

Global Trends and Universities: Rankings, International Students and MOOCs

Universities are often at the forefront of the intensification of communication and technology and of the movement of people and knowledge. Since writing about universities and globalization in 1998 (Currie and Newson), I have witnessed huge increases in the number of international students, the introduction of massive open online courses (MOOCs), the uncapping of tuition fees, the ranking of universities and research assessment exercises. All of these global trends have led to an increase in competition among universities, with some initiatives leading to a greater homogenization and others leading to greater differentiation of universities.



Jan Currie

A major force in this change is the greater inequality and privatization of universities. Most people would have heard of the Occupy Wall Street movement, and more recently in Hong Kong, the Occupy Central movement, in which people have come to realize that rising income disparity, nationally and globally, was a symptom of being abandoned by a political system that creates more wealth for the already wealthy at the expense of the regular people (Piketty, 2013). This inequality is already present in universities, with executive salaries far in excess of staff salaries. Recently outgoing President of Ohio State University had the highest salary package of 6 million dollars in his last year while other US university

presidents have made steady increases from 2009 to 2012 with “the highest-paying universities increased by a third, to \$974,006” (Lewin, 2014).

The resulting inequality leads to greater differentiation among universities through regulated deregulation. Deregulating is another word for allowing the markets to operate in higher education and reducing public funding which makes students pay more for their education. As governments do this, they also institute new forms of regulation to make universities more accountable, under the guise of quality control. At the same time, Blackmore (2014) describes academics as practicing new forms of self-regulation as they align themselves with university priorities. Academics change the way they conduct research, the way they teach and they change their values so that being strategic means getting more money and publishing in certain journals. Thus, even though universities are deregulated in an economic sense, academics and managers self-regulate to fit into the political priorities of governments.

As universities compete to be world-class, improve their rankings and attract the brightest students from around the world, vertical hierarchies within nations and globally get created. In 2004, Philip Altbach gave an address in Hong Kong about world-class universities and since then

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From the Editor

As newly appointed Editor of HERDSA News it is my pleasure to introduce this, the last issue for 2014. The loss of Roger Landbeck, Editor of HERDSA News for so many years, has been keenly felt. His dedication to building HERDSA News as a high quality magazine that provides value to the HERDSA community and beyond is well known. I will do my best to follow in his footsteps to ensure HERDSA News retains its place as a key publication and communication medium for HERDSA members.

In this edition of HERDSA News we have three new features. People sometimes wonder - who are the people behind the scenes at HERDSA? - so we now have a new column to answer that question. The first *Who's Who in HERDSA* features Jennifer Ungaro who is the HERDSA Office Administration Manager. Another new column is *News from the HERD Journal* in which HERD Editor, Barbara Grant, will keep us up to date with HERD and give us an insight into publishing in, and reviewing for, the journal. Peter Kandlbinder, Executive Editor of our new online publication *HERDSA Review of Higher Education*, provides the third new feature. Peter will offer a discussion on one article from the Review in each HERDSA News. This time it is John Biggs' article on *Constructive alignment in university teaching*.

We feature the second article from our 2014 HERDSA conference keynote speakers. This time Professor Jan Currie of Murdoch University discusses global trends, competition among universities, homogenization and differentiation in her piece, *Global Trends and Universities: Rankings, International Students and MOOCs*. The personal support and collegiality that can result from professional networks are explained by

Katrina Waite in her article, *The value of a network: Personal, institutional and sectoral perspectives from the NSW/ACT OLT PEN*.



Our regular features include the *Presidents Report* from Allan Goody bringing you up-to-date on what is happening behind the scenes and the *International Column* in which Allan reminds us of the significance of the Whitlam government's no-fees higher education policy. Bob Cannon's 'seriously amusing' *Meanderings* finds humour in academic publications while Roger Atkinson's IT column, this one titled *The right to be forgotten: A tale of two Australian cases*, discusses decision-making about the archiving of online academic research publications.

Our *HERDSA Fellows* Column features our latest new Fellow, Darren Cronshaw and we have the *HERDSA New Scholars* program from Deb Clarke, and *News from the Branches*. Clinton Golding offers news and views from *HERDSA New Zealand* while Jenny Ferrier-Kerr provides information about a forthcoming conference in New Zealand: *Kia honotahi te puāwaitanga, Transforming Together*. The conference is in Hamilton, a short trip from the capital city of Auckland, and from beautiful Lake Taupo and Rotorua. Of course we also provide information about our *HERDSA 2015 conference* in Melbourne.

My thanks go to Peter Kandlbinder and Sally Ashton-Hay for their support of this edition. I welcome your comments on this edition of HERDSA News and your ideas for, and contributions to, future editions.

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HERDSA NEWS

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Contributions are welcome and may be submitted to office@herdsa.org.au for consideration by the Editor.



Global Trends and Universities: Rankings, International Students and MOOCs cont ...

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the idea of world-class universities has caught on within the higher education community. He argued, “Everyone wants one, no one knows what it is, and no one knows how to get one” (2004). Despite the low probability of getting into the top 100 universities, institutions are taking the gamble to compete in these league tables geared towards the commercialization of international mobility and the values of the transnational capitalist class (Cambridge & Thompson, 2004; Knight, 2014; Peterson & Helms, 2014). Today there are estimated to be nearly five million international students and the number keeps growing. Since 2000, the number has increased by 140%, an average of 10% every year. Nearly one in six of all these international mobile students comes from China. Asian students account for more than eight in every 10 international students enrolled in Australian institutions in 2011 (Maslen, 2014).

In what ways are universities becoming more homogenized?

Some universities, particularly US ones, have initiated open access to knowledge through MOOCs. This process has developed quickly, almost like the Occupy movements. Start-ups have been formed that merge courses from several universities. As US universities have cornered the market first, it will be difficult for universities around the world to compete with them. One of these pioneers, Daphne Koller (2012), described why she became involved in Stanford’s foray into MOOCs with Coursera. She wants to broaden access to higher education and in so doing ignite students’ creativity, their imagination and their problem-solving skills to create a better world. She is optimistic that MOOCs can promote active learning and that with every course they can improve the ‘format’ and make them more alive with connectivity. Time will tell whether we are heading toward greater homogenization with MOOCs and the unintended consequence of greater differentiation (those who have will gain more certification) or whether universal access to higher education becomes a reality.

Although I’ve painted a rather depressing picture of the changes that globalization has wrought on universities worldwide,

I want to end on a note that suggests that not all academics, students and professional staff members are being swept along with the global currents nor are all universities following the same exact path of aspiring to world-class status. A few examples illustrate that there is still a spirit of academic freedom lurking in the wings and a sense of preserving one’s national culture and a view of the universal human right to education.

Four examples will suffice:

- a putsch involving the actions of individual academics against the publishing industry [Occupy Publishing Movement, also dubbed the ‘academic spring’ (Sample, 2012) where Gowers (2012), a University of Cambridge mathematics professor initiated the boycott of Reed Elsevier with pledging that academics “won’t publish”, “won’t referee” and “won’t do editorial work”];
- academics and students combining with the community to fight for universal suffrage in Hong Kong’s Occupy Central Reignited with 750,000 votes counted for determining a method to nominate the next Chief Executive;
- the use of solidarity of academics against government policies (in France a petition against the minister and in Latin America a Declaration (May 2012) warning against the use and production of rankings); and
- the continued valuing of public, free higher education by a few nations/ universities [Germany, Scandinavia and some countries in Latin America and the MOOCs].

Jan Currie is Emeritus Professor, Murdoch University.

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PRESIDENTS REPORT

By Allan Goody



Welcome to Maureen Bell as the new Editor of HERDSA News. Maureen is known to many of you and she brings to the Editorship a long history with HERDSA, as a former member of the Executive and one of the original HERDSA Fellows, and she has a keen sense of what the HERDSA community means to so many people. And like all of us she knows all too well that she is being charged with carrying on the excellent work undertaken with dedication and passion by Roger Landbeck right up until his death earlier this year. Maureen also brings experience having assisted Roger from time to time. While respecting Roger's legacy, we also see this new era as an opportunity to reflect on the purpose of HERDSA News and ways that it can serve the HERDSA community. Maureen has a few ideas and you will see some of them gradually introduced over the next few issues.

The Executive met in Sydney in early November. These meetings are an opportunity for the portfolios to report on progress with new and ongoing initiatives and for the Executive to plan and resolve issues that arise. It may appear that nothing much happens between conferences but at least for myself, there is at least one, and often multiple, HERDSA related items to deal with each day. While it seems a long way off, the term of the current Executive ends at the conference in July. There will be a call for nominations for a new Executive in the new year. We are always looking for new energy and fresh ideas. While there is a work involved, it is a great opportunity to develop some new skills, to network with colleagues across disciplines from Australia and New Zealand and to take leadership in creating new initiatives and supporting your fellow HERDSA members in improving teaching and learning. So if you would like to make a larger contribution to HERDSA, please consider nominating when the call is issued.

While in Sydney I was invited to meet with Di Weddell, the manager of the Australian Government Office for Learning and Teaching (OLT) and a couple of the

members of the OLT team. This was an opportunity to discuss how HERDSA and OLT can collaborate and to provide Di with more information about the aim of HERDSA and our activities. I hope to be able to have the same conversation with Ako Aotearoa in the near future although I know there is already collaboration between our two organisations.

HERDSA is often asked to support or endorse a range of conferences. While endorsement is an opportunity for HERDSA to reach a wider audience, the Executive is very selective about the conferences to which the HERDSA name is attached. Before endorsement, we consider whether the conference furthers the aims of HERDSA, if there are likely tangible outcomes, the accessibility of the conference to the majority of members (particularly with respect to the registration fee) and what the benefits are for HERDSA members. Few conferences for which we receive endorsement requests satisfy these criteria and often the target audience does not fit the profile of HERDSA members. I mention this so that if you see the HERDSA brand linked to a conference, you know that the Executive has given careful consideration to the request. One conference we endorsed this year and have agreed to support again for 2015 is the EduTECH conference which will be held again in Brisbane in June. HERDSA members get a 10% discount on the registration fee.

Speaking of conferences, Liz Levin from the planning committee for the 2015 conference in Melbourne reported to the Executive meeting on progress to date. With all the work that has already been done, the program of speakers and activities promises exciting educational, social and networking opportunities. Log on to the conference site <http://herdsa2015.org/> and register your interest.

For those members with an interest in academic development, the International Consortium for Educational Development (ICED, of which HERDSA is a member

network, is hosting a symposium with the theme *Evidence Based Education Development* in June 2015 in Canada. This is the first time such a symposium has been offered and may become a regular event attached to the ICED Council meeting in the alternate years to the ICED Conference. It is intended that the symposium be a regional event, i.e. focusing on the region in which the ICED Council meeting is held but it is open to anyone. More details will be forthcoming through the weekly HERDSA email list.

In 2015 the International Society for the Scholarship of Teaching and Learning (ISSoTL) conference is returning to Australia. Attached to the ISSoTL conference is the International Collaborative Writing Group. HERDSA has agreed to provide some financial support to a limited number of HERDSA members who are accepted as participants in this writing group. This initiative is part of our focus on supporting new scholars in teaching and learning. The call for participants has already been posted on the weekly HERDSA email list and more details are available on the ISSoTL conference website.

Of course for those of us in Australia, we are all waiting with baited breath (well, maybe not that level of excitement) for the outcome of negotiations between the Government and the Senate over the deregulation of higher education and associated legislation. Of course by the time you read this it might all be a done deal, an unresolved one or even a dead one. While our work continues regardless, it is increasingly difficult and quite frustrating to be working in a time of great uncertainty.

And so as the semester draws to an end, grades are submitted and projects wrapped up, I hope you are all looking forward to a period of reflection on another busy year and the opportunity to take some well-earned rest with family and friends. On behalf of the HERDSA Executive I wish you all season's greetings and continued success, good health and joy in 2015.



Constructive Alignment in University Teaching

By Peter Kandlbinder



There is little doubt that constructive alignment has had a major impact in higher education curriculum development. Before the formulation of constructive alignment by John Biggs (1996), curriculum design in universities was largely an individual responsibility with academics using their personal experiences to decide what students should learn. The idea that course teams might work collectively on a course design was only accepted in settings that focussed on distance education where a more industrial mode of developing course materials was required. Constructive alignment is now explicitly named as a principle used by many Australasian universities when designing courses or programs. Part of its appeal is the apparent simplicity of the concept. Nonetheless, it is an idea that also has the potential to be misunderstood.

A major cause of misunderstanding is that for many the focus of constructive alignment is on the alignment—positioning the different elements in the

curriculum into a consistent arrangement of some kind. In his article on constructive alignment in HERDSA Review of Higher Education John Biggs (2014) makes it clear that his focus is on the constructivist side of the equation. Alignment may be an engine of effective learning but “knowledge is constructed through the activities of the learner” (p. 7). The focus on defining what students ought to be learning is what makes constructive alignment a distinctive approach to curriculum renewal. Once it is clear what exactly students should be learning, Biggs argues that it also becomes clear what kinds of learning activities optimise their chances of achieving those outcomes. The key to good teaching is to get the student engaged with the activities that are most appropriate to the pre-defined learning outcomes.

Biggs finds examples of learning goals embedded with learning activities everywhere in everyday learning. From children learning simple skills like tying their shoelaces to adults learning to drive, “the target act is at once the intended outcome, the method of teaching, and the means of assessing whether the desired criterion or standard of the outcome has been met” (Biggs, 2014 p. 6).

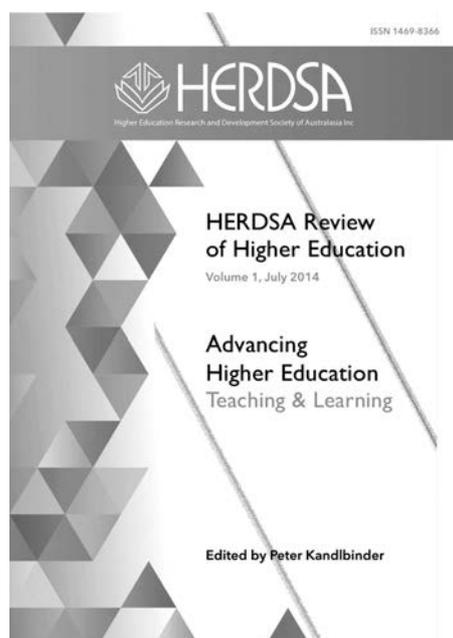
This integrated, authentic version of constructive alignment may come as a surprise to some curriculum designers. The way constructive alignment is often practiced involves separating out the different elements of learning. Indeed, Biggs and Tang (2011) give that impression by providing a series of tools for breaking down the learning experience into its constituent parts. Biggs (2014), however, makes it clear that this is only intended as an analytical device to allow the rebuilding of the curriculum design around a core of constructivism. Biggs argues that it is only by identifying the intended learning outcomes ahead of the teaching and learning activities that it is

possible to identify the authentic tasks needed for active engagement of students. With the learning outcome defined, “almost any content topic in any subject is taught so that students put that content to work in some way: to solve problems, to construct hypotheses, to apply to particular situations” (Biggs, 2014 p. 8).

This focus on defining learning outcomes shows constructive alignment’s roots in Ralph Tyler’s (1949) behavioural objectives approach to curriculum design. Rather than focus on the behavioural aspects of the learning goal, Biggs takes his inspiration from Tyler’s observation that what the student does is more important for learning than what the teacher does. This was graphically borne out in Biggs’ own experiment of giving the responsibility for learning to the students while teaching on a Bachelor of Education course. By simply defining what students were supposed to do at the end of the subject and letting them solve the problem of their own learning, Biggs was surprised to discover that the students achieved far more sophisticated outcomes than if he had told them what to do. To his amazement he also received higher teacher ratings than he had in his more traditionally taught classes.

This resulted in the now well know steps in constructive alignment.

1. Describe the *intended learning outcomes* (ILOs) for the unit, using one verb (or at most two) for each outcome. The ILO denotes how the content or topics are to be dealt with and in what context.
2. Create a learning environment using *teaching/learning activities* (TLAs) that require students to engage each verb. In this way the activity nominated in the ILO is activated.
3. Use *assessment tasks* (ATs) that also contain that verb, thus enabling one,





with help of predetermined rubrics, to judge how well students' performances meet the criteria.

4. Transform these judgments into final grades.

(Biggs 2014, p. 8)

Since formulating his insights into a systematic framework for outcomes-based design Biggs has been looking into ways of supporting institutions in using constructive alignment as an effective approach for curriculum change. He provides a number of examples of its effectiveness in his article but also acknowledges that it requires time and effort to develop institutional policies and procedures that focus on quality enhancement. With the current university culture consumed by funding and staff workloads there is little time or incentive

for academics to consider the approach advocated by Biggs. His solution is to work towards a constructively-aligned institution in which the institutional priorities, workplace activities and performance management systems are aligned into a systems approach to designing teaching and assessment. This, of course, will require leadership at all levels of the university, with the priority on building a supportive culture with all the structures supporting teaching and learning.

These, and many more of the ideas outlined by Biggs (2014) are worth considering and I would encourage all members involved in curriculum renewal to download the *HERDSA Review of Higher Education article*, which is available free on the HERDSA web site.

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WHO'S WHO IN HERDSA?

Jennifer Ungaro –
HERDSA Office Administration Manager



Jennifer staffing the HERDSA booth at the 2014 Hong Kong conference with HERDSA members Gordon Joughin, Georgina Fyfe and Kathryn Sutherland

Jennifer Ungaro has managed the HERDSA administration since 2003. HERDSA members will know Jennifer mainly from email contact and from her attendance at HERDSA conferences. Jennifer has attended every HERDSA conference since 2003 supporting HERDSA, providing information about HERDSA and managing the HERDSA stand. Behind the scenes Jennifer is responsible for the efficient administration of the HERDSA office. Jennifer and staff support the HERDSA executive and the various portfolio chairs. Jennifer has a long corporate memory and is often called upon in HERDSA Executive Meetings to provide details of past discussions and decisions.



News from the HERD Editorial Desk

By Barbara Grant



Higher Education Research and Development (*HERD*) is thriving! The flow of new submissions has doubled over the past five years – from approximately 194 in 1999 to close on 400 predicted by the end of this year. What makes the increase more impressive is that during this period we have commissioned many fewer (submission-attracting) special issues. And, pleasingly, our submissions are coming from many more countries than they used to.

The challenge for us as a team has been how to make sure that we don't have more and more articles in the bank and so a longer and longer lead time between acceptance and publication. With support from the HERDSA Exec, we have dealt with this in two ways. First, we have fattened up *HERD* by just over 50%, going from 144 pages per issue in 2011 to 224 per issue this year. Every issue is noticeably more solid! Second, we have taken steps to ensure more rigorous screening and reviewing with the result that *HERD* now has an acceptance rate of 18%. In practice, this means that, upon manuscript acceptance, we can tell authors their work will be in print at close to 12 months.

This growth was stimulated by a few factors: Ian Macdonald and his team, along with then President Shelda Debowski, got *HERD* ISI (*Thomson Reuters*) listed and we now have an annual impact factor, which incidentally is .791 for 2013. This compares well with two of our benchmark journals: *Studies in Higher Education*, which has an IF of 1.278, and *Teaching in Higher Education*, which has an IF of .623. For those of you who don't know, a journal's impact factor is calculated by dividing (A) the total number of citations in the current year (ie, 2013 for the 2013 IF) to articles published in the journal during the previous two years (ie, 2011 and 2012 for the 2013 IF) by (B) the total number of articles published in those two years: A/B = IF. Education journals,

like others in the social sciences and humanities, don't get big numbers in this system as it is really a child of the sciences research culture. The numbers we do get are also pretty volatile. However, being ISI listed is very important for authors in some countries where only publications in journals of this kind are recognised in reward systems.

Ian and team also moved the journal from a manual submission system onto ScholarOne, Taylor & Francis' on-line system just before we took over. Having been involved with moving another journal onto that system, I know how much work that was. The effect of this move on submission flow is less clear but it's likely to have had some. And it certainly has made handling the flow more possible, if not always flawless!

And then there is a pleasing sense of *HERD*'s growing reputation, which comes back to us through comments made by colleagues, authors and others. This is no doubt helped by some strong special issues featuring contributions from leading international HE scholars. Just as crucial is the international reach and standing of our Editorial Advisory Board and College of Reviewers, and the excellent work carried out by our dedicated Associate Editors. Our strengthened reputation may be helped, too, by the fact that we are publishing articles from a wider range of countries than before.

The core editorial team met for two days in August this year and revisited the remit we proposed when we took on the role back in early 2011. In the four years since, we have worked hard to prompt the field of higher education research to scrutinize itself and extend its boundaries, especially through the special issues we've commissioned, and we've been active in the HE research community by giving workshops at HERDSA (and other) conferences most years. We have added the 'Points for

Debate' column, which has opened a new space in the journal for commentary and provocation, and we've recently enlarged the book reviews, with an eye to getting more critical, scholarly contributions. We have expanded both the Editorial Advisory Board and the team of Associate Editors quite significantly, making them more diverse in expertise and more global. And we have established the College of Reviewers, a body of internationally recognized scholars and experienced HE researchers, to ensure rigorous reviewing of all manuscripts.

Coming up from *HERD* is next year's special issue on queer theory, guest edited by Associate Professor Louisa Allen, a leading scholar in the field of queer studies and education. And for 2016 we are planning a special issue on space and higher education (inspired in part by the 2013 conference here in Auckland), co-edited by Dr Robyn Barnacle and Dr Frances Kelly: the call for papers should be out by the time you read this. We also have plans to feature a symposium on southern theories and higher education, probably in 2017, with a leading contribution from Professor Emerita Raewyn Connell. Lastly, watch out for *HERD*'s expanded use of social media led by the indefatigable Tai Peseta, who is dragging the rest of us (not exactly kicking and screaming) along behind her. More about this in another column!

In closing, *HERD* welcomes the opportunity to provide a regular column for the *News* and we plan to use the space for different purposes over time. If any readers have suggestions for what you would like to hear more about from us, let me know by email.

Barbara Grant
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Meanderings

By Robert Cannon



Some mean-spirited critics say that university lecturers are stand-up comedians – without the jokes. Previous *Meanderings* have discussed the use of humour in teaching, but what about humour in academic publication?

To be candid, many academic publications are deadly dull. Some verge on being unintelligible. I have complained, *ad nauseum*, about this matter. Several remedies are available. My personal favourite is to tell some people to simply ‘don’t write!’

For the persistently dedicated writers, Auckland University’s Helen Sword has written *Stylish Academic Writing* (Harvard University Press, 2012). She also maintains a great web site (<http://www.writersdiet.com>) that will analyse your writing and provide immediate feedback so that you can remove unnecessary padding from your prose. It will likely frighten you when it gives feedback on your precious words such as ‘heart attack territory’ or ‘flabby’.

To deal with dullness, some writers use humour. Sadly, many suffer the ignominy of having their best efforts firmly dealt with by humourless editors, but other editors seem to be more relaxed, as these three examples illustrate.

In this Physics paper, published in the *Journal of Physics A: Mathematical and Theoretical* (44, 2011), the authors pose a question in the title: “Can apparent superluminal neutrino speeds be explained as a quantum weak measurement?” The abstract summarizes the results thus, “Probably not.” And that is the *full* abstract!

Another article, in the 1974 edition of the *Journal of Applied Behavior Analysis*, by psychologist Dennis Upper, with the title “The Unsuccessful Self-Treatment of a Case of ‘Writer’s Block’”, is completely blank! A comment from a reviewer is included in a footnote: “Clearly it is the most concise manuscript I have ever seen, yet it contains

sufficient detail to allow other investigators to replicate Dr Upper’s failure”.

Richard Weber writes in his article “Optimal Symmetric Rendezvous Search on Three Locations” in *Mathematics of Operations Research* (37, 1, 2012): “Rendezvous search problems have a long history. One finds an early version in the ‘Quo Vadis’ problem of Mosteller (1965), and recently in ‘Aisle Miles’, O’Hare (2006). In 2007 a letter writer to the *Guardian* newspaper queried, ‘I lost my wife in the crowd at Glastonbury (a music festival). What is the best strategy for finding her?’ A reader replied, ‘Start talking to an attractive woman. Your wife will reappear almost immediately.’”

I rarely come across papers with such clever witticisms. Is there an unwritten rule about what is appropriate in academic papers? Is humour acceptable as long as it is appropriate for an audience and does not appear to be forced? Should humour be used in academic writing at all? The arguments go back and forth on this question and opinions vary. Contributions on this site illustrate the debate: <http://academia.stackexchange.com>

Others relieve dullness by expressing their bitterness of the publication process as in this passive-aggressive acknowledgement. Responding to the review process for a submission to the *American Sociological Review*, one author writes: “The author would like to thank eight anonymous reviewers and the editors of ASR who worked over 4.5 years and four rounds of review as this paper arrived in its current state.” This comes from a website that lists other irritated responses to the reviewing and publishing process: <http://scieastereggs.tumblr.com/tagged/acknowledgements>.

From an issue of *Pacific Science* (51, 1997) on the “Legacy of R.C.L. Perkins: 100 years of Hawaiian Entomology” is this: “Order of authorship was determined by proximity to tenure decisions. The

work was supported by grants from the NSF...” Other humorous insights into the publishing process and the rigour of scientific research are available here: <https://storify.com/BeckiePort/overlyhonestmethods>

Perhaps as educators we should be more concerned about the substantive content of what is being written than questions of style. Two important educational matters on this theme attracted my attention in recent weeks.

First, is this headline on the front page of *The Australian* (Wednesday, 15 October 2014): ‘Curriculum flawed. Economy course is beyond redraft’. For starters, the title of this article is itself flawed; it should read ‘Economics course is beyond redraft’ – or to be pedantic – ‘Economics and Business’. But the main point of the story is that this course is beyond redrafting – according to two government reviewers – because it is misleading, unbalanced and imprecise. Not fair, retorted the lead curriculum writer the next day in the same paper; the curriculum is intended to introduce some basic concepts for children from years 5-10.

The current course was developed at the behest of former Minister for School Education, Peter Garrett, to equip children for careers as entrepreneurs, innovators and in business. Vocational education at year 5? An interesting idea! This meant that the authors had to create a curriculum that could be taught by non-economists to children under 14 but nonetheless meet expectations that it be preparation for the future. Why the original article in *The Australian* did not report this additional information, yet named the curriculum writers – with potentially ruinous impacts on their careers – is unreasonable and unbalanced. Whatever the merits of the arguments, one wonders how much political interference there was in the development of the curriculum and how much thought was given to how



students learn at that age. I have strong recollections of the ongoing debates when I was teaching Economics about whether this conceptually difficult subject should be introduced to younger children at all or reserved, as it was at the time, for senior high students and beyond. Plainly, the Minister had worked out the answer to that conundrum.

The second matter that attracted my attention is this: 'Millions More Attending School But Not Learning'. This is the first paragraph heading in a development program design document issued by the Department of Foreign Affairs and Trade for a major new Australian aid initiative in education called INOVASI. This initiative is intended to lift the quality of Indonesian school education through educational research and development.

Not learning? Really? Nothing at all? How could such arrogance escape scrutiny in a government document that has allegedly been peer reviewed, according to the Department's own website? (<http://aid.dfat.gov.au/business/Documents/inovasi-design-document.pdf>). The reviewers also missed fundamental presentation issues including grammatical errors, no index of abbreviations and serious inconsistencies between the body of the document and its summary (even the intended outcomes – clumsily labelled EOPOs – End of Program Outcomes – are different).

A public document outlining an education program intended to address literacy problems, among others, should itself demonstrate exemplary standards of writing and presentation. Or is it now the case in education, as exemplified in the case of the Economics curriculum discussed above, that we 'write down' to an audience and sacrifice the integrity of what we do in the process?

INOVASI (Indonesian for innovation) is to be a multi million-dollar Australian aid program intended to provide decision makers in Indonesia with evidence to make informed choices about education policies and practices. The development hypothesis underpinning this new program is that decision makers will make better decisions if they have 'robust' evidence about what works and what does not. If one reflects on how decision makers in our own country often avoid evidence (think NBN as one example), then this hypothesis is one likely to be described by Sir Humphrey Appleby of *Yes Prime Minister* fame as 'courageous'.

To be fair to the designers, there is precious little empirical evidence in the published literature about Indonesian education, at any level. This is a country largely neglected in the educational research and development literature. Something of interest to HERDSA?

How did we get here? In each case, I suspect a toxic mix of politicians seeking quick fixes, suffocating time pressures on writers, the corporatisation of education, and a belief in 'market forces' has distorted the purposes of education away from its moral purposes – how old fashioned this sounds today. Education's moral basis in truth and justice through the pursuit of knowledge is being pushed inexorably towards surface gimmickry around branding, rankings, and knowledge 'products'. How did we ever get to thinking about education in terms of 'delivery'?

Universities and schools are better thought of as communities of learners where learners are not simply passive and grateful recipients of 'delivered' education, but active and responsible participants in their own education (I think the vogue term is 'engaged').

I am reminded – and conclude on this point – of one of the most powerful

observations of what works in achieving good student outcomes from a university education, distilled from over 20 years of empirical research by authors Ernest Pascarella and Patrick Terenzini in *How College Affects Students* (Jossey-Bass, 1991, p.648). Yes, it is old, but I have not seen convincing evidence that would contradict these conclusions:

"The first [theme] is the central role of other people in the student's life, whether students or faculty, and the character of the learning environments they create... The second theme is the potency of student's effort and involvement in the academic and non-academic systems of the institution they attend. The greater the effort and personal investment a student makes, the greater the likelihood of educational and personal returns on that investment across the spectrum of college outcomes."

These themes are echoed in one of the best essays on university teaching I think I have read in which the author, Kim Huynh from the Australian National University, observes: "When scholars retire they commonly dwell not so much on all the articles that they had published but rather on the students they have guided and shaped. The lesson in academe, as in life, is that our human relationships count most" (Higher Education, *The Australian*, 22 October, 2014, p. 38).

Robert Cannon is the senior evaluation adviser to the large USAID PRIORITAS basic education project in Indonesia. He is also an external evaluator, and former Acting Chief of Party, of the USAID-funded Palestinian Faculty Development Program. Robert was Director of the Advisory Centre for University Education at the University of Adelaide from 1977 to 2001.

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**HERDSA 2014 conference papers are now available at the
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**Visit the website at: www.herdsa.org.au and click on the link:
<2014 HERDSA Annual Conference papers now available>**



HERDSA New Zealand

By Clinton Golding, Chair



TERNZ: A Different Kind of Conference

The Tertiary Education Research in New Zealand (TERNZ) conference is the annual conference in New Zealand offered by HERDSA NZ. It complements the Australasian HERDSA conference, but it's a different kind of conference.

TERNZ focuses on developing knowledge and ideas rather than sharing and disseminating. Tony Harland (University of Otago), who devised the idea for TERNZ in 1998 while working in the UK, explains the underlying philosophy like this:

The most important benefits come from developing knowledge in a likeminded but critical community... we need to be developing research ideas, rather than looking back on old knowledge so that the researcher goes away with something for their own research work—they know what to do next.

Based on these principles, at TERNZ work in progress is as valuable as completed research, and “you can bring ideas and half-formed projects and put it out to the community for constructive feedback, which you’ll get” (Erik Brogt, University of Canterbury).

Traditional disciplinary conferences include some developmental time, during Q&A sessions after a presentation, or during tea breaks, but in TERNZ *most* of the time is spent in developmental discussion and giving feedback. There are parallel sessions similar to a disciplinary



A Tern, the symbol of TERNZ
(Image © Mark Fraser by Mark Fraser)

conference, but presenters at TERNZ ‘deliver’ a paper of no more than 10 minutes and the rest of their one hour slot is organised as a workshop or discussion. Then, after each parallel session, conference participants join their home group, with members from all the parallel sessions, and they share and discuss what they found and learned. And, to make sure there are enough opportunities for informal chats and networking, we also have generous times for morning tea, afternoon tea and lunch.

Because TERNZ is primarily developmental, it is also very supportive and inclusive.

We deliberately foster a community of higher education researchers. Some disciplinary conferences can be very anonymous, so in TERNZ we allocate a lot of time to “bring people together in an easy way” (Tony Harland). In every session participants interact and get to know one another, and participants meet with their home group regularly throughout the conference.

The developmental focus of TERNZ also makes it inclusive and safe for higher education researchers of all kinds. There is no requirement that presenters have completed their research, so we can welcome researchers who would otherwise feel unable to contribute to a higher education disciplinary conference.

I have attended TERNZ twice during my time as a postgraduate student. I usually find conferences rather dry and I also find sitting still, and passively listening to ideas (however interesting) a challenge. However, I was refreshed by what I found at TERNZ. My experiences were remarkable in many ways, but particularly because I found myself ‘one of the gang’; name badges had no titles. For once, people were not looking at my lack of Doctorate or Professorship and edging away to find someone more interesting to talk to, but rather asked about my work and engaged in social chat. (Alfie Blakey, University of Otago, postgrad student

in higher education).

Because of the inclusive, developmental focus of TERNZ, at this conference you will find:

- Higher education researchers, and researchers from other disciplines who also study teaching and learning in their field.
- New researchers, experienced researchers who are new to educational research, and experienced educational researchers.
- Academic researchers and teachers who do some research on the side.
- Participants from polytechnics, universities and every part of the tertiary sector, including general and academic staff.
- Practitioner researchers as well as academic researchers.

Thesis students, qualified educational researchers, and those completing a qualification in higher education.

Of course, disciplinary conferences like HERDSA are still essential. We need opportunities to share our latest research findings, and build the field of higher education. But we also need developmental opportunities like TERNZ where we can build capacity in higher education research, and cultivate new ideas.

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On a different note, here is a picture of a sheep that wandered into my garden



News from the Branches

HERDSA branches and regional networks form a key link in the HERDSA community's chain of networking and developmental events. Branch chairs and committees work hard behind the scenes to organise branch activities for HERDSA members. Local networking activities include colloquia, fora, pre- and post-conference presentations, network meetings, and speakers.

If you have not yet made it to one of your branch activities we encourage you to get involved. News of past and future branch activities can be forwarded to mbell@uow.edu.au for inclusion in the next *HERDSA News*.

ACT

Chair: Catherine McLoughlin

A workshop: Benchmarking with the Sessional Staff Standards Framework with Australian National Teaching Fellow Dr Marina Harvey (Macquarie University) and members of the BLASST Team (Benchmarking Leadership and Advancement of Standards for Sessional Teaching) took place in November. The workshop was co-hosted by the Australian National University and the Higher Education Research and Development Society of Australasia.

Contact Catherine McLoughlin:
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HONG KONG

Chair: Anna Siu Fong KWAN

A dinner to welcome new HERDSA members in Hong Kong was held in November 2014. The winner of the Prize for Best Paper Presentation by a Student in the HERDSA 2014 Conference, Ms Siaw Wee CHEN from the University of Hong Kong shared her research paper *Critical Thinking: Contesting Perspectives* from University Academics during the dinner meeting.

The photographs of the HERDSA Hong Kong Conference have been placed in the

Conference Website <http://chtl.hkbu.edu.hk/herdsa2014/post-event-updates/#pg>. Participants may refresh memories and those who were not able to participate can gain an overview of the activities. With the agreement of the authors, the PowerPoint slides/photographs for the Keynotes, Plenary Discussion Session, Concurrent Sessions and Poster Presentations have been uploaded. The Conference proceedings *Research and Development in Higher Education*, Volume 37 will be published on line very soon.

All HERDSA members who are working and visiting Hong Kong are most welcome to HERDSA HK activities. Please visit the website or contact Anna for the most up to date information.

HERDSA HK Website: <http://herdsahk.edublogs.org/>

Contact Anna Kwan:
anna.kwan@outlook.com

NEW SOUTH WALES

Carol Miles, Director of the Centre for Teaching and Learning at the University of Newcastle is interested in starting up a branch in the region so contact Carol if you would like to be a part of a new branch in that area.

Contact Carol Miles:
carol.miles@newcastle.edu.au

QUEENSLAND

Chair: Rebecca Sealey

Check out the NEW HERDSA QLD website: <http://www.jcu.edu.au/learnandteach/professionallearning/herdsa/index.htm>

Contact Rebecca Sealey:
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SOUTH AUSTRALIA

Chair: Sharron King

A workshop was presented by A/ Prof Romy Lawson (University of Wollongong) on *Principles for Designing a Curriculum to Develop and Assure Student Learning Outcomes*. There was good representation from the three South Australian Universities and great interaction with workshop participants on Romy's curriculum design model.

The final part of 2014 has been spent planning for the end of year AGM and future events for 2015. The SA branch AGM will be held on Wednesday 19th November 4.30 – 6pm in BJ 1-30 at UniSA City East Campus to plan for future events for 2015. Opportunities will be provided for members to nominate to join the SA branch committee at the AGM. Preliminary plans are underway to host a seminar/workshop with Deanne Gannaway (University of Queensland TEDI) on *The Future of the BA* early in 2015.

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TASMANIA

Chair: Tracy Douglas

The Branch Annual General meeting is to be held on 2nd December at the University of Tasmania *Teaching Matters* conference in Launceston.

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VICTORIA

Chair: Elizabeth Levin

Victoria branch is very busy planning for the 2015 HERDSA conference. The four keynotes have been locked in – Helen Chen, George Siemens, Belinda Robinson and Gardner Campbell. Panel discussions are planned to ensure that students' voices and other stakeholders are represented.



The website is now being continuously enhanced and updated. The organisers aim to have a technology enabled, 'flipped' style conference with plenty of opportunity for networking, discussion and debate. A panel discussion on career planning for academics is planned along with, amongst the usual activities, a new members welcome, TATAL, branch get togethers and the AGM. Full paper abstracts and pre conference workshop proposals are now closed however the closing date for all other presentation types is in February.

The branch is promoting and supporting several presentations and workshops being held in Melbourne and has a joint event planned with ACEN for the new year – but more on that to come. There is a lot to choose from through various networks.

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WESTERN AUSTRALIA

Chair: Melissa Davis

The WA Branch has held several professional learning and networking events over the past few months. A very well attended, educative, and entertaining *Curriculum Upside Down* POGIL (Process Oriented Guided Inquiry Learning) session was led by Daniel Southam. Lee Partridge, Sally Sandover and Wayne McGowan presented on their OLT-award winning co-curricular Undergraduate Learning and Teaching Research Internship Scheme. The annual *HERDSA Rekindled* conference was held at Murdoch University in October and the 'globalisation' theme of the 2014 national conference was very well represented by

topics including SOTL, peer review of teaching, honours supervision, teaching standards, and using technology in education for students and academics. Special thanks to the presenters: Sue Bolt (Curtin), Lee Partridge (UWA), Beatrice Tucker (Curtin), Owen Hicks (UWA), Shelda Debowski, Rick Cummings (Murdoch), Lynne Roberts (Curtin), Craig Whitsed (Murdoch), and Shannon Johnston (UWA). The Branch welcomed Ainslie Robinson from the University of Notre Dame as a new committee member and planning has commenced for the 2016 HERDSA conference to be held in WA. Melissa thanks all of the Committee members for their work over the year and wishes all members all the very best for the festive season.

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HERDSA Conference 2015, Melbourne



MELBOURNE is the setting for the HERDSA 2015 conference from the 6th – 9th of July, 2015.

Commonly known as the 'culture capital' Melbourne is a vibrant modern city. It is worth spending an extra weekend sipping coffee in the cafes, visiting the parks and galleries, and perhaps taking in a show.

Early bird registration by 17th of April, 2015

Confirmed key note speakers:

- Dr Helen Chen, Stanford University
Helen's research interests include engineering education, the use of ePortfolios for teaching, learning, and assessment; and documenting and evaluating pedagogical innovations in technology-augmented learning spaces.

- Ms Belinda Robinson
Belinda leads Universities Australia – the peak body representing Australia's 39 universities.

One of the demands facing contemporary higher education is to prepare students for life and work in a complex and uncertain future. Students and staff are expected to have high levels of adaptability, digital and information literacy to navigate an evolving education and employment landscape. Higher education providers are confronted with particular conundrums:

- the challenge of integrating learning more seamlessly with life and work
- new opportunities for learning through digital innovation — on site and online.

HERDSA 2015 is designed to harness the wisdom of students, academics, and professional and industry colleagues to share new ways of thinking and practice to address these issues.

HERDSA 2015 invites you to explore ideas, challenges and solutions through the following Conference sub-themes:

- Educating graduates to be responsive and adaptable professionals
- Exploiting emerging technologies to enable employability
- Assessing, evidencing and valuating graduate capabilities
- Navigating uncertainty and complexity.

<http://www.herdsa2015.org/>



IT IN HIGHER EDUCATION COLUMN

The “Right to Be Forgotten”: A Tale of Two Australian Cases

By Roger Atkinson



During my “IT youth” in the 1980s and 1990s (which were actually my forties and fifties years), we experienced an incredible array of advances in computing, in digital information storage, digital networking, and information retrieval [1]. Always becoming faster, cheaper, easier to use, more reliable, and more ingeniously applied in an ever widening range of human endeavour. However, there were some dark sides recognised in those earlier times, perhaps most notably the emergence of hacking, Internet distributed pornography, Internet scams, and ‘spam’ or junk email.

In more recent times, new facets of the dark side are emerging, perhaps most notably in piracy, whistle blowing (*Wikileaks*, etc.), adolescent sexting, cyber bullying, electronic spying, and quite recently, the “right to be forgotten”. To help shorten a story that could otherwise be almost never-ending, I suggest that readers examine *Wikipedia’s* quite extensive bibliography on the “right to be forgotten” [2]. Naturally, there is a very wide range of cases that could be explored, from many contexts, but the two I wish to centre upon are distinctly Australian and higher education in character, and are at opposite ends of a ‘spectrum of perspectives’. Firstly, the “Spurr vs New Matilda” case, now rather spectacularly well-known [3, 4, 5], is at one end, though perhaps it will be more a case of a “*desire* to be forgotten” than a case of a “*right* to be forgotten”. Secondly, the online publication of reports commissioned by the Australian Government’s *Evaluations and Investigations Program*, circa 1987-2005, is at the other end, as a case of a “*right not* to be forgotten”.

Although current commentary upon the “Spurr vs New Matilda” tends to emphasise privacy as the central theme [3, 5], the case does have links to the “right to be forgotten” which has its origins in individuals’ desires to avoid “... being perpetually or periodically stigmatized as a consequence of a specific action performed in the past” [2]. Also, my reading of current commentary suggests that Professor Spurr will get no satisfaction from pursuing a “*right* to be forgotten”, and therefore his “*desire* to be forgotten” (I presume that Professor Spurr does desire the episode to be forgotten, *quickly*) will have to be pursued via privacy laws and copyright laws. However, quick forgetting seems rather unlikely, once the search engines have got their ‘bots’ into the topic [6]. Paradoxically, taking legal action will be counter productive with respect to the “*desire* to be forgotten”, because each action will create new stories, new links and therefore an increased search engine profile. Some of us are quite used to receiving junk email concerning ‘SEO’, i.e. search engine optimisation, but attempting ‘SEDO’, i.e. search engine *de-optimisation*, that’s a novel perspective!

From an educator’s perspective, the “Spurr vs New Matilda” case is a reminder that sometimes the message is forgotten. During the 1990s, in the context of managing and promoting emailing lists for academic purposes, I tried to spread the message, “Remember, you are speaking in public ...”, and surely that or similar cautions were very widely accepted back in those days. Is this kind of advice particularly susceptible to a “*risk* of being forgotten”? Is there room for a new cyber term, styled after cyber security and cyber bullying, such as *cyber temperance*?

Unlike the case of “Spurr vs New Matilda”, the case of large gaps in the online publication of reports commissioned by the Australian Government’s *Evaluations and Investigations Program*, circa 1987-2005, has received no publicity at all, though the series is of considerable interest to HERDSA members. The ‘EIP’ arose in my mind as a “case” for three main reasons. Firstly, my recall of occasional frustrations encountered over many years of copy editing jobs, when looking for URLs to append to citations of EIP publications. URLs that once were there becoming dead links, and URLs that should have appeared through retrospective mounting of online versions, not appearing. Secondly, the EIP spanned a good number of years, from ‘before-WWW, print only’ to ‘WWW era, everything online’, so the history of its publishing could be illustrative for that transitional period. Thirdly, very recently, a blog commentary by Kent Anderson [7] was just too provocative:

The recent court ruling in Europe establishing a “right to be forgotten” brings up interesting issues for scholarly and scientific publishers, who have spent the better part of the last decade bringing vast archives of old research reports online. ...

... our archives ... are, at best, mixed bags ...

... recurring problems with a widened funnel of journals publishing papers of dubious quality. Over the last decade, we’ve also widened the funnel at the base, by adding huge archives. [7]

Certainly Anderson was provocative from my perspective, owing to my own work in retrospective mounting of archives for AJET, ASET, Teaching and Learning Forum, IIER and sundry others [8]. Not “vast archives” [9], but valuable archives, and especially important to the authors

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
No. of EIP reports listed	7	6	5	19	19	9	22	22	20	11
No. with live full text links	1	1	0	2	2	1	16	21	20	10

involved. These days, your contribution to academic research *dies* if it is not online. As to the issues raised by Anderson [7], most commentators were critical, for example:

Kent surely you do not mean to say that a publisher / aggregator should take it upon themselves to edit the corpus of historical scientific content and pick and choose what to delete? You can imagine the uproar this would generate. It seems to me that there is already a process for ensuring that invalid arguments and poor research are not given credence, and that is the process of peer reviewed argument and counter argument, citations and academic dialogue. [Hughes, in 7]

Hence the notion of “right *not* to be forgotten”. To explore the case of EIP, I conducted *Google* searches to locate online, open access copies of reports commissioned under this series. The main complicating factor is that during the period of interest, circa 1987-2005, the Department that commissioned and hosted the EIP publications was subjected to numerous renaming and restructuring exercises. During that period and subsequent years the name sequence was (according to my recollections and some searches):

DEET ⇒ DEETYA ⇒ DETYA ⇒ DEWRB ⇒ DEST ⇒ DEEW ⇒ DoE

Not surprisingly, all original URLs (i.e. URL for first online publication) for the EIP, that were mostly in the DETYA era, have become dead links. Quite possibly, the EIP report files are still there on departmental disks, but forgotten and lost, and hidden from search engine ‘bots’ by a ‘no index’ tag, <meta name=”robots” content=”noindex”>.

Fortunately, the NLA (National Library of Australia) through its *Pandora* archive has preserved online, open access copies of 1996-2005 reports [10]. Table 1 summarises my findings from checking a 10-year period, selected to represent the transition between ‘before-WWW, print only’ and ‘WWW era, everything online’.

The world wide web seems to have dawned at DETYA at about the end of Q1, 1996. Thereafter, we seem to have the usual pattern, namely ‘everything online’ (though only with the NLA’s timely intervention). It is pre-1996 where a “right *not* to be forgotten” is applicable - or questionable, if one accepts Anderson’s [7] critical view “about bringing vast archives of old research reports online”. From my searches to date, I could not determine the number of EIP reports published pre-1996, but it is not “vast”. Placing the EIP archives online would be a trivial task, compared with the vast amount of journal archives placed online during the last decade by Taylor & Francis, Elsevier, Springer, Wiley, SAGE and other major publishers [9]. Then there’s there are the Royal Society journals, which announced recently:

To celebrate Open Access Week, all Royal Society content - from 1665 to current - is free to access until Sunday 26 October [11]

From 1665!! Show offs - but the offer has expired. However, the proposition that all of the EIP archives be placed online faces a bar that the Royal Society did not. Namely, who will do the work? Copyright? Perhaps the questions could be reframed, into ‘Who has the greatest interest in expressing a “right *not* to be forgotten” with respect to EIP reports’, apart from their authors (some, alas, now dead)? It could be the universities that employed the authors during their researching and writing EIP reports. Many universities now have institutional repositories for their researchers’ work, willing and able (or even quite anxious) to enlarge their holdings. For that reason, individual universities may be able to prioritise online archive building for EIP reports somewhat higher than the NLA can. But, from the perspectives of individual university libraries, there is a bar constituted by statements of this form, that appear in all EIP reports:

Commonwealth of Australia 1997
This work is copyright. Apart from any use as permitted under the Copyright Act 1968, no part may be reproduced

by any process without prior written permission from the Australian Government Publishing Service.

Hopefully it is not really a bar, more like an irritation. Someone has to write to the AGPS’s successor, or current successor, whoever that may be, to seek a permission. But could the tedium of that step be avoided, if the Australian Government’s Minister for Education could be persuaded to declare an appropriate Creative Commons Licence for all EIP reports (plus many other commissioned publications)? Yes, but, alternatively, a tactic that appeals to me and perhaps to others: let’s have some acts of academic/civil disobedience. Lighten up life in contemporary higher education! Just put some non-archived EIP reports online, maybe something like Moses and Trigwell (1993) [12], then, in a courteous manner, advise our Government about the action (no need to be over-provocative by shouting, “Your copyright is uncapped! Sue us if you can/dare!”).

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Roger Atkinson retired from Murdoch University in 2001. His current activities include honorary work on the TL Forum conference series, Issues in Educational Research, and other academic conference support and publishing activities. In mid-2012 he retired from a 17 year association with the publishing of AJET. Website (including this article in html format): <http://www.roger-atkinson.id.au>

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THE HERDSA FELLOWS COLUMN

Rethinking Vocation for a New HERDSA Fellow

By Darren Cronshaw



Frederick Buechner defines vocation as “the place where your deep gladness meets the world’s deep need” (1973:95). That resonates profoundly for me – in my vocation as a teacher that at its best moments brings deep gladness and addresses complex world problems, but also through my teaching in helping others to identify and pursue their vocation. I resonate with the sense of vocation that legendary Quaker teacher Parker Palmer articulated: “I had never stopped being a teacher ... I could have done no other: teaching, I was coming to understand, is my native way of being in the world. Make me a cleric or a CEO, a poet or a politico, and teaching is what I will do” (2000:21). Teaching, facilitating learning and empowering people for leadership is how I best contribute to the world. It is a vocation about which I am deeply passionate – where my deep gladness meets the world’s deep need (Cronshaw 2012b).

Reframing my vocation as helping others identify and pursue their vocations was one of the most helpful moments of applying for a HERDSA Fellowship. I’m a new Fellow – one of the 2013 Cohort endorsed at the 2014 Conference.

Like most HERDSA Fellows, I am keenly committed to the scholarship of learning and teaching, but it’s an interest that developed after my first discipline. For me that is practical theology – the field of theology interested in relating Christian tradition and spirituality to how it is practised in and engages with church and society (Anderson 2001). I am particularly interested in how Christianity serves the world holistically – through compassionate care, advocacy for justice, communicating what is good news about Christ and caring for all of creation. The sort of units I develop and teach include Leadership, Spirituality, Cross-Cultural Ministry,

Organisational Transformation for not-for-profits and Research Methods.

My tertiary teaching is mainly through adjunct roles or kind of a hobby job after and alongside my other work. I work firstly as a researcher with our tribe of churches the Baptist Union of Victoria <www.buv.com.au>. I also teach as a local church pastor at AuburnLife Baptist Church <www.auburn.org.au>, in Melbourne next door to Swinburne University. Our church prides itself on being a space of hospitality and support for all ages, all cultures, all stages of faith (or no faith or struggling faith), and a “leadership farm” that offers a safe context for emerging leaders to practice and develop ministry and community development skills. My teaching thus covers a breadth of informal and formal, church and academic roles, but hopefully integrated as a practitioner-teacher-scholar.

Passionate as I am about my subjects, I am convinced that learning and teaching deserves my best effort. Thus in 2012 for professional development I did a Graduate Certificate of Higher Education at Deakin University. The teaching platform opened my eyes to new techniques in online learning. The teachers helped me reflect deeper on issues for my students. My final unit, a research paper, led to some of my first writing on learning and teaching, and one of my articles which I am most proud of – exploring my online teaching of an engaged spirituality subject (Cronshaw 2012a).

Hooked by my Deakin experience, in 2013 I flew over for HERDSA in Auckland. I found the exposure to academics keenly interested in social action and community service inspiring, and collected ideas and contacts for my Workplace-Integrated Learning research (Cronshaw and Menzies 2014).

I connected with members from the Melbourne branch Prof Sandra Jones and A/Prof Joan Richardson who invited me to present at a HERDSA/RMIT Symposium on New Generation Learning Spaces. I didn’t know what a New Generation Learning space was until then, but have been keen to explore what space there is for spirituality in tertiary classrooms, and the human need for spiritual space alongside intellectual stretching. Spirituality, perhaps traditionally portrayed as an interior activity disengaged from the world, is at its best when it springs up and resources us to foster a better world. The HERDSA Symposium was a good opportunity to present and get feedback on some ideas around that (Cronshaw 2013).

In Auckland I also met my HERDSA Fellow mentor, Dr Alison Kirkness, who adeptly coached me through six months of reflection for my HERDSA application.

There were three things I especially appreciated about the application process. Firstly, it was helpful revisiting my philosophy of teaching, acquiring new language for that and broadening my exposure to the scholarship of learning and teaching.

Secondly, it was an extended experience of reflective practice, thinking back to how my practice of teaching addresses (or not) the Fellowship criteria, seeking feedback from students and colleagues, and planning future development.

Thirdly, it was a paradigm shift for me to realise I feel deeply about my vocation in helping others to explore their vocations. I hope whatever teaching and research I do will contribute to fostering a ‘leadership farm’ for a new generation of leaders who can foster generative solutions for our world. Inspired again by Parker Palmer, my teaching focus is to both nurture the inner



Leadership class visit to Donkey Wheel House philanthropic trust/social enterprise hub.
Photo by Brent Lyons-Lee.

world of my students and to help prepare them to address the biggest and complex problems we need to grapple with; to help them explore the “big questions and worthy dreams” of their vocations (Palmer 2010).

There are several areas of learning and teaching I am keen to grow in and glean all I can from HERDSA networks.

A lot of my teaching is online, and I am enjoying the flexibility and advantages of online platforms, but want to ensure I am disciplined in pursuing best practices.

Many of my students are culturally diverse, and I want to ensure they have the best experience of learning they can have, and that my classes are enhanced by their intercultural and international perspectives. Mutual learning is especially important for theology in a postcolonial era – learning from all cultures rather than expecting the West to teach the rest.

Finally, and this is my main research priority for 2015, I am keen to research and develop practices for training entrepreneurial leaders, including training for community development and social enterprise as ‘Leadership for the Common Good’. This is an ongoing project in collaboration with BUV, Swinburne Leadership Institute and others. The aim is to foster innovation among churches and develop new forms of social entrepreneurship that leverage the resources of churches, and bring social and spiritual benefits to the broader community, especially those who are marginalised and in need. The project is designed to identify what sort of leadership and training that requires.

The HERDSA 2015 Conference in Melbourne is in my diary, and I look forward to what other collaboration and mutual learning will emerge with others through HERDSA.

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NEW HERDSA Guide

Designing and using e-assessments 2nd Edition (2014)

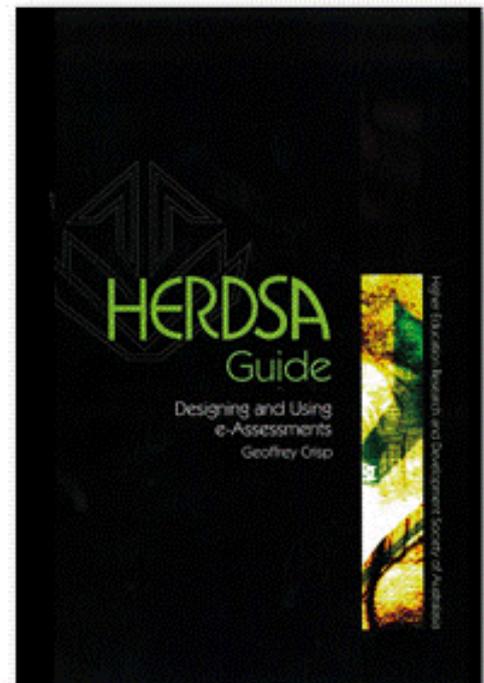
Professor Geoffrey Crisp

This second edition updates the e-assessment possibilities reflecting the advances that have been made since the first edition was released in 2009.

Designing and using e-assessments highlights some of the key issues surrounding the use of e-assessment and provides examples and practical advice on how teachers might engage students in more interactive online tasks. It presents a realistic view of what is now possible through the use of computers and the Internet in higher education assessment. It specifically discusses the important relationship between learning, teaching and assessment, and presents a number of frameworks for aligning e-learning activities and e-assessment tasks.

The Guide covers e-assessment possibilities ranging from simple computer marked multiple-choice questions, through to elaborate role-plays, interactive simulations and online scenarios.

Professor Geoff Crisp is the Dean Learning and Teaching at RMIT University; the winner of a number of teaching awards; an ALTC Associate Fellow (2006); National Teaching Fellow (2009); a HERDSA Fellow; and past president of HERDSA.





HERDSA New Scholars Column



By Deb Clarke

Do you speak SoTL?

Do you sit in learning and teaching meetings listening to a language that includes terms such as pedagogy, workplace learning, authentic assessment, moderation, reflexivity, first year principles, constructive alignment and on it goes?

Well if you are cognisant of these terms, you probably speak *SoTL* or the *Scholarship of Teaching and Learning*. Ernest Boyer broke new ground in the publication "Scholarship Reconsidered: Priorities of the Professoriate" (1990), by proposing that teaching was a form of scholarship. In doing so, Boyer placed teaching in a position to gain institutional recognition and reward. Scholarly teaching and later the Scholarship of Teaching and Learning emerged as a worthy academic pursuit.

So what is SoTL?

SoTL can include investigating policy, critiquing practice, exploring perspectives, and evaluating change relating to teaching and learning. Essentially SoTL involves investigating a *phenomenon* or *issue* related to learning and teaching. This investigation is undertaken in a systematic way, and going public with the results of these investigations, turns scholarly teaching into the scholarship of teaching. In other words, according to Shulman (1999) the scholarship of teaching requires an academic's work to be:

- made public;

- available for peer review and critique according to acceptable standards; and
- able to be reproduced and added to by other scholars.

So what's HOT in SoTL?

So consider the types of issues that you might investigate as a SoTL project. The best way to do this is to be aware of the HOT topics in SoTL. Answer these questions:

- What learning and teaching policies have recently been released in your Faculty or School?
- What university-wide learning and teaching practices are being mandated or encouraged?
- What are the priority programs of the Office for Learning and Teaching or Ako Aotearoa?
- What areas of learning and teaching are being funded in your School, Faculty, University and beyond?
- What are the key issues in the table of contents of recently published journals in Higher Education?

So where do I publish SoTL?

One of the questions new scholars often ask is, "In which journal should I publish my work?"

Selecting an appropriate journal is the first consideration BEFORE you commence writing your manuscript. Complete these tasks before you write:

- **Skim the table of contents** of the previous few issues of the intended journal. Ask yourself: does your work *complement* the conversations or arguments present in this journal? Does your work *challenge* the conversations or arguments present in this journal?
- **Read the description** of the types of manuscripts that the journal accepts. For example: HERD contributes to HERDSA's purpose of continuously improving higher education by informing and challenging researchers, teachers, administrators and others concerned with the past, present and future of higher education. The journal publishes scholarly articles that make a significant and original contribution to the theory, practice or research of higher education. We welcome empirical, theoretical, philosophical and historical articles and essays that address higher education in any of its dimensions.
- **Examine the way the manuscripts in the journal are organised** in terms of headings, genre and word count. Ask yourself: do I or can I write in this way? As a new scholar, use these journal articles as templates on which to model the presentation of your initial SoTL manuscripts. Remember, these authors are published!

So now do you speak SoTL?

Deb Clarke is Chair of the HERDSA New Scholars Portfolio



INTERNATIONAL COLUMN

By Allan Goody
HERDSA President



The November meeting of the HERDSA Executive in Sydney coincided with the State Memorial Service for the 21st prime Minister of Australia, Gough Whitlam who died in October. I felt quite privileged to be in the large crowd gathered outside the Sydney Town Hall where inside, the former Prime Minister was remembered and praised as a great visionary leader. In what was a short and often chaotic three year term as the nation's leader, which ended in controversial circumstances on Remembrance Day in 1975, Prime Minister Whitlam achieved many significant and lasting reforms that changed Australia for the better. Many of these reforms had a focus on social justice and equity and many have survived successive governments of both sides of politics.

The one that didn't survive was Gough's abolition of fees for tertiary education. While there are those who quickly point out that tertiary education was never free as tax payers still paid for it (isn't that how Government programs for social good are funded?) and the statistics show that the demographic of students going to university did not change as intended, it did mean that I could go to university. (Yes it wasn't really free as my parents had to supplement income from my part-time work so that I could live).

Shirley Alexander, Deputy Vice Chancellor at the University of Technology Sydney expressed the same sentiment in *The Australian* newspaper (October 29, 2014). While Shirley's circumstances were quite different to mine, we did contradict the statistics and get to university. Her closing comment in the article echoes my experience as I reflect upon what is now and what might have been. "Thank you Gough Whitlam. You gave me, and thousands like me, the chance to change our lives for the better. And we are passing that gift on" (p.33).

I recount this personal experience from last week as this memorial service and praise for the abolition of fees occurred during another period of uncertainty in Australian higher education (or is it simply the continuing uncertainty in higher education). Of course uncertainty is not confined just to higher education – there are the biggies including climate change and world peace weighing on our minds – but education for many of us is the foundation through which many of these other uncertainties can be addressed. As I write this article there is legislation before the Australian Parliament to deregulate higher education, which by all predictions will substantially increase tuition fees and the cost of higher education (eg student loans) while reducing public funding of higher education.

There are arguments on both sides of the fence - there will be more competition so market forces will keep fees in check, members of various demographic groups will be locked out of higher education, the extra funds we generate will be used to provide scholarships so more students will be able to go to university, and so on. Steven Schwartz (2014) - a former vice chancellor – asks one simple and very important question "what additional value can students expect to receive for higher fees? Smaller classes? Extra tutorials? New courses?" (p. 33). I have not heard any answers to that question. We can also ask the question, what will this mean for those teaching and supporting these students in university?

What was the point of all that? As this is the International Exchange Column and our colleagues in North America and elsewhere will read this, I want to paint a picture of the big issue happening in Australia. And you are likely saying, yep, we understand. From my perspective the reassuring thing in all this uncertainty, both at the national and institutional levels, is that for most academics it is business

as usual. We are here to provide the best learning experience for our students and we do our best despite the circumstances.

What role then do our professional societies play in these uncertain times? HERDSA as a professional society does a great job of supporting our members in their daily endeavours to improve student learning and the student experience. And while that focus on students is the ultimate aim, it is this support that HERDSA offers individual academics and professional support staff that matters to our members.

We do this in a number of ways. For example, our journal *Higher Education Research & Development* (HERD) is a source for members to publish their scholarship of teaching and learning and for other members to tap into that expertise and good practice. HERD has expanded in both size and prestige and is now for many, the journal of choice for publishing teaching and learning research in Australasia. The HERDSA Guides series continues to be strong with at least two new Guides published annually. The generosity of the authors in synthesising and sharing good practice on a range of topics helps make it a bit easier for colleagues dealing with those topics in their own teaching practice.

Our annual conference is another avenue for dissemination of scholarship. This year the conference was held in Hong Kong (after all, Australasia is in our name) and offered an opportunity to widen our reach and to engage with colleagues in the East Asia region both in scholarship and cultural activities.

Collaboration is important element of what HERDSA does (and could do more of). An example is the collaboration with the Australian Collaboration Education Network (ACEN) in producing a HERDSA Guide on *Work Integrated Learning in the Curriculum*. In developing our new online journal *HERDSA Review*



of *Higher Education*, we sought the advice of Deputy Vice Chancellors Education to ensure that the commissioned articles in the journal address the important issues with which the DVCs are currently dealing. We also collaborate where possible with The Australian Government Office for Teaching and Learning (OLT) and Ako Aotearoa in New Zealand. Close ties are being made with the OLT Fellows who use the HERDSA Branches as networks for sharing their expertise and finding out more about the issues that HERDSA members face. And most recently we agreed to provide some financial support to HERDSA members who participate in the International Collaborative Writing Groups attached to the ISSoTL conference in 2015.

The HERDSA Fellowship Scheme is an opportunity for academics to gain recognition for their scholarly approach to teaching and learning. A strong focus of the current Executive is on supporting

scholars who are new to the scholarship of teaching and learning. We have not left students out of our support either. This year we sponsored the prize for the Best Student Poster at the Australasian Conference of Undergraduate Research.

The primary goal for HERDSA, like all professional societies, is to focus on what is important for our members. So we might not change the course of history like our 21st Prime Minister but we can be there to support and encourage our members as they go about their teaching and engagement with students, and indeed if they choose to add their voice to the national debate.

It is not always easy to attract members to the Executive. The work of the Executive is voluntary and does involve a substantial time commitment. It is increasingly difficult for academics to find that time. While some institutions see membership of the Executive as contributing to the service

or engagement element of an academics appointment, others do not; it is not seen as University business. I believe that the benefits of the support and resources that HERDSA provides are reflected in the work of HERDSA members and non-members. A challenge for us is to engage with senior leaders so that they see the value in this service and that they too might benefit from the HERDSA community.

(My apologies to our New Zealand HERDSA members for this mostly Australian focus – next time we will include a focus on New Zealand.)

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Transforming Together Kia honotahi te puāwaitanga

Supporting quality research and practice in coaching and mentoring



By Jenny Ferrier-Kerr

Transforming Together is the title and theme for an inaugural coaching and mentoring conference to be hosted by the Educational Leadership Research Centre at the University of Waikato (UOW) from 8 to 10 April in 2015. The conference is for coaches and mentors, and students of coaching and mentoring who are working in all fields, and seeks to provide a platform for participants to deepen their knowledge of coaching and mentoring, and the skills involved. A key aim is to provide coaching and mentoring researchers and practitioners with opportunities to connect; support the development of quality research and practice; and contribute to the generation of theory, knowledge and expertise about coaching and mentoring.

Conversation will be a key strategy of the conference and is intended to generate transformative learning – learning that “transforms problematic frames of reference—sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets) – to make them more inclusive, discriminating, open, reflective, and emotionally able to change” (Mezirow, 2003, p. 58).

The conference whakatauki *kia honotahi te puāwaitanga* is not a literal translation of the theme, yet captures it particularly well. As explained by Karaitiana Tamatea, senior lecturer and *kaiurungi* in the Faculty of Education, *kia* is the predicate that comes before the subsequent words of encouragement. *Honotahi* means being unified or coming together, and

te puāwaitanga is blooming, evolving or transformation. *Tabi*, Karaitiana has pointed out, is the word most people are likely to recognise as meaning one or unity, denoting the sense of being together.

A key aim of the conference therefore is to draw participants together and provide opportunities to explore the ways in which coaches and mentors apply a range of approaches in their coaching and mentoring practice that lead to effective, transformative and sustained change.

<https://education.waikato.ac.nz/tt2015>

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The Value of a Network: Personal, Institutional and Sectoral Perspectives from the NSW/ACT OLT PEN

By Katrina Waite on behalf of the NSW/ACT OLT Promoting Excellence network

In June 2012, just before the move to the Office for Learning and Teaching (OLT), the Australian Learning and Teaching Council (ALTC) awarded funding for five state and territory based Promoting Excellence Initiative Networks (PENs). Through its own reviews and evaluations of existing networks, the ALTC had determined that networks were contributing positively to the ALTC mission of institutional engagement with the grants and awards programs. The new funding supported the continuation of the existing networks and the establishment of new networks in the regions where they were not yet operating. This article describes some of the outcomes produced by the NSW/ACT network in terms of the personal, institutional and sectoral benefits.

The NSW/ACT network was one of the early networks, established at the University of New South Wales as part of their Promoting Excellence Initiative scheme. All NSW and ACT eligible institutions were invited to participate, and almost all did so, either face to face, or by teleconference, or by email. As would be expected, some participants were able to be more active than others, often due to geographical location, but from 2008 until 2014 the network has been sustained.

A 'touchpoint' of stability and support

In 2012, the uncertainty surrounding the future of the ALTC was also reflected in institutional practices. Across the sector, the cessation of the PEI funding resulted in changing of roles, in some cases the cessation of contract positions, and in changes to the management of the ALTC/OLT institutional liaison role within institutions. There were significant differences in the approaches taken within institutions in terms of staffing, allocation of funding, and whether or not the role was considered an academic or general



Network members from NSW and ACT

staffing role. In an environment where there was no guarantee of continuing employment on completion of a fixed term contract, the network proved to be one forum where the nature of the work was well-understood and valued.

The discussions at meetings often highlighted the isolation of the role within each institution, and that the isolation was coupled with a great deal of responsibility and stress. This quote from an evaluation activity highlights these tensions.

(I have) a huge feeling of responsibility for the OLT scheme in my institution. I am constantly working to other people's deadlines, with academics who, just like students, view deadlines as "flexible" leading to a massive workload at the last minute. The work I do is on public display and is to an extent measured by the institution's success in teaching award and grant schemes. There is a gut-felt discomfort when providing critical feedback to academics, or advice of failure. It is a good feeling to be able to share these tensions with others who understand the milieu in which we operate.

While many of us expressed that this level of personal support was one of the most significant benefits of the network, the network funding brought with it a requirement for a formal plan of activities and an increased demand for accountability. Institutions also needed to perceive some benefit, or there was a risk that they would not support the participation of their staff. A formal plan of activities was devised with the objective of producing outcomes which could be seen to have tangible benefits for both participants and institutions.

Professional development benefits

A major activity of the network was benchmarking of institutional teaching and learning awards and citations processes. It was clear that these processes were managed differently in various institutions, and some institutions were at the very early stages of engagement with their OLT programs.



Caption: NSW/ACT PEN members preparing for the national OLT PEN Symposium}

Discussions around the benchmarking activities provided the opportunity to share knowledge and good practice exemplars. This activity provided inspiration for new strategies and developments, even for those members who had well embedded processes within their organisations. As one relatively new member commented:

The work done by the network, and the guidance provided by network members has allowed me to develop institutional awards recognizing teaching innovation and excellence based on best practice exemplars from other institutions.

As a result of this sub-project, the network also developed some short case-study exemplars of good practice - *Teaching award support: Best practice exemplars from the NSW/ACT Promoting Excellence Network* - which are publicly accessible at <http://teaching.unsw.edu.au/nswact-promoting-excellence-network>.

The network has hosted sessions with OLT speakers in order to provide potential award and grant applicants with helpful information or to better equip learning and teaching staff to support applicants, and

has opened up institution-based events to other PEN members in order to maximise the benefit of visiting international speakers to the learning and teaching or the broader academic communities. These events have served as professional development opportunities for network representatives, have enhanced communication between the OLT and member institutions and developed understanding within the sector of OLT processes.

Network participants have also been able to learn from members who had high levels of expertise in related areas. For example, Coralie McCormack shared her expertise in project evaluation, and developed innovative collaborative approaches to evaluation which captured the quantitative outcomes, and also ensure that the authenticity of the more qualitative personal and emotional benefits was foregrounded.

Leveraging connections with other networks

Many of the network members have connections with other higher

education networks. The template for the benchmarking project was adapted from the model used by the Council of Australian Directors of Academic Development (CADAD) for benchmarking teaching and learning units within Australian universities. A number of network members are also members of HERDSA, and participated in HERDSA events on behalf of the network. These events also provided opportunities to engage in further dialogue with staff from the OLT. It was also important to ensure that the network's approaches to evaluation would be acceptable to the new OLT management. We therefore produced a poster for the HERDSA 2013 conference titled, *Evaluating the Promoting Excellence Networks: Approaches and Challenges*.

This highlighted our evaluation plan, including the qualitative approaches, and had a space for suggestions from the conference participants. A number of OLT representatives attended and engaged in in-depth discussions around the network activities. As one member noted:

The network provided some legitimacy for feedback to the OLT – that the feedback is viewed as something that is not just the product of a personal opinion, or one-off experience, but a more considered communication which has been processed by the group/network.

As a final point, the practical benefits to network participants and their institutions were based on the intangibles - the sense of trust and collegiality which developed over time, and an inclusive approach to the newer members. The 'spirit' of the network and the nature of our interactions are expressed in this quote:

I don't feel cynical about 'collegiality' anymore either. This word is flung around a bit too easily - I have found it pretty amazing that a group of people from different universities, brought together by a 'competition' can be so uncompetitive, and generous of spirit and intellect.

The Higher Education Research and Development Society of Australasia is a scholarly society for people committed to the advancement of higher and tertiary education. It promotes the development of higher education policy, practice and the study of teaching and learning.

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DISTINGUISHED SPEAKERS



DR TATIANA BACHKIROVA

Oxford Brookes University, UK

Tatiana is a Chartered Occupational Psychologist and an Associate Fellow of the British Psychological Society. She is a Reader in Coaching Psychology at Oxford Brookes University, and a Visiting Professor in The National Research University 'Higher School of Economics' (HSE), Moscow. Tatiana's recent books include: *The complete handbook of coaching* (2010, 2014), *Coaching and mentoring supervision: Theory and practice* (2011), and *Developmental coaching: Working with the Self* (2011).



DR JAN ROBERTSON

Institute of Professional Learning,
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Jan is a senior researcher in the Institute of Professional Learning at the University of Waikato, New Zealand and academic director of New Zealand's aspiring principals' programme. She is the author of *Coaching leadership: Building educational leadership capacity through coaching partnerships* (2005) and co-editor of *Leadership and learning* (2011).

IMPORTANT DATES

ABSTRACT SUBMISSIONS

Close 14 November 2014

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5 December 2014

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