watson@effect.net.au



Leadership, Good Will and Collegiality *continued*

conditions within which others work. The examples offered above illustrate this.

The organisational structure of many universities can make life very difficult for those who occupy leadership roles. One of the deans interviewed as part of an EIP project reported in Taylor, Lopez and Quadrelli (1996), and quoted more fully in Taylor (1999, pp 70-71), described his situation thus:

“...if universities are to continue to evolve, we need to give much greater attention to the terms we use and to the range of meanings that their use evokes.”

It is wrong thinking to imagine that I am in control here. Yes, I am held accountable, but while I can influence the agenda, in fact I have very little power to make it happen. Universities have very devolved decision-making processes. Some of them do not make for efficiency. ...The whole system works in mysterious ways. But this recognizes that I do not have all the answers, that there is an enormous pool of talent and expertise located in those Schools. It reflects the value of collegiality, and it is very dependent on goodwill.

Given this reference to the importance of collegiality and good will, I want to comment briefly on three issues:

- the leadership of identifying and naming issues;
- the importance of dissatisfaction (to change); and,
- the value of committees.

Identifying and naming issues

We create 'reality' through the processes of naming and describing. Naming is a selective process—it draws attention to some issues, while simultaneously drawing attention away from others. It is a constructive process, 'forming' objects for thought, eg, 'managerialism', and a political process in terms of allocating significance to those objects, eg, strategic planning. The learned skepticism of academics often leads them to be suspicious of moves to adopt 'names' from the for-profit and/or government sector/s.

Use of the term 'leadership' is itself a political act. Its use signifies the priority

given to producing change over creating or maintaining order, ie, managing (Kotter 1990). Kotter's argument is that uncertain times place a priority on the use of processes associated with leadership—direction setting, aligning people, motivating and inspiring staff—rather than the use of management processes, such as planning and budgeting, and organizing and controlling staff.

So too is use of the term 'collegiality'. Its use signifies a valuing of processes of participative decision-making, and of respect for differences in views, amongst other values.

But leadership and collegiality are sometimes seen as opposing commitments: one to get things done, the other as a strategy for filibustering. A second set of opposition viewpoints sees leadership as involving bulldozing, while collegiality offers hope for consensus building. While both can accurate, many acts of leadership involve a focus on language, on the development of shared understandings, understandings that cohere with the use of particular words.

My suggestion is that if universities are to continue to evolve, we need to give much greater attention to the terms we use and to the range of meanings that their use evokes. Similarly, introduction of new terms, like 'flexible learning', needs to be accompanied by sustained efforts to develop shared meanings. Simple announcements of new visions or directions, captured in catchy media-bite terms like 'just do it', may work in some settings, but are unlikely to energise any coherent change in university work practices.

The importance of dissatisfaction

I suspect that the intuitive response to most leaders is that 'dissatisfaction' in 'the troops' (or anywhere else) is a signal that something is wrong. The first move is often to 'fix it'. On the other hand, my reading of the literature on change suggests that people are often asked to change 'from' something which they still value.

I suspect that we undervalue 'dissatisfaction'. It really is the starting point for change. If that is the case, then leaders might be more constructive in their response to it, using time to explore its source/s. Indeed, leaders ought to help their colleagues identify 'what is wrong with the status quo' before they invite them to join any change process. Indeed, as I have argued elsewhere, there is every reason to acknowledge and grieve the loss of what was/is, before attempting to replace it (Taylor 2000). Forcing change

diminishes good will.

Even issues of dissatisfaction on a smaller scale need to be better understood before 'band aids' are applied. Too many band aids can hold a failing structure/practice in place long after its use by date has expired.

University committees

Recently I was invited to comment on a proposal to disestablish a university-level committee within my University. Some might think that all committees should face a similar fate. I am less inclined to condemn all to this fate.

My response included the view that this committee had made a number of major contribution to the University. Most obviously it established (and 'policed') university-wide course (and subject) development procedures and standards. In so doing it made a significant contribution to the University's pursuit of the principles of equity. I also acknowledged that its 'policing' role had been seen as less than positive by some members of the University community. As a forum this committee had brought together people who are likely to be at the work-end of course development. That is, its membership tended to be course/program

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convenors rather than Deans and Head of Departments. Thus it provided an opportunity for staff at this level to share thinking, to gain an appreciation of the wide range of curriculum practices within the University, and to give (and have recognised) service to the University.

But committees serve other roles. They serve as a forum to share intentions (with service elements like my own having an opportunity to appraise the implications of these intentions), and to make available to the university examples of both 'good' (and 'poor') practices, in this case course development practices.



Thus, while some committees may be unhelpful, I argue the continuing value of committees that:

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- act to promote a sense of history (and thus serve as references against which 'progress' might be monitored and achievements celebrated);
- promote a sense of community and good will between within otherwise disparate (even competing) elements of the University; and,
- invite participation in the broad task of institutional governance by the broadest range of 'stakeholding' individuals.

Thus rather pursuing a reduction in the number of committees, the challenges may be to ensure that some individuals

are not involved in too many committees, and that each committee bring together those whose work is most directly connected with its work. Committees provide one of the few remaining forums for the expression of collegiality across the institution.

This brings me back to my initial discussion, where I illustrated the importance of leaders and managers – administrators – as creators of the conditions within which staff work. This role is extremely important. If universities are becoming less satisfying places to work, as Glen McConville's (2000) and Craig McInnis's (1999) work suggests, perhaps there is a need to actively explore how we can create better conditions for our leaders and managers to work in. Surely that is what good will and collegiality call for?

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NZEAS 25th Jubilee Edition

A History of Educational Administration in New Zealand, 1975-2000: A Critical Celebration of Educative Leadership in a Reformist Era

Purpose

To mark its 25th jubilee as a professional association, the New Zealand Educational Administration Society has commissioned a reference edition intended to document and reflect insightfully on changes to the administration of New Zealand education in the period 1975-2000.

Objectives

This reference text will

- record the history of changes to educational administration across the sectors of New Zealand education in the last 25 years,
 - critically examine the extent to which changes to educational administration have served educative ends with regard to key issues,
 - critically examine the extent to which changes to educational administration have served educative ends from a range of perspectives,
- and
- identify outstanding issues and challenges.

Specification

The completed edition will have about 20-24 chapters in APA style, each of about 5,000 words, organised in five parts.

Invitation

Scholars and practitioners are invited to form teams and submit a preliminary expression of interest to the Editor, setting out a preferred approach in general terms.

Inquiries

Inquiries should be directed to the Editor, Professor Reynold Macpherson, Director, Centre for Professional Development, University of Auckland, Private Bag 92019, Auckland, **Work Phone** 9 373 7599 extension 4504, **Fax** 9 373 7474. **Email:** r.macpherson@auckland.ac.nz



Administration: Enabling or burdensome for teachers and their students?

Joyce Kirk

"Love and other catastrophes" was a popular and funny movie a few years back. But behind the laughter for me at times was the embarrassment of seeing the students being given the run-around when trying to enrol in

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subjects at University. In a few conversations with colleagues about the movie the subject moved on to the changes in academic work that have occurred over the past ten years or so. One of the most frequently mentioned aspects was the increase in administration to the point where some of my colleagues felt that it was distracting them from their teaching and their research and placing an overwhelming burden on them. Reasons given for this increase ranged from the imperatives of public accountability to the impact of managerialism on universities, from the declining public funding base of universities to the rising expectations of employers of graduates, from intensifying competition among universities to the diversity of students entering

university. In this short article I want to locate administration in the context of teaching and learning as a way of exploring its contribution to the learning process and suggesting some approaches to minimising the burden that it seems to be for a considerable number of my colleagues. I will draw primarily on my experience as an Associate Dean with responsibilities for undergraduate and graduate coursework programs in the Faculty of Humanities and Social Sciences at the University of Technology, Sydney.

In his article on managing academic life in the last issue of HERDSA News, Royce Sadler reminded us of the centrality of the two primary elements in academic work: teaching students and extending the publicly accessible stock of knowledge. He argued that other elements, including 'administration, entrepreneurship, leadership in the profession, consultancies and service (whether to the university, to departments or to our professions) must be subservient to these two' (p. 5). It is my contention that administration should be an enabling factor in teaching and learning for both academics and our students and that it can make a significant contribution to the development of independent and autonomous learners.

But what is 'administration'? In a teaching and learning context it refers broadly to the management of teaching and learning and to the policies, processes, strategies, systems and activities that support student learning. The responsibilities for the management of teaching and learning of course occur at different levels throughout the university. For example the policies that shape the curriculum and the processes of course development are usually University-wide, so too are funding strategies for libraries, teaching and learning spaces, technology infrastructure and administrative systems. Faculties, schools and departments implement University policies and guidelines in the development of courses and subjects,

monitor their quality, recruit academic and support staff as well as provide specialist resources. Academics, sometimes individually but increasingly more often as teams coordinate and teach subjects, assess student performance and select learning resources. They also offer advice to students on different matters such as subject selection, approaches to study and career options. Support staff also provide advice to students in line with their specialist areas of expertise such as counselling, media production, equity, laboratory supervision and student information systems. Students are expected to manage their own learning drawing on the support services and advice provided to them and making their learning needs known.

It must be said that these examples are arranged in a top-down fashion that renders invisible the relationships and flows of information among the different levels. It also hides the inevitable tensions between the administrator's quest for the one best way and the academic's quest for the exceptions to the rule, a tension powerfully outlined by Eliot Freidson (1986). However, this particular arrangement does reinforce the complex nature of administration and its integral place in the learning process in universities. It also highlights the need for those involved in managing teaching and learning at all levels to share their experiences in the interest of creating the most effective learning opportunities for students.

What then might be a useful framework for the policies, processes, systems, strategies and activities that might be put in place to support student learning and the progress of students through their programs of study? A view of students as lifelong learners who choose to engage in the educational programs offered by universities seems to me to provide such a framework. If our students are to develop and enhance their capabilities as lifelong learners then we need to enable them to develop their capabilities not only in the classroom and its surrogates but also through their engagements with the learning environment.

That environment needs to reflect the value that we place on autonomous and



independent learning. So if we decide that it is important for students to identify their learning styles then we need to reflect a range of learning styles and media in the ways in which we interact with our students. If we want students to

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make informed choices about the courses and subjects they study we must provide them with clear, accurate and reliable information in different formats and design courses in ways that are intelligible to them. Similarly if we expect students to select subjects offered by different departments then we must design class schedules and timetables to enable their participation in subjects of their choice. If we want students to take responsibility for their learning we must allow them to make decisions about their study loads based to a large degree on their assessment of their capabilities as well as any legislative and policy principles rather than approval by a Course Co-ordinator. Of course we must also allow students to adjust their study loads within reasonable time periods should their self-assessment be inappropriate.

Administrative processes are shaped in the first instance by considerations about learning and then by considerations about the systems, procedures and activities that are most efficient and suitable. The use of a learning framework for the management of teaching and learning restores value to administration by integrating it into one of the primary elements of academic work. It also allows

academic and support staff to make decisions about who needs to be involved in administration and at what points their expertise is most useful and productive. Wise administration has the potential to enhance the learning process by enabling students to focus on their learning rather than on the administrative aspects of their progress through courses and subjects. A learning framework for administration demands that attention be given to the documentation of students' progress through their courses irrespective of whether records are paper-based or electronic. It also raises issues about the privacy of that documentation and other information that students provide about themselves and their circumstances.

What might some administrative processes, systems, strategies and activities look like in a learning framework? The major difference stems from the focus on students' learning rather than on other considerations such as information technologies, convenience, or rules and regulations. A key

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component of the administrative support for teaching and learning in the Faculty of Humanities and Social Sciences at UTS is the Faculty Student Centre, a one-stop service centre responsible for providing administrative advice to students and for developing student administration systems in collaboration with appropriate University level units. Professional administrators staff the Centre and its manager reports to the Associate Dean. This has been a very successful initiative since by a number of other Faculties.

There are two roles filled by academic staff that are significant in the

management of teaching and learning. There are Course Advisers who have specified responsibilities in relation to student progress including the provision of academic advice through leaflets, web pages, email and phone calls. The Course Advisers are supported by the Faculty Student Centre. There are also Subject Coordinators who have specified responsibilities, some of which are directed towards the management of subject design, delivery and assessment. Among their responsibilities are preparing and making available subject outlines, briefing of part time staff, moderating grades and recording assessment results. It is essential that these roles are factored into the workloads of those who fill them. The positions are seen as development opportunities and the achievements that are made can then be used as evidence for the purposes of promotion or career development.

This very brief overview suggests that it is possible to view administration as an integral and legitimate part of teaching and learning. A learning framework for administration can inform the design and development of policies, processes, systems and strategies that can enhance student learning and at the same time allow academics, support staff and students to place a greater value on this element of academic work. The framework that is suggested is essentially student-focussed and it provides a context for decision making about the management and administration of teaching and learning.

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From 'Us' to 'Them': Experiences of an Academic Manager.

Linda Hort

Let me start by describing for you a typical day:

The drafts of the information flyers for the postgraduate day are ready – can I look and approve them? (I recall the last batch approved by me; the typographical error was found after the print run of 2000 and they had to be destroyed. Is the spelling in this draft OK?)

The HR assistant setting up the selection committee for the associate lecturer in another School is asking me to reply about diary times – can I do these days? It'll be on another campus and I am the external on the panel – am I the token woman again? How much diary juggling will this take?

The Business Director has an appointment to see me. The corporate golf day is in another month – who do I want to invite so that I can make the appropriate business contacts and flatter the right supporters and sponsors? I cannot think of anyone – but I find a typographical error in the flyer.

A fee paying PhD student did not take up his place last semester, and the staff member keen to supervise him has left – do we wish to make him an offer for the coming semester? Is there someone who might wish to supervise him now? I leave the file with the staff member who was nominated as the second supervisor (who will be on study leave next year) to see what he suggests about this.

A staff member storms into my room: the postgraduate flyers! (Are they not OK?). The University image and marketing people have changed the logo he put onto the flyer – why is everything he tries to do frustrated by this place? I call the marketing group – he has copied his logo from another School ('sure, I did', he says 'it was a great logo so I thought we could use it too'). Ours will need to be different. We discuss other possibilities and he grumps off to try to think of alternatives.

The budget manager drops in. I have not had budget information for three months as a new finance system is being put in place. This is not a final statement for three months back but it shows me the format that the new statements will be in. I will have to learn to understand it.

A colleague drops in with a research grant application – its due tomorrow – could I read it over and make suggestions before this afternoon so that he can make

changes and get it in tomorrow? I tell him I'll get comments back into his letter-box after lunch.

One of the students in my Honours

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class drops in a draft assignment. Could I look at this please? She is desperate to get a first class. Sure, I'll e-mail her when it's done.

There's a School meeting in two weeks – a staff member sends a pro forma she is working on for a new course offering – can I read it over and comment and put it on the agenda for the meeting? That's reminded me – a group of staff are suggesting we cancel one of our courses – that needs to go onto the agenda too. I e-mail the secretary to ask her to include both the items on the agenda. Then check my action folder to discover the agenda has already been done and sent out. Can we do a supplementary agenda please?

The HR Manager comes for her appointment. We are recruiting a new Professor for the School. She has had some names suggested. Could I call them? I create a positive optimistic tone and ring the candidate from Australia. I get a voice mail. It's got to be nighttime in the UK doesn't it? I'll leave that until I have worked out the time differences.

It's a good day. I have not had meetings that take two and three hour blocks out of my day. I have not even had to travel to another campus. I have been able to work around the appointments and the crises. I've been able to achieve quite a few things. Why would you do it?

I enjoy it. I really do. I enjoy the immediacy of the problems and their solutions. I enjoy the feeling of competence, as I achieve what others have not been about to do. I enjoy the challenge of sticking at it when it is not working out and persisting to get this one solved. Mostly, however I enjoy it because I am a believer that function follows structure. Get the structure wrong and people will spend hours and days and lifetimes hitting the constraints that the structure has imposed on them and not achieving what they want. Modify that structure so that opportunities are available, so that tasks can be undertaken in slow, achievable steps, so that support and help is available at the right times and suddenly everyone can do more of what they are trying to accomplish. Research gets done, papers get written, classes run smoothly, PhD students complete. No all, not all the time – but a difference is made. As one of 'them', I can make a difference and I do it for myself and my colleagues and the students.

Does it frustrate me? Sure. In being one of 'them' as opposed to 'us', I have learned that there are principles that you must apply. Some of these are:

“Never react to what has occurred immediately.”

Never react to what has occurred immediately. In fact it is best to react the next day, even the next week if you can. That way you develop a sense of perspective and distance and the personal involvement is not as high. Personal involvement in this game is not something that helps.

A corollary to this is that time is not a critical factor in university administration. With almost everything delays are no problem: an advantage even.

I find it helps to think the best of everyone in what they are doing. Does this mean you get 'done over' occasionally, taken for a ride? Sure it does. Given that you are not personally involved this is less problematic. Does it mean you are naive? Not really. You know these things



happen. But this attitude gives an opportunity again – for everyone to try get the best outcomes from their own point of view.

“I find it helps to think the best of everyone in what they are doing. Does this mean you get ‘done over’ occasionally, taken for a ride? Sure it does.”

I assume that if it frustrates me, I can change it. That's why I am here – to make a difference. Go Hard or Go Home, they say in the sporting jingles, and for me university administration is the same. I am here to do it, so I try. This will not always work. There will be things that you have to learn to work around but you can perhaps learn to be more efficient about them.

These four principles keep me thinking in the role that effective administration seems to require. Distance from the personal and a focus on structure seems help me to do what I need.

There are however, personal lessons to be learned. I have found that I have my strengths and I have my weaknesses. The job involves too much to be able to do it all well. Staff management, budgeting, external promotion, commercial activity, student focus, research management, even design of rooms in buildings and colour choice. I'm terrible at some things – celebration of achievements is something I always forget to do. Entrepreneurial thinking is not me at all. But managing staff, managing students, managing research I can have a go at. I find that you need to feel good about what you can do and not be too hard on yourself about the things you cannot.

Can you keep your research, and even your teaching going while you are doing this? No you cannot. Or certainly I cannot. However, I am putting in place structures that will make those tasks

easier for me when I do return to the 'us' fold, as my management stint ends. I am looking forward to capitalising on those changes that have helped the other staff in my School, when my administrative job ends.

Ooops! There's the phone. A PhD student has not been able to get a library book on inter library loan. Can the School buy it for him? It costs \$US 149...Guess I'd better get back to it.

Dr Linda Hort has been the Head of the School of Marketing and Management at Griffith University for the past three years. Her training is in psychology but she now lectures in human resource management and through her active involvement with the National Tertiary Education Union has some experience with industrial relations. Useful stuff for her administrative position!

Linda will take 12 months study leave next year.

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Working together: effective partnership between academic and administrative staff

Christine Stephens

It seems surprising that in the current debate on the changing nature of academic work some of the most recent authorities - with rare exceptions - make little or no reference to the actual role of administration. For example, Ramsden (1998) provides a useful discussion regarding the types of academic leadership but only uses the term 'management'. Martin (1999) examines the changing nature of academic work in terms of what it has come to mean to be an academic working in the higher education sector. However she does not even list 'administration' in the index. Pickersgill et al. (1998) consider the differences, similarities and overlaps of academic and general work practices from an industrial

relations perspective. McInnis' recent studies which analyse the

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changing patterns of academic workloads as reported by academic staff draw attention to

the increase in time academic staff spend on 'non-core' activities (McInnis et al, 1995; McInnis, 1998a; McInnis, 1999). In his most recent report McInnis (1999) noted that from 1993 to 1999, there had been a significant increase in the time spent on administration as reported by academic staff. But even where administrative work is mentioned no specific reference is made to the role of administrative staff. Coaldrake (2000) at least identifies the role of non-academic staff in his examination on the challenges facing the traditional university. Given this evident concern with the changing nature of academic work and the relative lack of attention to the particular role of administration, perhaps the



following question is now timely: is there a place for an examination of the role of administration in general, and the administrator, in particular? It is the aim of this article to highlight one or two lines of thought that may assist in formulating a response to this question.

At this point it may be useful to define what is meant by administration. For the purposes of this article, administration is that which is provided to support the core academic activities of the University on a day-to-day basis. Administration in this definition includes the technical support and services areas of the University. Academic activities include teaching and learning, research and community service.

Administrative and technical staff are facing the same challenges as their academic colleagues: the massification of higher education; an increasing emphasis on accountability and quality assurance processes; the need to adopt a client-service approach; the increasing use of technology to enhance work practices; and an ever greater demand to commercialise and generate non-government income. This mix of circumstances has not resulted necessarily in a changed set of core activities but rather in a need to change the ways in which the core academic activities of the University are to be conducted and supported. One issue in this complex of circumstances is that of workload. In analysing the estimated average hours per week and proportion of time spent on major activities from 1977 to 1999 as reported by full-time academic staff, McInnis (1999) noted that the increase of time spent on administration was significant. He described this increase as being perceived by academic staff as 'congruent with the strong perception of administration becoming an increasing and seriously intrusive burden' (McInnis, 1999:26). No matter what we may want to believe, it is difficult to argue for shifts in traditional academic work practices without anticipating accompanying shifts in operational work practices. It is perhaps at this operational level, that there is a distinctive role for administration.

To illustrate this point, two key areas of work at the operational level will be discussed: course administration and collaborative research. Both involve a move towards specialist skills with an increased emphasis on partnerships

between academic and administrative staff. While Coaldrake (2000) has identified these aspects in his discussion concerning aspects of change in academic work as a consequence of external pressures, they are of relevance also in terms of administrative support in the context of 'the shift from local control and individual autonomy to a more collective and institutional focus; academic work is becoming more specialised and demanding; and new tasks are blurring old distinctions between categories of staff' (Coaldrake, 2000:9).

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Course administration now proceeds in conditions where the increased need for accountability combined with an efficient and effective means of resource allocation has meant that a University must consider carefully its course offerings. No longer is it reasonable to expect that an undergraduate subject should be included in a course because it is an area of individual academic interest. There must be demand. This demand may either be through student interest, professional requirement or skills development. Furthermore, it is not possible to maintain subject proliferation, that is to say, addition of subjects is no longer feasible. New course offerings usually are predicated on a deletion of existing offerings. Thus course and subject development processes must include some level of market research, support from potential employer groups and an evaluation of costs.

It would therefore be helpful if successful partnerships between academic and administrative staff can be developed. Whether the course is a generalist degree with hundreds of students or a specialist degree with tens of students, these partnerships can reduce the 'administrative burden' to academic coordinators. To be effective these partnerships require the partners to

acknowledge each others' professional role and specific skills. Academic staff are responsible for content and decisions that are academic in nature. It is the role of the administrator to present and organise such content or advice in a way that is meaningful and accessible to particular groups. This may take the form of publicity material, Student Rules and Regulations, Course Information Book, Frequently Asked Questions. Provided that they have access to up-to-date information, administrative staff are able to provide support in the first instance for most course matters such as entry requirements, course structure enquiries, credit precedents, certification of graduation and career opportunities. For this to be achievable, however, the key is an effective partnership.

The second area of work is that of collaborative research. The role of partnerships in research with emphasis on the commercialisation of research is a central feature of the Government's recent policy paper Knowledge and Innovation: A policy statement on research and research training. The Government's focus demonstrates the continued need to link with industry in terms of research activity and the broader economic and social aims of a community. Yet there is also a need for a pairing of the specialist skills between academic and administrative staff. While undertaking collaborative research is within the domain of the academic, the support for such partnerships need not detract from the core activity of the research itself.

One of the exceptions to the general neglect of administrative work in studies of the changes facing the future role of the academic profession is the little-referred-to study undertaken by McInnis (1998). McInnis (1998) compared and contrasted survey results from academic and administrators on three aspects of their work: job satisfaction and morale, work values and motives, and administrators' perceptions of work styles and conditions. While finding that there are several points of difference, he recognised the importance of managing the changing interface between academic and administrative staff. McInnis also noted that earlier, a similar understanding was expressed by Hoare (1995) in the National Review of Management in higher education. McInnis (1998) quotes,

This blurring of boundary lines underlies the importance of teamwork between academic and non-academic staff. However, the development of such



teamwork is not likely to be assisted if the non-academic staff do not perceive their role as being valued as highly as that of their academic colleagues. (Hoare, 1995 in McInnis, 1998:171)

In my experience, value and recognition are earned. Effective partnerships between academic and administrators that are based on value and recognition usually are formed over time. It is the actual experience of working together productively that has a marked effect on the attitudes and perceptions of both academic and administrative staff.

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The Academic in Administration and the Professional Administrator

A recent edition of the HERDSA News highlighted the difficulties experienced by academics, based in university academic development units, in winning the trust of fellow academics to consider different teaching practices within their discipline context (Quinlan 2000). Professional administrators who are asked to coordinate, facilitate and implement their universities' strategic directions in teaching and learning initially also face the same level of suspicion and apprehension from the academics they are required to assist. This initial resistance is often exacerbated by a view that administrative staff have no university teaching experience and are located in central administrative organizational units isolated from the day to day pressures experienced by academic staff in juggling their teaching commitments, research projects,

community service obligations and their administrative responsibilities. The professional administrator would never contest the view that academics are more knowledgeable about the scholarship of teaching. However, professional administrators do seek recognition of the role they play in implementing programs which encourage, recognise and reward academics who engage in innovative practices, who wish to trial new approaches to enhance student learning and who make a difference to the lives of the students they teach.

Bridging the Gap

The gap between professional administrator and teacher practitioner is bridged by a group of academic staff who contribute to the collegial decision making of universities by engaging in peer review processes adopted by universities to assure the quality of its

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teaching programs and facilitate the development of fellow academics. These academic staff in undertaking an administrative role are intent on ensuring the university has a future by encouraging new ways of thinking about academic work, the role of the academic and the development of innovative approaches to teaching. It is this group of academic staff who value the resources that professional administrators bring to the teaching and learning activities of the university, working together cooperatively to achieve the universities vision for teaching and learning.

New Roles for Administrators.

The role of the professional administrator in the teaching and learning portfolio has increased significantly in the past decade. Previously the role of the administrator in many universities was to manage the internal course and subject accreditation processes as well as to provide guidance to planning teams of new undergraduate and post graduate courses. In more recent times,



professional administrators have provided support to academic staff submitting teaching and staff development grants as well as to those competing for internal and national teaching awards. The

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organisation of internal programs of events being initiated in universities to highlight the importance of teaching and learning has also added to the professional administrators' responsibilities in this area.

The Role in Planning and Accreditation.

In both the planning and accreditation processes the allegiance of the administrator is to the students who will enroll in the course and to the corporate university, as represented by the group of academic staff which conduct the peer review of new or revised courses. It is the administrator's role to provide advice to the academic staff conducting the peer review of the course, as to whether the course as proposed is consistent with the university's mission and strategic direction, that there is likely to be adequate demand for the course and the resources required to offer the course are within the universities' budget allocation. Within this context staff undertaking the course accreditation process evaluate the course's proposed teaching and assessment methods and ensure the academic staff who will be teaching in the course have the required knowledge base and skill set to deliver the desired outcomes of the course. This critical review process provides valuable feedback to a school, department or faculty about the quality, innovativeness and flexibility of its proposed course. This process encourages the sharing of successful approaches to teaching delivery, encourages continuous improvement of the university's academic

policy framework, collaboration across organisational boundaries and identification of academic development needs. Academic staff who engage in these collegial peer decision making processes make a very important contribution to the university ensuring it remains adaptable and relevant learning institution.

It is also the responsibility of the administrator to advise the academic staff involved in the course accreditation process whether the level of work required of students is consistent with other courses of study offered by the university and, in the case of professional courses, meets the requirements of accrediting professional bodies and is consistent with similar programs offered by other universities. The course accreditation process also needs to assure that the proposed course as structured forms a coherent program of study which will deliver the desired graduate outcomes and employment opportunities.

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Collaboration for Innovation.

These allegiances and the practice of the professional administrator being the messenger of the critical evaluation by the peer review process to the team of academics proposing or revising the course, reinforces the academic community's apprehension about the role of the administrator in the decision making processes associated with the teaching and learning activities. Those members of the academic community who volunteer to participate in peer review decision making processes, such as that of the course accreditation process, understand that a collaborative approach between the administration and

academic organisational units, can provide a more flexible environment in which to plan new activities and greater responsiveness by the university to particular academic planning issues. This

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can ensure that unusual, but reasonable, approaches to course delivery can be accepted and that all stakeholders are considered. The university can only be innovative and flexible, if those involved in its decision making are challenging accepted views and process. Many academics view participation in administration, outside the management of their own department, school or faculty, as being time lost from their major priorities of teaching and research and they do not view such participation as fulfilling an academic leadership role which will shape the future of the university as an integral component of the Australian education industry.

The Administrator as Mentor.

With the advent of the Committee for the Advancement of University Teaching (CAUT), the Committee for University Teaching and Staff Development (CUTSD) grants, and, in more recent times, the Australian awards for University Teaching (AAUT), the role of the professional administrator, and the peer review processes associated with these activities, are viewed somewhat differently. One reason may be that the critical peer review process is focused on the scholarship of teaching and not the practices of the discipline, which is often considered in the course accreditation process. Another is that the academic staff most likely to be participating in such activities are already demonstrating their interest and intent to provide leadership in the area of teaching and learning in the future. These schemes are also focused on individuals or a small team of individuals wishing to trial new approaches, to think about academic work in novel ways and provide an education

which will challenge their students. The peer review processes associated with these schemes are better characterised by the term "mentoring" and the administrator who supports teaching grant and award applications is seen by the academic as a facilitator, confidante and colleague who is committed to their success in these awards schemes. Appreciation for the contribution of the administrator and those academics involved in the peer review process, are acknowledged when academics achieve success in these national schemes. However both the administrator and the academic staff, involved in mentoring grant and award applicants, are demonstrating primarily an allegiance to the corporate university. Success in these national grant and individually focused reward schemes is important for the enhancement of the university's reputation, provide a basis for marketing

the university and provide potential students with some information about the quality of teaching at the university upon which to make a choice about the type of education they wish to attain.

Partnership for the Future.

Administration is perceived by many academics as a necessary evil while the professional administrators entrusted with its management are perceived as gate keepers and rule followers. University administration provides an opportunity for academics to be leaders, to change the way universities approach teaching, to change the relationship between student and teacher by being involved in the decision making processes and through allegiance to the university as a learning institution relevant to the future, change the way it makes and implements its decisions. The professional administrators' role is to work in partnership with

academic leaders to realise their vision for a sustainable future for their university.

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The Administrative Demands of Coordinating Large Units

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Administration, once the preserve of general university staff, has increasingly become a time consuming aspect of academic work. A combination of funding cutbacks and increased student numbers have resulted in the employment of fewer administrative staff and the exponential growth of administrative tasks carried out by academics, particularly for academics who coordinate large undergraduate units of up to 1200 students per semester. All of these factors have ensured a shift in the tasks academics are able to devote time and effort to as they also strive to publish, demonstrate academic and professional leadership, engage in consultancies and carry out community service. This article explores this shift in academic work and incorporates the experiences of three coordinators

of large undergraduate units at QUT as they seek new ways of dealing with administrative overload.

As part of a recent QUT staff development project, Promoting team work in course coordination for quality improvement (funded by CUTSD), a survey of the coordinators of large first year units from each faculty was conducted. A particularly significant aspect of the data collected reflected on the range of roles or tasks completed by unit coordinators. This data graphically demonstrated that unit coordinators spent as much, and sometimes more, time doing administration and managing teams of academic and general staff as they spent lecturing and marking and moderating students' assessment. Only half of the unit coordinators surveyed indicated that they received some administrative assistance with their units and often this was only minimal. This division of roles ensured that academics were able to spend less and less time reviewing and developing the curriculum

and concentrating on other pedagogical aspects of unit coordination.

It is remarkable, in this period of funding cutbacks, that such inefficient division of labour practices have become so common place. Academics, theoretically employed for their pedagogical and research skills, are now devoting larger amounts of their time to repetitive administrative tasks, such as completing paper work to employ casual academic staff, allocating students to tutorial groups, answering student enquiries about procedural or administrative issues, photocopying unit materials, entering students' marks and final grades, and so on. In most cases, academics have received no formal training for this administrative work they are now expected to do. Some people in upper university management may decide that employing fewer support staff is a sign that their organisation is following their exhortation to 'work smarter'. It is not the university, however, that suffers as a result of this inappropriate division of work roles. Generally, it is the unit coordinators who bear the brunt of the



funding cutbacks, as they spend more of their own time at night and on weekends catching up on all of the tasks expected of them as academics. Administrative overload also ensures that opportunities for promotion are beyond the reach of many academics who teach large first year classes. So too, students receive less of a quality learning experience because their lecturers are unable to spend more time constantly reviewing and improving the curriculum. This is a consequence that deeply affects many academics, who, as Ward & Jenkins (in Gibbs & Jenkins, 1992), no longer feel in control of their large classes and feel they can no longer live up to their own high standards of professionalism in teaching.

It is not only funding cutbacks and rising student enrolments that have resulted in the shift towards greater loads of administrative work for academics. Different faculties also have diverse cultures for providing administrative support to academic staff. For example, in the Faculty of Information Technology at QUT, there has never really been a culture of providing specific administrative assistance to support teaching units with large student enrolments. Instead, this QUT faculty has, over a long period, invested substantially in the development of computer and network-based applications to support various administrative functions common to all units, such as managing the receipt, distribution, and return of student assignments. These approaches will be reviewed by Alan Tickle in his discussion of coordinating Communications Network, a first year core unit in the Bachelor of Information Technology Degree program.

In some faculties, academics have been proactive in lobbying their Heads of School for dedicated administrative assistance for their first year units that have up to 1200 students per semester. Kerry Brown discusses the novel approach some academics in the Business Faculty at QUT have taken to deal with the administrative mountain of work created by such large student enrolments in a faculty core unit, Government, Business and Society. In other faculties, academics battle on with growing administrative loads and some administrative assistance which could be reduced in the future because of overall funding constraints, as Julie Hansen from the Arts Faculty indicates in her experience of coordinating Introduction to Psychology, a first year core unit in the Bachelor of Psychology and Bachelor of Human Services degree programs.

Information Technology – Alan Tickle

Communications Networks is a first year core unit in the Bachelor of Information Technology degree program, which is taught as an introductory-level "descriptive" unit covering the main concepts and terminology that underpin telecommunications and computer-based networks. A unit with identical content and scope to Communications Network is also offered within the 'conversion-masters' degree program which is targeted specifically at students who have

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graduated in disciplines other than Information Technology. Students in both the undergraduate and postgraduate versions of the unit attend the same lectures. The units are offered in both day and evening mode in Semester 1 and Semester 2 at QUT's Gardens Point campus, daytime mode in Semester 2 at QUT's Carseldine campus, and daytime mode at the Gardens Point campus as part of the Summer program. In a calendar year, the total number of students who take these units is over 1000. The student population is extremely heterogeneous ranging from Year-12 school-leavers to graduate students (from disciplines other than Information Technology) and including, in particular, a sizable proportion of mature-age students and international students.

Teaching Team

Generally, the teaching team for this unit has comprised two full-time staff to share the lecturing workload. Because of demands to provide staff for other more advanced-level units as well as to enable staff to undertake research and to avail themselves of PDP leave opportunities, commencing in Semester 2, 2000 (and for the foreseeable future), only one full-time staff member has been assigned to these

units. This staff member is both the lecturer and unit coordinator. The tutors are all casual staff. They comprise Masters and PhD level research students from the Information Security Research Centre (ISRC) as well as professionals working in the industry. In Semester 2, 2000 six casual staff were employed of which four were research students.

Challenges/ 'Learning Opportunities'

The major challenge in administering large teaching units is not normally the number of distinct tasks. There is a common set of administrative tasks that must be performed irrespective of the size of the unit. The difference is basically one of scale. Compared to a unit with 20 students, a unit with 1,000 or more students simply has more e-mails to be answered, more phone enquiries to be taken, a larger number of students per consultation period, a larger number of applications for review of assessment marks, a larger number of requests for extensions to assignment due dates, more applications for deferments of mid-semester exams and special considerations, etc. Moreover in large teaching units the ramifications of even simple problems or oversights compound geometrically. In addition because of the number of staff involved in teaching a large unit, the coordinator spends considerably more time interacting with the various staff members. Hence the challenge is to become, as rapidly as possible, an expert in efficiency, planning, and choreography.

Strategies to deal with the administrative burden

Historically, no specific administrative support has been provided for this unit or any other large unit in the Faculty of Information Technology. While the exact reasons for this lack of specific administrative assistance for large units are unclear, a recent comprehensive review of administrative and support structures within the Faculty has highlighted the pressing need for immediate action in this area. Consequently, various strategies are now being actively considered to redress the situation. Any such targeted assistance would be in addition to the on-going investment the Faculty has made, and continues to make, in systems to provide overall administrative support for academic staff. For example the Faculty has, for some considerable time, had systems which provide a common interface for student access to teaching



and resource material, assignment management, and the recording and dissemination of student results. In addition the individual schools within the Faculty of Information technology have experimented with various "duty tutor" arrangements which are intended to be the first point of contact for student enquiries and problems (and, in particular, e-mail enquiries) relating to subject material.

Business – Kerry Brown

Government Business and Society is a first year unit that aims to introduce students in the Faculty of Business to the broad ways in which government, business and society are interrelated. It conveys a basic understanding of the principles, institutions and functions of government, and its interactions with business and society. The course focuses on the structure and key features of Australia's constitutional and government framework including the judicial and administrative processes, particularly as these processes effect business. Students also develop a comparative appreciation of the principles, institutions, arrangements and practices of contemporary government in a global context.

The unit is offered in each semester during the year and in summer semester every second year. Typically, around 1,200 students enrol in Semester 1 and around 800 students in Semester 2. These enrolments translate to around 50 tutorials in Semester 1, so the logistics of organising this unit are complex. The unit is taught over two campuses and to both full-time and part-time students in each semester. The teaching team delivers four repeat lectures each week in Semester 1 and three lectures each week in Semester 2. The teaching team comprises two lecturers who co-convene the unit, several full-time lecturers (although all lecturers have other teaching responsibilities) and around 15 to 20 casual tutors.

Lecturers convene Government, Business and Society on a rotating basis so that they undertake that role for periods of eighteen months. Incoming convenors are matched with an experienced convenor to 'learn the ropes' for six months. In this way, the more experienced convenor takes a lead role for the first six months, and then the new convenor is able to take a more active lead role during the next six months. After this time, the experienced convenor has completed their 18-month term and a new convenor is chosen and the cycle of training starts over. This succession

planning has been successful in providing a gradual introduction to the unit for new convenors and building on the knowledge base of the more experienced convenor.

Teaching materials and aids have been developed and written as a coherent, coordinated package specifically for the unit. The teaching materials include a text book entitled *Government Business and Society* written by academics at QUT, a *Government Business and Society CD-Rom*, developed at QUT, a *Student Workbook* also written by QUT academics which complements the text book and a *Tutor's Manual*. The *Workbook* contains exercises for the students to complete prior to their tutorials and also offers activities to undertake in tutorial time. Prentice Hall publishes both the text and the workbook.

Challenges/ 'Learning Opportunities'

The challenges faced by unit convenors through the university system are magnified by the sheer enormity of the student numbers in large units. Prior to introducing electronic tutorial allocations, enrolling students in tutorials was a massive undertaking. Various methods were tried and all were unsatisfactory. Allowing students to write their names on tutorial sheets in lectures created mass hysteria as students bullied and pushed their way to sign on to preferred tutorials, crossing out other student's names if preferred tutorials were full. A more orderly approach had students queuing for several hours and resulted in long lines of students snaking their way around corridors.

Electronic systems for enrolments and tutorial allocation have been a boon for managing the administration of large classes. However, it has not been a problem-free process with the introduction of electronic student information and enrolment systems. If information systems underestimate enrolments, serious administrative difficulties can ensue. One semester, convenors were expecting an enrolment of 900 students and 1,800 students actually enrolled. Student enrolment systems were so slow in processing the students that numbers showing on the system had no bearing on the actual student numbers until several weeks after the start of the semester. It is a time-consuming process to anticipate student enrolments, allocate the appropriate number of tutorial rooms over two campuses and 'match' tutors to classes.

If extra students enrol in a smaller unit, it is relatively easy to photocopy 10

or 20 additional unit outlines, however, if 300 additional students enrol (or 900 as was the case in the semester discussed above), there are serious problems in getting reprographics to undertake an urgent order. At one time, an order was placed for 1,500 copies of the unit outline and by the end of the first week of lectures, an extra print run of 200 was required. However, there were fewer than 1,200 students enrolled. It transpired that students were taking an extra copy for 'a friend' (imaginary, perhaps) and other students were opting for the 'try before you buy' approach of attending all first year sessions and only enrolling in the unit that suited them.

Strategies to deal with the administrative burden

In view of the large numbers of students in this unit, various strategies have been devised to ensure that the administration and management of the unit is seamless and effective. The employment of a half-time administration officer dedicated solely to the unit has assisted greatly in managing the administrative duties associated with such a large unit and importantly, provides a contact point for both tutors and students. Our administration officer, Erika, has developed a range of systems for ensuring the tutors are matched to the required number of tutorial groups and that assessment and overall results are finalised in a timely manner. Erika also organises and attends tutor's meetings and is involved in addressing student concerns regarding tutorials, assessment and any other issues arising from their enrolment in the unit.

Government, Business and Society was one of the first units to develop a web site and have an on-line component. A useful feature has been the Frequently Asked Questions facility. Issues arising from the day-to-day management of the unit can be addressed and students can be advised quickly. As part of the effort to decrease response times for return of marked assessment items, a computer program has been devised to relay individual results for the essay assessment item through the student email system to each student. This system has proved popular with the students as they receive early notification of their results. On-line marking has been trialled and will be introduced gradually into the unit. Further development of this system is underway to allow on-line submission of assignments.

In addition to contact with their own tutors for consultation, students are able



to access around 20 hours of consultation offered at set times throughout each teaching week. There is also a specialist tutor available for students of a Non-English Speaking Background for three hours each week. At times of high demand, especially around essay submission and exam times, there is the flexibility to engage further assistance.

In order to allocate time to course development in Government, Business and Society, various approaches have been initiated. Some course development work has been undertaken through two teaching and learning grants awarded to convenors of Government, Business and Society, one in 1999 and one in 2000. These grants have allowed the employment of research officers to develop web sites, introduce essay workshop material and assist with preparation of tutorial case studies to enhance student learning. Being involved in the CUTSD project, Promoting teamwork in course coordination for quality improvement, also gave the teaching team a very good development opportunity to improve team teaching techniques.

The challenges in organising such a large unit are enormous. Students need to have ease of access to navigate the administrative processes and at the same time, need to be delivered a high quality educational experience. It is felt that the combination of a tailored package of learning materials, an enthusiastic teaching team and dedicated administrative assistance provides a way of achieving those outcomes.

Arts – Julie Hansen

Introduction to Psychology is a core unit in the Bachelor of Psychology and Bachelor of Human Services degrees, and one of two introductory psychology units available to students studying psychology as a minor or as an elective. It provides an overview of the discipline of psychology and the nature of psychological inquiry, and an introduction to the areas of developmental and social psychology, individual differences, health psychology, and psychological disorders. The unit is offered in first semester on QUT's Carseldine campus, with lectures held in day and evening mode in alternate years. Lectures are videotaped, and a dozen or more part-time students who cannot attend at the scheduled lecture time watch the lectures on video and attend evening tutorials. Although the typical enrolment of 250 students is not large in comparison to the units that Alan and Kerry teach, student numbers are large in the context

of QUT's Carseldine campus. Carseldine is a very small campus with a "country college" atmosphere and a great deal of student-staff contact. The sense of anonymity often experienced by students on larger campuses is entirely lacking, and over the course of the semester I would normally have chatted to most students in the class on a number of occasions. The student population is increasingly heterogeneous. Less than half are year-12 school leavers, and the large cohort of mature-age students includes both students completing a second degree, and others attending university for the first time, some after a break of 20 years or more since leaving high school. We also have a small but significant number of international students each semester. So our students vary widely in their familiarity with the university environment, their study skills, their outside commitments, and their computer and technological literacy.

Teaching team

The teaching team comprises the unit coordinator, who typically delivers 70% of the lectures and four other full-time staff members, each of who provides the introductory lecture in their topic area. The three tutors are research Ph.D. students in the School of Psychology & Counselling. The potentially onerous task of integrating the activities of this teaching team to ensure consistency of approach is greatly simplified by the enthusiasm, cohesiveness, ready communication, and shared vision among the members of the teaching team.

Challenges / "learning opportunities"

The administrative tasks involved in coordinating this unit fall into three areas. The first administrative challenge is ensuring students have access to the information and resources necessary to complete the unit successfully. Access to resources must reflect QUT's commitment to flexible delivery, taking account of students' increasing levels of family and work commitments, as well as the difficulties associated with the relatively remote location of the Carseldine campus and substantial traveling times involved for many students. Multiple copies of required readings and references for assignments must be placed on course reserve in the library. This is particularly crucial given that the Carseldine library is quite small, and, for historical reasons, many psychology resources are located on other campuses. The second administrative

challenge involves coordinating the marking of assessment items (two written assignments and two multiple-choice exams) and collation of marks. Students in this unit also earn course credit for participating in research studies carried out within the school, and it falls to the unit coordinator to oversee the use of this research participant pool, liaise with honours and postgraduate students and staff about the availability and timing of research projects, and collate marks accrued for research participation. Finally, time needs to be set aside to deal with student queries about enrolments, courses and careers, study difficulties, applications for extensions on assignments and deferred exams, and so on.

Strategies to deal with administrative burden

One of the great potential time-wasters in coordinating a large unit is the interminable queries from students - in person, by phone, or via email - asking for basic information that they've missed or misplaced. These unproductive interactions have been greatly reduced in our unit this year with the introduction of the unit website - a central source of complete and up-to-date information on the unit, lecture and tutorial notes, assignment details, and a wealth of other useful information. Together with videotaped lectures, the unit website provides a very flexible source of all the key information students need about the unit, and it's proved a very effective resource. The ease with which web technology has been embraced by students in the unit (even those who had no previous experience with computers) is undoubtedly due to both University initiatives, which have made computing infrastructure readily available to both staff and students, and Faculty initiatives, which have ensured that our first-year students receive training in the use of computer technology and library resources (in the form of a new Applied Skills and Scholarships unit, introduced in 2000). Ensuring students have flexible independent access to all the information and resources associated with the unit means that they can be self-reliant. The expectation that they will seek out information for themselves, before bothering the unit coordinator with "just a quick question" is reinforced with this simple observation: If 250 students each take just 2 minutes of my time to ask about a trivial detail that they could have looked up for themselves, this will use up more than a full working day. We need to



ensure that this time is well spent – not wasted on trivial course details that are readily available elsewhere. Students who ask for information that they should have sought out for themselves are encouraged to become more self-reliant with the smiling response “It’s on the web”.

Computer-based systems have also streamlined the processes of collecting and returning assignments, collating marks, and finalising grades. In fact, one welcome offshoot of the move to offer information technology units, such as Alan’s Communications Networks, at Carseldine this year has been that other faculties at Carseldine have benefited from the Faculty of Information Technology’s computerised administrative systems. The Carseldine Assignment Submission Service (CASS) provides a central point for the lodging, electronic tracking, and return of all assignments on the campus. This has eliminated the problem of students submitting assignments to the wrong school (and the associated effort of tracking them down) and has also meant that the school’s academic and support staff no longer have to organise the collection and return of assignments. Likewise, the university’s Curwen results system has streamlined processes such as importing marks from computer-marked multiple choice tests, determining grade cut-offs, and submitting final grades.

Some administrative tasks, unfortunately, are less amenable to a technological solution. Mundane tasks such as locating and photocopying references, entering assignment marks, preparing unit handouts and other resources, can occupy many hours that would be much more productively spent on curriculum development or research. In 1999, QUT made a commitment to provide administrative support for coordinators of large units, and our Head of School has authorised unit coordinators to appoint an administrative assistant for 5 hours per week to assist with these tasks. Although funds have been set aside to continue this initiative next year, the generally tight funding situation means that these funds may not be guaranteed in the future.

Conclusion

The challenges in organising such large units are enormous. Students should have ease of access in navigating a unit’s administrative processes and, at the same time, need to be delivered a high quality educational experience. These QUT unit coordinators from Information Technology, Business and Arts believe that the combination of a tailored package of learning materials, an enthusiastic teaching team and dedicated administrative assistance provides a way of achieving those outcomes. The experience of receiving the administrative assistance necessary to manage large units and still have time to devote to important pedagogical tasks is varied across and within faculties, however. For the large numbers of unit coordinators who do not receive adequate administrative support, this shift in academic work away has become a reality they must deal with and find strategies to overcome.

References

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The project developed a website of resources for unit coordinators which is at:

<https://olt.qut.edu.au/udf/UCT/>

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I A student in one of Alan’s computer lab classes once boldly suggested that the numerous computer problems they were experiencing were not problems at all, merely ‘learning opportunities’. Alan still wonders how the student managed to survive the class.



Academic Development: Back to the Future*

Graham Webb

Then and now

Everyone seems to agree that the pace of change in Universities is increasing and recently, a number of Academic Development Centres (ADC's) have experienced significant change. It is my guess is that we will see more change, new settings and new configurations for academic development during the next few years. In fact, it may be that academic development as we have known it for some time, has run its course.

It is easy to forget that academic development has been through many changes already. Indeed, there are similarities between what is happening now and the origins of Development Centres in the 1960 and 70s. Then, the production of educational technology materials (for OHPs, tape-slides, TV etc) was a major factor. Recent mergers of academic development with instructional design and materials production in some ways looks 'back to the future'. So too the recent trend towards the establishment of Quality Centres. In the 1960s the need for institutionally focussed (and other) research led to the founding of Higher Education Research Offices (often one person!) which later developed into large and high profile Academic Development Centres. It is not inconceivable to imagine the same road being traveled again.

During the 1970s and 80s the genre of academic development, especially the provision of workshops and the evaluation of teaching, was cemented. The 1990s saw the growth of organisational development (eg leadership and management development, appraisal etc), responses to national quality initiatives, and the ascendancy of a human resource management perspective. In line with this direction, academic and general staff development centres and units were merged. However, as inherent tensions played themselves out, the later 90s saw a number of these areas separate again.

What do we take from all this? Perhaps, that academic development has experienced change, ebb and flow, in concert with the various areas it abuts such as educational technology, human

resource management, institutional quality concerns, and others. Our conception of what is 'right and proper' in academic development is pretty recent, and perhaps generational.

" In the meantime, we may witness cycles of agglomeration for good rationalist reasons, followed by disaggregation for equally good service quality delivery reasons. "

Forces impacting on academic development

In brief, here are some of the forces that I believe have significant implications for academic development.

Rationalisation and the 'one-stop' shop

The overwhelming structural change to sweep universities in recent years has been the rationalisation of small departments into larger units, often renamed as schools. Many of the academic, management and economic reasons for such restructuring apply equally to ADCs. In addition, the notion of the 'one-stop shop' is very powerful. Of course a 'one-stop shop' can be a corner shop, megastore or precinct, so the definition of what one is stopping for, becomes important. For example, is it a 'one-stop' for all teaching and learning related support areas . . . including leadership and management development; all general staff development; all personnel services; IT services to staff; staff research services; staff health and counseling services? . . . and so on.

There is obviously no 'right' place to draw a line. Also, modern customer service practice tends to emphasise the importance of a seamless contact experience for the customer (which for ADCs is mostly seen as academic

teaching staff), irrespective of the particular organisational unit responding. Of course in terms of service to staff, universities remain a long way from operationalising this idea. In the meantime, we may witness cycles of agglomeration for good rationalist reasons, followed by disaggregation for equally good service quality delivery reasons. As we currently find ourselves in a rationalist phase, watch out for pressure from 'next larger' functions such as Personnel (for staff development) and IT Services (for flexible learning).

Flexible Learning

Although we all know that flexible learning means more than 'getting courses onto the web' – this is exactly what many universities see as a priority in order to compete in a global and technologically developing market. Professional postgraduate, international and targeted 'short courses' all offer rich market potential. It is not surprising then that academic development is increasingly finding itself in centres dominated by materials production and instructional design (and in some universities, library and information technology support). This raises significant challenges, including: academic leadership; work practices and culture; the 'product' and 'system' focus of instructional design and production versus the 'people' and 'adaptive' emphasis (starting with where the person is) of staff development; maintaining the credentials and credibility of academic developers (PhD, educational qualification, significant university teaching experience); credibility of Graduate Certificate programmes; and, support for quality, integrative academic research.

My own guess is that just as has happened in the past, 'new technology' will be absorbed to become part of the 'normal practice' of teaching and control of this, together with the development and production of educational materials, will be regained by teaching areas. This will lead to the further development of faculty or school-based production operations (in order of wealth) and outsourcing to an increasingly flexible workforce and specialised small industry. The role of the centre (little c and big C) will increasingly become one of quality assurance and improvement.

* An invited summary of a presentation made at HERDSA Annual Conference 2000 in Toowoomba.



Quality

A trend can already be seen towards the establishment of institutional quality assurance and improvement centres (units, agencies), especially as national external audits become the international norm. However, given the sterility of a

“ The role of the centre (little c and big C) will increasingly become one of quality assurance and improvement. ”

quality assurance and standards approach dissociated from quality improvement, and the need to link quality improvement to developmental mechanisms and structures, it is possible that some redefinition and restructuring of academic development around the quality assurance – improvement – development continuum may occur. Further, given the institutional management role of DV-C or PV-C academic as having overall responsibility for the quality of academic programmes, and the trend towards outsourcing and devolution to faculties of materials production functions, it may be that academic quality assurance and academic development are increasingly viewed as part of a single enterprise, reporting directly to the senior academic manager.

Devolution

Having raised devolution to faculties and schools in the context of materials production, it is also worth a comment or two in terms of academic development. First, it is unlikely that devolved faculty units that attempt to provide academic development will have the critical mass to cover the area adequately, or certainly not without significant outsourcing. Second, there is a big difference between keen, innovative and enthusiastic teachers in a particular area, and academic developers who have made a career within the discourse of teaching and learning development. Sometimes the former develop into the latter. And perhaps the gap will narrow as professionalisation progresses and university teachers are required to gain a teaching qualification and demonstrate evidence of continuing

professional development as teachers. In the meantime, the gap remains and the staffing of devolved centres will be interesting. Third, the 40 year discourse of university teaching and learning development has been substantially formed by academics working within central academic development units (for example, Directors of such units often achieved their position by contributing significantly to the discourse). It is difficult to see the quality of the discourse being maintained or developed in many of the alternative structural arrangements, because of problems concerning appropriate academic leadership, loss of autonomy, loss of discourse overview and a concentration on product. Finally, the important and often ‘behind the scenes’ work of central ADC staff in organisational and policy development will suffer with devolution.

“ As changes occur to university cost models to put purchasing power in faculty or school hands (rather than top-slicing for all central services), ADCs may find themselves increasingly negotiating service level agreements and coming under competition from external private providers, as well as other universities. ”

Outsourcing

While a large number of universities appear comfortable with outsourcing general staff development, this has not taken off to any large degree with academic staff development. The usual reason given is that general staff development activities are more ‘generic’ and so outside providers can tailor their generic programmes quite easily. In fact many academic development activities are pretty generic too (introduction to teaching workshops, workshops on lecturing, tutorials, assessment, supervision, on-line discussion etc, print

and web based guides to areas, and so on). As changes occur to university cost models to put purchasing power in faculty or school hands (rather than top-slicing for all central services), ADCs may find themselves increasingly negotiating service level agreements and coming under competition from external private providers, as well as other universities.

Tough times and possibilities

I think there are tough times ahead for academic development. I cannot see the quality of insight gained from participating in the development of the discourse, and the people focus that has characterised much practice, surviving within many of the presently developing organisational structures. And just like other academic areas, ADCs are struggling to cope with the need to diversify revenue or shed staff, together with aging staff profiles that can create problems for the ubiquitous development and use of new technology based teaching. Again, my guess is that somewhat different organisational structures will emerge for academic development over the next few of years – the wheel will turn once more. In the meantime, the best prospects for academic development may well be in: strongly progressing the teacher professionalisation discourse; grasping flow-on opportunities from the coming round of quality activities; taking advantage of the paucity of the educational technology and instructional design discourse as the crest of technology led production moves into a rush of educational critique; and, re-emphasis on the thread of activity that can be traced through from the 1960s – high quality, generic, integrative and synthesising research.

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Called To Be Teachers

Whatever happened to vocation in university teaching?

The prime object of scrutiny by administrators, and accordingly the 'normal obsession' of Developers, is HOW we teach. Here I want to address the biographically prior question of WHY we teach. How do we conceptualise teaching as an intrinsic part of our lives? And what does 'being a teacher' mean to those who teach?

Quality in Teaching

A few years back I wrote an invited piece (eventually appearing as a journal article) about Quality in Teaching, for a Forum on The Experience of Quality in Higher Education. I suggested stances university teachers take towards teaching.

The usual suspects (performance, enactment, engagement, industrial production, professional practice) led to a final category. Dare I use it? Would anyone know what it means nowadays? It was "Vocation" and I eventually ran with it:

"Through a long career in education I have often met others who, like myself, knew from a very early age that we had to be teachers. There was a sense in which it was not we who chose teaching but teaching that chose us. It was a destiny, a vocation to which we were "called" every bit as much as for others who speak of having been called to minister, or to heal, or to become artists."

What is common across these ... is the sense of having located something intrinsically valuable, satisfying, fulfilling and worthwhile in being a teacher ... with the sense of value, of meaning, in a human life - their own. In declaring their commitment to teaching, just as others might declare a commitment to medicine or law or art, they are seeking to see their own life in terms of a Unity, in which the self is not separate from the roles it plays but constituted by and present fully in each. Their own construction of an intelligible narrative history is made possible, at least in part, through the presence of teaching within the story. Teacher is a character we willingly play in the narrative of our life, the quest, the story of which we are also the sole author. "Teaching" is a story of which we each find ourselves a part, a story that significantly (though not solely) answers

the larger question "What am I to do?" and ultimately the question "Who am I?"

As with most one writes, I heard nothing more. Maybe readers (if there were any) allowed my indulgence in harmless archaisms.

Teaching as vocation

Recently the idea has bounced back. It arrived via a Melbourne philosopher whom I particularly respect. Indeed his moral arguments have profoundly influenced my own views on life.

Raymond Gaita became news after his gem of a book *Romulus My Father* appeared. That loving retrospective on his Father is full of moving childhood reminiscences of growing up in a migrant family in the wilds of the Victorian countryside. Read it if you can - a book to be treasured.

Gaita's latest volume (he teaches philosophy at Australian Catholic University and King's College, London) is *A Common Humanity: Thinking About Love & Truth & Justice* (1999, Melbourne: Text Publishing). He discusses Good and Evil, themes he began exploring in his original doctorate, and powerfully present in the narrative of *Romulus My Father*.

This latest work is ostensibly not about Universities or higher education. It's about justice, the Holocaust, crimes against humanity, the Stolen Generation and Reconciliation. But one chapter "Truth & the Responsibility of Intellectuals" tackles contemporary university life.

Where have all the teachers gone?

Gaita's major critique of today's teaching concerns loss of vocation (another theme, truth, I'll save for another time):-

"Only something like the concept of a vocation, I think, will enable one adequately to characterise the kind of obligations acknowledged in that respect [he refers to the respect shown by two of his undergraduate teachers, whom he recalls] and in the nature of their [ie his two teachers'] commitment to their students and to the life of the mind. It showed in the way a commitment to truth and truthfulness shaped their lives" (p. 195; square brackets are my comments):

"... we can say without absurdity (even if

we say it falsely) that an entire age has lost an understanding of what it means to be a teacher, a doctor, or a nurse ... has lost an understanding of what it means to have a vocation to teach, or to heal." (p. 196)

"At a certain point in our recent history the concept of a vocation became as anachronistic as the concept of virtue." (p. 197)

Is there ever a discussion of academic life today that doesn't eventually (if not throughout) take refuge in some de rigueur rhetoric about "change"? So utterly commonplace has it become that we now fail to see (if we ever did) anything sinister about the notion of appealing to change as a way of exonerating ourselves from moral responsibility.

Gaita, however, implies that the tiger on whose back we ride is not some morally neutral change - to be weathered, tight upper-lip, hoping that present discomfort will eventually turn into good times. Perhaps our demon is actually a form of illness. And some illnesses are terminal.

A sinister symptom is the way people have stopped conceiving of teaching (or anything else) as a vocation. How sustainable is that view? Is it actually the case that nobody any more feels called to be a university teacher?

Or, if some do feel called, do they then quickly realise that a university is no fit place for pursuing a vocation? So they either abandon their vocation or shift to some more congenial place?

Indicators of vocation

For my sins, I'm one of those who felt "called to be a teacher". I taught because I had to teach; my way of making sense of a life. Not to have taught would have meant a kind of death.

Others sometimes feel like that, but plenty approach teaching very differently. And I've no grounds, least of all an inclination, to want to claim that "better" teachers (whatever that means) are likely to be in one camp or the other. As I said at the start, I'm not discussing HOW we teach.

Are there indicators, however - suggestive signs - in the life and work of a "called" teacher to make them distinguishable? (resisting the temptation to confuse "distinguishable" with "distinguished", which it's emphatically not).



Commitment

A "called" teacher might exhibit extraordinary commitment. Like spending late evenings and most of the weekend on preparation and marking. The ten or twenty hours of the teaching week (the ones you're getting paid for) can then be spent as faultlessly and rewardingly as possible.

That's a radical disconnection between time/energy spent and remuneration gained (maybe career advancement too). You live your life so fully through your teaching that other things spin in another quantum shell. You might teach if they weren't paying you. Obsessive? If so, it is (as in an old movie) a magnificent obsession.

I recall first discovering this. Approaching penniless and starting a teaching career overseas, I needed to clear my shipped personal effects through Customs, something I'd never done before.

The clearance agent wanted a leg and an arm for the job so I innocently inquired "What does it involve – give me a list of the things I've got to do to clear it myself." Stunned, he screamed out "Bloody hell – you think I'm going to tell you so you can do my job?"

My adrenalin surged. "I spend eight hours a day teaching others things they can't do. I love it. I'm proud of it. I'd do it if nobody paid me. What have you got to lose by explaining to me one little thing I need to know?" Smiling wanly he wrote my shopping list, and I cleared the goods for next to nothing.

Caring for

I'd expect the vocationally "called" teacher to care. That's caring significantly beyond the minimal "duty of care" demanded by employment contracts. I raised the issue of "care" in an earlier EIDOS and it disappointed me that many thought this meant "caring for" students, so they nailed me for it. "University students have to learn to care for

themselves – they're big kids now". Of course, but it wasn't what I meant.

There's a different sense of "care". It's "caring about" one's students, not "caring for" them – an entirely different kind of moral relationship. Nobody ever outlives the need to be cared about.

Perhaps the 'called' teacher cares about students in special ways, or especially deeply. I suspect students – as people – will be among the valued and significant others in the 'called' teacher's life. Like family and closest friends (and yet remaining still "not family") students are cared about with a passion.

Connectedness

Commitment and caring merge in the experience of connectedness. I've never counted how many students I may have taught over thirty or more years. With no clear recollection of the vast majority, I know that if I saw their faces, or heard their names, a vast number would leap back into memory. I'm still connected to them.

Every single one is part of my life; we have journeyed together. If we were to meet again, it will instantly reinstate us in our original moral relationship if they should merely say "You were once my teacher". Hence I'm exhilarated by school or class reunions. No mere nostalgia trips, they're a reconnection, just for a while, with other lives of which I've become forever a part – as they are a part of mine.

To shake their hands, eat a meal, share a drink, reminisce, is life-affirming. What's become of them? How've they gone since our ways parted? All part of what I personally mean by "Called to be a teacher". But do others look at teaching that way?

Is the philosopher wrong?

The philosopher notices how stances like that were commonplace when he was a student; now it has become passe. Nobody nowadays – few, anyhow – either can or do look at teaching as a vocation.

Not, perhaps, because they couldn't. Nor that they wouldn't, given the chance. Maybe (and this is my gloss on things) today's employment conditions have turned commitment, caring, and connectedness into unaffordable luxuries. And does it matter anyhow?

What would today's teachers say? Is there still a place for teaching as vocation, as personal calling? And if there is, what does it look like when it appears? Or, maybe it still exists but in new guises – if so, what are they?

I once argued for 'hermeneutic' inquiry as more apt than much of the banality that passes as 'educational research'. Perhaps an inquiry into how today's successful university teachers conceptualise their identity as teachers might be an example of that:

- What does being a teacher mean to them?
- What part of their lives, their identity, does teaching comprise?
- What supports things like commitment, caring-for, and connectedness?
- What diminishes them?
- Can we sustain these and other vocational values within institutional turmoil, career uncertainty, bedrock morale, weak leadership, and meretricious management.

Footnote: In discussion, some Developers mentioned "passion" as another indicator; I like that, though what passes for passion in some may be a mere veneer of theatricality, I'm cautious about the unqualified idea. Some felt that 'power' (self-seeking, ruling over students) was a common driving force. Maybe so. Every virtue has its antithesis, and power may be a corruption of the virtue of commitment. There's work needed to elucidate the values that drive us to teach, and the moral virtues (and vices) we exhibit when we teach. Or, like vocation, have virtue and value no place in teaching now?

Eidos

Personal Reflections from the Postgraduate Scholar

Bruce Knox

HERDSA offers a number of awards to enable Postgraduate students to attend the annual conference. This years winner was Bruce Knox from New Zealand. He wrote this report about his experiences at the Toowoomba conference.

It was with immense appreciation and enjoyment that I attended the HERDSA Conference. It provided a valuable opportunity, both to grow and reflect in the total area of the teaching and learning within tertiary education. As I reflect on my time at Toowoomba 4 F's come to mind:

- Friendly
- Fun
- Food
- Freezing

These set the background scene to the gathering at the University of Southern Queensland but the overall benefit and value for me has gone a lot deeper.

- To be able to build a personal network of like-minded colleagues has been paramount.
- To be able to grapple with the PhD supervision issues - and to be encouraged from the stories of others - has been worthwhile.
- To be able to reflect and learn in the teaching and learning processes of tertiary education has been superb.

I found Ron Oliver stimulating, on the edge, and someone who was pushing the boundaries. The ability to be able to draw together the concepts of what is effective teaching and how do you use information technology to make it more effective, was encouraging. To continually hear discussions that put the "teach" back into the equation was really

beneficial. To be reminded from the Vice Chancellor of USQ that our focus is on learning, with our priorities being linked to people, technology and in some cases, buildings, was very positive.

I found the 20-minute paper presentations very restrictive and frustrating at times in that a discussion barely got started before it had to stop. I found myself rushing from one topic to the next, whereas the extended period of time for the hour long or two hour long workshops, I found of great value. To be able to sit in a small group to debate, interact, listen and learn was of paramount importance.

The conference was also an opportunity for me to present a paper. I appreciated the courage of those who came to listen to me, and more importantly the debate and dialogue we were able to establish in the second half of my timeslot. This opportunity provided very positive and constructive feedback as to the strengths and weaknesses of my paper, but more importantly the overall direction and thrust of my PhD argument. This level of public airing of the key questions and thesis focus was a "first time outing" with immense benefits flowing back to me. Following this presentation, and hour later with many pates and scribbling I had been able to capture the feedback and ideas, which now I can incorporate into my overall rewriting and flow of ideas. This opportunity was greatly appreciated.

The conference left a lasting impression that I bring back to my own institution in the area of teacher development, teacher support and IT infrastructure support. If any of these are compromised then the negative side effects to the teaching learning process are significant.

Several questions have been left in my mind as I reflect on the conference. Firstly, how does flexible learning impact the traditional, residential lecture instructional model? Secondly, how does flexible learning impact a regional campus mode and finally, how does flexible learning impact distance learning delivery? I suspect as I process the issues raised at the conference that the answers will be different from each type of learning institution. The opportunity to reflect and think for me has been a highlight of spending time at Toowoomba.

How do we ensure that IT is actually the servant and in effect not the master. This seems to be an issue of staffing and resources as well as expertise. The ongoing response from people to the need for fact to face learning and how the human factor is built into educational delivery for the future is a major issue that we at Bible College continue to grapple with.

So in conclusion, when I reflect upon my time at the HERDSA conference in Toowoomba I am really left with one word Vision.

V Vigour
I Initiative
S Stimulating
I Individuals
O Opportunities
N Network

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Report from a HERDSA Visiting Scholar

Charles E Glassick

In July and August 2000 Charles Glassick gave presentations at many universities in Australia and New Zealand as the HERDSA Visiting Scholar. He has kindly sent us this report of his experiences.

The first thing I want to say is that is a great honor to be selected the HERDSA Visiting Scholar. The opportunity to meet and interact with numerous professionals who are dedicated to the teaching and learning process is a rare career enrichment. Any scholar anywhere in the world who is genuinely interested in teaching and learning would covet an appointment as the HERDSA Visiting Scholar. The entire process should be viewed as a learning experience for the scholar as well as hopefully for the HERDSA members themselves.

The schedule for the visiting scholar is rigorous but not arduous. My experience went smoothly including fine weather and wonderful arrangements. Australia and New Zealand are delightful countries and the opportunity to visit them is special. Providing one day at each location for sightseeing, learning, etc, is an essential ingredient. I would not want the trip to be much longer since it is rigorous and by the end begins to be

tiring. At the same time each visit was special, and I cannot see any way that the trip can be shortened.

As far as the substance of the presentations by the scholar – this is a much more complex issue. I, of course, believe that Scholarship Reconsidered and Scholarship Assessed contain powerful concepts which need to be thoughtfully considered by all professionals. I actually believe that, as we integrate instructional technology into the learning process, the quality of the faculty mind will become increasingly significant. In fact the inquiring mind (read scholarly) is the only final justification for keeping the university intact during this advent of instructional technology. Thus all of us must be scholarly and with the limits that now exist on research funding, Scholarship Reconsidered contains essential concepts. But enough of this. The question is, what do I believe should be the substance of the scholarly presentations made by future HERDSA Scholars?

Obviously the primary audience is concerned about and interested in the teaching and learning process. Thus, Tom Angelo [1998 Visiting Scholar] was, I believe, an excellent choice. Concepts which are now prospering and which may result in thoughtful conversations with a

visiting scholar would be “the scholarship of teaching and learning” and/or “moving from the teaching paradigm to the learning paradigm”. Both of these are highly complex concepts and have many subtleties. Both the scholar and HERDSA members could benefit from thoughtful conversations.

Just finally to say again, I thoroughly enjoyed my time in Australia and New Zealand. Thanks to each of you for your kindness and courtesies. I am proud to say that I have been a HERDSA Visiting Scholar. Best wishes.

Charles Glassick is currently the Interim President of the North Carolina Wesleyan College. He is a Senior Associate of the Carnegie Foundation for the Advancement of Teaching. In this role he collaborated with Ernest Boyer and Gene Rice in the preparation of “Scholarship Reconsidered” and then co-authored “Scholarship Assessed”. While at Carnegie he also assisted in “Campus Life - In Search of Community” as well as “Reinventing Undergraduate Education”. His present role includes speaking world wide on “Scholarship Reconsidered” and “Scholarship Assessed”. Email: ceglassick@aol.com



NAP's-what are they?

The HERDSA Executive Committee at its November 1999 meeting decided to experiment with a new way of working on projects of interest to the Society. Some projects relate to developing improved ways of operating as a professional society, others concern important issues in higher education. It was hoped to design projects that could be completed in a year, hence the title, *New Annual Projects*, (NAP's), but the experience of the past year suggests that a longer timeframe will be more appropriate.

The Executive is keen to involve HERDSA members in these projects and this article is designed to provide basic information about NAP'S in general and offer a discussion in more detail about NAP 2, which is concerned with revisiting the HERDSA prompts for good teaching. At the conclusion of the article readers are invited to make contributions to the project.

The NAP 3 group has been developing timelines and stages for a NAP so that at a given time of the year members can submit ideas for a new NAP. The details of this procedure will be available later.

Four NAP's were proposed at the 1999 Executive meeting and brief details

of these together with contact persons now follow.

NAP1/2000 Develop a Communication Strategy for HERDSA.

The team have been examining various way of communicating the nature of the Society to a broad cross section of the higher education community. These include redesigning the information brochure about HERDSA, working on a redesign of the web site, providing HERDSA information packs to all universities for new academic staff and sending free copies of HERDSA News to senior university managers, DETYA and politicians.

Team. Susan Beatty, Carol Bowie, John Dearn, Mary Melrose.

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NAP 2/2000 Review, renew, extend the HERDSA prompts for good teaching.

These prompts were developed around 1992 and there have been significant developments in teaching since then and so it was thought that it was time to revisit these. The team have now clarified the direction they believe will be most fruitful and present this as a discussion paper below.

Roger Landbeck

Team. Margaret Buckridge, Carol Bowie, Roger Landbeck, Peter Taylor.

Contact: Carol Bowie
c.bowie@mailbox.gu.edu.au

NAP 3/2000 Development of a process to support NAP's.

The team has drawn up a timetable of stages for a new NAP and will be developing these in more detail for the benefit of members.

Team. Di Challis, Angela Brew, Simon Barrie.

Contact: Di Challis
<diana@deakin.edu.au>

NAP 4/2000 To explore the possibility of HERDSA providing a qualification for individuals.

The proposal to be explored is that HERDSA set up a body to establish and run an accreditation scheme designed to provide individuals with an international accreditation as a teacher in higher education. The Executive, at its November 2000 meeting agreed that the group should continue to explore the concept in more detail and present a proposal to the July 2001 executive meeting.

Team. Angela Brew, Simon Barrie, John Dearn, Di Challis and Alex Radloff.

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NAP 2/2000 Review, renew and extend the HERDSA prompts for good practice

Carol Bowie, Margaret Buckridge, Roger Landbeck, Peter Taylor

Project description

The primary aim of this project is to review the Challenging conceptions of teaching: Some prompts for good practice (1992) and develop new resources that prompt ongoing learning about teaching that are relevant for academic teachers today.

Our intention is to develop, first, a conceptual framework, a model, that will underpin the development of the

resources. This article presents an initial description of that model that will be elaborated and refined through the subsequent cycles of the project, including comment from various stakeholder groups (eg HERDSA members, academic teachers, discipline groups and individuals etc.)

Secondly, we will aim to develop prompts to assist individuals engage with each stage of the cycle/model and move on from any one stage to the following

stage. We also intend to develop discipline-based examples of individual learning through using the model.

In the following sections, the model is described and offered for comment. The project team will incorporate the comments and feedback into the refinement of the model and associated resources and will present a workshop at the HERDSA 2001 Conference in Newcastle.

Model description

We work in an era where the concept of lifelong learning has become part of the lexicon of most universities, and change a constant challenge for all who work within them. Thus, our thinking about the existing prompts for good teaching led us to consider how those prompts could be aligned with the constancy of change and the need for ongoing learning. In a sense, we have attempted to develop a strategy for prompting ongoing learning about teaching. Both Kolb's (1984) elaboration of experiential learning, and the work on action research, often based on *The Action Research Planner* edited by Kemmis and McTaggart and first published in 1981, address this challenge. And there are many similar models. However, we have chosen to adapt the experiential learning cycle given its focus on learning from and through experience.

Kolb (1984) defined experiential learning as the process whereby knowledge is created through the transformation of experience. He sees the process of transformation as continuously cycling through four phases - concrete experience, reflective observation, abstract conceptualisation, and active experimentation. His experiential learning cycle has value for two reasons. First, the focus on learning from experience is consistent with the view of academics as professionals - learning about and from our teaching. Second, it offers a systematic approach to that learning. Once understood, the cycle invites a systematic series of shifts in attention so that, rather than an end point, there is an ongoing invitation to learn. Adapted to the current context, the cycle is represented in Figure 1.

The arrangement of the stages is optional. That is, we might have put any of the stages at the top of this diagram. We have also changed the 'labels' for each stage. 'Theory' refers to the 'content' that is the object of teaching as well as the 'teacherly knowledge' about how this 'content' might best be taught to and learned by students. One of the issues we hope to explore is whether there might be more appropriate 'labels', so these terms are offered only as a starting point. And there is no necessary limit to the scope or timescale for the use of this cycle.

The focus of learning is on the ongoing development of a more sophisticated and useful 'teacherly' knowledge that would underpin actions in relation to any one and all of these stages. This focus reflects an assumption that the

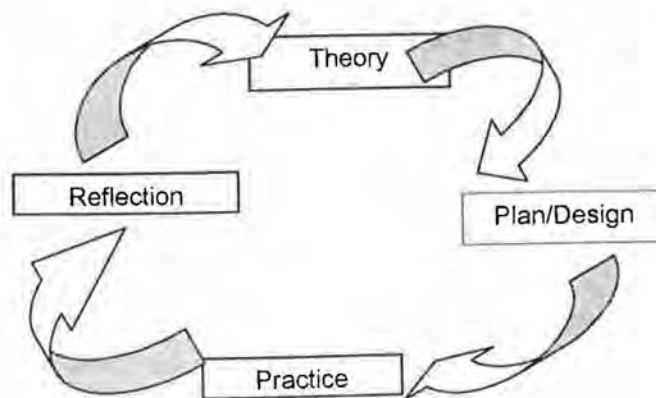


Figure 1: Learning from experience in teaching

challenges facing us as teachers are unlikely to remain static. The implication is that we will need to develop the capacity to continue to renew our teaching practices. We have attempted to represent this ongoing engagement with learning as the gray spiral in Figure 2. The value of the cycle is its function to focus attention on (a) the current stage - the object of thinking, and (b) the following stage - to prepare for it.

Our intention is to develop prompts that are stage-specific. Thus, at each stage there should be prompts that help us to

look at stage-specific issues, and to look forward to the next stage.

In addition we intend to explore whether some prompts respond to the specific nature of the field that is the object of teaching, be it arts, engineering, law, nursing, etcetera. This reflects the suggestion that thinking at each stage is likely to be imbued with field-specific understandings. On the other hand, we believe that teaching will be more effective if the thinking at each stage is also imbued by pedagogical understandings. Thus, we intend that the



Figure 2: The continuing learning cycle



prompts will address both field and pedagogical issues, and promote the integration of these understandings.

Invitation to contribute

We are now asking HERDSA members to join us in identifying and clarifying the kinds of work that are entailed by this model and that will begin to give concrete meaning to a scholarship of teaching. This would open up new ways of talking about teaching, ways that are discipline-specific and more content-rich than we have been used to. It would have at least a couple of dimensions. First, it would show how the scholarship of your field, past and current, is reconfigured and re-designed for teaching and would identify the issues and problems that this re-configuration presents - in first year, for undergraduate work more generally, for postgraduate work. Second, at a more detailed level, it would provide an account of particular learning and teaching challenges - e.g. understanding a concept, learning to think within a discipline's framework - and would show how this challenge assumed material pedagogical form.

We are therefore looking for contributions which will begin to build this discourse, to elaborate its purpose and its worth, to compile its vocabulary, its examples, its theory, its lines of critique and to consolidate its institutional

place. You may well be in an excellent position to contribute a comment

- if you are working in a field or a discipline which has needed to marshal its consciousness of itself as a teaching area (e.g. for flexible learning initiatives, problem-based learning programs)
- if you are working in a field or discipline where there have been challenges to the goals and values of the discipline, or challenges to its boundaries
- if you are working in an emergent area which has had to define, rather than inherit, its curriculum
- if you are working in a field or discipline where paradigm movements are challenging even your under-graduate curriculum
- if you are working in a field or discipline where the industry or profession is looking for a shift from procedures to principles as the basis for the curriculum.

These dot points are only indicative. They are not intended to exclude anyone, but rather to act as a trigger for reminding you of the kinds of circumstances where you might have done some of this thinking.

If you would like to be involved in this project, please express that interest through contacting us. We intend to

develop and establish forums for discussion of this work that reflect disciplinary interests, as well as role and teaching media interests. The forums will largely be virtual, conducted through email and the HERDSA web site.

Initial expressions of interest should be emailed to: c.bowie@mailbox.gu.edu.au

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- Carol Bowie, Margaret Buckridge and Peter Taylor are on the staff of the Griffith Institute of Higher Education at Griffith University, while Roger Landbeck is editor of HERDSA News.

APPRECIATION OF MEMBERS' CONTRIBUTIONS

The Society wishes to thank all those members who give their services free of charge to the work of HERDSA. This service is greatly appreciated.

Research in Higher Education Progress Reports

Transition to university: the particular experience of Halls of Residence students

Sally Hunter

Introduction

The transition from school to university has attracted much research activity and continues to be the focus of annual international conferences (the most recent in Brisbane in July this year). The research reported here is concerned with learning experiences prior to and during the first year at university for a particular group of entrants – those accommodated in a university Hall of Residence.

Methodology

In the first week of Term 1 1998 (early March) I sent a questionnaire to all first-year students in a Hall of Residence adjacent to the university campus. I asked for information relating to their Year 13 experience of studying and learning in a number of fixed response questions. I also asked, in two open-ended questions, for the students to reflect on what sort of things helped or hindered their learning in Year 13. In the first week of Term 4 (early September) I sent the students who had completed the first survey, another parallel questionnaire which sought information about their experiences of studying and learning in their first year at university. In this report, I will discuss the results only of the responses to the open-ended questions on things which helped and hindered learning in Year 13 and first-year university for the 55 students who completed both surveys (33% of the Hall residents). Compared with all full-time entrants to the university in 1998, my respondents were over-representative of women, of "A" Bursars (the best qualified entrants) and of students in the Engineering Intermediate course. In one other important respect, they were also unrepresentative because they lived together in a Hall of Residence.

Findings

What helps and hinders learning at school?

The students' responses to the open-

ended question about what helped their learning in Year 13 fell into three main categories:

personal study strategies (of responses)	73%
good teachers and teaching	45%
discussion with other students in, or more rarely out of class	31%

It is not clear in all cases whether personal study strategies were initiated by the students themselves or whether they were triggered by some action on the part of teachers. For example, many strategies were linked to the demands of assessment: preparing essays, doing projects, doing practice exam questions, with students' approaches ranging from "listing important points which were easy to memorise" to "learning the theory and understanding something – not just parroting facts". Good teachers were keen, enthusiastic, made classes interesting, were available for help and one-to-one questioning, explained well, gave examples, encouraged class discussion, organised extra tutorials. Discussion in class gave students the opportunity to "learn other people's ideas and find out if your thoughts are correct".

The students' responses to the open-ended question concerning hindrances to their learning in Year 13 fell into four main categories.

poor teachers and teaching (of responses)	42%
study-related problems	42%
class-related problems	33%
personal factors	20%

Study-related problems included too many notes, too much reading and group projects. Poor teaching was related to poor explanations, boring presentations, lack of teacher motivation/inspiration, lack of concern for students: e.g. "teachers failing to motivate me because of their lack of interest in the subject". Class problems were related to large classes, the presence of disruptive students and the mix of abilities.

Personal factors included, not surprisingly, the distractions of personal and social life.

What helps and hinders learning at university?

The students' responses to the open-ended question about what helped their learning at university fell into four main categories:

personal study strategies (of responses)	67%
tutorials (university and Hall)	44%
good lecturers	22%
discussion with other students taking the same paper (outside class)	22%

The most frequently cited personal study strategies were using the textbook in association with lecture notes to expand and clarify notes, doing exercises and examples and doing research for and preparing assignments. Good lecturers were enthusiastic, gave interesting lectures, explained clearly and used a variety of presentation methods. Discussion with other students in tutorials (both university and Hall) and informally was also highly valued.

In their responses to the open-ended question concerning hindrances to learning in their first year at university, the students were most likely to mention:

study-related problems (of responses)	56%
poor teaching	35%
class-related problems	33%
personal factors	13%

Some of the study-related problems were personal (lack of study skills, lack of organisation), but some may also be attributed to poorly organised courses (workload too high, too much reading). Poor teaching, associated with factors such as lack of intelligibility, arrogance, inability to explain clearly, the pace of



lectures and the lecturer assuming too much, was mentioned by over a third of the students. Almost the same proportion mentioned other factors relating to their classroom experience: problems with note-taking in lectures, noisy students, lack of handouts and, for two students, not having one-to-one contact with their lecturers. A small proportion of students said that the distractions of social life had hindered their learning.

Discussion

For many of my respondents, their Year 13 learning experience had been enhanced by good teachers who had an almost pastoral concern for their students and a rapport that allowed for one-to-one questioning and discussion. Despite this, most of the students in the second survey, did not seem to miss (or at least did not mention missing) this close relationship. At the same time, a higher proportion of the students valued discussion (formal in university or Hall tutorials) or informal (outside class) at university than in Year 13. Of course, these Hall of Residence students have ready access to other students with whom to discuss their work in an environment which supports this kind of co-operation. Student comments on this situation included: "living in Hall – student and tutor support", "living in Hall – others help with learning", "being

in Hall you can discuss problems with others". In this respect, the experiences of Hall residents are probably not typical of many students who live at home (or in private board) and/or have little contact with other students in their classes (McInnis, 1995).

The transition from school to university involves a time of 'separation' (Tinto, 1988) when the links with the 'old' group are severed resulting in feelings of 'weakness and isolation' in the new university environment. Those students, such as my respondents, who can identify with a clearly defined group (the Hall of Residence), may adapt more readily. This is in spite of them having severed an additional link in leaving home and family. Good learning, according to Chickering and Gamson, is "collaborative and social, not competitive and isolated" (Chickering & Gamson, 1987, p.4). It seems that for these students the rapport and opportunity for one-to-one discussion with their teachers at school has been replaced, at least in part, by formal and informal interaction with their peers. And the latter type of interaction is encouraged by the mere fact of living in a Hall of Residence.

Acknowledgment

I would like to thank my colleague Jane Robertson. Her parallel qualitative

research project's findings were combined with mine, and presented by her at the 1998 NZARE Dunedin Conference, under the title "It's going to be strange, I think". The transition from school to university as reflected in the teaching/learning experience of students.

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Teaching, research and learning in a community of inquiry (an update)

Jane Robertson

The focus of this ongoing research project is an exploration of variation in academic staff experiences of the relation between research and teaching. A pilot study, which involved interviews with seven academics in a New Zealand research university, has been followed by in-depth interviews with a further eighteen academic staff across a range of disciplines and career stages. Data from the main body of interviews are currently being analysed.

Initial findings suggest that while most (though not all) academics claim a significant link between these two aspects of their work, the level of complexity of the relation varies. At its most complex the relation ceases to be experienced in terms of individual phenomena (research and teaching) and is instead constituted holistically. It would seem that understandings of research, teaching, learning and knowledge as interrelated phenomena are fundamental to the

construction of, and variation in, individual experiences of the research/teaching relation.

Key words

Teaching, research, learning, community

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Identification and Development of Teaching Expertise in the University

Ruth Ethell, Chris Heath, Susan Sandretto

The research project was conceived in order to meet the needs of novice lecturers by utilising the expertise already present in the University. It sought to theorise expert tertiary teacher practice by examining the relationship between teachers' personal beliefs and theories and their teaching practice. This project was conducted in two phases. Briefly, the first phase identified the attributes of 17 lecturers nominated for their excellent teaching. A profile has been developed and examined in light of current literature on teaching expertise. The explicit beliefs (espoused theories) and implicit beliefs and conceptions underpinning the practice (theories-in-use) of these participants have been described through the examination of a number of data sources. Data from initial interviews, repertory grid interviews, stimulated recall interviews and documents have been analysed utilising grounded theory methods. The results are under development for a paper now in progress. Initial results were presented at a Higher Education Research and Development Society of Australasia conference in Australia in July 2000 (Ethell, Sandretto, & Heath, 2000). In addition, a critical literature review paper arose out of the

development of the literature review and is ready for submission.

The second phase of the project aims to make use of the findings from Phase One in order to develop the teaching of novice lecturers. Teaching interventions will be designed that allow novice teachers in the Division of Sciences to access the beliefs and thinking of more expert teachers, as well as reflect on and examine their own teaching practice. The intervention to be implemented and evaluated in this study has been demonstrated to be effective in preservice teacher education (Ethell, 1997; 2000). The principal goal is to analyse and theorise University teaching practice and through this develop strategies that can be applied across the University that will provide less effective and novice lecturers with access to the thinking of expert lecturers and to thereby facilitate the transition from novice to expert university teacher.

Funding Body: University of Otago Research Grant (ORG)

Keywords: teacher beliefs & conceptions, espoused theories of action, theories-in-use, repertory grid interview, stimulated recall interview

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Work in Progress

Enhancing Teaching-Learning Environments in Undergraduate Courses

(ETL Project)

Brief Description of the Project

This project has been designed to support 25 U.K. higher education departments, involved in undergraduate teaching, in thinking about new ways of encouraging high quality learning. The collaborative research will be underpinned by research into the quality of student learning and how it is influenced, not just by teaching and assessment, but by the whole teaching-learning environment. It is intended to focus on five contrasting subject areas: biological sciences, economics, engineering, history and media and communications. The collaborating institutions will be clustered around three geographical areas - Edinburgh, Durham and Coventry. A range of courses or

modules will be identified in each subject area and the researchers will work closely with each course team to analyse learning aims and outcomes in relation to their student intake.

The focus of the study will be on the constructive alignment between aims and the whole teaching-learning environment - in other words, on the match between the course teams' intentions and students' everyday learning experiences. Ways of improving provision will be explored with course teams, based on conceptual frameworks being developed through the research, and tailored to the specific subject areas. The effects of the changes introduced will be investigated and reviewed with the course teams involved. Ways of managing change effectively

will be systematically identified and widely discussed, prior to extensive dissemination.

Names of the Researchers

Co-directors: Professor Noel Entwistle, Professor Dai Hounsell

Associate directors: Professor Liz Beaty, Professor Erik Meyer, Dr Charles Anderson, Dr Kate Day, Dr Ray Land, Dr Hilary Tait

Funding Body

U.K. Economic and Social Research Council (ESRC)

Keywords

learning environments, high-quality learning, constructive alignment,

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Evaluation of the *Northern Women's community Midwifery Project

Brief description of project

This evaluation is an independent external evaluation of the Community Midwifery Project which has been in operation since 1998 funded by the Alternative Birthing Services Program.

The project is a model of midwifery care which has targeted aboriginal, teenage and socially disadvantaged women who are pregnant and live in the northern area. A team of 5 midwives undertake continuity of care of the equivalent of 40 women each a year. The midwives care for the women antenatally, collaborating with obstetricians, either in their homes or at a clinic, the midwives care for the women during their labour and birth, either at home or at the hospital

of their choice and then follow them up postnatally for six weeks.

Due to limited funding the evaluation has been set up in two parts, the first which is almost at its conclusion, has concerned the development and implementation of the project. Further funding is being sought to undertake the second part of the evaluation. Funding for the evaluation was gained from the Department of Human Services.

* The Northern geographical area is located in South Australia and covers 40 kms from the Southern boundary of Gepps Cross to Gawler in the north and 30 kms from the western boundary of Salisbury to Tea Tree Gully in the east. The Council areas

are Playford, Salisbury and Tea Tree Gully and Enfield.

Funding body: Health Enhancement Research Grant.

Keywords: midwifery, continuity of care, primary health care, community midwifery

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Effective Teaching and Learning at University Conference, 2000.

The University of Queensland held its annual conference on Effective Teaching and Learning at University on 9-10 November conducted by the Teaching and Educational Development Institute (TEDI). It was very well supported with over 250 delegates attending from a number of Australasian universities and over 80 papers presented. The conference is directed at university teachers and aims to present issues, opportunities and challenges faced by teachers in Australian universities. The focus of this year's conference was on university teaching in science-based subjects. It was therefore appropriate that the opening keynote address was given by Professor Ian Lowe, former Head of the School of Science at Griffith University and a former Director of the Commission of the Future. His address titled, "Why we are failing to prepare scientists and engineers for the 21st century" was sponsored by Queensland's branch of HERDSA.

Professor Lowe argued that much of the university education in science and technical areas is fundamentally inadequate. He claimed that it continues to be viewed as transmission of a fixed body of knowledge, which does not prepare graduates for the real world of rapid change. He also claimed that science education was overwhelmingly narrow and thus deficient in equipping graduates for the complex world in which they need to cope with issues of sustainability, social impacts, cultural differences and political questions. He argued for fundamental changes in the way universities conduct science education in order to discharge our responsibility to our students. The presentation was convincingly delivered with humour and insights that left no-one in doubt of his commitment to science education that prepares students for the future.

Other speakers included Professor Susan Bambrick, OBE, Deputy Vice-Chancellor (Academic) of the University of Southern

Queensland, who gave a keynote address on "Taking higher education to the people". The two featured speakers were Australian University Teaching Award winners, Professor Gabriel Moens and Dr Lloyd Davis.

The conference program, abstracts and papers of the conference can be found on the TEDI website at

http://www.tedi.uq.edu.au/conferences/teach_conference00/

Next year marks a new phase with the conference moving from The University of Queensland to a regional event, with Queensland University of Technology hosting the conference for 2001 and 2002. We thank HERDSA (Qld.) for its support and were pleased to be able to take the opportunity to promote the HERDSA national conference, publications and membership.

**Denise Chalmers, TEDI,
The University of Queensland**



Book Reviews

Making Sense of Academic Life: Academics, Universities and Change

By Peter G. Taylor, (1999). Buckingham, UK. Society for Research into Higher Education/Open University Press., Paper 167pp. AUD 60.45

Reviewed by Darryl Jones

The most credible long-standing tradition of universities to which we can point is the tradition of change – of adapting to external constraints and opportunities.

Peter Taylor, p 114

When I first heard about this book, written by a colleague from another campus of my own University, my initial reaction was a resigned: "Another book I really should read but will never find the time for." How on earth would I fit it in with all those unfinished manuscripts to get back to, essays to mark, meetings to run, equipment to order, post-grads to advise, research to conduct, irate students to placate, budgets to check, radio interviews to give and research assistants to check on..... Indeed, how would I get half of these essential things done in the time available, and still have anything like a normal home life. And on that note, when did I last have a completely work-free weekend?

I am quite sure that this is the entirely normal and predictable lament of any academic today. Our working lives seem filled to overflowing with a multitude of tasks and demands half of which we did not expect and have not been trained to deal with. Just when we seem to have got a handle on things – that new subject bedded down and a research project underway – a new restructuring of the Department/Faculty/University is announced. Slumped figures in common rooms or hidden away in the new trendy campus coffee shop endlessly wonder how they will cope and share memories of less cluttered times in the mythical past.

Universities in Australia and around the world have been on a roller-coaster of change over the last decade or so. The pressures on academics are now legion and come from a bewildering and often unexpected number of directions and

sources. Their reactions have been varied and instructive: denial, dejection and defensiveness along with the grasping of new opportunities, rejuvenation and recovery of innovative visions. Peter Taylor starts this important and timely book as this very point: "Academics' roles within the changing institutions of higher education – universities – cannot remain as they are, nor retreat to some former idealized times (p. 1)." His task here is to provide an essential perspective to this apparent tsunami of change – both historical and philosophical – that allows us to see how our work places are part of a community irreversibly global. The influences are not simply the whims of Vice Chancellors or Education Ministers; they are effectively universal and more-or-less inevitable. However, and this is the key emphasis and value of this book, these pressures do not have to be debilitating. Indeed, this is largely a framework for using the current environment for revitalisation and positive reinvention. Taylor's message is essentially one of empowerment through awareness. Loss and regress are part of the process but need – must! – not become defining of these times.

He is well placed to bring us these views. For six years he was deeply involved in a detailed DEETYA-funded investigation of the change-related challenges facing academics and senior university managers. This major study (see Taylor et al. 1996), an Evaluations and Investigations Project, focussed on the experiences of academics as they grappled with the rapidly increasing use of information technology in teaching, certainly a central feature of the change we are facing. In addition – and in particular – Taylor has also been directly involved in the establishment of Griffith's new Logan campus. This is an ideal exemplar of the very conditions

Taylor seeks to examine: a shiny-new, technology-rich, web-dependent environment, where the students will never attend a conventional lecture. There are no big halls (and a very small library of books) but there are advanced PCs everywhere. Most face-to-face teaching takes the form of small group discussion groups but these students will probably spend less time with a teacher and more in cyber-space than any students currently finishing a degree today. Is this the future? And who will they get to run the show? Ordinary academics like you are me! It's easy to see why Taylor's experiences with these people lead him to write this book.

One of the strengths of this book is its depth, both intellectual and practical. It is an effective combination of broad, relevant reading is a diversity of fields (some seemingly far removed from higher education issues) and the realities of life at the coal-face. For me at least, it is this combination that takes the book far above the twin pit-falls of esoteric theorising and existential whinging, and gives us something meaty and thoughtful. I say "us" because this is very definitely a book for working academics, people trying to make sense of their changing roles. You will find yourself in most chapters: exploring imagined ideals of what universities should be like (Chapter 2); wondering how you came to be doing all those unexpected new tasks (Chapters 3 and 5); attempting to understand your leaders (Chapter 4); and trying to describe and perhaps define what you are these days (Chapter 6).

The final chapter ("Moving On") is both realistic and sensible. There is much of value that has been lost – forever – and these values and practices are to be grieved over. But similarly there is much that needs to be left behind as we redefine our work and move on.



Taylor's conclusion is that, as grief is essentially a private and personal experience, so too are the routes out from the shadows. He asks us to see ourselves, (perhaps as academics, intrinsically self-orientated) as capable of purposeful, planned, informed activism: self-interested activism that is purposeful. He sees such purposes as crucial to our identities: "I hear academics speak with enormous enthusiasm about their desire to increase the accessibility and quality (for students) of their teaching practices, and their personal versions of the

scholarship of discovery, synthesis, application and teaching" (p 152). If these types of values are what we hold as central to our self-defined roles, let us pursue them on our own terms!

This is in many ways, a profound book. Having found the time read it, I now value enormously the informed perspective it has given me on my lot and those of my colleagues: it has been sensemaking, a theme Taylor uses throughout his book. But more crucially, it has enabled me to undertake a personal

reassessment of what matters to my academic identity – these are the things that provide that essential sense of satisfaction. They matter to me and, properly pursued, can be the purpose that I come to work. Thanks Peter.

Dr Darryl Jones is a lecturer in the Australian School of Environmental Studies, Nathan Campus, Griffith University

Supervising Postgraduates from Non-English Speaking Backgrounds

Edited by Yoni Ryan and Ortrun Zuber-Skerritt. 1999. Buckingham, UK: Society for Research into Higher Education and Open University Press. ISBN: 0 335 20371 X (Paper 193pp, AUD 65.89)

Reviewed by Margaret Cargill

This volume sets out to respond to the increasing reliance of many universities in the UK, the USA, Canada, Australia and New Zealand on "fees received from postgraduate research students who come from non-English speaking backgrounds (NESB)". It aims to help universities as institutions, and individual supervisors, to understand the dilemmas faced by such students and devise programs and approaches that will facilitate productive outcomes. This is a very broad goal, especially considering the spread of the student population that can be designated as postgraduates from non-English speaking backgrounds.

The focus of the book is identified in the introduction as international research postgraduate students for whom English is a second or later language. Readers seeking insights into the particular issues faced by local NESB students will largely be disappointed, although the introduction acknowledges their situation as "requiring fuller attention" (p. 5) and Chapter 2 provides some focus on the differences between local and international NESBs from the student perspective. The imprecise way in which NESB is sometimes contrasted in the text with Australian, for example, points to a wider blurring of the issues. However, this echoes the way that these issues are perceived and dealt with in many universities, and should perhaps not be surprising. The breadth of focus and lack of clear definition are also reflected in the way the chapters that constitute *Supervising Postgraduates from Non-English Speaking Backgrounds* have been grouped into four parts: 1. The NESB

Student: What's the Difference?; 2. Examining the Issues; 3. Establishing some

Principles for Effective Supervision; and 4. Practical Responses. As each chapter arises out of the complexities of a particular supervision context, more than one of these four focuses are represented in most chapters, and I therefore provide a brief description of the content of each chapter. The book's index is helpful in tracing some of the recurring themes.

Part 1 focuses on NESB student experiences of supervision; one chapter is autobiographical (by a female Japanese academic reflecting on her experiences as a student) and the rest present researched views: of the experiences of a female Chinese student, four Iranian students, and five students from diverse language and cultural backgrounds at a new university. Part 2 presents an overview of supervision issues from the perspective of experienced UK supervisors, and a comparative look at legal and ethical implications for universities in the UK, the USA and Australia. The first two chapters in Part 3 focus separately on supervision in Australia of NESB research students in social science/humanities and in science-based disciplines. The subsequent chapters in this part address the development of general guidelines for supervisors and administrators from a UK perspective, and of a systematic process using credit-bearing subjects in an Australian setting to support the development of language and research skills in international and other NESB students.

Part 4 provides examples of programs or approaches developed in different contexts to respond to NESB postgraduate student needs. The first of these emphasises the opportunities and challenges inherent in the use of information technology resources by these students; the second recommends to supervisors of arts/social sciences research students from Confucian educational cultures a rationale and possible methods for developing appropriate critical reading skills. The third chapter uses a case study of an unsatisfactory supervisory relationship, and its use in role-play in supervision training, as a springboard for suggestions on enhancing the development of critical thinking and autonomy. The final chapter recommends to supervisors a process of concept mapping, both early in a candidature to clarify relationships in the research project, and later for thesis planning.

There is an encouraging emphasis in many places in the book on the need to treat students as individuals rather than members of a category although this is not always carried through into the approaches recommended. Readers are likely to find contributions and points of view that both resonate and conflict with aspects of their own experience. However a thoughtful reading should point to some practical strategies worth investigating further.

Margaret Cargill is a senior lecturer in the Language and Learning Service of the Advisory Centre for University Education, Adelaide University.

The Adult University

By Etienne Bourgeois, Chris Duke, Jean-Luc Guyot, and Barbara Merrill. (1999) Buckingham, UK. Society for Research into Higher Education & Open University Press, pp194. AUD 65.00

Reviewed by Bob Ross

This volume" brings together two large themes on contemporary society and examines the interplay between them. These themes are the future of the university in an era of mass higher education; and social inclusion or exclusion, which has acquired a new salience in many societies. . . (p1)

The Introduction describes how the book arose from a joint research project between the University of Warwick (UK) and the Université Catholique de Louvain (Belgium) but involves an examination of the results of that project as well as more generally available information from a number of different theoretical perspectives in a variety of fields. A fairly comprehensive "Outline" is included "to take the reader through a complex sequence of issues in a clear and logical way" (!) (p 9).

Chapter 2, "Changing to Survive: the Modern University in its Environment", is a largely theoretical analysis of the topic area from the macro (the systems of higher education - HE - and the societies) to the micro (sub-institution).

Chapter 3, "Are Universities Organised to Facilitate Access and Participation?", again is largely theoretical, but concentrates on how universities reach decisions. They examine the results of the joint project from various theoretical perspectives.

Chapter 4, "Adult Students: Getting in and Keeping out", is more empirically based, looking at where adult students are within (the two) universities.

Chapter 5, "Staying in and Coming to Terms", gets even further down to the empirical level with quotes from students themselves. Sadly, the student voices are muffled by the greater coverage of the words of other researchers and of staff.

Chapter 6, "Innovation and the University: the Struggle for Adultification", moves back to the theoretical level applying some of the ideas discussed in Chapter 3 to examine "What deductions can we draw from the studies cited here about the way universities can be used - led, directed, facilitated, persuaded? - to put into practical effect policies and arrangements which favour wider access and counter social exclusion. . ." (p 11) and the

concluding Chapter "The Adult University: from Adult Education to Lifelong Learning", moves back from the detail " . . . , perhaps to make some grounded predictions about, the adult university of the future." (p11)

Which nicely leads me back to the volume's title: The Adult University - no it is not the university that has grown up (although the authors do talk about "The University coming of age . . ." - a number of times - but by that they actually mean that 'the university' has, or has been forced to come to terms with yet another government or societal or both, inspired change in the external or internal environment) but The University that has joined the "Adultification" (ghastly term) push - that is: admitting adult students; so "The Adult University" is one that admits (a majority of, or approaching such) adult students.

Now if you found that sentence difficult (yes: it is but one sentence) then I suggest that you avoid this book. The above sentence is a marvel of lucidity and simplicity compared with large wads of The Adult University.

The book could do with a hefty dose of Gowers ('54). Indeed at one stage I wondered whether I was experiencing Francophone-Belgian-English: a parallel to the Swedish-English academic writing that I encountered a bit over a decade ago. The book could also benefit from a more thorough proof reading; the lack thereof in places contributing to the difficulty in interpreting meaning. (Now who is the 'kettle'?)

The book has a twin focus: "adultification" of Higher Education (HE) and social exclusion. Their interest is whether the "adultification" of HE/The University is contributing or not to tackling the problems of social exclusion of minority groups: groups in society defined by ethnicity, socioeconomic disadvantage, gender or disability or a combination of a number of those factors.

The authors claim that ". . . adults come to constitute a rising proportion, now commonly more than 50 per cent, of an institution's total student population" (p 168 and quite a number of times earlier - one of the off-putting features of the volume)

The one set of figures in the volume against which we can test this claim are for "Great Britain" and indeed show that by 1991 over half of the "first-year entrants" at all levels combined in HE (sic) reached over fifty percent - up 10% from a decade earlier. But the figure for first degree "entrants" was still under a third. However that table interestingly excluded the Open University, at that stage having its twentieth intake! A significant exclusion in the light of one concern about 'diversification' expressed in the volume

The volume spends considerable space attempting to explore who the adult students are and in what are they enrolling. Both issues made difficult by the lack of clear definitions and the absence of appropriate statistics.

For example: "In Belgium there is no legal or official definition of an adult student." And even more seriously (for the authors' project at least) is the fact that no statistics are collected in Belgium that would illuminate the background of adult (or any) students. The volume also explores what provisions, if any, are made to accommodate the distinct needs of adult students, their comparative study of all these issues made considerably more difficult by the different structures in the two different countries, let alone the different cultures in the two institutions.

One of the many description we are given about the book is: ". . . a kind of dialectic between the theoretical and the empirical." (p 156) - perhaps too difficult a task in this area? In any case, for me, it has lead to a very general and 'muddy' series of analyses. As the authors themselves admit "Writing this book proved to be more complicated, more challenging. . . than we expected" (p 157). To which I can only add the colloquial 'and it doesn't half show'.

However "The subject of access to HE is hardly new". (p2) and in general there is little here that will surprise, or even be unfamiliar to, HERDSA readers, with the possible exception of the low adult enrolments in Humanities in the project institutions. And even that is thrown into some doubt by the aforementioned proof-reading problem.



In summary I feel that the material might have made two nice chapters in an appropriate volume but you will probably conclude that, at \$65, your money or your library's money might be better spent. The topic IS important. But if you are not familiar with the authors and are interested in their contribution you might be better to try to trace their work from

the Warwick Continuing Education working papers (see Bourgeois et al, below).

Bourgeois, E et al ('95) Working papers 13 & 14, Warwick: Continuing

Education Research Centre Department of Continuing Education University of Warwick

Gowers, Sir Ernest, *The Complete Plain Words*, HM Stationary Office, London, UK (later published by Pelican Books - '62 - and reprinted 5 times by '68.)

Innovations in Teaching English and Textual Studies

Edited by Simon Avery, Cordelia Bryan and Gina Wisker. 1999. Birmingham: Staff and Educational Development Association. ISBN: 1 902435 11 7 (SEDA Paper 108. £16. Order through: office@seda.demon.co.uk)

Reviewed by Gillian Whitlock

This collection of 20 papers (each quite short, 7 pages or so) is directed in a very practical and applied way to the teaching of English in tertiary classrooms, mostly in the UK. Each of the writers is also the practitioner, the person who not only designs but also delivers the subject in class. And so one of the strengths of the collection is the firm grasp of the opportunities and the drawbacks of innovative teaching in English now. New technologies facilitate innovative work, however growing class sizes and the increasing diversity of the student population make innovation difficult. As Val Scullion remarks in her essay on 'Collaborative Groups and different modes of learning', 'This article aims to pass on successful practice'. This objective is central to this entire collection. In fact, it leads to some gritty realism in its recognition of the conditions of teaching English now, for one contributor discusses how having to teach in an open space alongside the photocopiers led to innovations in teaching style. Another, Susanna Gladwin, begins her discussion of how to encourage reading with a set of highly fraught questions which challenge teachers of English: What role do literature departments in institutions of Higher Education have in preserving and transmitting the past when there is such an overwhelming millennial future of technological transformation pressing on us? Is there a stark choice between elitism and democratisation? Given the highly critical report on Arts programmes

which has emerged in the Australian media in the week I write this review, these questions are sharp and urgent for all of us who teach English here.

Each essay is prefaced by a table which measures the teaching innovation against a series of key criteria. These are extensive and are organised under the headings 'Characteristics of the Teaching and Learning Strategy', 'The Problems Tackled' and 'Transferable Skills and Competences Developed'. The first of these lists a series of strategic options which can lead to innovation: CAL, teamwork, various styles of presentation and organisation (for example self assessment, flexible tutorials, team teaching, self help groups and encouragement of reflection of various kinds - historical, interdisciplinarity, and cross-cultural recognition for example). The second, 'problems tackled', indicates the constraints at work in the system: large group size, different student ability levels, teaching overload, financial and human resources, and the difficulties of encouraging student responsibility for learning at present. The third category indicates the priorities of the SEDA group in developing specific skills and competences: independent learning, teamwork, good written and oral communications skills, the development of originality, creativity, flexibility and the aptitude for life long learning, awareness of historical and cultural contexts, ability to engage in ethical debates, to select a few from an extensive list. This table is derived from

the 1997 CCUE Report on 'The English Curriculum: Diversity and Standards'. Although the editors are on the whole rigorous in translating acronyms for those of us who read this collection out of England, unfortunately the CCUE Report remains unaddressed and undiscussed as a source of standards and benchmarks.

In the Introduction the editors remark that, in general, English teachers on Higher Education are less inclined to publish and to share their innovative practices that are teachers in more scientific or more practitioner-oriented discipline areas. This is quite so. We are, for example, a highly mobile group when it comes to research networks and discussions of research projects and publications. However we rarely think to discuss what is happening in the classroom in the very practical ways which are the focus of this collection. This is unfortunate, for the pressure to adapt and innovate is intensive here and now, and there is much to be learned from each other on how we can meet the demands of the present.

To some extent this collection indicates the limitations in the vocabulary to engage in discussions about pedagogy even amongst innovative practitioners. For example although there are a few references to key concepts (such as SOLO) and Higher Education researchers (such as Diana Laurillard) most of these essays do not articulate much awareness of contemporary debates in teaching and learning theory. And so, although the



very practical emphasis in these essays is appropriate and welcome, there are some deficiencies in reflections on pedagogy here. This is most apparent on the essays which discuss CAL projects and multimedia, where learning outcomes need to be addressed more clearly. In other essays too there is a critical gap between the claims made in addressing the CCUE criteria and the description of classroom practices which follows. Also few essays offer evidence of rigorous assessment of student response, 'rigorous' in the sense of systematic and repeated enquiry into effects of innovations on the student population.

That said, this is a rich source of ideas and further reading. One of the most interesting and sustained projects described here is 'The Speak Write Project'. This brings together innovative practices in teaching and learning which have been developed at Anglia Polytechnic between January 1997 and December 2000. Several papers in this collection emerge from that project: Cordelia Bryan's 'Raising the standards of language awareness and use in undergraduate English', and Simon Avery's 'Writing with Style: the teaching and learning of advanced writing skills'. This project, funded by the Higher Education Funding Council for England, has led to the development of compulsory short modules for students in English which aim to address writing and oral communication skills. Both the Bryan and Avery papers suggest this programme has led to some highly innovative approaches which range across different styles and genres, and deploy assessment practices which encourage self-reflection on the part of the student and which work with mixed-ability groups of students. For example Bryan describes the use of workbooks: '[these] function not only as a record of drafts and completed work that they

have produced, but also as a space in which each student can reflect upon the teaching sessions and what was learned. These workbooks then function as the main unit of assessment at the end of the course, allowing both tutor and student to review the progress made during the six weeks of study.' (25) Materials from this project will be published in September 2000 by Longmans as a series of four books entitled *Grammar and Writing*, *Writing with Style*, *Speaking your Mind* and *Academic Writing*. On the basis of the extracts here, these books will be useful resources for undergraduate English teaching.

Another project featured in this collection is the DUET Project – the Developing University English Teaching Project founded at the University of East Anglia by Professor John Broadbent in 1979. The DUET Project Management Group designs workshops to enable practitioners of English to reflect collaboratively on their practice and develop their teaching and learning. This has produced a monograph, *Developing University English Teaching: An Interdisciplinary Approach to Humanities Teaching at University Level*, (1995). The particular methodology of a DUET workshop weaves together a series of discrete activities or events, which involve role play, collaborative writing and working, reflective discussions and evaluations. These workshops are designed to address and, ideally, resolve differences or oppositions in the workplace context. Although it wouldn't do to underestimate the processes of change which have always been at work in the discipline, the discussion of the DUET process here indicates some of the stresses and fractures which have had to be negotiated in Departments of English in the quite recent past.

A number of other papers suggest how dramatic have been the changes in English Departments in the past decade. So, for example, Deborah Orpin's paper 'Seizing the day: exploiting current affairs to overcome reticence and develop seminar skills in the EAP classroom' addresses the particular dynamics of the undergraduate classroom with a large cohort of international students. The cross-cultural differences here produce very different classroom dynamics. Orpin attempts to respond to these differences and encourage interaction by drawing on cultural studies approaches to current affairs. Val Scullion's paper on 'Collaborative groups and different modes of learning' also draws on both literary and visual texts – in her case both the fictional and filmic versions of *Pride and Prejudice* – to set up group dynamics in a very mixed student population of adult education learners. Creative writing, Cultural Studies, uses of multimedia and new technologies, student cohorts with very different expectations and competences – all of these and more have transformed the Department of English in ways which are still to be negotiated and worked through. All of the writers in this collection respond to these challenges with imagination and energy. In Australia these same issues are played out in a different scenario. This collection makes one wish for an equivalent discussion on innovations in English here.

Gillian Whitlock is Professor and Head of the School of Humanities at Griffith University. In January 2001 she will take up a Chair in the Department of English at the University of Queensland.



News of HERDSA Branches

HONG KONG

The branch recently held an open panel presentation and discussion on the topic

"Directions for the Development of Teaching and Learning in Tertiary Education in Hong Kong"

Abstract.

Over the next decade the shape of tertiary education in Hong Kong is likely to undergo a radical change, with many more students entering post-secondary education. This will inevitably generate pressures for teachers – and stimulate the search for new ways of maintaining and enhancing the quality of teaching and learning. This session aims to explore some of these issues from the

perspectives of policy-makers, staff developers and front-line teachers.

The members of the panel were:

Nigel French (EMB) Special Adviser (Education and Manpower)

Tim Moore (HKU) Director, Centre for the Advancement of University Teaching
Adele Graham (IVE) Head, Teaching and Learning Centre

Aggi Tiwari (HKU) President, HERDSA(HK)

John Jones (PolyU), Director of Educational Development chaired the panel.

Members in Hong Kong wishing to know about the activities of the branch should contact Aggi Tiwari (<afytiwar@hkucc.hku.hk>, Tel. 2819 2629).

SOUTH AUSTRALIA

Professor John Bain (Griffith University) recently gave a seminar to the South Australian Branch on 'Teaching as we believe: Using IT in higher education' John has been working with Dr Catherine McLoughlin (UNE) on research showing that how we teach with IT is dependent on our beliefs about knowledge, teaching and learning. The seminar was a chance to preview a book they have in preparation.

For details of branch events contact Gerry Mullins at
gerald.mullins@adelaide.edu.au

PROFESSOR PAT CRYER

**Visiting Professor for the Development of Graduate Education
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SRHE Postgraduate Issues Network: www.cryer.freemove.co.uk/network.htm and www.srhe.ac.uk

SRHE/THES Guides on Postgraduate Issues: www.cryer.freemove.co.uk/guides.htm and
www.srhe.ac.uk/guide.htm

Book for research students: www.cryer.freemove.co.uk/book.htm and www.openup.co.uk

GUIDE 6:

SETTING UP PEER-MENTORING WITH POSTGRADUATE RESEARCH STUDENTS

Emma Coe and Carole Keeling, University of Manchester

I am particularly pleased to announce the publication of this new Guide because peer-mentoring is an answer to a range of problems experienced in postgraduate research, offering benefits to supervisors, students, departments and institutions. This Guide outlines these benefits and lays out step-by-step advice on setting up peer mentoring - ranging from small scale schemes, run informally by individual supervisors, to formal department-wide schemes. The Guide is inexpensive and practically helpful. It manages to steer a course between giving valuable advice but not being prescriptive, and should be useful for anyone involved in providing or supporting postgraduate research programmes: for example individualsupervisors, members of management committees and staff development officers.

For further information, 'taster'-extracts and details of the other Guides in the series, see www.cryer.freemove.co.uk/guides.htm



Special Interest Groups

News of Activities

Currently most SIG's are very quiet but the HELM (Higher Education Leadership and Management) group met in Toowoomba at the annual conference. A short report appears below.

Those interested in the activities of the other Special Interest Groups should make contact with the convenors via the email addresses provided.

ADSIG

(Academic Developers Special Interest Group)

Contact Erika Martens at e.martens@latrobe.edu.au

HELM

(Higher Education Leadership and Management)

The group attracted a small, but interested group, to its meeting at the July HERDSA Conference.

The informal session allowed for each person or institution represented to describe features of their leadership and management programmes and to share issues, concerns and ideas. Different programme models included:

- flexible and traditional modes of delivery
- programmes leading to formal qualifications
- tying programmes to organisational planning and review processes and timeframes
- programme structures developed by participants themselves
- corporate off-the-shelf programmes
- separate programmes for academic and general staff and for women staff; mixed general-academic programmes; and programmes designed for different management levels (e.g. line supervisors, middle and senior managers, and executive - these terms meant different things in different institutions)
- use of '360-degree' feedback instruments for leadership development.

In addition to exchanging information, the session also provided for continued discussion of some of the conference papers presented on leadership and management.

HERDSA members interested in joining the HELM listserve can do so through the HERDSA Website at <http://www.herdsa.org.au/sigs.htm> or alternatively send message to:

listproc@listproc.anu.edu.au

Leave subject line blank

In message type:

subscribe

siglead@listproc.anu.edu.au

yourfirstname yourlastname

end

This is an automated system so if you type anything else it will not accept your subscription!

Val Clifford. Convenor

Email: Clifford_V@usp.ac.fj

STUDENT LEARNING

Contact Gillian Boulton-Lewis at g.boulton-lewis@qut.edu.au

UNILEARN

(Language and Learning)

Contact Anita van der Wal at alaev@cc.newcastle.edu.au

National Language and Academic Skills Conference, 1999.

Refereed Proceedings from the conference
will be available from December, 2000.

Cost: \$30 (inc. GST), plus postage.

For inquiries, please contact: Bennos Cousins, 03 9903 2507. Email:

Bennos.Cousins@celts.monash.edu.au



News from the HERDSA Executive

The HERDSA Executive Committee meets twice a year, once at the time of the conference and once in November. These notes are from the meeting held 3 – 5 November 2000 in Sydney.

Member's feedback is invited on many subjects discussed below.

Please contact the HERDSA President, Angela Brew

A.Brew@itl.usyd.edu.au

or the HERDSA Administrative Officer, Coral Watson

coral.watson@herdsa.org.au

Ph +64 2 6253 4242

PRESIDENT'S REPORT

This is a summary of the President's report to the meeting:

These are difficult times, yet the need for HERDSA's voice to be heard has probably never been greater. I had hoped that this year HERDSA would play a greater role in influencing policy. I still have this as a dream but in the past few months I have found that my voice as President of HERDSA is more in demand overseas, particularly in the UK, than it is in Australia and New Zealand. I am looking forward to attending the SEDA Conference in the UK in November at the invitation of the SEDA Executive where I shall be presenting a keynote address and representing HERDSA. I shall also be visiting a number of institutions in the UK and hope to talk with many about teacher accreditation.

Accreditation of University Teachers

As a professional body representing teachers in tertiary and higher education,

I am committed to HERDSA's role in encouraging the scholarly study of teaching and learning. In this regard I have pursued the idea of setting up an Accreditation Scheme for university teachers. In September I held discussions with key individuals in the UK regarding the process of accreditation and learnt much about the pitfalls of various schemes. I have drafted a document on a proposed HERDSA Accreditation Scheme for discussion among the Executive. I hope that at our November meeting we will be able to agree on the broad outline of the Scheme and give it the go-ahead. [This was agreed by the Executive. Editor] There will be a great deal of work and discussion to be done in setting the standards for what a basic accreditation in teaching in higher/tertiary education should be like and I am looking forward to participating in this.

Visiting Scholar

I was delighted to welcome our HERDSA visiting scholar, Dr Charles Glassick, to Sydney in July. This was a joint University of Sydney and HERDSA event and was a great way of raising academics' awareness of HERDSA. Charles gave an absolutely splendid keynote address to our forum on "Inquiry, Investigation and Discovery: Undergraduate Teaching in a Research University".

Links with other organisations

During the joint conference in Toowoomba I met with the President of ASET and talked about issues which affect us both. I hope our two organisations will be able to pursue an on-going relationship. It seems we share many members in common. I also spoke

again with cooperative ventures with our South African sister organisation (SAARDHE) during the conference.

HERDSA business

We are happy to welcome Tracey Williams to the position of membership officer in the Canberra office.

Republication Agreement

I am delighted to be able to report that, after many delays, I have signed the republishing agreement with Witwatersrand Press. This is for the republication in South Africa of three Green Guides. On the advice of the Executive, legal advice was sought and the result was that we had to prepare a licence which needed to be signed by the Guide authors before the agreement could be finalised.

HERD

I am very sorry that our HERD editors, Mike Prosser, Elaine Martin and Peter Ling have decided to lay down this responsibility. I would like to express my personal thanks for all the work that they and their gallant support staff – Helen Lennox and Anne Pitkethly – have done on HERDSA's behalf and particularly for the way in which they have worked to enhance the international reputation of our journal.

Every so often, I become aware of meetings going on between groups of Executive members. These are reminders to me of the commitment and hard work of the Executive. I am conscious that all this work takes time out of our very busy lives and would like to express my thanks to all members of the Executive for their many contributions to the work of HERDSA over the past few months.

Angela Brew



HERDSA PUBLICATIONS

HERD Editors

HERDSA is delighted to announce that an editorial team consisting of

Carol Bowie, Griffith University
John Dearn, University of Canberra
Richard James, The University of Melbourne
Peter Taylor, Griffith University
Chris Trevitt, The Australian National University

have been appointed as HERD Editors, with Peter Taylor as team convenor.

In brief:

- The team plans to increase use of electronic processes for review and feedback on submissions.
- The HERDSA Office will be the address for submissions.

It was recognised that all the Editors of HERDSA publications (journal, guides, News) sought

- ways for collaboration – submissions to one avenue may be passed on to another editor.
- further development of the HERDSA website to pursue their goals. A new project group was established to work on the development and use of the HERDSA website for publications.

Publishing the HERD journal

For four years now CARFAX has been the publisher of the HERD journal. While there has not been an increase in sales of the journal under CARFAX, there has not been a decline which has been the fate of many other journals. Publishing in HERD meets the Australian DETYA requirements of publishing in a journal of international standing.

HERDSA is negotiating renewing the current agreement for a further five years starting January 2002.

HERDSA NEWS

The Executive endorsed the work of Roger Landbeck, News Editor, in attaining a high standard of publication, which included many articles from New Zealand members. Roger was reappointed as HERDSA News editor.

Occasional publications

Many decisions were made about HERDSA publications, in particular Green and Gold Guides including:

- To design and adopt a new cover for the Guides.

- To develop a new Forward to the Guides.
- That while recognising the historical significance of green and gold guides, to now merge them, and denote them as HERDSA Guides. This will involve reducing the prominence of the Guide Number in both the cover design and publicity material of the Guides. It may be preferable to promote the guides in terms of themes.
- To adopt the revised guidelines for authors and reviewers as one document, and to publish this on the website.
- To pursue discipline specific publications; members are asked to consider possible authors.
- Recognising that some stock is getting quite old, looking to refresh manuscripts.

Current membership of the Occasional Publications Editorial Committee is: Bob Cannon, Allan Goody, Daniel McGill, Carol Nicoll, Peter Hodder, Roger Landbeck, Sally Clarke, Alison Viskovic, Julie Gustavs.

HERDSA Business Matters

HERDSA's constitution and incorporation

The proposed changes to the HERDSA constitution were adopted in July 2000.

HERDSA is now incorporated in the ACT.

New Zealand payments

The Executive discussed and confirmed its policy that it is important to offer equal services to New Zealand and Australian members. Hence New Zealand members will always pay the same membership fee as Australian members, in their own currency. However due to the increasing disparity in exchange rates, and since the creditcard facility operates from the Australian HERDSA account, all creditcard payments will now be deducted in Australian dollars only.

Branches and SIGs

The Executive is seeking to define and document the relationship of branches to HERDSA national, as well as preparing guidelines for starting and operating a branch.

The draft guidelines will be sent to branch presidents and SIG convenors in March 2001, as feedback and advice are being sought from branch members.

In addition, the Executive will examine the viability of SIGS at the July 2001 meeting.

HERDSA Life Members

The list of HERDSA Honorary Life Members and ex-HERDSA presidents has been posted in the member's section of the website, along with the current HERDSA guidelines for selecting Life Members.

As always, HERDSA members are invited to submit names for consideration of being awarded Life Membership.

HERDSA brochure

A project group has examined the HERDSA logo and graphic design elements as a new brochure and other stationery are urgently needed. They concluded that the existing HERDSA logo is essentially a good design and it was agreed to adopt the refined logo and header.

HERDSA Induction packs

Packs with information about HERDSA – a brochure, publications list, conference information, and a sample HERDSA News – are available for distribution to new academic staff and other staff attending workshops, etc. Please let the HERDSA office know how many you might be needing in the next year.

HERDSA Conferences

The next Annual HERDSA conference is being held in Newcastle, NSW, 8 – 11 July 2001. The theme is Learning Partnerships. Preconference workshops are going to be offered for the first time.

HERDSA encourages its members to engage in both professional development and the conduct of research. This conference seeks to explore the broad concept of learning partnerships. Both professional development and research are themselves learning partnerships. Some of the possibilities for exploring learning partnerships include:

- Learning partnerships between individuals such as teacher – student partnership; student-student partnership; teacher-teacher partnership
- Learning partnerships within institutions such as cross faculty and department collaboration; partnership between faculty and support units and creating learning organisations
- Learning partnerships beyond institutions such as across sectors and with the community.

Keynote speakers are Professor Norman Longworth, Professor Peter Coaldrake, and Angela Carbone.

Conference Grants for Postgraduate Students

Three grants are available:

- one grant of up to \$500 to assist a local student
- one grant of up to \$1,000 to assist a student incurring significant travel costs (i.e. living more than 500kms from the conference site)
- one grant of up to \$1,000 to assist a student from Victoria

Prize for the best paper by a new researcher

Applications are invited for this award which will be presented at the Year 2001 HERDSA Conference. The purpose of the award is to foster original research by encouraging new and less experienced researchers. A prize of \$500 will be awarded to the paper written by a new researcher or new researchers which, in the opinion of a panel of experts, makes a significant contribution to research in the field of tertiary education.

Further information can be obtained on the Conference Website at: <http://www.herdsa.org.au/conpage.htm>

Planning is proceeding for the 2002 conference to be in Perth, and the 2003 conference in the south island of New Zealand.

To assist conference planners each year, the Executive is drawing up a list of names of potential reviewers, and their areas of interest. Please consider registering on this list.

ITEMS FOR WIDER DISCUSSION

The role of HERDSA

Questions were raised around how much lobbying HERDSA should be doing, about what issues, and how; in particular, HERDSA should be responding to the current Australian Senate Enquiry into education. The Executive would like to hear from members who would be happy to assist in preparing responses to political issues, senate inquiry or otherwise. In relation to the current senate enquiry, please offer your suggestions of responses.

- Please register yourself and your area of expertise, especially if you are able to offer quick responses.

In addition, the Executive will explore

- the possibility of HERDSA developing clear statements about key issues, which can be circulated as responses.
- the possibility of a regular column in prominent newspapers.

If you know of any freelance journalists who could assist with HERDSA material, please contact HERDSA.

Tertiary Education vs Higher Education

The issue of whether the constitution should refer to Higher or Tertiary Education will be explored at the next Executive meeting. Members are asked to contribute to a paper discussing all aspects of the Higher Education vs Tertiary Education debate.

HERDSA NAPs

No, we don't sleep on the job! NAPs are New Annual Projects which in the opinion of the Executive further HERDSA's strategic plan. Their work is a large component of HERDSA Executive Committee discussion, and is outlined more fully elsewhere in this News.

In summary, the HERDSA Executive seeks members' feedback on:

- Whether HERDSA should state it exists for Tertiary Education or Higher Education.
 - Possible authors of discipline specific Guides.
 - Various issues arising from the New Annual Projects, in particular the NAP 2 article printed in this NEWS.
- And consider adding your name and area of expertise to a database
- If you are able to offer quick responses for policy comments in a public arena.
 - To assist conference planners each year, as a potential reviewer for conference proceedings.
 - If you know of any freelance journalists who could assist with HERDSA material, please contact HERDSA.

And please contact the HERDSA office if you have not yet ordered induction packs for early next year:

coral.watson@herdsa.org.au

What is teaching?

“Teaching is the purposeful creation of situations from which motivated learners should not be able to escape without learning or developing.”

John Cowan

On Becoming an Innovative Teacher
SRHE/OU Press, 1998



HERDSA 2001 Conference

LEARNING PARTNERSHIPS

8-11 July 2001 • University of Newcastle

For more information please contact

Julianne Ward

The University of Newcastle

University Drive, Callaghan NSW 2308

Email: Julianne.Ward@newcastle.edu.au

www.newcastle.edu.au/conferences/herdsa2001



HERDSA Conference Grants for Postgraduate Students

Two grants (one of \$500 for a local student and one of \$1,000 for a student incurring significant travel costs) are available to assist postgraduate students to attend and participate in the conference. To apply for a grant, see the Conference Website at <http://www.herdsa.org.au/2001conf.htm>

HERDSA Prize for the Best Paper by a New Researcher

A prize of \$500 will be awarded to a new researcher or researchers who produce the best conference paper making a significant contribution to research in the field of higher education. Further information is available on the Conference Website at <http://www.herdsa.org.au/2001conf.htm>