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Editorial

The 1992 HERDSA conference at Gippsland may go down in our society's annals as the one where women spoke out. If it does, it will not be the only education conference this year to bear this distinction. In the press, there have been reports of similar disquiet at two other conferences that occurred around the same time. As well, the FAUSA AGM agenda for this year contains a number of strong motions for initiatives to empower women. In this case the motions are being brought by the Executive.

At HERDSA, it is not the first time that something like this has happened. Many women who were at Wellington in 1991 were part of an explicit groundswell of concern that they were being caught up in forms and contents that marginalised or excluded them and their deepest interests. Even earlier conferences were not without rumblings about the need for women's forums: there is a 1985 report in a HERDSA News of an ad hoc gathering of women at the Auckland conference. (My thanks to Carol Nicoll of QUT for drawing my attention to this.)

But these rumblings and groundswells of other years have passed almost without notice, and certainly without significant or sustained effect. They have served to contextualize a few papers on women students in recent volumes of our conference proceedings. But really, surprisingly few. In the newsletter and in the journal there are articles every so often which focus on some aspect of women's involvement in higher education. But again, not a lot. And, perhaps even more important, it is clear that there has been no change of status for this topic, no move from the marginal to the central, in spite of the fact that over half of the undergraduate clientele of higher education are female. As a society of researchers and practitioners in higher education, we have been prepared to leave largely unquestioned the whole mass of theory and practice orthodoxy which we work within, but which has been generated, for the most part, by methods of question-asking and data-gathering that have been, by the standards of the 90s, culpably blind to gender.

We live and learn in a patriarchal society - that is, one which is systematically structured around the notion of male as norm, and around the practice of preferential access for men to power, wealth, knowledge and pleasure. Most of us, men and women, have not really begun to plumb the depths of what this means. We inhabit minds and bodies which are not only deeply gendered, but are deeply gendered according to the terms of this patriarchal world. My generation, of both women and men, will probably not ever entirely escape from this formation. We will do contradictory things, seeming at one moment to recognise and break through some patriarchal arrangement, and at another to be

oddly collusive with it. We won't all be equally analytically conscious. But as academics with a broad commitment to the development of human capacities, we can no longer simply ignore gender as a major dimension for our consciousness of our selves and of our work.

Reactions at the AGM prompt one further comment. Patriarchy is a deeply-ingrained system. It is not the fault of individual men. It is a system that is external and material, constituting in this way our sense of what is 'natural'. To some extent, we are all caught within this system - without full consciousness and without intentionality. We use its language, its arrangements, its forms, often because we know no others. A response of blame or offence is usually neither appropriate nor fruitful. Nonetheless, this is not to say that we are without agency within this set-up. As individuals, we can listen when some practice or idea or arrangement is identified and analysed as an instance of patriarchy. We can observe commonly agreed changed conventions (such as non-sexist language.) We can engage in thinking through what the implications of taking gender seriously are for our own work.

There are also imperatives for scholarly and professional associations such as HERDSA. These were the subject of the women's comment at the AGM. That comment is included as one of the items in this number of the newsletter, an important part of the retrospective on the conference for members who were not present.

The Executive agreed at its post-conference meeting to take up the issue of gender in relation to HERDSA policy and practice at its November workshop and meeting. Given the strength of feeling among women members, given the recurrence of the concern and given the paucity of effect that these things have had so far, it is important that there be real commitment to change.

On a different note, you will find among the enclosed papers with this issue of the News a copy of the Society's second occasional document: **Challenging Conceptions of Teaching: Some Prompts for Good Practice**. (The first was the checklist on **Valuing Teaching** in 1989.) Many of you will have had some involvement in the long process of consultation which contributed to the formation of this document. Hopefully, that process has produced for us a communicative document which recognises a diversity of teaching and learning situations and a diversity of perspectives. You may now find opportunities to use this document and to share it in the spirit of commitment to better teaching in which it was first conceived.

Margaret Buckridge

A Qualitative Approach to Grading Students

This article from John Biggs represents a highly practical contribution to the practice of assessment. It offers one way of bringing together the often inflexible accrediting function that assessment has to serve with the more explicit and detailed formative information that is crucial for learning progress.

Assessment procedures, more than any other aspect of tertiary teaching, are caught in a tension between logistical convenience and sound educational practice. A common such tension has to do with the needs of institutions to accrue marks within and across courses, for example for determining the final grade in a unit from several assessments, or the level of honours for a course. Such needs almost always dictate that marking take place along a continuum comprising an (assumed) equal-interval scale of 5, 9, 10, or 100 points. If a category system, such as A, B, C, D, etc. is used, the categories are (again certainly erroneously) assumed to be equidistant, and frequently are simply allocated a mark, and accrued with other marks.

Such manipulations are based on untested, and almost certainly false, assumptions; they also have a 'backwash' effect on teaching and learning that is harmful. In particular, the message is conveyed that **how well** may readily be transformed into **how much**, thus reinforcing quantitative concepts of learning and teaching, in teachers and students alike, that distort the tertiary experience (Biggs, 1989; Marton, Hounsell, and Entwistle, 1984).

It is important that appropriate messages as to the nature of learning be conveyed, and in view of the high amplification assessment undergoes in students' perceptions, it is particularly important that assessment procedures not only address higher cognitive level outcomes, but be perceived by students as doing so. In this paper, a grading system is described that uses categories denoted by letter-grades, where the categories are hierarchical, reflecting successively higher cognitive levels. By treating the grades as profiles, it is easily possible to combine them without making arbitrary and misleading quantitative assumptions.

ASSUMPTIONS UNDERLYING LEARNING AND ASSESSMENT

Learners' comprehension of taught content is gradual and cumulative, with qualitative changes taking place in the nature both of what is learned, and how it is structured. To take a cross-section of isolated aspects of learning at any one point in the learning sequence, and see which ones are 'correct' and which 'incorrect', does not do justice to the way learning takes place. Most current models of attainment testing do in fact assume that learning proceeds in discrete quanta, which are coded correct/incorrect, and summed to give an aggregate or total score. In most objective tests, which are bound to become more and more common as class sizes blow out, what is important is the total sum of items correct, any one item being 'worth' the same as any other. Even when essays are used, especially when marking large numbers or in setting up model answers to standardise marking across tutor-markers (again a very likely consequence of large classes), marks are tallied as the designated points appear; such

essay-exams are no more than shopping lists, testing recall rather than recognition, but just as quantitative in conception as multiple choice tests.

Such procedures may be adequate for items that are intended to be learned at a low cognitive level, such as spellings and formulae, but not for dealing with more complex, developing concepts; these assumptions then break down at every point. Can you count the quanta of understandings displayed when a student interprets the results of an experiment? Is an understanding of gravity worth the same in this standard currency as an understanding of mechanics, or of the principle of diminishing returns? When adding up exam marks, or combining marks on different assessments, it seems that we think that they are.

... it is particularly important that assessment procedures not only address higher cognitive level outcomes, but be perceived by the students as doing so.

Instead of marking students' evolving and partially correct ideas as 'incorrect', we should give credit for what they do know, and see how far they are along the road towards the position we currently hold, thus integrating students' progressive interpretations of their experience with assessment technology (Masters, 1987; Messick, 1984).

A grading procedure should thus:

- reflect where students stand in relation to this orderly development of competence, rather than in relation to each other
- inform both teacher and student not only where the student currently is, but what needs doing to improve that position
- be able to be combined with other grades in order to meet administrative requirements for awarding of levels of pass, and the like.

Finally, setting, doing and grading the assignment or other assessment task should be a learning experience for both teacher and student.

A CATEGORY SYSTEM

The suggested system is based on the conventional letter grades: A, B, C, D and F. Each grade describes a qualitatively different **kind** of performance, being ordered along a scale of increasing acceptability, from unacceptable (F) to exemplary (A), in terms of the way students grow in competence in handling the topic in question. These categories could be defined in terms that may be generalized across different content areas,

or terms that are content-specific. General models focus on task structure (Biggs and Collis, 1982) or judgments as to learning level (Bloom et al., 1956), while content-specific categories, such as those of the alternative frameworks researchers, or phenomenographers, are derived for each topic being tested (Marton, 1981; Driver, 1983). Topic-specific models make fewer assumptions, but each topic tested then needs to be specifically researched in advance to define both the number and the nature of the categories for that topic, which not only makes it difficult to generalize about competence across topics, and hence to combine grades, but at the lowest level the number of categories may not be that required by administration.

The model suggested here uses the SOLO taxonomy (Biggs and Collis, 1982), which postulates five levels in the learning of a topic, from irrelevant or incorrect (prestructural), through increasing use of relevant data (uni- and multistructural), integration of data into an appropriate relationship (relational), to generalisations and applications well beyond the call of duty (extended abstract). These levels are outlined in broad terms below, but they may and indeed should be tuned to the requirements of the particular task set.

In most objective tests, which are bound to become more and more common as class sizes blow out, what is important is the total sum of items correct, any one item being 'worth' the same as any other.

There are two questions that need answering when attempting to assess a student's performance:

- What **kind** or level is exemplified in this piece of work?
- How **well** is it exemplified?

The first question addresses the qualities exemplified in the work; whether A-type, or C-type (see below). The second question is more familiar, although not usually handled very well, being addressed by such comments as 'You have done this very well ...', 'barely adequate' or 'an above average performance'. Probably only three within-category levels at most need to be discriminated; the level can be exemplified minimally, adequately, or very well. In many cases, only two may be necessary (exemplified adequately, and very well), depending on the task in question.

It is important to grasp that this is a 2-dimensional system, 5 categories x 3 (or 2) levels, that ought not be multiplied out into a single 15-point continuum. The system should of course be fully explained to the students, so that their grade of B1, C3, or A2, tells them immediately at what stage their learning is, how well they are coping with that stage, and what therefore needs doing if they are to improve.

THE LEVELS AND CATEGORIES DEFINED

The levels and categories are dealt with from the lowest performance first, in order to show the gradual growth in competence the categories are meant to represent.

F: This category is multidimensional, including failure in a cognitive sense of poor learning, as well as 'moral' issues on which different administrative decisions will need to be made.

3. This level is probably best reserved for administrative purposes, denoted a 'moral' lapse, such as gross plagiarism, and could be used to signal that the student may not repeat the course.
2. A substantive failure, beyond immediate retrieval. The student would need to repeat the course.
1. Failed to meet the minimal requirements for a D, but could be considered for retrieval procedures in the current academic year. Could include a misunderstood question, a failure in an important segment where remaining performances are adequate.

D: This category indicates that the student has understood one or a few basic aspects of the course (unistructural in SOLO terms). It could also include heavy reliance on retelling of source materials with minimal transformation (unistructural because only one strategy is used). The logic of this category suggests that D is an interim grade, which the student may wish to upgrade by a resubmission, on the grounds that a unistructural response at tertiary level (Collis and Biggs, 1983) implies misunderstanding rather than a coiling of incompetence. Where, however, Ds accrue across several assessments, a case mounts for recommending discontinuation.

3. In view of the problematic nature of a D, the
2. levels ought not to be specified too closely,
1. being dependent on student and task specific factors.

C: This category corresponds to multistructural level in SOLO terms, in which the student shows understanding, or ability to use, several aspects of the task, but they are unintegrated, appearing as lists, which (unless the question asked for lists), are unlikely to address the key issue. Nevertheless, the student can't be failed, as there is evidence of understanding, coverage, and effort. This kind of performance shows relatively little transformation of sources; often a serial paraphrase of sources, as is often done in the typical 'library' assignment, which can be extensive and excellent in its way, but which is characterised by the assimilation of knowledge rather than its integration. Little evidence of conceptualising much beyond the level of the given.

3. A sparse collection of relevant aspects, which at least show that the student has a basic grasp of what is involved, but these are not developed; likely to include some retelling of text, lecture, and other prescribed source material, with little transformation.
2. Most relevant aspects addressed in one way or another; some evidence of going beyond set sources but with little transformation or application to new areas. Good coverage, but unoriginal.
1. A common very good C is the encyclopedic response, which illustrates the top end of Scardamalia and Bereiter's (1982) 'knowledge-telling': 'I'll tell all I know, and

then I certainly won't fail, and with luck will impress by my breadth of knowledge'. In one study (Biggs, 1987), a Year 11 History student using this approach was admittedly chided by her teacher for exceeding the word limit, but was then commended for her 'coverage and thoroughness', and given the highest grade in that class. The essay was to compare and contrast the reigns of Tutankhmen and Akhnaton; instead, she gave the life histories of each. Prodigious coverage may sometimes be appropriate, but more often it is in lieu of integration. The discourse structure of the C1 is list, narrative, or chronology, whereas questions often seek a more complex structure, such as causal explanation, or compare-and-contrast.

B: This category is relational; the parts cohere to make an appropriate whole. It would be expected that most questions or assignment topics would require this structure. B defines the kind of performance one should **reasonably expect** from students, while A involves a level of originality, elegance, or generalization which is more what we might like rather than what we might reasonably expect.

3. The question is answered appropriately but the case is minimally argued, so that not all the relevant data are used.
2. What you would like all students to do; answer the question, put up a good argument, cover the literature, show selectivity and judgment in what is important and what less important, talk in the 'grapholect' or language of the discipline.
1. All of the above, only better; but not going beyond the given, theorizing in a new plane, or applying to novel instances (which belong in the A domain).

Isn't there a case for arguing that an excellent multistructural response, showing superb 'coverage' and effort, should get a higher grade than a scrappy relational? I'm sure that there is, for some assignments. In general, however, the message we ought to be sending students is that quality . . . is more important than sheer quantity.

A: As A goes beyond what is given or expected, A performances are more recognizable than specifiable. The A response is characterized by a high level of abstract thinking, which enables the student to generalize to new contexts, making applications or drawing conclusions that are apparently original, by bringing new phenomena under existing concepts, or (depending on the nature of the assignment) by being highly reflective, generalizing from personal experience, sharply perceived. A should be quite clearly

expressed and conventions used correctly, with evidence of wide reading. One possible A is to carry out a genuine research project, gathering data, putting in much extra time and effort. The levels are particularly hard to specify in advance because there are so many ways in which an A can develop (and can go wrong).

3. Maybe an abstract idea of good potential, but not worked through, or not backed up by adequate reading; an original project that didn't quite come off.
2. All or most of the A characteristics, carried through well.
1. The best possible performance you will come across!

In using this system, it is helpful to clarify in advance:

- what are the relevant aspects of the task?
- what might the 'B-structure' be in which these aspects are related together?

Nevertheless, one shouldn't be too rigid about either question, as it is likely that students will come up with aspects and B-structures that were not anticipated, and of course one should be prepared to consider these (tutors' marking schemes notwithstanding). There are likely to be many ways of integrating the aspects, and some will be better than others (and hence relevant to determining levels within B). Original B-structures might well qualify for upgrading to A.

It will be noticed that the final grade is overwhelmingly determined by category rather than by level: by structure rather than by other qualities. Isn't there a case for arguing that an excellent multistructural response, showing superb 'coverage' and effort, should get a higher grade than a scrappy relational? I'm sure that there is, for some assignments. In general, however, the message we ought to be sending students is that quality, in the shape of a theoretical framework, structural integrity, or appropriate **genre**, is more important than sheer quantity.

COMBINING GRADES

Finally, we concede to administrative demands. To illustrate, let us take the case of a three year programme and the problem is to derive Honours (Class 1, 2.1, 2.2 and 3). If there are 8 subjects/units per year, then that gives a result deriving from the information provided by 24 units rated on a 5 x 3 matrix. Translating this 2-dimensional system into single continuum is one way to go. Thus, on the assumption that there are equal intervals within and across levels, A1 becomes 15, A2 = 14, A3 = 13, B1 = 12, and so on. These scores are then added up across courses, and treated quantitatively in the usual ways as if they were true cardinal numbers. Educationally speaking, this method is not so bad as originally marking along a single continuum, because the qualitative mind-set has already been established by the teacher in setting and marking, and by the student in writing to, and receiving back, the graded assignment. However, the objection that a 2-dimensional ordinal scale is transformed by sleight of hand into a single equal-interval scale still applies.

It would be more desirable to use the profile formed by the categories. The simplest way would be to specify the number of A's (or A1s and A2s) required for Honours Class 1, with some subsidiary restrictions, for example

no grade is to be less than C2 in second and third years; perhaps some key units must have a grade of at least B2. The possibilities are large, and should be determined by educational policy. More sophisticated techniques could include cluster analysis, whereby common recurring patterns of results could be obtained and rank ordered on grounds of academic desirability.

Such considerations should however be secondary to the primary one of using a system that encourages teacher and learner to think about their teaching and learning in qualitatively high level terms. Otherwise, we are in danger of creating the kind of cynicism revealed by the following Psychology student:

I hate to say it, but what you have got to do is to have a list of 'facts'; you write down the important points and memorise those, then you'll do all right in the test ... if you can give a bit of factual information ... so and so did that, and concluded that ... for two sides of writing, then you'll get a good mark. (Ramsden, 1984: 144)

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John Biggs
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A Brief Note about a Science Bridging Course at Swinburne

This is a preliminary report of an ambitious bridging course in chemistry which takes students whose school chemistry background is either non-existent or inadequate, and, after one semester, enables them to join chemistry and biochemistry major students in the second semester of a B.Applied Science course.

The students taking this special course are required to have a good maths background and to have passed Year 12 biology. This allows them to be exempted from first semester biology while doing an extra 2 hours per week of chemistry compared to the standard entry students. This course was run for the first time in 1990 and was successful in that all 8 students passed, and of the 7 students who joined the second semester course in chemistry, one gained a credit, and 4 more passed. Eight of the 9 enrolled students passed the first semester course in 1991.

The important factors leading to this result were the motivation of the students, the size of the class, and the emphasis on problem solving. As the students had elected to do the course, some degree of motivation was expected. However, they still worked extremely hard.

The small size of the group allowed flexibility in the ordering of material and the pace of presentation, and individual attention was available to deal with difficulties as soon as they arose. The smallness also fostered group cohesion and cooperation.

Content-wise, there was a concentration on basics, particularly stoichiometry. A variety of teaching methods were used. Assessment was by means of 3 short tests during the semester, accounting for 35%, practical work, worth 20%, and an end-of-semester examination worth 45%. Approximately 70% of this examination was identical with that set for the mainstream students.

A major problem at this stage is the practical work, as it has proved difficult to overcome initial apprehension about laboratory work and to impart some necessary skills in such a short time. Even so, the results of this course have been sufficiently encouraging for it to be continued.

Jackie O'Connor
Swinburne Institute of Technology

HERDSA News is happy to publish brief accounts of innovations, such as the above, particularly where they might provoke discussion or provide a useful contact point for other members trying something similar.

Teaching Revisited

Charles Noble considers the nature of the gap between academic staff and university managers. He develops a case for managers staying somewhat involved in teaching whilst recognising the problems that this can pose.

Recent experience has convinced me that academic managers are more effective if they are not divorced from the realities of teaching. In 1991 after a break from teaching of seven years, I sought a weekly teaching commitment. Having held a succession of management positions, I found it refreshing to be able to combine teaching and administration. More than that, issues such as academic standards became much more complex when viewed from the perspective of the classroom.

There were times when it would have been more comfortable to stay in the office. My academic judgement was called in question when, having said to a colleague that a forthcoming test for first year students would be a 'confidence booster', 75 per cent of the class failed! Much of the rest of the semester was spent in encouraging students to persist, despite this initial setback. At the end of the semester as chair of the School Assessment Committee, I was more understanding of high failure rates than had previously been the case.

Managers who have not taught for several years may forget how demanding teaching can be. As I found, the teaching week can stretch to seven days of preparation of lecture notes and visual aids, class contact, consultation with students, marking and wide reading. Even a simple innovation such as preparing typed lecture notes for deposit in the library proved time consuming and imposed another deadline in an already tight schedule. This experience highlighted for me the pressure faced by junior staff who, in addition to teaching, have to complete a higher degree and publish if they are to gain promotion or tenure.

Careful planning is essential if different roles are to be combined. I had several months notice in accepting a teaching role and was therefore able to undertake the necessary background reading and preparation. By the time the teaching semester commenced several lectures had been prepared in advance. This helped to cope with administrative pressures without a last minute rush to prepare. Also, I found it helpful to devote one full day to teaching to enable other activities to be scheduled. Despite these plans, it was necessary to stretch the working week as the semester wore on.

AN ANTIDOTE FOR MANAGERIALISM?

In universities, managers cover a broad spectrum, including senior executives (Vice-Chancellor, Deputy Vice-Chancellor and so on), academic managers (Deans; Heads of School and heads of educational services) and administrators such as Registrars and Finance Managers. While accepting that there is a legitimate role for the professional administrator who does not seek to cross boundaries (Topley 1990), the benefits of having a shared experience should be acknowledged. Wherever possible, provision should be

made for interaction between managers at different levels and academic staff and students. This article emphasises academic managers, but there is scope for managers in other categories to be involved in teaching and research.

This experience highlighted for me the pressure faced by junior staff who, in addition to teaching, have to complete a higher degree and publish if they are to gain promotion or tenure.

Unfortunately, the ever-widening gap between academic staff and university administrators tends to be accepted without question in most institutions. The move to corporatism, and the associated decline in the importance of collegial decision-making, are indicators of the changing climate in universities. There is a strong case for working to narrow the gap between academics and administrators. As Moses (1989) observed: '...we have to understand how other sections in the institution are working, what their constraints are and how they are contributing to the institutional mission'. (p. 29)

It is extremely easy for managers to get out of touch and a concerted effort has to be made to remain informed on current issues and problems. This sounds straightforward, but there is a tendency for managers to shield themselves from reality in one way or another (Pascale, 1990, p. 264). There has been some recognition of this problem by senior managers in Australian universities. The Vice-Chancellor of the University of Sydney, Professor Don McNicoll, wrote recently that managers need to familiarise themselves with matters which lie outside the scope of their current job (McNicoll, 1991). In the same journal, Massaro (1991) noted: 'What is clear is that we are there to ensure that teaching and research can occur in the most conducive environment without causing undue stress to students and staff' (p. 143).

Managers are seldom able to stay in touch and to be fully informed through casual observation or irregular contacts with their academic colleagues. Wide reading on issues affecting higher education and staying up to date in an academic discipline are positive steps open to academic managers. More direct involvement in academic programs may help to reduce the gap between managers and academics.

Universities are no different from other organisations that are having to adjust to vastly different

circumstances. There is a strong trend in the public and private sectors towards the creation of flatter organisational structures. This involves removing several layers of management. According to Dunphy and Stace (1990), the aim is to lessen the communication distance between top management and the organisation's front line employees (p. 46). It seems a logical extension of this trend to attempt to find ways of improving communication by becoming directly involved in front line activities of teaching and research.

More emphasis should be given by universities to creating opportunities for direct involvement of senior administrators with an appropriate academic background in the teaching program. This could take various forms, ranging from an occasional lecture to a more substantial time allocation (say half time for a semester) once every two or three years. An important advantage is that managers are brought into more direct contact with students and junior staff.

Universities are giving increased attention to performance appraisal. The 1988 White Paper on Higher Education was undoubtedly the catalyst for change, with its emphasis on development and implementation of strategic planning, performance monitoring and review (White Paper p. 104). The 1991 policy statement of higher education continues this emphasis. Academic managers are frequently called on to assess their staff in making decision about probation, promotion and tenure. If they do so without recent experience in the area they are appraising, their professional judgement may be questioned. In this respect, Viljoen (1991) has commented that 'To successfully manage organisational culture, it is important that all managers behave in a manner consistent with the norms and values they wish to reinforce in the organisation' (p. 303).

Perhaps the example of the Commissioner of Taxation, Trevor Boucher, could be emulated. Viljoen refers to Boucher's practice of temporarily accepting the duties of a junior enquiries officer to allow him to get in touch with the "real world".

DIFFICULTIES NOTWITHSTANDING

Potential problems of involving academic managers in the mainstream activities of teaching and research should not be ignored. Highly effective time management is required to meet the demands of teaching and administration. Committee meetings timetabled for a teaching day will have to be missed, administrative paperwork will have to be rationalised and the completion of some tasks will have to be delayed. This means that administration will sometimes have to take second place to teaching. In some cases the administrative workload will be too great to allow for a regular teaching commitment and it may be better to accept occasional teaching responsibilities. Many managers may make worthwhile contributions as guest lecturers in an area of interest.

There is possible conflict between the managing and teaching roles. A manager who has to make decisions about the allocation of resources has to avoid being too closely identified with any one department or section. By accepting a teaching role, there is the risk that the manager is no longer seen as impartial in decision making. Provided that the manager is conscious of possible bias, it should be possible to neutralise the effect of a close association with a specific area. In any case, many managers have come from academic backgrounds and have to make decisions in the interests of the institution as a whole.

The manager who accepts a teaching role may have to meet unrealistic expectations of colleagues. It may be impossible to deliver superior performance, especially if a heavy administrative load is maintained or there has been a substantial time gap since teaching duties were last performed. Hopefully, colleagues will be tolerant enough to prevent this becoming a problem. Perhaps the example of the Commissioner of Taxation, Trevor Boucher, could be emulated. Viljoen refers to Boucher's practice of temporarily accepting the duties of a junior enquiries officer to allow him to get in touch with the 'real world'. These actions have been viewed positively and are an example to other managers (pp. 302-303).

CONCLUSION

It is tempting to accept the trappings of office and to leave behind a past career. After all, universities are complex organisations that have to respond to the increasing demands of governments, business and industry, professional bodies, staff and students. The manager has a full time job meeting these demands without being sidetracked into what must seem to many to be the peripheral activities of teaching and research. These are good reasons for not attempting to combine teaching and administration, but they are often not sufficient reasons for doing so.

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Staff Development Performance Indicators Deduced From The Higher Education Literature

The higher education literature can be used to guide staff development advisors, consultants and practitioners to plan, practice or review the outcomes of their theories-in-action. Jim Murphy offers ten propositions as useful performance indicators.

Performance indicators (PIs) are a fact of life in many areas of western higher education systems and institutions. They are a management intervention aimed at assessing past performance and promoting future improvement to processes and outcomes. According to Ramsden (1992:236-237):

Most discussions, and most applications, of PIs to higher education have been concerned with research performance. The stress on research to the exclusion of teaching (and related functions of higher education, such as the maintenance of values associated with tolerance and diversity, and service to the community) appears to be heading to the predictable consequence of a shift in effort from teaching to research. It is of great importance that all PIs, like any other method of teaching standards, should be derived from clear statements about the nature and quality they are supposed to measure, and that they express the broad range of goals of the institutions and departments to which they are applied.

Staff development can be seen as an important 'related function' and staff development practitioners are enjoying an increasingly positive profile. What PIs can be suggested for these academics across such diverse roles as attending advisory committee meetings, engaging in overseas consultancy assignments, and assisting practitioners concerned with maintaining quality performance and outcomes?

I wish to offer ten propositions to serve as performance indicators in higher education staff development. These arose as part of my analysis of 'effective' staff development for a doctoral thesis at the Centre for the Advancement of Learning and Teaching at Griffith University. These propositions are based on the higher education literature which, although it has been expanding over the past quarter century, has often not found its way into practice.

The first eight propositions (or performance indicators) assume that staff development is based on a model in which an effective policy is deduced for the context. Program plans including activities are then developed and operationalised over a period of time. The final two propositions result from an observation that, with exceptions, authorities have ignored the need to review these matters in a holistic fashion. (A fully documented version of this argument has been submitted for publication elsewhere.)

EFFECTIVE MODELS

Commentators in the area espouse a variety of schemes

which are conceptually different from each other, and which value or emphasize different aspects of development. Nonetheless, a review of the literature indicates that many elements need to be considered if a staff development model is to be judged effective by different parties. The following proposition provides a useful summary of the elements of an effective model.

Proposition 1:

An institution will have a clear model of comprehensive staff development, announced publicly and enjoying unqualified support from institutional authorities and potential participants. An effective staff development model takes account of the presage, context, process and product domains relating to staff development functions.

The model's aims must be: (1) to provide a framework for planners to develop clear, unambiguous, integrated statements of policy, programs and sets of activities within the available resources; (2) to facilitate continuous critical reflection by interested parties on these policies, practices and activities, together with possible changes and improvements to them; and (3) to promote broad opportunities where individuals can gain a sense of professional growth, success and satisfaction. The model selected requires an integrated policy set.

EFFECTIVE POLICY

A policy is a broad expression of values, which proposes specific actions to gain desirable outcomes. Staff development policy formally articulates the theory or model of staff development which is believed to be appropriate in the context in the light of available resources. It is public, officially sponsored, and brings together plans that the agents of development are expected to implement. Structures, processes and anticipated outcomes are considered. Four types of policy may be constructed and promoted by a staff development unit (mandated policies, inducement policies, capacity-building policies and system-changing policies). Taken together they form a policy set. This leads to a second proposition.

Proposition 2:

A staff development unit, together with strategic constituencies, will construct a broad, clear policy set that promotes comprehensive staff development. Policies will take into account issues of unit adaptability, coherence, continuity, integration, priorities, programs, activities and resources, and will include elements of mandated, inducement, capacity

building and system changing policies. These policies should issue in a coherent and integrated set of programs and activities.

EFFECTIVE PROGRAM AND ACTIVITY PLANNING

Effective programs and activities are planned by staff developers often in conjunction with fellow academics or an advisory committee. Four propositions associated with this are suggested below.

Proposition 3:

Programs will be designed and delivered to stimulate interest in staff development in customary and novel ways. They will be comprehensive and goal directed and will enhance institutional quality. Program targets may include categories of teaching staff, e.g., newly appointed staff, those in mid-career and near retirement; and/or students and/or non-academic staff.

Proposition 4:

Programs will involve personal, instructional and/or organisational development, depending on appropriateness and resource availability. Programs will be supported by adequate financial, personnel and physical resources to increase opportunities for their success.

Proposition 5:

Programs will improve staff members' abilities to reflect on their knowledge, attitudes, skills, behaviour and practices. A program's overall aim is to engender a sense of accomplishment and to lead to reflection about possible changes and improvement. Ultimately, the aim is that staff should become independent of regular contact with agents of development.

Proposition 6:

Programs will be facilitated by multidisciplinary and multi-skilled agents of development, who will gain credibility from programs that are relevant and systematic. These staff developers should have regular opportunities for up-grading their professional knowledge and skills.

Policy making and the planning of associated programs or activities are intimately connected. They are essential to a unit's effective operations and this is the next topic considered.

EFFECTIVE OPERATIONS

Roe (1988:172) comments that, "It is possible to get satisfaction and even delight from academic development work provided that one's day-to-day expectations are low." Carrying out operations on a wide front and aiming for maximum impact is a nice idea. But fulfilment of one's expectations and efforts is quite another. A unit's work will be assessed not just on the basis of whether its operations are effective, but also as to the quality of its planning and programs. There will also be judgments about overall policy and the model that directs and drives operations and is a guiding framework for their thoughts and actions. Two further propositions regarding a unit's operations are

now adduced.

Proposition 7:

Effective unit work will result in stable, enhanced academic practice on the part of the unit's clients. There will also be some change in the attitudes, the processes and the structures through which academics work. Activities facilitating this are likely to have involved some combination of organisational, instructional or personal development.

Proposition 8:

Increased impact will occur at levels that are broad and important (e.g., at organisational levels and with officers with authority, such as Heads of Department, with whom there will be close liaison). Increased impact also occurs if colleagues see the unit's operations as practical for their daily work.

Effective unit operations are the product of all that has been canvassed above. They are the culmination of an effective model for the institutional context, of effective policies, and of careful planning and implementation. But does the literature available provide complete guidance in answer to the question of effective staff development? I argue that as far as staff development is concerned, it does not.

EFFECTIVE REVIEWS

I have offered these eight propositions for effective staff development from an analysis of the literature. They may help a unit by acting as a checklist in answer to the question: *What is effective staff development in this institution?*

However, there are no suggestions in the literature as to the means by which an institution might establish what effective development is or what it is *not* in any context. Constructive reviews are needed to determine whether or not an institution's staff development effort is effective. The final two propositions remedy this oversight.

Proposition 9:

Formative and summative reviews will be undertaken to evaluate the presage, context and process domains as well as the results, or product, of the staff development models, policies and operations that have been put into practice in the context.

Proposition 10:

Formative assessment will often occur by means of self-review by the institution's agents of development themselves. Such review will seek to ascertain whether practice has been effective and will develop plans for operational improvement. Review by authorities will judge accountability and produce a summative assessment. This will be done by the authorities themselves or by agents appointed for the task.

This set of ten performance indicators may be used by interested parties to assess past performance and to promote discussion of future improvement needs as well as action plans. The theory and practice of
(continued page 24)

Misconceptions About Teaching Incentives

Alan Duhs responds to Keith Trigwell's comment on Teaching Award schemes, which appeared in the last issue.

Teaching quality in universities is a matter of increasing concern both to governments and to university administrations, not to mention students, in the increasingly competitive university environment which now exists in Australia. It is therefore a matter of importance that neither practical policy nor academic understanding of the issue be misconceived.

Unfortunately misconception presently appears to be widespread, however. One contributor to this situation is evidently McKeachie's conclusion that teaching incentives tend to lead to worse teaching rather than to improved teaching. Trigwell, following McKeachie, notes with apparent approval McKeachie's finding that 'extrinsic inducements diminish staff motivation in the long run: there are only so many material rewards you can receive' (p. 252), and goes on to conclude that the answer to the question as to whether there is a place for incentive schemes for teaching 'is probably no'. Set beside Trigwell's own subsequent acceptance that research still has a dominant position in universities and is the driving force behind most individual staff, this is an extraordinary conclusion and one deserving of immediate challenge.

In short, the sometime notion that 'we know that academic teachers don't respond to incentive' needs to be confronted by focussing on each of the words 'know' and 'incentive'. One conclusion to be avoided is that incentive schemes in general are known to be ineffective merely because certain particular incentive schemes have achieved little or nothing. Excellence in Teaching Schemes now operating in Australian universities commonly provide awards of up to \$2000 to a few individual staff members, and, as such, could not realistically be expected to stimulate any general change in teaching quality. A promotion on research grounds at say age 28 years means increased income for the next 37 years. The present value of such an income stream is significant and is to be counted in the thousands (even in the truncated period of just the next five years), quite apart from the advantages of greater professional recognition. On the other hand, a one-off Teaching Excellence Award of say \$2,000 is worth relatively little by comparison. Ex ante the average individual staff member probably puts his or her probability of winning one at say, 1 in 100, giving an expected value of perhaps \$20 (or \$200 at a probability of 1 in 10). As material incentives such Awards are clearly insignificant and they represent no discernible change in the relative rewards available to teaching and research. Only the unrealistic can expect such Teaching Excellence Awards to stimulate general increases in teaching quality. Their basic irrelevance from the viewpoint of encouraging teaching excellence in the academic staff requires no particular theory of good teaching but is attributable simply to the fact that the awards to individual staff are both small and improbable. But their basic irrelevance is certainly not itself evidence in support of McKeachie's putative finding that 'extrinsic inducements diminish staff

motivation in the long run'.

Trigwell's conclusion that there is probably no place for teaching incentive schemes may therefore reasonably be applied to incentive schemes of this particular size and type but clearly has no general acceptability beyond that. Other quite different incentive arrangements are possible as Trigwell himself notes, however, both with respect to awards for whole academic units and with respect to research incentives designed to improve teaching of whole departments. Even here there is further misconception. The claim that many academics see teaching as a team activity is not supported by evidence, and reference to incentives for whole departments 'not just those teachers interested in teaching and learning' itself tacitly acknowledges that some teachers simply aren't interested and thereby at least raises the question of whether they have been given reason to be interested. Awards for whole departments, as favoured by Trigwell, are no more likely to be influential than individual awards if they too are small and infrequent.

Encouraging the funding of unit or departmental awards is a highly dubious operation when rested on the set of presumptions adumbrated by Trigwell:

- (a) that not all academics aspire to be excellent teachers
- (b) 'No matter what individual incentives are offered, these people will not aspire to achieve excellence in teaching awards, and their teaching will be unlikely to change as a result of them'
- (c) rewards for good teaching at departmental or unit level may encourage teaching changes at unit level.

Just what proportion of academic staff remain totally unresponsive to individual teaching incentives [as in (b) above] remains unknown. Rather than rush to the conclusion that departmental teaching awards are likely to be more efficacious than individual teaching excellence awards, a more appropriate conclusion would be that we need to discover just what proportion of academic staff are in fact responsive to individual teaching incentives and what size incentives are required to engender a general increase in teaching quality.

Sanguine faith in the vagaries of collaborative improvement is no substitute for well-tested empirical knowledge. Ultimately durable and general improvement in teaching quality requires careful determination of just what propositions about teaching have been demonstrated true and just what propositions have simultaneously been falsified. Even at departmental level research and teaching may be seen as competitive outputs rather than as complementary ones, and there is evidence that generalised departmental incentive funding schemes will meet with resistance in university corridors of power when departments face the prospect of losses as well as gains. Heads of department tend to adopt conservative responses to proposals which

result in each department's share of a common funding pot rising or falling with that department's teaching reputation. There is always the fear that their department may be one of those to suffer funding cuts on grounds of inadequate teaching performance. In short, at both departmental and individual levels, there is response when incentive are large enough. Even without increased resources this challenge can be met in part by dismissing McKeachie's unreplicated conclusion that extrinsic inducements diminish staff motivation and moving instead to liberalise academic promotion procedures on grounds of teaching excellence.

Oddly enough - given the concern with improving teaching quality - Trigwell's reaction to the incapacity of existing individual teaching awards to encourage teaching excellence is to look not to improved individual reward systems but to both departmental awards and to teaching oriented research incentives. It remains the case that the one thing of direct relevance to

the goal in question is individual incentive to teach well. While incentives facing individual academics remain heavily research oriented, and only small and inappropriate teaching incentives are offered general improvement in teaching quality is likely to remain a goal for the future.

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Richard Johnson's summary of a couple of recent reports relevant to higher education. Excerpted, with kind permission from ACE News, published by the Australian College of Education.

The Australian Vocational Certificate Training System March 1992.
Published by the National Board of Employment, Education and Training (NBEET).

This has already become known as the Carmichael Report since Laurie Carmichael chairs the Employment and Skills Formation Council which produced it. It is not possible to summarise its 152 pages of text in the space available. This report will transform our TAFE and industrial training systems, with a shift towards competency-based training, definition of the competencies, multiple pathways to acquire competencies including Years 11 and 12 of secondary schools and changes in curriculum and employment conditions. It is a report of fundamental importance, relevant to secondary and to higher education as well as to industrial training and technical education.

The Quality of Higher Education February 1992, AGPS cat. no. 92-1117-9.

This is a discussion paper prepared by the Higher Education Council, together with responses from the National Union of Students, the academic staff associations, the postgraduate students' associations, and the Australian Vice-Chancellors' Committee. It has been published by the Higher Education Council to generate further submissions which will help the Council prepare its final advice to the Minister in October.

The HEC paper has triggered remarkably hostile and defensive responses among many academics, as if it were somehow impertinent for the HEC or the government to be concerned with academic quality. In this writer's view, the most constructive and penetrating response is that from the students through the NUS.

Information about membership of HERDSA is available from

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HERDSA in Camelot Country

Gerry Mullins was one of the throng of gentle persons bidden to Mike Parer's tournament. He wields his lance effectively, if with proper courtesy, in this conference retrospective.

It's a daunting task to write up a conference - a bit like doing a book critique and a food and wine column at the same time. There is the danger that I will highlight features of the 1992 HERDSA National Conference in such a personal way that those who were there will wonder whether we were at the same conference, and those who were not there will be left wondering what it was all about. To make my task more difficult, the 1992 Conference set people talking - about ideology and organisation - and with great vigor!

Members will argue for some time about the talkfest on the first day of the conference - six different perspectives on learning, one after the other. The conference organisers admitted that they took a risk with this opening. A HERDSA audience can be guaranteed to object to being lectured to for so long, no matter how competently. Did it work? Is marathon running good for you? Certainly there is a sense of achievement at surviving to the end but the experience is not to be repeated too often.

What was encouraging in the keynote addresses was the consistent focus on learning. Too often in the past the focus has been on teaching, with a somewhat apologetic concession that what we are really on about is learning. But at HERDSA '92 the student-centred approach was the dominant paradigm. Similarly, the contextual nature of that learning was not in dispute. These points were so widely accepted that it seems almost trivial for me to make them once again, but I do believe it is worth doing so. There is something of a watershed.

Either we restrict the number of presenters at HERDSA Conferences or we develop a wide variety of presentation formats, most of which will provide for equal time for the participants.

Unfortunately, the variety of perspectives on learning led to little discussion and no debates. Was this exhaustion? Or was it eclectic pragmatism - an indicator that Higher Education has not yet 'arrived' as a discipline, with identifiable issues and a variety of approaches that actually engage with each other on those issues?

I went to Gippsland expecting this to be the year of the Quality Debate. Educational Developers' Day took up the debate but during the main Conference I can't recall hearing the work 'quality', and 'competency' was

mentioned only once. Perhaps we have become so bored by the whole issue that we were only too happy to spend a few days talking about learning and teaching. Or are we having trouble working out what it all means in our day-to-day academic lives?

Once one goes past the plenary sessions to individual papers, workshops and seminars, judgements about the quality of any conference depend on individual choices and perceptions, and on the luck of the draw. Perhaps I was wise in my choices - or just lucky - but I found most of the presentations I went to were at least interesting and a few were outstanding. What more could I ask? After talking to colleagues, I realised I was wiser or luckier than many. They complained of papers full of jargon, truncated presentation times and unsuitable venues. A blow-out in Conference enrolments and papers may be the explanation, but we will have to find better ways to deal with success!

The most serious complaint, to my mind, was that from discipline-based teachers (as distinct from specialists in research and/or development). Their comments cut to the bone: too much jargon; a failure to communicate the relevance of research to day-to-day teaching; few opportunities for questions and discussion; poor quality OHP's; no handouts. All this contributed to making these teachers feel like outsiders, when in fact they are the people we are most 'concerned' to influence.

Any lively conference will produce issues which the organisers could not anticipate, and which are worth discussion while still hot.

Seven years ago Lee Andresen pleaded for 'future conferences to be made freer from conformity to a format designed principally to meet paper-givers needs and interests' (HERDSA News, March 1985). We are still waiting! It is true that some institutions, misguidedly, require staff to present a paper before they will fund attendance at conferences. It is also true that conferences provide an opportunity for recent entrants to the profession to establish themselves in the academic community. We need opportunities to listen to experts discuss issues in higher education. However, there are many more ways to present material than by talking at a passive audience. Other conferences have used PEARLS (personally arranged learning sessions) and poster sessions. The 1992 Conference tried the 'cracker barrel' (but let's get another name for it!). It did not

work, but that was a problem of space and timing - the task of maintaining a coherent discussion with a shifting audience in a noisy room, for 90 minutes, was a challenge! Either we restrict the number of presenters at HERDSA Conferences or we develop a wide variety of presentation formats, most of which will provide for equal time for the participants.

We also need, in the Conference format, a forum for the discussion of issues which arise from the Conference itself. In this Conference the discussion of gender could take place only at the AGM - not the best venue for an extended exchange of views. Terry Hore's reflections on the 1990 Conference (HERDSA News, November 1990) indicated a frustration about ideological differences which had no outlet at the Conference itself. Any lively conference will produce issues which the organisers could not anticipate, and which are worth discussion while still hot.

And where does Educational Developers' Day fit in? Tribal lore has it that the mini-conference grew out of the Directors of Centres meeting which was seen as undemocratic. Educational developers soon became uncomfortable with this exclusive gathering. The Educational Developers' Day at Gippsland was very successful, but there was nothing discussed on that day which could not have found a place in the main

Conference. So why bother? Given the changing demands on educational developers - arising from industrial awards, amalgamations, DEET policies, etc. - there is a need for us to swap information, compare notes on what does and does not work, and develop strategies. Such a forum can be open to anyone but would assume a working knowledge of DEET-speak, industrial awards and standard practice in development and evaluation.

I enjoyed the 1992 Conference. I was well fed and comfortably housed; I enjoyed the company and enough of the content. However many people were critical of the Conference on some (or all!) of those scores. If HERDSA wishes to ensure the success of future conferences we must think carefully about the following:

- How to cater for an increasingly pluralistic gathering - high-level researchers, staff and student developers, discipline-based academics and policy makers and educational administrators.
- Whose interests are to be foremost - participants or presenters?
- Where are the students?

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HERDSA ANUAL CONFERENCE 1993

Friday 2 July - Tuesday 6 July

Women's College, University of Sydney

Challenging the Conventional Wisdom in Higher Education

Sub-theme 1:

about **Learning and Learners**

Issues:

- diversity of learning clientele
- the construction of meaning
- different ways of knowing
- equity and access
- interaction in learning

Sub-theme 2:

within **The Global Context**

Issues:

- the environmental debate
- the information revolution
- cross- and inter-disciplinarity
- learning from primal societies
- values and ethics in higher education

Sub-theme 3:

concerning **Standards and Outcomes**

Issues:

- the competency debate
- conceptual bases of competencies
- threats to university autonomy
- measuring performance
- rewards and sanctions

This conference has added significance in that the 21st birthday of HERDSA will be celebrated, and the development of HERDSA since 1972 will be reviewed.

Further information and registration forms will be posted to all members and subscribers late December 1992

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Conference Retrospective II

An oral version of this statement was made by a group of women at the 1992 HERDSA Annual General Meeting. It is included here partly to help contextualise the motion which the AGM subsequently passed and which is available in the Minutes of the AGM, and partly because a number of members have expressed interest in seeing it.

Yesterday afternoon, there was scheduled a session of what was to have been a reading group in feminist theory. In the event, the session assumed a different form. For the second year in a row at a HERDSA conference, a group of women took what opportunity was available to them to voice their anger and concern at the extent of their exclusion from the practice and culture of a conference which should have long since acknowledged the importance of gender theory for its work. Exclusion from the theory, from the language, from the forms of interaction. The outcome of our meeting was a decision to make this collective formal statement to our co-participants in the hope that we can radically redress this situation.

The statement foreshadows, and speaks in support of, a motion under Other Business in the meeting to come, which is intended to make operational some of the changes which we see as necessary.

The title for the 1992 HERDSA Conference was 'Academia under pressure - theory and practice for the twenty-first century.' It was felt by a significant number of people at the conference that the omission from the content and practice embodied in the formal proceedings of the conference of one of the major challenges to the dominant paradigm of education, namely feminism and feminist theory, meant that the spirit of the conference theme was seriously compromised. Implicit in the concerns of this group was the failure of the conference to address adequately the role of gender in the theory and practice of higher education in seeking directions for the next century.

It should be stressed that the people in this group do not seek to force other conference delegates to agree with the issues that may have been raised through an awareness of the feminist contribution to education and higher education in particular. It was the omission of any programmed reference to the considerable body of knowledge already in existence relating to feminism, gender and higher education which most offended those who spoke out. In addition, a feeling of outrage was expressed at the failure of the conference to acknowledge that gender is an issue which has a legitimate place on the agenda of those committed to research and development in higher education.

The group, which came to meet in a totally spontaneous reaction to the processes and proceedings at the conference, was agreed that feminism can mean many different things to different people. Feminism and feminist theory cannot be reduced to simple tenets or orthodoxies. There is, however, one factor which tends to tie the many flavours of feminism and feminist theory together, and that is a commitment to the importance of gender to any explanation or exploration of the human condition.

There is a clear distinction made by feminists between sex and gender. It is accepted that sex is biologically determined but it is argued that gender is the product of the social, cultural and psychological conditioning that begins for each sex at birth. Feminism rejects the influence of biology as a justification of continued sexual inequality in our society, and instead looks to socially manifested causes of the phenomenon. Thus the notion of biological determinism is rejected by most feminists, although it is acknowledged that elements of the argument have been raised as problematical for some feminist directions in recent times.

It is the submission of this group that gender is an issue which can no longer be marginalised or cast to the periphery by members of the association. It is our perception that this is the way feminism and feminist theory have been treated by the hegemony of the organisation up to now. In the interests of generating a dynamic and proactive community of scholars under the umbrella of HERDSA, it is felt that each HERDSA member needs to raise his or her consciousness as to the implications of gender constructs in their practice, theory and research.

The motion is put in the spirit of offering a positive contribution to the continued success of the organisation HERDSA, and of ensuring that HERDSA plays an informed leadership role in the twenty-first century in the Australasian academic community. We list below a number of specific perceptions that have generated concern at this time. They constitute a baseline starting point.

1. HERDSA's agenda

Gender issues are not on the agenda. We don't find reference to women in the academic profession, women's ways of knowing and learning - or even to the representation of female students across under-graduate and post-graduate courses, or to equity issues, or equity programs. Not only is there an absence of gender as a mainstream issue within HERDSA, but there is an unfortunate presence of patriarchal structures, of sexism and excluding behaviours, which have resulted in some women moving away. We know that HERDSA members are presenting papers on gender and education at other conferences - but we feel that some of these papers on gender and education should be heard at HERDSA if the organisation is to represent its membership well.

We have the painful experience of our professional society, HERDSA, seeming out of date and out of touch.

2. The executive and policy

There have only been two women presidents in 20 years and we now feel very aware that it's about 10 years

since the last. To us it feels too long. Female membership on the Executive is about at its lowest level yet. Most important is the fact that HERDSA has no explicit policies on equal opportunity.

3. Perceptions of the 1992 conference

Leadership roles

There are 34 men, but only 8 women, in the leadership roles of giving keynote addresses, acting as discussant or chairing sessions at this conference in its first 3 days. Women are not being proportionately included in important academic and career opportunities.

Papers

There are only 2 papers of 85 where gender is mentioned explicitly (as indicated in the title) and none of 38 amongst workshops and round tables. We regard this as indication that HERDSA is not seen as an appropriate conference to which members might contribute papers on gender and higher education.

We were bitterly disappointed with the keynote plenary session on student learning. There was an almost complete failure to represent gender issues or feminist scholarship. This seems an extraordinary omission in a session claiming to represent current scholarship. It was somewhat ironic that in the papers, teachers and academic staff developers were exhorted by the speakers to make themselves familiar with a very wide range of theories, research and practice. Yet there was no evidence that the speakers had made themselves familiar with theories, research and practice in relation to gender, equity and learning. No opportunity for opening this up was allowed or taken during the clarification sessions and there was no subsequent opportunity for substantive discussion.

Structure of sessions

There is some variety of structure at this conference - although some important possible formats are not represented - such as pre-circulated readings with discussion but no paper presentation at the conference. We applaud the indication that workshop summaries and roundtables will be acknowledged in the publication of this year's conference. We had concern with the format of the plenary sessions - not because there were formal presentations and discussants, but

because there was no opportunity for the substantive academic interaction which is the normal concomitant of formal sessions in academic circles.

Sexism and sexist language

The plenary session was greatly flawed by inappropriate sexualisation of the context as well as by the use of sexist language. Feminist research literature speaks of the micro-inequities which can make the academic environment a chilly climate for women. By reason of these, a number of us found the conference hall at the HERDSA plenary session decidedly chilly.

Sexist language was used at times throughout the day and it was of particular concern when used from the chair. Rather ironically, the learner was referred to many times in the masculine (with "he", "him", "his" used in references) thereby removing 52% of the population from consideration for the day. It is our contention that the public conventions of language use have changed, at least within academia, such that the masculine collective is not now accepted as universal - "he" can no longer be said in any way to include "she". There were tasteless, "humorous" references made to matters such as anorexia, the touching of other people's bodies and erotic fantasies. We felt these references contributed to a sexualising of the atmosphere which was disadvantageous to the women in the audience.

For many of us now who work at tertiary education institutions, these matters are specifically covered by policies on equal opportunity and the use of non-sexist language and also by policies outlawing absolutely practices of sexist harassment. Some of what occurred at this session might well be grounds for formal complaint at many universities.

The significant point is that behaviour within HERDSA and at HERDSA conferences should be exemplary in this regard. We say we are concerned about modelling good teaching practice. We should be equally concerned to model non-patriarchal gender interaction - if only because our chances of getting the first one right without the second are diminishingly small at this point in history.

Written and spoken by Margaret Buckridge, Elizabeth Hazel, Carol Nicoll and Sue Lewis on behalf of, and in conjunction with, a group of 29 women.

Deadlines for future issues

April 1993:	1 February
July 1993:	1 May
November 1993:	1 September

Conference Blues

Thoughts from the juxtaposition of two conferences: HERDSA '92 and the Reflective Practice mini-conference (Brisbane)

Above all, there was the increasing frustration of being faced with "do as I say not as I do" or being subjected to poor presentations, describing activities that were claimed to be "reflective practice", one participant even confessing (at the mini-conference) that he felt uncomfortable with "do as I say not as I do" but nonetheless doing just that.

At HERDSA I did raise the question as to whether it was legitimate to challenge our failure to 'practice what we preach', only to be met by the 'Elton defence': we are experts and don't need to indulge in that stuff!

My criticism of Dave Boud was challenged, probably because he gave a typically polished presentation - ignoring my point that it was the one presentation in the HERDSA 'keynote day' that most clearly recommended learning from experience, but did so using a pure information purveying procedure.

It was depressing being in a reflective practice mini-conference containing so many poor presentations, when presentation itself was being challenged. The sessions that seemed to be most in tune with the mini-conference theme were those that actually gave participants an experience of self reflection. But the relationship of that to our teaching practice was not explored at all. Perhaps that's left to each of us, or was it just that we were given an experience (transcendental?) just to make us feel good?

Gender issues were raised at both conferences and simultaneously at the "Thinking" conference at James Cook. One can only conclude that this demonstration of a common concern by many women, arising at the same time at three different venues, reflects their frustration that, in spite of all the work that has occurred in the last twenty years or so, the structures within which we work are still male-dominated and male-determined. At the Reflective Practice mini-conference the frustrations were most clearly expressed in the Harker session on 'epistemology of reflective practice'. The gender imbalance of the discussion became a topic of comment and many women felt that the session was a typical example of male intellectual 'wank'. However some other women found the session good, presumably (listening to them) because it helped them clarify their ideas about the term reflective practice or at least helped show them that their lack of clarity arose from general lack of clarity about the term.

The question that Barry Harker seemed to want to raise, of the legitimacy or meaning of the "knowledge" that is derived from reflective practice, did not really get much of a hearing. This was in part because of the gender debate, but wasn't helped by the claim that we couldn't discuss the issue unless we had done a course in epistemology! (a variant of the 'Elton defence'?) Additional frustration arose from raising expectations by the deliberate choice of layout of the room and then subverting this by the 'presentation'.

This type of frustration was reinforced by one of the keynote speakers attempting to create the perception of interaction by employing the traditional "feel free to ask a question at any stage" approach. Worse: even the concluding session of the mini-conference, advertised as a 'reflection', failed to be that.

Reflective practice by the proponents of the idea seemed to be confined to reflection on reflection and seemed unable to actually tackle what reflective practice in the teaching of physics, say, might mean.

The only examples of 'content' seemed to be in the education of educators either direct (i.e. pre-service training of teachers) or 'indirect' (i.e. staff development). It was disappointing to see the latter downplayed yet again, with "proper" students being distinguished from staff development activities. This was, in fact, a question I had asked Paul Ramsden in the HERDSA keynote session. Even though his paper had concluded with comments on staff development, he did not take the further step of examining that activity (staff development) as an example of teaching, and therefore as subject to the ideas he had been propounding.

It seems to me to be a continuing criticism of either our 'espoused theories' or our practice that in our conferences we seem so unable to 'practice what we preach'. The 'Elton defence' notwithstanding, we can hardly expect to have our colleagues take us seriously unless we can remedy this position. I'm afraid I'm not very optimistic; having been present when a similar call was made at a higher education conference over fifteen years ago.

Bob Ross
Information Services
Griffith University

Book Review

Teaching With Media

By Tanya Makin Slaughter

This thin (100 page) attractively produced volume is sub-titled "a guide to selection and use" and comes from the Centre for the Study of Higher Education at the University of Melbourne with a brief foreword by Vice-Chancellor, David Pennington. Chapters in the Handbook cover - Why Use Media, Selecting the Right Media, Boards and Conference Posters, Photographs, Using the Overhead Projector, Creating Effective Visuals, 35mm Slides, Video and finally an important chapter on the complex issues of Copyright.

The purpose of this Handbook is to provide a practical introduction to the effective use of media in teaching. It gives advice on selecting media, creating visual material and using different media well.

The Handbook casts a cool and sometimes critical eye over the use of such technologies in education. . . . The uncritical use of technology is not something we should blithely accept . . . instructional technologies are tools for communicating and each has a role.

As the Handbook makes clear, the emphasis is placed on presentation skills, that is, information purveying or, in the less judgmental terms of the Handbook: *Media are most appropriately used in that part of teaching which involves presenting information to students.*

There is some confusion in the Handbook in the use of the term "Media". Confusing equipment with the material shown using it; in modern terms: between hardware and courseware.

The second chapter tackles the difficult task of the selection of appropriate media for particular purposes and lists, in tabular form, the advantages and limitations of six different types of equipment and concludes by advising that *the design and selection of instructional materials can be time consuming and in some cases requires considerable skills.*

This illustrates one of the drawbacks of the Handbook: it is specifically written for University of Melbourne staff and throughout supplies contact phone numbers and advice as to where assistance can be sought within the University. Readers from outside the University may well find this frustrating as their own institution may not supply the same level of support nor organise it in a similar fashion to that at the University of Melbourne.

The chapter (3) on "Boards" (i.e., white boards and chalk boards) does little to address the use of this basic equipment in standard teaching circumstances and spends most of its space on 'producing conference posters'. While this contains some very useful advice it is not the meaning of "teaching with media" that most staff would expect.

Sensibly, and realistically, the largest chapter by far deals with the use of the overhead projector. This is in general good advice although with one or two minor quibbles, including an incorrectly labelled diagram on Page 40 and a fairly incomprehensible section on "the polarising spinner". While most of the advice is sound, some of it is possibly a little unrealistic for many staff.

In spite of chapters on video and sections on the video disk and the attractive modern layout, the Handbook has a rather old-fashioned feel. But nonetheless it contains much advice that is very good, if occasionally a little too general.

The surprise in a Handbook on this topic from the Centre for Study of Higher Education, which contains possibly the best interactive multi-media unit in the country, is that this development receives no mention at all. So if you are looking for advice on traditional media support for lecturing, and can ignore the specific references to the facilities at University of Melbourne, this would be a useful volume. But if you were looking for information on current trends (hype?) you will be disappointed.

Bob Ross
Griffith University

Books in Brief

The Professional Writing Guide. Petelin, Roslyn and Marsha Durham (1992) Melbourne: Longman Cheshire. (Available from Longman Cheshire, 95 Coventry Street, Melbourne, VIC 3205)

This book is directed to writers in organisations who wish to improve the quality of their documents and the efficiency of their writing. However, teachers may wish to bring it to the attention of students, particularly those in courses which provide graduates to organisations which complain about those graduates' communication skills. Much of the advice is good and generalisable to other types of writing.

Critical Theory and Classroom Talk. Young, R. (1992), Clevedon (UK): Multilingual Matters. (Available from Helios Bookshop, PO Box 6025, Adelaide, SA 5001. Paper, \$22.95)

Opening chapters are rather dense theorising (influenced by Habermas), later chapters analyse the questioning process in (school) classrooms by studying transcripts of teacher-student interactions.

The Empowered Manager: Positive Political Skills at Work. Peter Block. (1991) Jossey-Bass, San Francisco 198 pp., ISBN 0 02 946074 3. (Available from Maxwell Macmillan International, Locked Bag No 44, Botany, NSW 2019. Paper, \$23.95)

This US best-seller now is available in paperback. Although aimed to help (especially) middle managers to take responsibility for the success of institutions and for bringing about needed change, this book presents very readable challenges to a lot of deeply ingrained assumptions. (People in higher education should warm to chapters such as "Developing Antidotes for Bureaucracy" and sections such as "Nonsuicidal courageous acts".) Parts will seem very American - full of a combination of hype and ideals - but there is something valuable in being reminded that being true to yourself is possible even in big organisations. And it is also possible that in so doing, you might have some influence on them to reduce the hierarchy and bureaucracy that stifles initiative. Given this, if we are going to drop books on management into administrators' laps, then we should add this book to the bundle.

The Leadership Challenge: How to Get Extraordinary Things Done in Organizations. Kouzes, J.M. and B.Z. Posner. (1987) San Francisco: Jossey Bass. (Available from Maxwell Macmillan, Locked Bag No 44, Botany, NSW 2019. Paper, \$29.95)

Another best-seller out in paperback. The Preface starts with a quotation from H. Ross Perot (no comment!): "People cannot be managed. Inventories can be managed, but people must be led." In the Foreword Thomas Peters writes: "[Managers] honor stability, control through systems and procedures, and see passion and involvement as words not fit to pass adult lips. Leaders thrive on change; exercise 'control' by means of a worthy and inspiring vision of what might be, arrived at jointly with their people; and understand that empowering people by expanding their authority rather than standardizing them by shrinking their authority is the only course to sustained relevance and vitality."

Perhaps this, like the Block book noted above, sounds a bit full of American hype but there is an important point being made, and one that is possibly even more relevant in these strange institutions we work in (universities and others in higher ed). It is a point some of us wish might influence the powers-that-be in government as well.

Learning and Teaching Cognitive Skills. Evans, G. (ed) (1991) Hawthorn, VIC: ACER. (Australian Council for Education Research Ltd, Radford House, Frederick Street, Hawthorn, VIC 3122)

This excellent collection of papers addresses the issues of developing cognitive skills, which include thinking, writing, computation etc. These skills may be taught within the context of acquiring subject knowledge or separately. Which is the best way? What evidence is there? Under what conditions is transfer of

skill achieved? The answers are not unequivocal, but reading this book will enhance any teacher's understanding of what is being attempted and why and with what results.

Reading, Writing and Reasoning: A Guide for Students. Fairbairn, G.J. and C. Winch (1992), SRHE and Open University Press. (Available from Allen and Unwin, PO Box 764, North Sydney, NSW 2059. Paper, \$27.95.)

This is a manual for students covering a wide range of topics, ranging from the differences between spoken and written language to basic rules for punctuation, and from the importance of a writer being "committed" to what he/she is communicating to developing effectiveness in arguing a point of view. The authors have both taught at a variety of levels of education and are themselves experienced in several disciplines, so their advice has applicability for students in a range of areas; however, it is primarily addressed to writers of essays rather than other academic genre.

Research and Higher Education: The United Kingdom and the United States. Whiston, T.G. and R.L. Geiger (eds) (1992) Buckingham: SRHE and Open University Press. (Available from Allen and Unwin, PO Box 764, North Sydney, NSW 2059. Hard, \$95)

Information and analysis on research in three sections. First, on the national system - the dynamics and forces, the funding, and industry-academic links. Second, on the institutional dimension - research environments, interactions between teaching and research, graduate education. Third, on prospects for academic research - exploring the issues created by pluralistic requirements and demands of governments, industry, academia, and society at large.

Aboriginal Tertiary Education in Australia: how well is it serving the needs of Aborigines? Bin-Sallik, M.A. Adelaide: South Australian College of Advanced Education. (Available from Aboriginal Key Studies Centre, University of South Australia, Holbrooks Road, Underdale, SA 5032. Paper, \$23)

Aboriginal tertiary education has only developed over the last two decades through the establishment of special Aboriginal enclave programs located in tertiary institutions across Australia. Despite steady growth in this area, Bin-Sallik concludes that: there is a very low level of Aboriginal academic leadership within the Aboriginal tertiary education sector; the numbers of Aboriginal graduates remain very low; there is a definite need for accredited courses specifically designed for Aborigines; Australia's tertiary sector has a very low commitment to Aboriginal tertiary education.

The Skillful Teacher: On Technique, Trust and Responsiveness in the Classroom. Brookfield, Stephen (1990) San Francisco: Jossey-Bass. (Available from Maxwell Macmillan, Locked Bag No 44, Botany, NSW 2019. Hard, \$44.95)

Not new but worth reminding people about. A passionate, personal, and idealistic book by one of the most respected educators of our times. Brookfield offers advice and encouragement to all who teach in higher education. He acknowledges that our well-planned lessons do not always proceed the way we hope they will in our classrooms and suggests that it is the unpredictability of teaching which is one of the things we should relish. For an idealist, he is extremely realistic about the political realities of teaching and even offers good advice about knowing when to stand firm and when to bend as personal and organisational conflicts arise.

Helping Students to Learn: Teaching, Counselling, Research. Raaheim, K., J. Wankowki and J. Radford (2nd edition, 1991) Buckingham: SRHE and Open University Press. (Available from Allen and Unwin, PO Box 764, North Sydney, NSW 2059. Paper, \$34.95)

This is a genuine new edition, even including a new author (Radford). It provides insights into students developed through the authors' experience as teachers and counsellors in higher education and as researchers into student learning. It is not a teaching handbook in that it does not offer "how to" advice, but it will influence pedagogy through increasing teachers' understanding of students.

Effective Learning and Teaching in Higher Education. Cryer, Pat (series editor) (1992) 12 modules, various authors. Produced by CVCP (Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom) Universities' Staff Development and Training Unit. (Further information from Resources Administrator, USDTU, Level Six, University House, Sheffield, S10 2TN, UK)

Three modules are currently to hand:

No.2: *Course design for active learning*

by Carol Baume and David Baume

No.3: *Planning teaching for active learning*

by Diana Eastcott and Robert Farmer

No.4: *Active learning in large classes and with increasing student numbers*

by Pat Cryer and Lewis Elton

Each module is in a ring binder which contains a booklet and a set of loose leaf pages. The booklets are divided into two parts, core materials for use by teachers in higher education and illustrative examples to make the core materials relevant to various subject areas. The loose leaf pages are workshop outlines and support materials to enable individuals to run group sessions. Thus, the modules are directed both to teachers and to staff developers. They are excellently produced and will be a valuable resource.

Active Learning: Creating Excitement in the Classroom. Bonwell, Charles and James Eison (1991) Washington, DC: ASHE-ERIC Higher Education Reports (Number One, 1991). (Available from ASHE-ERIC Higher Education Reports, 1 Dupont Circle, Suite 630, Washington, DC 20036, USA. Paper, US\$17.00)

An overview of teaching strategies designed to promote active learning, which places greater emphasis than the traditional lecture format on students' exploration of their own attitudes and values. Methods examined include the modified lecture, questioning and discussion, visual and computer-based instruction, writing, cooperative learning, and peer teaching. The authors recognise that there are organisational barriers and various other disincentives for teachers to change their methods and suggest some approaches to creating a better climate for innovation.

Teaching for Learning: The View from Cognitive Psychology. Biggs, John (ed) (1991) Hawthorn, VIC: ACER. (Available from Australian Council for Education Research Ltd, PO Box 210, Hawthorn, VIC 3122)

Do not be put off by the fact that the research described in these papers was conducted in schools. There are both useful information and important challenges to many assumptions about how to improve student learning for teachers at all levels in this collection of papers. The perspective is constructivist: that is, learners construct knowledge; teachers do not impart it. "Responsible self-direction" on the learner's part is what teachers should be aiming for. Is this achieved by focusing on content or on learning/problem-solving strategies, or is it necessary to teach strategies in context?

Writing in Australia: a composition course for tertiary students. Osland, D., D. Boyd, W. McKenna, and I. Salusinszky. (1991) Marrickville, NSW: Harcourt Brace Jovanovich. (Available from Harcourt Brace Jovanovich, Australia, Locked Bag 16, Marrickville, NSW 2204. Paper, \$29.95)

Takes a building block approach to teaching writing (word choice first, then sentence structures, then paragraphs, then strings of paragraphs) and integrates this with moving from the "easy" genre to the difficult. Sets lots of exercises and outlines activities. Probably underestimates the importance of sorting out content, ideas, etc. before dealing with stylistics.

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

Hancock, Heather **Nurses Creative? -- Never! Midwives? -- Maybe!** Conference presentation at the Fifth International Conference on Thinking, July 1992 at Townsville.

Not only do nurses and midwives need to realise and exploit the creative potential of their practice, for too long, society and the academic sector have held nursing in particular in questionable regard, with stereotyped images of work that is routinised, uninspired and tedious. The essence of nursing is of the very opposite with its challenges, unpredictability and provocation. This study has enabled registered nurses and midwives to consider their own creativity as well as reflect upon their regard for creativity in their professional practice. (shortened abstract)

B. SYSTEMS AND INSTITUTIONS

Campion, M. and Renner, W. **The supposed demise of Fordism: Implications for distance and higher education** *Distance Education*, Vol. 13, No. 1, 1992, pp. 7 - 28.

The recent shift in Australian Government policy for Distance Education at the Higher Education level, as intimated by the increasing usage of the notion, Open Learning, is outlined. Such an emphasis on Open Learning contrasts markedly with the concerted effort to centralise and rationalise distance education in the late 1980s. This shift is related to a more general debate concerning the restructuring of industry which is formulated using an analysis grounded in the conceptualisation of Fordism, its crisis and its likely successor. The complex and contested nature of the debate about Fordism is revealed, as is its important connection with postmodernism. The relevance of this broader debate to

higher education is then displayed and linked to the particular place of academic staff and their opportunity and ability to influence future policy. (journal abstract)

McDade, S. **New Pathways in Leadership and Professional Development** *New Directions for Higher Education* No. 76, Winter, 1991, pp. 87 - 101.

Higher education systems outside the USA are beginning to recognize and value degrees in higher education administration, so US colleges and universities are no longer the only institutions offering these degrees. However, US higher education is still rather unique in its vast array of leadership and professional development programs. These programs can substitute for the management and leadership training of higher education degrees while also building leadership competencies and skills over the entire career span. Because of the availability of these programs, US college and university administrators are less locked into career tracks. They can both build unique specializations and acquire broad interdisciplinary knowledge appropriate for growing responsibilities and roles. Although almost no rigorous studies have evaluated the effectiveness of development programs, anecdotal and qualitative evidence suggests that they may be the key ingredient in helping administrators in the US keep their institutions vital and tuned to changing students and issues. (journal extract)

C. TEACHING AND LEARNING

O'Donoghue, Thomas A. **The Quality of Primary School Teacher Education in Papua New Guinea: past, present and future** *South Pacific Journal of Teacher Education*, Vol. 20, No. 1, 1992, pp. 55 - 64.

This article encompasses teacher education throughout the years in Papua New Guinea. There is discussion of recommendations to improve the quality of teacher education "notwithstanding the present economic state of the country." Suggestions were made for the teacher education curriculum to recognize the realities of life for the teacher in the field, and how "greater use can be made of the practice teaching component of the teacher education program to develop the student teachers' ability to reflect on their own practice."

(summary)

Warner, L. and Wilkinson, J. **Evaluation of On-campus Activities in Disciplines Necessitating Compulsory Attendance** *Research in Distance Education* Vol. 4, No. 3, July 1992, pp. 2 - 5

This study looked at the comments of distance education students about their perceptions of the usefulness of residential schools. Students who wish to study in those disciplines in which on-campus activities are compulsory have to make an even greater personal commitment to study than do other distance education students. Many of the comments from the open-ended responses had the common theme of financial disadvantage. Students felt that the costs associated with residential school attendance had been transferred to the student but should be the responsibility of the institution. Some potential students may be excluded because they are unable to attend to on-campus activities because of time release or financial problems. Therefore providers of such courses must take up the challenge, as evidenced by the findings of this study, of ensuring that students are engaged in meaningful learning activities when they do come on-campus.

(summary)

D. INFORMATION NETWORKS

Horan, P. and Staehr, L. **Developing Science Courseware Using Author** Australian Educational Computing, Vol. 7, no. 1, May, 1992, pp. 29 - 31.

This paper discusses the development of computer-aided instruction (CAI) materials for chemistry and health science teaching by tertiary computing projects students using *Author*. It gives a realistic assessment of the degree of difficulty and the level of achievement an inexperienced user of *Author* can expect to attain when developing materials in a real-life environment. The work has been carried out at Latrobe University College of Northern Victoria under our direct supervision. (journal abstract)

E. STUDENTS: GENERAL

Crittenden, K., Fugita, S., Bae, H., Lamug, C. and Chien, L. **A Cross-Cultural Study of Self-Report Depressive Symptoms Among College Students** Journal of Cross-Cultural Psychology Vol. 23, No. 2, June 1992, pp. 163 - 178.

A study of self-report depressive symptoms as measured by the Zung Self-Rating Depression Scale (SDS) was conducted in three Asian countries--Korea, the Phillipines, and Taiwan--and in the United States. Mean scores for the 966 college students varied significantly across countries, with Korean students reporting high levels of depressive symptoms. Further, there are marked differences between countries in symptomatic manifestations, even after controlling for between-country differences in response set and overall level of symptoms. Future research addressed to cross-cultural differences in level and manifestations of depression should incorporate (a) research designs that control for identifiable measurement artifacts and (b) triangulation of measurement strategies. (journal abstract)

Epstein, S. and Katz L. **Coping Ability, Stress, Productive Load, and Symptoms** Journal of Personality and Social Psychology Vol. 62, No. 5, 1992, pp. 813 - 825.

A study of 450 college students demonstrated (a) the importance of a distinction between self-produced and externally produced stressors, (b) the usefulness of a construct of productive load, and (c) stronger relations of the Constructive Thinking Inventory than of the Hardiness Questionnaire the productive load and with mental and physical symptoms. Because a major path through which coping ability influences symptoms is negative emotions, the widely recommended practice of partialing self-reported negative affect out of relations among coping, stress, and symptoms is often inappropriate. However, as total daily stressors (e.g. hassles) consist largely of self-produced stressors, it is highly confounded with coping ability, and it is therefore important to partial coping ability out of relations between total stressors and other variables. (journal abstract)

F. STUDENTS: SELECTION AND PERFORMANCE

Issac, P., Quinlan, S., and Walker, M. **Faculty Perceptions of the Doctoral Dissertation** The Journal of Higher Education May/June 1992, Vol. 53, No. 3, pp. 241 - 268.

Advisers of doctoral students at a large research university were surveyed about their perceptions of the characteristics, content, and purpose of the doctoral dissertation. Respondents indicated that the dissertation continues to play an essential role in doctoral education, although notable field-related differences were found in responses to specific issues. (journal abstract)

Krotseng, Marsha V. **Predicting Persistence from the Student Adaptation to College Questionnaire: Early Warning or Siren Song?** Research in Higher Education Vol. 33, No. 1, 1992, pp. 99 -111.

With the currently dwindling traditional applicant pool, retention is higher education's holy grail of the nineties. Western Psychological Services is marketing its new Student Adaptation to College Questionnaire (SACQ) as providing early evidence of poor adjustment and potential attrition. While the SACQ closely parallels Tinto's model of institutional departure, no previously published research addresses its ability to differentiate persisters for nonpersisters. Using discriminant analysis, the present study examined (1) the extent to which the SACQ accurately predicts students departure for a private, comprehensive university; and (2) SACQ items distinguishing nonpersisters; (3) use with an incoming class; and (4) evidence linking the SACQ with intervention strategies. The Paper will appeal to a wide audience, especially those concerned with enrollment management and assessment. (journal abstract)

Rogers, M.S. Chung, T. and Li, A. **Answering MCQs: a Study of Confidence Amongst Medical Students** Australian and New Zealand Journal of Obstetrics and Gynaecology May,1992; Vol.32, No.2, pp. 133 - 136.

Medical students at the beginning of their obstetrics and gynaecology module were asked to complete a multiple choice question paper from an earlier module. Half the students were asked to answer only those questions where they were certain of the answers. The other half were asked to answer all questions. The mean mark in the second group was 86% higher than that in the first group. A computer programme was written where multiple choice questions were asked in a standard true/false format but instead of a don't know alternative the students were asked to rate their degree of certainty in having answered correctly on a scale of 0 to 100. Five students completed a total of 45 multiple choice question papers (each with 20, 5-part questions) both before and towards the end of the obstetrics and gynaecology module. The mean mark increased by 68.5% over the course of the module reflecting the students' increased knowledge. Their mean certainty level only increased by 50%, suggesting that the students underestimated their newly acquired knowledge. (journal summary)

G. STUDENTS: CAREERS AND EMPLOYMENT

Lawson, J. **The Education of Future Senior Health Service Managers** Australian Health Review Vol 13, No. 3, (1990) pp. 184 - 188.

Primarily due to economic forces, health services are being forced into a tight organisational framework of hospitals, clinics and services which need to be managed by educated professional managers. These managers need to be competent general and financial managers, competent planners, knowledgeable about health status, health issues, the Australian health care systems and knowledgeable about society, law and ethics. Assumptions that recruitment of people with such a formidable array of talents would be difficult are incorrect as judged by current experiences. Very talented and experienced candidates are being attracted to graduate education programs in health service management in many Australian universities. Accordingly the future management of Australian health services should be in good hands. (journal abstract)

H. STAFF

Chatman, S. and Jung, L. **Concern about Forecasts of National Faculty Shortages and the Importance of Local Studies Research in Higher Education** Vol. 33, No. 1, 1992, pp. 31 - 37.

The higher education popular press has published several forecasts of faculty shortages due to the mass retirement of expansion era faculty and the forecasted low number of doctoral graduates. The forecast of a national shortage encourages a local study of faculty attrition in a four-campus university system. The local study considered two factors not accounted for in national studies but important locally: whether disciplinary field of study or campus location (urban or rural) has been associated with faculty attrition in the recent past and should therefore be considered when modelling demand for faculty. Discipline and institution location were found to have significant effect on the likelihood of faculty to continue employment from year to year when faculty age was controlled. Although retirement rate was expected to increase, no evidence of mass retirements producing an increased demand for new faculty was found. The lack of forecasted increases in demand for faculty locally led to reconsideration of national forecast studies, especially when it was determined that the age distribution of faculty across system campuses was similar to faculty nationwide. This paper questions whether there is significant evidence, as presented in the popular press, to support special action to increase the supply of faculty. (journal abstract)

Joshi, S. and Sequeira, D. **Competency-Based Management Education: Baroda's 'Combine' Model Studies in Educational Administration** Number 54, July, 1992, pp. 19-23.

This paper reports an initiative taken by the National Institute of Educational Planning and Administration (NIEPA). It also explains how the Department of Educational Administration in the Faculty of Education and Psychology at the Maharaji Sayajirao University of Baroda generated a new management education program for Baroda's principals. NIEPA decided to improve the competencies of school principals and other educational managers. It achieved this with a research project that identified 54 competencies that were considered to be vital in an effective school. Later refinement reduced this number to 42 competencies and these were arranged in eight broad categories. The Baroda Model

of management education has been tested with three cohorts totalling 75 participants. Three reasons for success are identified: participative planning, the emphasis on personal philosophy and practice, and the organisation of supportive conditions and experts. (journal abstract)

I. CONTINUING EDUCATION

Cannon, Robert A. **Expatriate 'Experts' in Indonesia and Thailand: Professional and Personal Qualities for Effective Teaching and Consulting** International Review of Education 37(4), 1991, pp. 453 - 472.

Structured group interviews with Thai and Indonesian educators indicate that expatriate experts require a wide range of personal and professional qualities to be effective: they must have expertise, be able to establish and maintain good relationships with people, be well organised and effective teachers, and transfer information and skills that are applicable and of benefit to the nation. None of these qualities is simple or uni-dimensional. The study shows, for example, that 'expertise' has several elements including technical expertise, cultural knowledge, language ability and expertise in education. Practical implications of the findings are in overseas project design, management and placement of personnel, professional development of experts, and in the design, implementation and evaluation of teaching and training. (journal abstract)

Teevan, J., Pepper, S. and Pellizzari, J. **Academic Employment Decisions and Gender Research in Higher Education** Vol. 33, No. 2, 1992, pp. 141 - 154.

This study explored gender differences in the reasons why academics accept or reject offers of faculty positions. Using both open-ended questions and rating scales, 115 academics in the early stages of their careers who had accepted or declined/resigned university positions between 1986 and 1989 were interviewed. Contrary to suggestions in the literature, few significant gender differences emerged. In particular, family needs were a major consideration for both men and women. Responses revealed that both female and male academics who accepted positions generally were influenced most strongly by the academic reputation of the department and university, the compatibility of the appointment with the needs of family members, including dual-career relationships, and the attractiveness of the job offer, especially the length and type of contract. Male rejecters showed a similar pattern while female rejecters focused primarily on family needs and the job offer. Opportunities for personal development, support for research, the job market, teaching assignments, and geographical location were generally less influential for all respondents. Salary and discrimination were cited least frequently as factors underlying employment decisions. The results imply that academic recruiting for both female and male faculty members can be best enhanced by emphasizing the quality of academic life in the department and university, accommodating the needs of family members, and offering greater job security in the form of longer, tenure-track appointments. (journal abstract)

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(from page 10)

successful staff development are dynamic and are under constant informal and formal review. At one time one aspect of the PIs may be selected for scrutiny, while at another time others will draw attention. Contextual needs and opportunities as well as resources and timing must guide priorities.

Acknowledgement Associate Professor Ortrun Zuber-Skerritt, Tertiary Education Institute, University of Queensland, supervised my doctoral research. Her helpful critical advice is greatly appreciated.

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Conferences

SRHE Annual Conference on Learning and Teaching

Place Nottingham
Date 15 - 17 December, 1992
Information SRHE, University of Surrey, Guildford, Surrey GU2 5XH, U.K.
Telex: 859331; Phone: +44 (483) 57 12 81; Fax: +44 (483) 30 08 03.

TAFE National Centre for Research and Development: International Conference

Theme What Future for Technical and Vocational Education and Training?
Place Radisson President Hotel, Melbourne.
Date 14 - 18 December, 1992.
Information The Conference Organiser, TAFE National Centre for Research and Development, 252 Kensington Road, Leabrook, SA. 5068.
Fax: (Australia) (08) 332 3988; (International) 61 8 332 3988.

Distance Education Skills Workshop: 3rd National Workshop

Theme Mailbox and Television
Place Monash University College, Gippsland.
Date 2 - 5 February, 1993
Information Beatrice Faust, Centre for Distance Learning, Monash Distance Education Centre, Churchill, Victoria, 3842.
Phone: (051) 226 235; Fax: (051) 226 578.

HERDSA Annual Conference 1993

Theme Challenging the Conventional Wisdom of Higher Education
Place The Women's College, University of Sydney.
Date Friday 2 July - Tuesday 6 July, 1993.
Information Ian Dunn, First Year Teaching Unit, School of Physics, University of New South Wales, P.O. Box 1, Kensington, NSW, 2031;
Fax: (02) 663 3420.

SRHE Annual Conference

Theme Governments and the Higher Education Curriculum: Evolving Partnerships
Place University of Sussex at Brighton
Date 14 -16 December, 1993.
Information SRHE: 344-354 Gray's Inn Road, London WC1X 8BP.
Phone: UK: 071 837 7880; Fax: UK: 071 713 0609.

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