

HERDSA NEWS

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APRIL 1991

Editorial

Welcome to this, my first edition of HERDSA News.

I guess I never knew I wanted to be the editor of HERDSA News until Peggy Nightingale and Dave Boud told me so. They were very persuasive — Tom Sawyer would have little to teach either of these two former editors about how to offload the whitewashing of their fences. And yet, so that I do not seem too utterly a victim in this matter, I should admit that my view of HERDSA News probably rendered me a reasonably willing victim.

I think HERDSA News is important. And I intend this to mean something beyond the truism which it looks at first sight. Many scholarly societies have newsletters which bring news of their society's doings as well as summary accounts of developments within their area. HERDSA News has done this and needs to keep doing it.

But it has a more interesting and significant brief as well. The HERDSA Membership is drawn from all over the field of higher education. A publication that addresses this breadth of audience has the chance to produce a useful commonality of language and purpose. This is not to say there will be no differences of opinion. Indeed we have an example of current differences in a slowly emerging debate over the relationships between practice, practitioner research and more formal "educational" research. But it is to recognise the value of being impelled to shape any such differences, and any convergences, so that ultimately they have a system-wide communicability and salience.

Under the previous editors, HERDSA News has been able to do this — to open up prickly topics like gender and curriculums or staff appraisal, or to offer practical strategies, with an eye on the multiplicity of academic worlds. With your help, I would hope that we can

continue what often seems to me to be a surprisingly successful interchange.

The present issue brings us commentaries which focus on rather different levels of the system. John Jones's summary of the relations between government and higher education in New Zealand offers Australian members some insight into a useful comparator, also laying bare yet again some of the inconsistency of governmental thinking. Susan Emerson and Jacki Cook provide us with an enthusiastic account of an up-and-running system of formative review/development for staff members that has met the desires of both college management and the staff unions. Lee Andresen presents us with something of a manifesto (correspondence will be entered into!) on the work and expertise of educational developers, conceding that it can be a problematically diffuse professional identity, even for old hands. And much closer to the classroom, Ivan Williams writes briefly from a mixed-mode institution about an ongoing exploration of the new teaching possibilities which may emerge from combining contact teaching with distance education materials.

I would not wish this editorial to conclude without some attribution of credit. First, an effusive thank-you to Peggy Nightingale, who has been cheerfully and practically supportive during this change-over of editorship. Peggy will continue to have a role with the News editing the Books in Brief section. Also to Ian Dunn, who has generously kept many of the technicalities at a safe distance from me. In addition, members will welcome Amy Zelmer, from the School of Health Science at the University College of Central Queensland in the role of Abstracts Editor.

Margaret Buckridge.

SPECIAL ISSUE

The November issue of *HERDSA News* will focus on:

Reviews, Reports and Restructuring in Retrospect:
Recent Developments in Australian Higher Education

Contributions (for example, short articles, reviews, etc) that address this topic are sought.

Intending contributors are invited to contact the Guest Editor, Assoc. Prof. Philip Candy, Academic Staff Development Unit, Queensland University of Technology, GPO Box 2434, Brisbane, 4001.

The deadline for contributions will be **1 September 1991**.

HERDSA PRESIDENT MOVES

From April 1991, the President of HERDSA, David Boud, will take up the position of Professor of Adult Education and Head of the School of Adult and Language Education at the University of Technology, Sydney, PO Box 123, Broadway NSW 2007, telephone (02) 330-1990.

For the past two years he has held the position of Professor and Director of the Professional Development Centre, University of New South Wales.

A (Very) Short Recent History of Higher Education in New Zealand

This timely account by John Jones is likely to offer many readers an experience of *deja vu*.

"Frenetic" is much too gentle a term to portray accurately the pace of change in higher education in New Zealand over the past two years, as the following diary of events may indicate.

October 1988

The "Hawke Report" on post-compulsory education and training is published.

Commissioned by the then Minister of Education, Phil Goff, the Report suggested the following basic changes, which overall amounted to a quite radical transformation of the NZ tertiary education system.

- (a) Decentralised decision-making, with most individual institutions given a broader range of responsibilities, and all becoming responsible to government through negotiated charters.
- (b) The establishment of a Ministry of Education and Training to replace the Department of Education and the University Grants Committee (UGC).
- (c) A "bulk budget" system of funding for all institutions, based upon EFTS numbers — which represented a significant loosening-up of constraints for the non-university sector.
- (d) The establishment of a National Educational Qualifications Association (NEQA) which would be responsible for accreditation of *all* tertiary qualifications. (Those who favoured this recommendation were dubbed "neqaphiliacs"!)
- (e) "Open access" to tertiary education, with an emphasis upon improved participation rates among disadvantaged groups (low socio-economic status, ethnic minority); and by a rather curious logic this was to be facilitated by the introduction of a partial "user-pays" scheme. That is, students were to be effectively levied with a ten-fold increase in tuition fees, together with the familiar "loans scheme". (The argument was that the increased revenue would enable more tertiary education places to be funded.)
- (f) The de-coupling, and separation of funding, for teaching and research. (The reaction from the university sector is easy to predict!)

March 1989

A series of working parties is set up to consider *Learning for Life*, a government document which is essentially a policy digest based upon the Hawke recommendations. The working time-scale is *very* short (I speak from bitter experience!) with groups often having less than a month to convene and produce final reports.

August 1989

Learning for Life: Two is published after Working Party Reports have been considered. A few significant changes are incorporated — especially an acceptance that "teaching and scholarship are inseparable at post-school level" and hence should be funded in an integrated fashion — but most of the original Hawke substance remains.

February 1990

Full-time tertiary students are, for the first time, required to pay a fee of NZ\$1250. Campaigns against "student loans" have been "successful": the government, through an inspired piece of lateral thinking, simply required students to pay up-front! Though, the blow was somewhat softened by an earlier decision to significantly increase student maintenance grants.

"... and by a rather curious logic this ('open access') was to be facilitated by the introduction of a partial 'user-pays' scheme."

March 1990

The Education Amendment Bill is introduced into parliament, and referred to the Education and Science Select Committee for consideration.

The intent of the Bill was, avowedly, to enact the legislation which would allow the policy principles of *Learning for Life: Two* to pass into practice. Its draft Clauses certainly accomplished that — but a few other bits and pieces crept in around the edges. In particular the draft gave government officials the right to enter institutions and demand access to all documents, including student assignments. Not surprisingly this led to violent reaction, especially from the university sector.

April/May 1990

The universities (with some support from other sectors) mount an orchestrated campaign against contentious clauses in the Bill, during which there is the threat of a NZ boycott by overseas staff associations. The campaign is largely successful, and modifications are made.

July 1990

The Education Amendment Act, 1990 becomes law, interestingly with a definition of academic freedom in

"Campaigns against 'student loans' have been 'successful': the government, through an inspired piece of lateral thinking, simply required students to pay up-front!"

legislation for the first time. Most of the philosophy embodied in the Hawke proposals of late 1988 is incorporated. Only item (f) (relating to the disassociation of teaching and research) has disappeared; all else remains, with the modification that NEQA (re-named NZQA, New Zealand Qualifications Authority) no longer has primary responsibility for the validation of university degrees.

October 1990

The Labour government is comprehensively dumped in the general elections: the incoming National government promises changes — soon!

November 1990

The new government puts a loose lid on growth in the tertiary sector.

So, where does all of that leave us, and what is the final shape of tertiary education to be, when the dust settles toward the end of 1991? Inevitably, the answers to such questions take on the connotations of crystal balls: however...

Access to higher education; student fees

The new Minister, Lockwood Smith, is committed to the abolition of student fees by 1992, a move which could only help to increase access. However, such a move would lose significant revenue, and it is not clear how a government which is committed to reductions in its spending is going to simultaneously provide more places, without finding some kind of savings. The prospect is that this will be accomplished by either or both of:

- reductions in the values of student maintenance grants
- reducing the length of time that individual students are eligible for such grants and/or the waiving of tuition fees.

The introduction of this latter move, especially, would have serious detrimental effects on post-graduate studies.

"It is already clear that smaller institutions will be in serious difficulties, unless they receive supplementary grants."

Institutional government and funding

The decentralised "Hawke" philosophy will continue, with all institutions as bodies corporate responsible to government through their Charters. Funding will be through block grants to institutions, based upon EFTS numbers according to formulae related to type of course (Medicine most expensive, humanities cheapest) and which

have yet to be announced in detail. It is already clear that smaller institutions will be in serious difficulties, unless they receive supplementary grants. Institutional amalgamations are being suggested, with Universities and Colleges of Education being required to amalgamate in the next five years. (Does that sound familiar, Australian readers?!)

Curriculum and qualifications

The new arrangements make it possible for polytechnics and other non-university institutions to offer degrees for

the first time. These degrees will be validated and accredited by NZQA — along with all other non-university qualifications. (University degrees are effectively under the auspices of the NZ Vice-Chancellors' Committee.) Already NZQA has received applications in the areas of Commerce, Building and Physiotherapy; there are some interesting implications which still have to be resolved and clarified. For example:

- The term "degree" is protected in the 1990 Act in a number of ways, including the requirement that it "is taught mainly by people engaged in research". Polytechnics and colleges that wish to offer degree programmes will henceforth have to become much more involved in research than has been the case in the past. And that, in turn, has implications for funding and teaching arrangements.
- Competition among institutions for students is likely to emerge, given the free-market philosophy and the funding formulae which are based upon numbers of students enrolled. It is not clear how "interventionist" in this area government is likely to become, in order to direct curriculum and programmes in an attempt to avoid duplication in regional centres.

A Tertiary Education Commission (TEC)

The recently-elected National government has signalled its intent to establish a TEC. If established, such a body would remove the responsibility for tertiary education as a whole from the Ministry of Education. Effectively it would play the role for tertiary education as a whole that the now disestablished UGC did for the universities. Lockwood Smith, the Minister of Education, has suggested that the TEC would have the following functions.

- Acting as a buffer between tertiary institutions and government.
- Replacing the Ministry of Education as the administering agency for tertiary education.
- Distributing scholarship money for postgraduate study.

The NZVCC has indicated that the TEC should also take on a "UGC-like" role of funding recommendations to Parliament, together with information collection.

"At a more general level, there is pressure on institutions to increase class sizes ... in order to accommodate the mix of teaching and research functions which are demanded of them."

Effects on teaching

It is difficult to see how the new measures will contribute to the improvement of the quality of teaching across the tertiary sector as a whole. At one level there is a requirement that Charters and statements of objectives include provisions for systematic staff development, and this has led to some expansion of resources within the university sector. However, in the polytechnics it is a different story. Previously, funding for twelve weeks' initial "tutor training" had been a tagged budget item in the polytechnic sector, with the training itself carried out by a regional system of tutor training centres. From 1992 that budget item is to be incorporated into the bulk fund for each institution. It is unlikely that polytechnic tutors

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Educational Developers—What Do They Know?

Lee Andresen takes an analytical look at the professional identity of educational developers.

Preamble

I feel confident I'm not alone among Educational Developers in finding it just a bit hard to give an intelligible one-line answer when someone at a party asks me "And what exactly do you do...?" I hasten to correct, however, any idea you may have that I'm going to teach you the perfect one-liner for future party use. Sorry, I haven't found it. I know it's not "Oh, I just go around collecting bits of education, develop them a bit, then turn them loose again". I really don't know the ideal reply and I'll be glad if some readers can help me find it. But that's another matter.

It is that very experience of being momentarily stumped when having to define myself which suggests to me that maybe there is a kind of vacuum or perhaps a mild malaise lurking behind our self-definitions. Maybe we who call ourselves Educational Developers have never really been clear enough about *what it is that we do well* — what it is that we're expert at in a way nobody else is expert. That's what I want to start talking about in this article.

So what exactly are the things of which we can be proud, things we can claim as our unique contribution to the life of any university (or TAFE system — see below)? Any list of professional expertise has by its nature to be generic, of course — it covers the full ground, includes everybody, and paints the overall picture, not that of any particular person. So in making a list like this there's no suggestion that all have to qualify high on every point. We'll each have our own personal expertise profile, naturally — strong in some points, not so in others, depending upon our training, background and job experience.

I'd like to suggest, however, that the list I'm going to construct does have a kind of prescriptive quality. If it's a good list, it will consist of things which *the more widely we find them represented in the profile of any particular person, the more expert and more comprehensively competent s/he would be* for the demands of our profession. For someone who is a novice ed. developer, I suppose a list like the one I'm trying to develop might therefore be a kind of long-term agenda for personal development.

Finally, before setting loose my list of things we are good at doing, note that a list like this — if a good one — would contain the kinds of things we should keep in mind and try to communicate in job and promotion interviews. Even if that means we're in the role of educating our interviewers — because I suspect that if *we* haven't been sufficiently clear about what it is we do well, neither has anybody else. And if we can work it out clearly and satisfactorily, we really ought to then get out and tell our bosses and the rest of our institutions about it.

A corollary is that these things should be firmly on the agenda whenever we set up and run professional development activities for ourselves — such as at annual conferences of course, but also at those wonderful (but too infrequent) "Events" ed. developers have put on for themselves in past years. When will the next one be?

Enough preamble. Here's my list. At present I'm reasonably confident about the main headings, less so about the second-order ones, and the third-order paragraphs that follow are not definitive but intended to be

examples or illustrations of what I mean (write your own examples if you wish).

1. What do we know as Researchers?

1.1 We know the published findings of educational research

Teachers often have no time or inclination to do this; we do it for them. By contributing this information we offer teachers a way of testing and checking their intuitive, their taken-for-granted and their gained-on-the-job "know-hows" about the educational process (sometimes confirming what they already know, sometimes challenging it, sometimes warning them not to go down certain

"I know it's not 'Oh, I just go around collecting bits of education, develop them a bit, then turn them loose again'."

paths), and we also widen their awareness of the available options-for-action as they teach. I do not ever think that this research comprises a necessary or sufficient source of information to prescribe *how* people ought to teach, or which methods they *ought* to use, but opinions may vary on this.

1.2 We know how to design and conduct educational research

Research in this context includes action-research and active reflection-upon-action of the kind described by Schon. It is not limited to (though it does not seek to exclude) the notion of empirical research as something carried out by professional researchers in projects, with published findings.

(We may also know about the research process by having been engaged in it in the pursuit of some other discipline than Education. However not all ed. developers will have pursued their "own" discipline to this level and I hesitate to put too much weight on that as an item.)

"(Research) is not limited to . . . the notion of empirical research as something carried out by professional researchers in projects, with published findings."

1.3 We know unique insights gained first-hand from our own research and our own scholarship

This includes knowledge of a wide range of action options gleaned from personal experience as well as from formal research; it also includes knowledge gained from the exercise of scholarship i.e. knowledge of the research of others, critical thought about that research, leading us to hold critical positions with regard to it, and particular views about its applicability and relevance to the practical teaching and learning conducted by our clients and their students.

2. What do we know as Scholars?

2.1 We know about the general theory and practice of education and its related disciplines

Most ed. developers will have education degrees. If not, they will have gained by experience and contact a similar general background of general educational knowledge to that which others possess who have done such studies. This knowledge covers the area of general educational practice as well as those related "disciplines" such as sociology, psychology, history and philosophy of education all of which help inform (without defining or prescribing) how education should be conducted.

(As above, we may also know about another discipline — our "first" subject, before we studied education. Some ed. developers will have left this subject behind, however, whereas others will still pursue it actively. This, I think, is one of the things that distinguish us from one another within the ed. developers' community, rather than something that distinguishes us as a group from other academics or that gives us our peculiar expertise or status.)

2.2 We know how to study, understand and analyse educational settings

This includes knowing how to recognise significant events in a classroom (lab, studio, etc), and how to identify and analyse particular approaches to teaching adopted by teachers, and particular approaches to learning adopted by learners, as well as to identify and study the ways in which the one (teaching) can influence the other (learning).

2.3 We know how to analyse and go about solving educational problems

This involves specific consultancy skills at the teaching-learning interface; listening to clients, asking them relevant questions, helping them clarify the problem, bringing relevant data and theory to bear, observing them as they work, supporting them in difficult situations, helping evaluate their development and appraise their competency, etc. It may also involve specific skills at the level of policy formulation, where "problems" are being solved through decision-making at an institutional or sub-institutional level.

3. What do we know as Teacher-Practitioners?

3.1 We know how to teach others in a subject/discipline

Some ed. developers will have only a background of teaching experience but no opportunity to engage in teaching within their present job; others will be in a position to continue using their teaching skills through involvement in Undergraduate or Postgraduate courses, or supervision, or through offering seminars for academic staff or running training workshops. This includes all the component knowledge recognised as part of what "being a teacher" involves (See my "Competent Teaching and its Appraisal" in *Assessment and Evaluation in Higher Education 12(1)*, 1987).

3.2 We know (at first hand) what it is like to be a teacher

This includes knowledge of the wider experience of teachers, such as the settings in which they operate, the patterns and rhythms of the teaching year, the "highs" and "lows" teaching can give, the classroom dilemmas, the career expectations and frustrations, the job pressures and demands, community and other professional attitudes towards and expectations of teachers, etc.

3.3 We know (from experience and from observation and research) how teachers become teachers

We know how teachers are "made", through having been made one ourselves and/or having watched (and helped) others become teachers; this includes knowing about the stages teachers are likely to move through after appointment and as they mature, and what research into teachers' lives has to tell about these processes of adult professional growth.

"... knowledge of the wider experience of teachers, such as ... the patterns and rhythms of the teaching year, the 'highs' and 'lows' teaching can give ..."

4. What do we know as Facilitators of Adult/Professional Learning?

4.1 We know how to talk with teachers

This involves the "empathy" dimension of consultancy, being able to establish rapport through shared experience; it also involves being able to communicate, without threat, about things teachers are reluctant to talk about (or unfamiliar with talking about) — aspects of their teaching that are generally left unmentioned, undiscussed, or about which they feel threatened or vulnerable. We know how to ask the right questions and then to listen and to show that we understand and appreciate. We know how to help teachers to work out and clarify what they actually think themselves about their situations and what they want to do about it, to make up their own minds as autonomous agents, with our support, interest and encouragement.

4.2 We know how to get teachers to talk about, research into, and better understand their own teaching

We know how teachers, like other professionals, learn through reflecting on their own experience as they teach; we have some understanding of the reflective process itself, we use it ourselves for our own growth, we have command of strategies by which teachers can engage in it, and we know how to facilitate a reflective approach and outlook in others.

This includes knowing how to help teachers articulate the approaches to teaching they adopt in particular settings, to give reasons for why they do things in the way they do them, and to articulate the normally tacit conceptions and theories of teaching (and correlative conceptions of how students learn) that they have.

4.3 We know how to help teachers begin their professional growth (on appointment) and how to help them grow into better teachers (after appointment)

This involves knowing about the particular difficulties beginning teachers face, the processes and stages through which new teachers normally pass during their first few years, and the help (information, training, support, etc) that can facilitate this process and help them become more than mere survivors, and how to offer this help in an acceptable manner. It includes knowing how teachers can become better teachers, i.e. how they "develop", what the sufficient and necessary conditions are for good development — particularly in the early years; and how teachers "decline" or burn-out, and what can be done to remediate when this takes place. It involves ourselves understanding the process of self-assessment or self-appraisal, and knowing how to facilitate its use among our clients.

5. As Members of University Staff

5.1 We know special ways of contributing to and influencing the life of the university

These include contributions through public comment (via appropriate media and institutional channels) on the university's policies and practices vis a vis teaching and education generally. For some, particularly those ed. developers in administrative positions within Units and with sufficient academic seniority, this includes knowing how to play the role of influencing opinion and decision-making in the realms of senior academic staff — on professorial boards, faculty boards, and among Heads of Schools and Departments. This involves injecting the peculiar perspective on things that a person in our position, with our expertise, alone can offer — part of which is our ability to see things from both the teacher's and the student's viewpoint.

5.2 We know special ways of contributing to and influencing the wider community of scholars

We know how to contribute, for instance, through HERDSA and other association membership, contributing to journals and newsletters, speaking at conferences, organising conferences and meetings, speaking at meetings organised by other groups.

5.3 We know special ways of contributing to and influencing the general (wider) community served by the university

This includes contributing our knowledge about teaching and educational issues generally to community groups, or through informed comment in the public media, through belonging to committees and community associations, or through being involved in curriculum or examination boards for pre-university and other tertiary levels where our expertise can be shared and maybe the university's elitist image softened.

Post-amble

1. Because I work in a university, have very limited knowledge of TAFE, and have spoken about what I know best, the result is that this article totally neglects educational developers in TAFE. I apologise, but TAFE developers really need to consider drawing up their own list. Some items, I think, need no changing; others need change, sometimes subtle, sometimes obvious. Maybe new items are needed. Over to you.

"... to help teachers articulate... the normally tacit conceptions and theories of teaching (and correlative conceptions of how students learn) that they have."

2. Some of these items of mine may be matters concerning which an ed. developer needs to be appointed as an academic in order to carry them out effectively. I am aware that in some universities ed. developers are appointed as general staff, and I have had my own ten years' experience of this. It has been my experience, however, that generally academics' perceptions of such general staff ed. developers is that they are in fact academic since (I presume) they cannot imagine that any university could be so ill-advised as not to give all ed. developers full academic status. Hence I doubt that lack of academic status is a necessary impediment to an ed. developer's growth of practical expertise in the majority of these areas, though it may admittedly be an impediment in some. What do you think?

3. Following on (2) above, many of the items of "expertise" I have listed are virtually identical to what could be expected from any academic as academic. However I have tried to indicate that, for ed. developers, the nature of that expertise is "special" — we have a distinctive contribution to make, one that needs to be heard, acknowledged and respected.

4. Now that I read over it I'm afraid that this listing probably reads pretty cryptically but I trust it isn't unduly obscure. I do want to develop these ideas into a longer paper where I can more fully explain and critically analyse each of them. I'd therefore appreciate good critical comment from readers who share my peculiar passion of professional navel-gazing or who have been on the receiving end of educational development. Correspondence will be happily entered into about any matters raised in this article. Please direct them to myself at the Professional Development Centre, University of NSW, P.O. Box 1, Kensington 2033 or phone/fax me on (02) 697-4931 / (02) 662-8730.

Lee Andresen,
University of New South Wales.



Conferences

HERDSA 91

Theme Towards 2000 — Trends in Tertiary Teaching

Place Victoria University of Wellington

Date 29 August — 1 September 1991

Information Alison Viskovic, Professional Development Unit, Wellington Polytechnic, Private Bag 756, Wellington, New Zealand.

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Reviewing Appraisal and Appraising Review

Union representative Jacki Cook and Management representative Susan Emerson collaborate to give us this account of staff development at the SACAE.

Between April 1988 when the SACAE tendered for a consultancy team to assess its Staff Development needs, and December 1990, this complex, multi-amalgamated, 5-campus institution has evolved an unusual but increasingly successful approach to staff development for all staff.

AN HISTORICAL PERSPECTIVE

Management plan for staff development

In 1987 a review of SACAE's administrative structure was undertaken and the review committee observed that provisions for staff development lacked a coordinated focus. As a consequence the Curtin Consulting Team (Alan Lonsdale, Bob Cannon, Maureen Bickley, Gerry Mullins) was engaged to survey staff perceptions of needs and to prepare a Management Plan for Staff Development. They noted that:

The theme of recognition was consistently and strongly expressed. It requires a concerned, caring institution which values staff as people, which recognises their contributions, and which demonstrates interest in and concern for them as individuals, by helping to solve problems, by recognising their strengths and by celebrating their achievements. By virtue of its history the institution would not be characterised in this way. Few Australian tertiary educational institutions could. The challenge, therefore, is substantial. (1)

The central focus of the Management Plan is the nexus created between staff Review Planning Discussion and staff development.

Review Planning Discussion is a dialogue between the supervisor and the staff member to establish career plans and goals, agree developmental needs and to explore strengths and weaknesses. The SACAE view is that such a supportive diagnostic appraisal is more likely to be effective in enhancing the performance of academic staff (the "velvet glove" approach) (2) than an "iron fist" appraisal system. This latter kind of appraisal system, based on the identification of deficiencies and utilisation of rewards and sanctions, may increase the effectiveness of only a few staff (3) whilst the diagnostic approach is likely to help everyone to perform better.

The Management Plan has the following structural features:

- Implementation of staff development and Review Planning Discussion is the responsibility of those with line authority in the College;
- The Management Plan applies to both academic and general staff;
- Each Campus has established a representative Campus Coordinating Committee responsible for planning and implementing staff development activities, each of these committees having a budgetary allocation;
- The College Staff Development Committee consists of the eight chairs of these Campus Coordinating Committees, plus representatives of the General and Academic Staff unions and the Equal Opportunities Unit. A College Staff Development Coordinator has been appointed whose role it is to assist the Campus Coordinating Committees in coordinating activities on each of the campuses.

Second tier award

SACAE had already decided to develop the Management Plan prior to the making of the Second Tier Award, which made it mandatory for all higher education institutions in Australia to prepare a staff development plan and staff appraisal procedures. After the making of the Award a local agreement was reached between the union and the College that the Management Plan, centred on review planning discussion, would be accepted in lieu of the staff appraisal requirements of Clause 6 of this award.

The College decided that disciplinary assessment procedures were not to be part of the Management Plan for Staff Development, arguing that such summative review was inappropriate for inclusion in a diagnostic approach to staff development. Indeed, it has been agreed with the Union that information gained from Review Planning Discussion will not be used for such assessment.

The Plan has now been in place for nine months and there are indicators in five key areas that seem to suggest that it may be succeeding.

"The central focus of the Management Plan is the nexus created between staff Review Planning Discussion and staff development."

WHY IT LOOKS DANGEROUSLY LIKE SUCCEEDING

Funding

Adequate resourcing is an essential factor for effective organisational design for staff development. (4) Johnson observed that

If one were to regard an educational institution as a productive exercise — as in one sense it is — it would be an unusual enterprise that would spend tens of millions of dollars annually on production and begrudge a fraction of 1.0% for quality control and improvement of performance. (5)

To assist the Staff Development Management Plan SACAE allocated \$350,000 in 1990, an amount which represents approximately 1% of the total current salary budget. Whilst much of this was for traditional allocations — professional experience leave, conference travel, research allocations — \$60,000 was made available for distribution to the Campus coordinating mechanisms on a pro-rata basis. It was also foreshadowed that an additional \$60,000 would be available once the first allocation was spent. At the time of writing five out of eight Campus Coordinating mechanisms have requested a second allocation.

Training

The Curtin Consulting Team were asked to oversee the first step of an implementation strategy for the plan, which was to provide training in Review Planning Discussion for the senior academic management of the College. Training sessions for this group were conducted in 1989 and repeated for senior non-academic management in early 1990.

Training for second order supervisors commenced in 1990 and training of staff about to undergo Review Planning Discussion is also under way. The concept of Review Planning Discussion is a new one, and was viewed with a good deal of suspicion, particularly by academic staff. Training has been a crucial element in its acceptance. We believe that ideally all staff should be trained — supervisors in how to conduct Review Planning Discussion and staff in how to maximise the benefits of such discussion.

Extent of commitment

All the committees are meeting regularly and are active. While initial discussion focused on administrative concerns relating to budgets and criteria for approval of applications, recent discussions have encompassed reviews of Review Planning Discussion and provision for emergent needs.

“... ideally all staff should be trained — supervisors in how to conduct Review Planning Discussion and staff in how to maximise the benefits of such discussion.”

Union/management agreement

With the national requirement for a staff development programme, SACAE decided to maximise union involvement from the outset. Union officers representing academics and general staff sat on the Reference Group to establish the Management Plan, and discussions on both policy and procedures were returned to union executives for comment and approval. The process has harmonised outcomes, strengthened ownership, and provided an auxiliary scrutiny of proposals for practicability.

Needs-based infrastructure

The SACAE infrastructure for staff development had to take into account five campuses, and a wide range of specialisations in the staff base of the institution. Nurse educators and dance trainers, grounds staff and educational philosophers, glassblowers and accountants, all had to be accommodated across a 35 km metropolitan area. The obvious choice was for a devolved, decentralised structure, to carry the staff development message to all constituencies, to ensure that divergent needs were heard and programme design localised, and so made both effective and efficient.

What was less obvious was the degree to which this devolution would achieve some of the “soft goals” of staff development planners — often talked of, less often seen. The prime spin-off has been ownership, with campus groups conducting their own surveys, designing their own programmes, choosing their own trainers or consultants. Enthusiasm and offers of input into training have spread — a “staff development culture” is emerging! A second

spin-off has been some degree of erosion of the general staff/academic staff split. In centralised models, courses are targeted in a specialised way; when campus groups prepare their own programmes, activities are likely to be shared.

“Enthusiasm and offers of input into training have spread — a ‘staff development culture’ is emerging!”

HOW DO WE KNOW IT'S A SUCCESS?

Institutional acceptance

Recent reports from other states indicate that the “iron fist” approach to staff appraisal has not had the support of the unions and has led to industrial action in some higher education institutions. In contrast, at SACAE, the Review Planning Discussion approach has proceeded smoothly and with the full support of the academic union in particular. A survey on the extent of implementation has been conducted recently, and it would appear that whilst there are some pockets of resistance, most schools and units have completed the first round of annual discussions.

The College was the first of the higher education institutions in South Australia to prepare a Management Plan for Staff Development and to define an alternative approach to staff appraisal. Other institutions in South Australia are now adopting a similar approach.

Staff acceptance

A mark of the interest and acceptance of Review Planning Discussion can be perceived in the requests for additional training, not only from untrained new supervisors but staff members about to be reviewed. Requests for further training have also been received from the union, in response to staff members' concerns.

A second measure of the plan's acceptance is the increase in attendance at staff development sessions. Where previously these (often centralised) sessions were regarded as irrelevant, impractical or inaccessible, such complaints are now, by virtue of the decentralised structure, non-existent. With staff review a requirement, every staff member annually re-assessing their career, highly visible involvement on campus in staff development activities, College publications full of reports on staff development, staff see a dynamic work environment, where change and training are not only possible, but prioritised, rewarded and expected.

THE WAY FORWARD: NEEDED DEVELOPMENTS

Skills to conduct review planning discussions

Although there has been considerable training of supervisors and their staff, there has yet to be training focused on the acquisition of skills that are needed to conduct the review. Although it is to be hoped that all supervisors will be recruited for (amongst other things) their skills in empathetic listening, establishing trust and assertiveness, it is not always the case. Workshops designed to assist supervisors in enhancing such skills need to be conducted. It is also argued that staff member participants in Review Planning Discussions should be trained in these skills.

Sustained support from top management

The need for support by top management is well documented in the literature. (6) Several recent incidents have highlighted the need to renew senior management's commitment to the Plan, the most important of which is the resistance on one campus to the implementation of review planning discussion.

A more flexible approach to review planning discussion

After one year of operation, the major concern in the conduct of Staff Reviews is the lack of a clear monitoring and evaluation system. College Staff Development Committee moved in mid-1990 to check the actual implementation of the policy with a survey of trained supervisors/managers. The survey revealed several interesting procedural problems.

While there is provision for routine evaluation of the actual process of each Staff Review, as enacted by both manager-supervisor and staff member, this evaluation so far has (a) no means for formal transmission back into the overall system — in the case of the staff member, the results of the review are in fact confidential; and (b) no formal mechanism for appeal, or for consultation upwards or sideways, if a staff member believes there was an inadequacy in their review. Similarly, while training for supervisors/managers provides a technique for conducting a review, it is not yet sufficiently "fine-tuned" to accommodate divergent approaches — dependent on, for instance, personal or specialised professional styles.

"The expectation — which may never have been entirely accurate — that CAE academics 'knew how to teach', no longer holds good..."

Clearly there is a need for a bridging mechanism to permit supervisors/managers to relay identified training needs to the "design and implementation" process within campus/unit staff development committees. Where a number of individual staff require similar training, it should be possible for the supervisor/manager to call for a "tailored package" from the local committee. Where a staff member requests training specific to his/her own professional direction, the supervisor/manager needs to have the contacts to locate and reserve a place in an external programme.

(from page 4)

will continue to enjoy the same initial teacher training entitlements beyond next year.

At a more general level, there is pressure on institutions to increase class sizes, especially in the first year, in order to accommodate the mix of teaching and research functions which are demanded of them. This is directly attributable to the EFTS-based bulk funding philosophy which is being applied. Again, it is the polytechnics, with an emergent pressure to engage in research, who are likely to be most affected. Almost inevitably there will be a drift away from small classes (~ twenty students at the moment) with their possibilities for quality teaching, to mass lectures.

Some form of "Review of Review" is needed, not simply to check on implementation, but to identify special problems or successes, to feed them back into training sessions, to validate and make accessible a range of solutions to particular problems, and to develop further communication procedures as the need for them arises.

Induction into teaching

Within the ex-Advanced Education sector, traditional mythologies of the nature of the institution have concealed deficiencies. The situation has been exacerbated by rapid shifts into new discipline areas which differ in their values and experiences from the largely teacher-education/social sciences base of the former CAEs.

One such issue showing up clearly is the new need for training in tertiary teaching styles. The expectation — which may never have been entirely accurate — that CAE academics "knew how to teach", no longer holds good with the strong recruitment in recent years into, for instance, Nursing or Business, where education has been a secondary professional concern. Training for tertiary teaching is being identified now as a priority, simultaneously with the more predictable emergence of a need for research training.

Continuing union involvement

Through a mixture of timing, good luck and hard work, SACAE seems to have hit the jackpot with its Staff Development Management Plan. Probably the most important ingredient in this success in today's legalistic environment has been and will continue to be management and union agreement about where we go next.

NOTES

- 1 Curtin University of Technology Consulting Team (1988), Management Plan for Staff Development at the South Australian College of Advanced Education, unpublished report to Council, SACAE.
- 2 Bond, R. (1987), Academic Performance Appraisal: Velvet Glove or Iron Fist? *Journal of Tertiary Educational Administration*, 9, 1, 43-51.
- 3 Lonsdale, A., Dennis, N., Openshaw, D. and Mullins, G. (1988), *Academic Staff Appraisal in Australian Higher Education Part 1 Principles and Guidelines*, Canberra, D.E.E.T.
- 4 Moses, I. (1988), *Academic Staff Evaluation and Development A University Case Study*, St Lucia, University of Queensland Press.
- 5 Johnson, R. (1872), *Academic Development Units in Australian Universities and Colleges of Advanced Education*, Canberra, C.T.E.C.
- 6 A.V.C.C. Working Party, (1981), *Academic Staff Development*, Canberra, A.V.C.C.

Jacki Cook,
Susan Emerson,
South Australian CAE.

It is not all gloom though; more of a swings and roundabouts affair. Certainly, the old system had become overly bureaucratised especially as far as the non-university sector was concerned. The decentralisation of control and the bulk funding arrangements offer more flexibility to institutions — though the *rules* for that funding have yet to be finalised. The danger is that the "market" philosophy will drive tertiary institutions into an increasingly instrumental emphasis on short-term economic/vocational *ends*. We have to be constantly reminding ourselves that it is a higher *education* system we are involved in, where *means* too are crucial.

John Jones,
University of Auckland.

Mere Technicians? Papers from the AVCC Workshop on a Coherent Professional Curriculum. Don Anderson (Ed), Australian Vice-Chancellors' Committee (Occasional Papers, No. 7) Canberra, 1990, paper (price not quoted), 134 pp, ISBN 7266-0282-5. (Available from Executive Director, AVCC, GPO Box 1142, Canberra, ACT 2601.)

The Australian Vice-Chancellors' Committee sponsored a one-day meeting in February 1990 "to promote discussion within the universities of the place of liberal studies in the undergraduate curriculum". Most of the authors of the papers collected in this volume share the AVCC conviction that professional curricula are already or are becoming too specialised and that government pressure is subverting university traditions. However, one interesting paper concludes with a provocative suggestion: "...I wonder whether social sciences and humanities might more logically aim their endeavours at the graduated doctor, rather than the undergraduate" (Kalucy, p.76).

Being Numerate: What Counts? Sue Willis (ed), Australian Council for Educational Research, Hawthorn, Vic, 1990, paper \$29.95, 208 pp, ISBN 0-86431-061-7. (Available from ACER, PO Box 210, Hawthorn, Vic. 3122.)

A companion volume to the one mentioned above, also school oriented, but also a challenging book, which raises some issues we need to address in higher education. There are clues here for approaches to teaching problem-solving skills and encouraging development of conceptual structures.

Student Goals for College and Courses. Joan Stark, Kathleen Shaw and Malcolm Lowther, ASHE-ERIC Higher Education Report No. 6, Washington, DC, School of Education and Human Development, The George Washington University, 1989, paper US\$15.00, 119 pp, ISBN 0-9623882-4-6. (Available from ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036.)

The authors remind organisers of programs in higher education that rarely do they take into account the goals of their students. "Helping students take active responsibility for their education ... may depend on how well educators link the classroom goals they set for their students with the goals that students hold for themselves." The book includes discussion of goals inventories and how they may help teachers improve their teaching.

Access and Institutional Change. Oliver Fulton (ed), SRHE and Open University Press, Milton Keynes, 1989, hard cover (Australian price not quoted), 180 pp, ISBN 0-335-09234-9. (Available from Allen and Unwin Australia, PO Box 764, North Sydney, NSW, 2059.)

This book was commissioned by SRHE for its 1989 conference. It considers the implications of the dramatic expansion of higher education expected in the next few decades. Sections address: (1) selection; (2) "internal processes with learning itself at the core"; (3) achieving institutional change. The assumptions are that expansion will happen, access will increase, and the institutions will no longer be able to defend practices already outdated.

Literacy for a Changing World. Frances Christie (Ed), Australian Council for Educational Research, Hawthorn, Vic., 1990, paper \$29.95, 219 pp, ISBN 0-86431-059-5. (Available from ACER, PO Box 210, Hawthorn, Vic. 3122.)

Nine Australian scholars "argue that schools must explicitly teach the nature of language, and that students must be given clear criteria for, and support in achieving excellence in controlling the different types of written language used in their various fields of study. Teachers need a clear sense of the changing nature of literacy, of the differences between speech and writing and of the characteristic patterns of discourse used in the school subjects they teach." While this volume is about school-level literacy, there is much food for thought for people in higher education. Especially recommended are chapters on literacy in science and literacy in the social sciences.

Higher Education into the 1990s: New Dimensions. Sir Christopher Ball and Heather Eggins (eds), SRHE and Open University Press, Milton Keynes, 1989, hard cover or paper (Australian price not quoted), 138 pp, ISBN 0-335-09223-3. (Available from Allen and Unwin Australia, PO Box 764, North Sydney, NSW, 2059.)

A volume commemorating the Jubilee of the Society for Research into Higher Education, this collection of essays considers the "present predicament and future potential of higher education". Contributors include representatives of traditional academia, industry, the media, and academic administration. A wide range of topics — finance, access, relations with industry, moral perspectives, and so on — and a wide range of viewpoints.

Speaking Technically. Sinclair Goodlad, Goodlad, Richmond, 1990, paper £4.95 + £2.50 o/s postage, 75 pp, ISBN 0-9515673-0-6. (Available from Sinclair Goodlad, Petersham Hollow, 226 Petersham Road, Petersham, Richmond, Surrey TW10 7AL, UK.)

Goodlad offers advice to anyone who has to speak about technical matters in various situations from informal meetings to formal lectures and conferences. It is good advice, presented economically, and stresses purpose and finding the focus of the presentation. New lecturers, old ones who need to reconsider their presentations, students, technical officers should benefit.

The Challenge of Diversity: Involvement or Alienation in the Academy? Daryl Smith, ASHE-ERIC Higher Education Report No. 5, Washington, DC, School of Education and Human Development, The George Washington University, 1989, paper US\$15.00, 115 pp, ISBN 0-9623882-5-4. (Available from ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036.)

Although discussing diversity in the American context, this book raises questions for Australian institutions as well — questions about stereotypic attitudes, unfamiliar values, ineffective teaching methods and an organisational approach which may make it extremely difficult for many groups of students to succeed. Some suggestions are made based on the experience of institutions which have been successful in teaching diverse populations of students.

Peggy Nightingale.

ABSTRACTS

HERDSA Abstracts are based on a regular survey of relevant literature. They are intended for use by tertiary teachers, research workers, students, administrators and librarians. The abstracts are classified into the same groups used by the Society for Research into Higher Education in their quarterly publication *Research into higher education abstracts*.

The *Abstracts* attempt a coverage of current English-language publications in Australia, New Zealand, Papua New Guinea, Malaysia, Singapore, Indonesia and Hong Kong. Publications describing research, teaching, administration, staff and students in tertiary education are abstracted.

Educational or other non-profit organisations may reproduce a limited number of these abstracts in their own publications provided that HERDSA receives suitable acknowledgment.

HERDSA is most grateful to the editors of the journals abstracted. The *Abstracts* are edited by Professor Amy Zelmer, Dean, School of Health Science, University College of Central Queensland, Rockhampton M.C., Queensland, 4702.

A GENERAL

Campbell, E.J.M. and Gent, Michael, **For greater effectiveness — visit the bar before going home in the evenings.** a.c.u. bulletin of current documentation, 96, 1990: 14-16.

"Improvement in the dissemination of information and in the sounding of opinions will reduce the time wasted in committees and both directly and indirectly increase the probability of their meeting." This article has been reprinted several times since its first appearance in the *British Medical Journal* in 1976, and may well become a classic.

(Summary)

B SYSTEMS AND INSTITUTIONS

Bell, Stephen, **Using Matching Grants to Facilitate Corporate-University Research Linkages: A Preliminary Examination of Outcomes From One Initiative.** The Canadian Journal of Higher Education, 20, 1, 1990: 57-73.

In the 1980s the issue of corporate-university linkages has received markedly increased attention from governments, corporations, and universities. From government's perspective, the drive to enhanced corporate-university linkages is derived from the belief that these linkages will contribute to economic competitiveness. One method that has been used by government to encourage this interaction is through the provision of matching grants. Using public finance theory as the conceptual basis, the paper examines the preliminary outcomes of one government's matching grant initiative. Through a compilation of data on university research revenues on corporate contract research and a questionnaire to companies that placed the research contracts in universities, the paper shows that matching grants, in the manner provided by the BILD program, may not

be an effective mechanism to promote corporate-university research linkages.

(Shortened journal abstract)

Gunn, Bruce, **Political Systems vs Management Systems in Collegiate Organisations.** *Innovative Higher Education*, 15, 1, 1990: 73-.

The emergence of the information age is necessitating that political systems, which govern collegiate organisations with bureaucracy, be replaced with management systems that employ "third wave" principles to produce a zenith of pedagogical productivity.

(Journal abstract)

Keeves, John P., Morgenstern, Christian and Saha, Lawrence J. **Educational Expansion and Equality of Opportunity: Evidence from Studies Conducted by IEA in Ten Countries in 1970-71 and 1983-84.** *International Journal of Educational Research*, 15, 1991: 1-121.

This article examines the relationship between the educational expansion that has occurred in ten countries, and whether there is evidence that expansion has resulted in greater equality of opportunity for students from different social backgrounds. The chapter draws on data collected in the First and Second IEA Science Studies, conducted by the International Association for the Evaluation of Educational Achievement (IEA) in 1970-71 and 1983-84 respectively. The ten countries involved are: Australia, England, Finland, Hungary, Italy, The Netherlands, Sweden, Thailand and the United States. Problems are encountered in the measurement of both social background and participation. The article examines the possibility of using several variables which assess home background and are shown to be related to the educational outcome of science achievement. An index is developed and shows that educational expansion has, in general, resulted in the anticipated decrease in social bias and in the provision of greater equality of educational opportunity across different social class groups.

(Shortened journal abstract)

Livingston, Kevin, T. **The Shake-up in Australian Higher Education and Its Impact on Distance Education.** *International Council for Distance Education Bulletin* 24, 1990: 52-59.

This article reviews the recent changes in Australian higher education with particular reference to the designation and development of Distance Education Centres (DECs). The different approaches taken in each of the States are described. The apparent acceptance of the "industrialised model of distance education" and the challenge this model poses to the unified national system and the future possibilities are explored.

(Summary)

Lourens, Roy, **University Management: Tensions in a Changing Environment.** *Journal of Tertiary Educational Administration*, 12, 1, 1990: 217-231.

Massive changes to complex organisations (as has occurred to universities in Australia as a result of the "Dawkins revolution") can be expected to take at least five years to settle down. It is a paradox that universities promote change, yet fiercely resist change themselves, but have proved highly adaptable over time. This article examines five important current issues: the role of the universities in the "reconstruction" of Australia, consolidation of mergers, management of the "new binary" system, integration of the research function and encouragement of diversity and discusses the role of university managers in dealing with each.

(Summary)

Smith, Bob, **The Modern Australian University: Challenges for Leadership and Management.** *Journal of Tertiary Educational Administration*, 12, 1, 1990: 243-254.

Issues identified include staffing, changes in the educational environment, introduction of the partial user pays principle,

introduction of the unified national system and the more efficient and effective use of resources which implies selectivity in the conduct of teaching and research activities, and the need for more expert attention to management. The article examines the composition and role of governing bodies of Australian universities as well as the academic governance of universities. The role of the Department head in managing the human and other resources of the academic unit and the characteristics required are also described.

(Summary)

Stone, Diana L. **Private Higher Education in Australia.** *Higher Education* 20, 1990: 143-159.

In the post World War Two era and prior to the mid 1980s Australia has been characterised by exclusive public provision, financing and regulation of higher education. The 1980s, however, have been marked by considerable turmoil which culminated in the 1988 White Paper. Circumstances provided by the reform of the higher education system, the booming overseas student market and unmet domestic demand have provided a window of opportunity for private providers. This paper charts the growth of private provision, federal and state government responses and the pressures for subsidy and regulation. The paper concludes that the policies of both levels of government are hastening the development of what Geiger (1988) defines as a "peripheral private sector" of higher education in Australia.

(Journal abstract)

Yngve Nordkvelle, **The Academic Boycott of South Africa Debate: Science and Social Practice.** *Studies in Higher Education* 15, 3, 1990: 253-275.

The academic boycott against South Africa has had a limited success. The original idea was proposed by exiled South African students in the late 1950s and social science theorists supported the proposal. The central rationale for the boycott was the inequalities in access to higher education because of race. The paper examines the higher education system in South Africa today and relates it to the established dogma for imposing an academic boycott. It seeks further to establish an extended rationale based on modern sociology of science. The notion of science as a cultural and societal product opens new and radical ways of criticising South African science in general. The paper criticises the defending of a collaboration with South African science. It claims this bears the signs of a scientific programme, a reminiscence of a technical rationality within the global scientific community. It reviews a number of sectors where science and the scientists are deeply involved in industry, business and government, and which are therefore pivotal for the prolongation of the racist government. It further urges South African scientists to reconstruct an ethically legitimate "societal contract" with the majority of the South African population.

(Journal abstract)

C TEACHING AND LEARNING

Brieschke, Patricia A. **The Administrator in Fiction: Using the Novel to Teach Educational Administration.** *Educational Administration Quarterly*, 26, 4, 1990: 376-393.

This article demonstrates how the interpretation of literature can be a form of critical inquiry into administrative processes. Cynthia Ozick's *The Cannibal Galaxy*, a short novel about the principal of a private midwestern elementary school, is used to explore the interactions between a variety of literary theories and educational administration. Revealed in this discussion are the multiple interpretative meanings that students construct from their own experiential struggles in interaction with the text. The aesthetic form of the novel with its multiple valid interpretations is presented as a powerful teaching tool for administrative preparation. The article also addresses the practical considerations of forging a synthesis of scholarly and practical issues in the new arena of administrative humanities.

(Journal abstract)

Buller, Paul F. and Stull, William A. **Strategy and Performance in Cooperative Education Programs.** *Research in Higher Education* 31, 3, 1990: 257-270.

This study examined the nature of strategic planning practices and their performance effects in 285 cooperative education programs in US institutions of higher education. Consistent with the results of previous research in for-profit firms, involvement in strategic planning was associated with positive performance outcomes on some criteria but not others. Additionally, an examination of performance effects using Porter's (1980) typology indicated that different strategies were associated with different program outcomes.

(Journal abstract)

Lyons, William, Scrobbs, Don and Rule, Patra Bonham, **The Mentor in Graduate Education.** *Studies in Higher Education*, 15, 3, 1990: 277-.

The study examined the presence of mentors in and some of their effects on doctoral student education. It was hypothesised that males would be mentored at a significantly higher rate than females; and that a positive overall evaluation of one's graduate experiences at the doctoral level would be positively related to having a mentor. Data were gathered using a survey questionnaire completed by doctoral students. No evidence was found that males are more likely to be mentored than females. It is clear that doctoral students who had experienced a close working relationship with a faculty member had a fuller education than their counterparts who had not.

(Journal abstract)

Prosser, Michael and Trigwell, Keith, **Student evaluations of teaching and courses: Student study strategies as a criterion of validity.** *Higher Education* 20, 1990: 135-142.

Recent developments in higher education are likely to lead to increased evaluation of teaching and courses and, in particular, increased use of student evaluation of teaching and courses by questionnaire. For the evaluation of teaching and courses by questionnaire to be valid we would expect that (1) those students reporting that they adopted deeper approaches to study would rate the teaching and the course more highly than those adopting more surface strategies and, more importantly, (2) those teachers and courses which received higher mean ratings would also have, on average, students adopting deeper strategies. In the paper we report the results for eleven courses in two institutions. The results, in general, support the validity of student ratings, and suggest that courses and teaching in which students have adopted deeper strategies to learning also have higher student ratings.

(Shortened journal abstract)

Sacken, Donal M. **Taking Teaching Seriously: Institutional and Individual Dilemmas.** *The Journal of Higher Education* 61, 5, 1990: 548-564.

This article evaluates the problems generated by institutional efforts to constrain faculty's instructional autonomy. Given traditional administrative noninvolvement, such efforts can offend faculty's expectations, leading to claims against the institution stemming from poor evaluations. Although an academic freedom argument is not likely to succeed legally, the essay examines academic freedom values as a heuristic for improving institutional review processes.

(Journal abstract)

E STUDENTS GENERAL

Kasworm, Carol E. **Adult Undergraduates in Higher Education: A Review of Past Research Perspectives.** *Review of Educational Research*, 60, 3, 1990: 345-372.

This review examines past research on adult undergraduates in American higher education. Due to varied beliefs regarding adult students and past higher educational practice, this study utilises qualitative content analysis to identify key perceptual assumptions and orientations as well as descriptive groupings.

Five inductive thematic categories, *domains of reality* framed by the researchers, are identified. These include: the Image of Implied Deficiency, Image of Student Entry and Adaptation, Image of Description and Characterisation, Image of Psychosocial Development, and Image of Equity and Outcome. A discussion of these key perspectives as well as a critical review of past research in the study of adult undergraduate students is presented.

(Journal abstract)

F STUDENT SELECTION AND PERFORMANCE

Ethington, Corinna A. **A Psychological Model of Student Persistence.** *Research in Higher Education*, 31, 3, 1990: 279-293.

The study examines the validity of the Eccles model of achievement behaviours (model of academic choice) for its predictive validity when the outcome (behaviour) is student persistence in the postsecondary educational system to completion of at least the baccalaureate degree. Patterns of effects hypothesised by the theoretical model were only partially supported by the results forthcoming from the estimation of the model. Of the two constructed hypothesised to directly influence persistence — the value placed on college attendance and expectations for success in college — only value had significant influence. Two measures of goal orientations — business/financial and humanitarian/social — exerted indirect influence as hypothesised, but level of degree aspirations had as strong a direct influence on persistence as did value. Prior achievement had the strongest total effects of any of the variables in the model.

(Shortened journal abstract)

Glogg, Mike and Fidler, Brian, **Using Examination Results as Performance Indicators in Secondary Schools.** *Educational Management and Administration* 18, 4, 1990: 38-.

This article discusses performance indicators and their uses. What part can examination results play as performance indicators for internal management purposes? Based upon a case-study, conducted at the University of Reading, suggestions are made about how schools might use results more meaningfully. It shows how the "added value" of schooling can be calculated.

(Journal abstract)

Hayden, Martin and Carpenter, Peter, **From School to Higher Education in Australia.** *Higher Education* 20, 1990: 175-196.

This paper addresses the question of why young people go on from school to higher education in Australia. A person-situation interactionist theory to explain decisions taken in the matter is developed, and in the light of this theory a model to predict entry to higher education is advanced. The model is tested using data from separate studies in two Australian states, Victoria and Queensland. Results of bivariate and logistic regression analyses are generally consistent with expectations from the model. Certain interactive effects of variables in the model upon entry to higher education are reported.

(Journal abstract)

Kempner, Ken and Kinnick, Mary, **Catching the Window of Opportunity: Being on Time for Higher Education.** *The Journal of Higher Education* 61, 5, 1990: 535-547.

This longitudinal study of high-school students indicates that a "window of opportunity" opens for individuals who enter higher education immediately after high school. Students who delay entry into college are less likely to attain a bachelor's degree. This finding is critical for students who do not possess characteristics to mediate the disadvantage of being off time for higher education.

(Journal abstract)

Rowe, Fred A. and Smith, Nancy M. **A Predictive Model for Retention at a Community College Using Non-Intellectual Variables.** College and University, 1990: pp. 41-.

The ability of the Work Values Inventory and the Self-Directed Search to predict retention of students in office occupation majors at Utah Valley Community College was tested in this study. Students who graduated from one- and two-year programs were shown to differ on subscales of the Work Values Inventory and Self-Directed Search when compared to students who were: (a) "on-track", (b) "jobbed-out", or (c) "non-completers". A predictive model for student retention was developed and validated to discriminate between students retained in office occupations (graduated, on-track, and jobbed out) and those who were non-completers. Retention vs. Non-completion was correctly predicted for 74.86% of students in two-year programs and for 72.37% of students in one-year programs.

(Journal abstract)

H STAFF

Henry, Mary, **Voices of Academic Women on Feminine Gender Scripts [1].** *British Journal of Sociology of Education*, 11, 2, 1990: 121-135.

The purpose of this study was to enlarge on knowledge about tenured academic women derived from accounts of their experiences sought through a series of interviews. Eight women in one school in a large Southern state university in the United States were studied. The study uses the concept of gender scripts drawing out the issues of inequality, discrimination and the politics of gender as they pertain to a group of tenured academic women. Findings include the valuing of so-called male attributes in academe, the problem of the women's distrust of other academic women and the existence of subtle and not so subtle boundaries between men and women academics. The women's successful strategies for dealing with the problems encountered in a male-dominated university are explored.

(Journal abstract)

Renner, K. Edward and Skibbens, Ronald J. **Position Description Analysis: A Method for Describing Academic Roles and Functions.** *The Canadian Journal of Higher Education* XX, 1, 1990: 43-56.

Similar to the 1960s, higher education is once again in a period of rapid social change in which new demands and expectations are being made on colleges and universities. This time, however, new money is not available for the transition to be achieved through additional growth. In this paper, the methodology of Position Description Analysis is presented using Dalhousie University as a case study. Position Description Analysis is a tool for assessing the discrepancy between the status quo and the specialisations needed for colleges and universities to meet the new demands and expectations which are being made of them. It is concluded that there is a need for dramatic realignment of fields of specialisation in order to shift from the emphases of the past to those of the future. However, because the faculty hired in the 1960s are now tenured, but not due to retire until after the year 2000, higher education must find internal strategies for change or face externally imposed solutions to their current lack of flexibility.

(Journal abstract)

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(from page 7)

Tenth International Seminar on Staff and Educational Development

Theme Higher Education for a New Century: Research, Training, Development

Place Skalsky Dvur, Czechoslovakia

Date 20 – 25 June 1991

Information Dr Chris de Winter Hebron, H&E Associates, 12a Church Street, Stiffkey, Norfolk, NR23 IQJ, UK.
Telephone: 0328 830 339.

Improving University Teaching

Place Glasgow

Date 2 – 5 July 1991

Information Improving University Teaching, University of Maryland University College, University Boulevard at Adelphi Road College Park, MD 20742-1659 USA.

Third International Conference on Assessing Quality in Higher Education

Place Bath College of Higher Education, England

Date 16 – 19 July 1991

Information Dr Chris de Winter Hebron, H&E Associates, 12a Church Street, Stiffkey, Norfolk, NR23 IQJ, UK.

1991 Fifth Annual Conference: First Year Experience

Place Robinson College, Cambridge

Date 22 – 26 July 1991

Information Brian Oldham, Educational Development Unit, Teeside Polytechnic, Middlesbrough TS1 3BA.

2nd International Learner Managed Learning Conference

Theme Enterprising Learners for Enterprising Societies

Place The University of Silecia, Opava, Czechoslovakia

Date 9 – 13 September 1991

Information Eunice Hinds, School of Independent Study, Polytechnic of East London, Holbrook Road, London E15 3EA.

East-West Congress on Engineering Education

Theme Improving Training Methodologies

Place Jagiellonian University, Crakow, Poland

Date 16 – 20 September 1991

Information Dr Zenon Pudlowski, Chair: Program Committee, School of Electrical Engineering, University of Sydney, NSW, 2006.

AARE 1991 Annual Conference

Theme Practitioners, Researchers and Policy makers: Changing Coalitions?

Place The Ramada Inn, Gold Coast, Queensland

Date 26 – 30 November 1991

Information Roger Slee, Dept of Education Studies, Qld University of Technology, Kelvin Grove Campus, 130 Victoria Park Road, Kelvin Grove, 4059.

1991 Society for Research on Higher Education Conference

Theme Research and Higher Education

Place University of Leicester

Date December 1991

Information SRHE, The University, Guildford GU2 5XH, UK.

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