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ACADEMIC PROFESSIONAL DEVELOPMENT:

A CASE STUDY

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ABSTRACT

The major objective of this investigation was to study the academic professional development of staff members (N = 34) from a department of a New Zealand university.

To achieve this objective, a case study approach to data collection was adopted. This involved interviews with the staff members, and consulting documents relating to professional development at the university in which the study was carried out. As well, people involved with academic professional development at the universities throughout New Zealand and overseas were consulted.

Seven major themes emerged from this study. The themes are: Induction into the Department, The Roles of Academic Staff Members, Attitudes towards Professional Responsibilities, Role Improvement, The Evaluative Procedures, The Reward System, and Ways of Professional Development.

Among the major findings were : - structured assistance for academic staff during their first six months in the department being investigated was non-existent; the roles of the academic staff in this department included teaching, research, administration, work in the community and other (e.g. communicating with colleagues); the most and least satisfying aspects of their role for academic staff members were teaching and administration respectively; formal or systematic opportunities for professional development of the academic staff members did not exist; formal evaluation of the professional responsibilities of academic staff was not carried out; and the formal reward system in the department emphasised promotion through research and publication.

On the basis of these findings, two major recommendations were suggested for the professional development of these academic staff members : (1) A systematic induction programme for those staff members new to the department, especially those who have not previously held an academic appointment and those who have had no previous association with the department; and (2) More opportunities should be provided for those staff members who wish to improve their professional skills and competencies, particularly in the area of teaching and research. Such opportunities could be provided by setting up workshops and seminars and by encouraging the formation of interest groups within the department.

This investigation also attempted to contribute to the study of academic professional development by focussing upon a theoretical framework based on role theory. A model which highlights the nomothetic and idiographic factors influencing the roles of academics has been presented.

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INTRODUCTION

*A lecturer is a sound scholar,
who is chosen to teach on the ground
that he was once able to learn.*

Francis Cornford

The worldwide economic recession in recent years has resulted, *inter alia*, in close scrutiny being given to many public funded institutions. Among these have been universities, of which it has been argued that, since their staff constitute the primary cost factor and major resource, it is the competence, quality and attitudes of these staff which will essentially dictate the nature of the education offered to students and the contribution their institutions makes to society.

Over the past three decades, most studies of academic staff in universities have usually been of two types: first, those which have sought to study the characteristics of the 'ideal' lecturer or professor, and second, those which have examined the effectiveness of university teachers. To date, however, little research has been carried out into the professional development of academic staff within universities (McAleese, 1979a).

It was against this background that the present investigation evolved and formulated into the research problem, which was to study the academic professional development of staff members from a department of a New Zealand university, and in particular,

1. To explore the initial on-the-job experiences of these academic staff members;
2. To examine the current professional responsibilities of these academic staff members;
3. To examine the attitudes of these academic staff members towards their professional responsibilities;
4. To describe opportunities available to these academic staff members for improving their professional competencies;
5. To identify departmental and institutional procedures for evaluating the performance of these academic staff members;
6. To suggest recommendations for the professional development of academic staff within this department.

As the study of professional development is still in its infancy, theories underlying this field of study are only now being

developed. In view of this, and after considering a number of alternatives, it was decided to use 'role theory' as a theoretical framework in which to consider academic professional development.

The report of this study consists of five chapters. The first chapter briefly reviews the history and notion of academic professional development in Britain, Australia, New Zealand, and then discusses the objectives of the present study together with some of the possible theoretical perspectives that may be applied to a study of academic professional development. In Chapter Two, the concept of role and some of the criticisms of role theory are examined, and this is followed by a review of studies relevant to the present investigation. The third chapter focusses on the research and methodology and Chapter Four details the results. In the final chapter, these results are discussed both in relation to the literature on academic professional development and role theory. The report concludes with a bibliography of the research and literature consulted during the study.

CHAPTER ONE

ACADEMIC PROFESSIONAL DEVELOPMENT

The first section of this chapter will review briefly the current need for academic professional development. The history of professional development, with particular reference to Britain, Australia and New Zealand, will then be discussed. This will be followed by an outline of the objectives of the present study and a description of the institutional setting in which the study was carried out. The final section of the chapter will discuss some of the theoretical perspectives that may be used to study professional development.

CURRENT NEED FOR PROFESSIONAL DEVELOPMENT

Following a period of rapid expansion in the 1960s, higher education institutions¹ in many developed countries began to face a steady state situation during the early 1970s. At about this time, the worldwide economic recession began to have an influence on higher education institutions and in some instances led to their restructuring in a number of countries. This has been most evident in Britain, where, for instance, the British University Grants Committee in 1981 reported that,

'The Committee has been grappling for some months with the problems of how the present university system might be reshaped within the financial constraints determined by the Government... the rate at which resources are being removed from the university system necessarily leads to a disorder and diseconomy... reductions in resources are being imposed at a time when demands for university education is still rising.'

(Sayer, 1981a:1)

By 1981 there were similar indications in other developed countries that higher education systems had entered an era of recession, restructuring and retrenchment (Powell et al, 1981; Chait and Gueths, 1981; Chait, 1979).

One consequence of this economic recession and financial stringency has been the call for higher education institutions, along with other sectors of the education system, to be more accountable to

1. Higher education institutions and tertiary institutions in this thesis are the terms used to refer to institutions such as universities, colleges of advanced education, technical institutes and teachers colleges.

both the public and central government. According to Teather (1979), the response of higher education to this call has invariably been that of introspection and self-appraisal. In turn, this has often resulted, *inter alia*, in increased emphasis being given to academic staff development, or as some theorists have recently labelled, professional development (c.f. Harding et al, 1981).

THE HISTORY OF PROFESSIONAL DEVELOPMENT

This call for professional development of academic staff, while given added impetus by the current emphasis on accountability, was also heard during the 1950s and 1960s. During this time, there were frequent commissions of inquiry into higher education - in countries such as Britain and Australia - which highlighted the need for professional development of academic staff. As well, there was a growing concern over student failure (see, Nisbet and McAleese, 1979); and in some western countries, particularly during the 1960s, student dissatisfaction stimulated concern about standards of teaching and, in part, was responsible for the establishment of units and research centres concerned with the teaching practices and professional development of academic staff (Harding et al, 1981). To background the history of the academic professional development movement in more detail, attention will now be focussed on developments which have occurred in Britain, Australia and then in New Zealand.

BRITAIN

One of the most prominent features of early professional development in Britain was the emphasis placed upon teaching and teacher training. In Britain, McAleese (1979a) classified the years from 1961 to 1973 as 'the period of take-off into sustained growth' and he identified two characteristics of this period,

'the contribution of innovative teaching practice, in particular audiovisual technology; and much later, the coordination of training.'

(McAleese, 1979a:109)

During the 1960s in Britain, a series of reports were commissioned, which focussed, among other things, on teaching practices within British universities. These were the Robbins Report (1963), the Hale Report (1964), the Brynmor Jones Report (1965) and the Russell Report (1966). Each of these reports

noted the insufficient preparation for teachers at the tertiary level and the need for some form of training for tertiary teachers. The Brynmor Jones Report, in particular, recommended the provision of training in the use of audiovisual teaching aids for tertiary teachers (Main, 1975). By the late 1960s, as a consequence of these reports, many British universities began to employ new educational technology resources for their teaching staff, and training for new academic staff was introduced in a number of universities.

However, both the British Association of University Teachers and the National Union of Students in Britain remained unimpressed by these early steps (see, Main, 1975). Reports were commissioned and conferences were held by these two organizations, in collaboration with other concerned bodies (e.g. the Society for Research into Higher Education), to investigate the training needs of university teaching staff, particularly in the wake of the great expansion in student numbers and staff recruitment during the late 1960s (Main, 1975). With increasing pressure on universities to make provisions for academic staff training, the British University Grants Committee (UGC), in the early 1970s, made a number of special grants available to universities to experiment with staff training (McAleese, 1979a). A total of £130,000 was allocated by the UGC to sponsor 19 projects concerned with the development and evaluation of a variety of training procedures for university teachers (Main, 1975; Nisbet and McAleese, 1979). In 1973, the Co-ordinating Committee on the Training of University Teachers, under the auspices of the British Committee of Vice-Chancellors and Principals, was established in Britain with a full-time co-ordinating officer. A year later an agreement was made between the University Authorities Panel and Association of University Teachers, to institute a system of probation for newly appointed lecturers (see, Nisbet and McAleese, 1979). The way this system would function was clearly enunciated in the following clauses of the agreement :

Lecturers

- (i) *Probationary period to be three years with possible extension to four years in doubtful cases.*
- (ii) *It is incumbent on universities to provide training for the probationer of a helpful and comprehensive nature. Advice and guidance by a senior colleague nominated for this task and encouragement to attend formal courses of instruction should be included.*

- (iii) *The probationer should receive a co-ordinated development programme which lasts throughout his probationary period.*

(McAleese, 1979a:120)

Although this agreement was reached in 1974, a survey by the British Association of University Teachers, two years later, showed that 'as many as seven universities had not yet implemented the agreement... while several universities were unaware of the mandatory nature of the agreement' (Nisbet and McAleese, 1979:45). By the late 1970s, virtually all the universities in Britain had made some provisions for staff development or training which usually took the form of structured short courses for new lecturers. However, while much progress towards professional development has been made in Britain, the total investment is still very small, as Nisbet and McAleese (1979) point out :

'the total investment in training is still only a fraction of 1 per cent of total expenditure [of universities and] training tends to be interpreted in a narrow way.'

(Nisbet and McAleese, 1979:41)

AUSTRALIA

Australia is one of the countries that pioneered formal training for university staff. Indeed, professional development training for university staff in Australia occurred earlier, and perhaps more extensively, than in Britain (Rayner, 1966). For instance, an Audiovisual Section for academic staff was established at Melbourne University in 1948, and an Educational Research Office was set up at the same university in 1958. Three years later, a University Teaching Project Office was established, which subsequently developed into the Melbourne University Centre for the Study of Higher Education in 1968 under the direction of Barbara Falk (McAleese, 1979b). The Melbourne Unit could perhaps be considered as the prototype of many such units which came into existence in Australian universities in the 1960s and 1970s (Foster and Roe, 1979). By 1978, 16 of the 19 universities in Australia had set up their own units (Unwin, in McAleese, 1979b).

As in Britain, professional development for academics in Australia was influenced by two influential reports in the 1960s. The first of these was the Martin Report (1964), commissioned by the Australian University Grants Committee, which suggested that, because of the relative inexperience of staff in Australian universities, it

was 'desirable to institute programmes for developing effective teaching methods'. A year later, an Australian Vice-Chancellors Committee Report (The Passmore Report) recommended that 'the introduction of training courses for university teachers should be actively encouraged'.

These two recommendations, in part, gave rise to formal institutional structures within Australian universities, for academic staff training and development. These structures, which took the form of central staff development units, received their first official support in the Fifth Report of the Australian Universities Commission (1972), which stated that,

'The Commission supports the establishment of such units... The Commission believes that all universities should operate such units. Their cost is not great in relation to total expenditure on teaching and research and there is evidence that considerable benefits flow from them.'

(Australian Universities Commission, 1972:102)

The major work of these units was related to individual consultation, evaluation of teaching, conducting courses, workshops and seminars, publishing newsletters and package materials (Foster and Roe, 1979). During the 1970s, the performance of these units was seldom under strict scrutiny and they were generally supported by official agencies such as the Vice-Chancellors Committee and the University Grants Committee. However, a recent report by the Australian Vice-Chancellors Committee (1981) noted that,

'While the introduction of specialized units with major responsibilities for staff development must be seen as a positive step, the resources expended in their support have generally not yet had the hoped for effect.'

(Australian Vice-Chancellors Committee, 1981:vii)

And the report went on to suggest that,

'Greater attention be paid by and within institutions to making the university more receptive to staff development ideas.'

(Australian Vice-Chancellors Committee, 1981:vii)

It does appear, then, that the implication of this recommendation seems to be that, at present, the lack of institutional

support for the work of staff development units in Australia is viewed as a barrier to academic professional development.

NEW ZEALAND

Although four of the six universities in New Zealand have established their own staff development units, there has not been strong support for academic professional development by the agencies such as the Vice-Chancellors Committee or the University Grants Committee in New Zealand (Clift and Imrie, 1980). In addition, there has been little cooperation among the universities on matters relating to academic professional development, with each university accepting responsibility for professional development of its academic staff. In this regard, academic professional development in New Zealand is similar to that in Australia rather than to that in Britain, as neither Australia nor New Zealand has a national coordinating body for the training of university teachers.

Most of the academic professional development activities in New Zealand started in the early 1970s, although the first staff development unit was established at the University of Canterbury in 1969. A Teaching and Research Centre was set up at the Victoria University of Wellington in 1973 and at Auckland University, the Higher Education Research Office was founded in 1974. At the University of Otago, two staff development units were established. The Audio Visual Learning Centre was the first of these and it was formed in 1973 with emphasis on educational technology and audiovisual media. The second unit developed was the Higher Education Research and Advisory Centre which was established in 1976. At the two other universities in New Zealand (Waikato University and Massey University), staff development units have not been established.

In general, these units at universities in Auckland, Wellington, Christchurch and Dunedin, provide support for teaching staff through short courses and seminars on teaching methods and course evaluation, individual consultation for staff members and departments, and advising staff on the use of audiovisual aids.

Besides professional development activities within the universities, the Association of University Teachers of New Zealand (AUTNZ) also provided guidelines to its members in relation to their professional development. For instance, a policy statement was issued by the AUTNZ in November of 1979. This statement outlined the views of the Association on the professional responsibility and the professional

development of its academic members. For example , listed below are two of the major clauses of this statement :

'The Association would wish universities and its own members to accept responsibility for ensuring the development and maintenance of the highest possible professional standards in academics.'

'The Association expects universities to establish appropriate opportunities for academic staff to develop, maintain, and obtain recognition for competence in the areas of professional responsibility as outlined in the previous section. Such opportunities should be provided both initially and at appropriate times in an academic's career.'

(AUTNZ, 1979:4-5)

OVERVIEW

Overall, then, varying progress has been made in the professional development of academics in Britain, Australia, and New Zealand. However, it would appear that much emphasis has been given to the teaching role of academics. The following section will provide a close examination of the notion of academic professional development and discuss why emphasis had been placed on teaching.

CLARIFICATION OF TERMINOLOGY

So far the terms 'staff training', 'staff development' and 'professional development' have been used synonymously. From the foregoing accounts of the history of academic professional development, it can be seen that the initial concern was often with the inadequacies in the training of university academics as teachers and hence different suggestions were made towards 'staff training'. Indeed, as early as 1943, Truscot suggested that :

'The only effective remedy is... to subject all would-be lecturers to a specific course of lecturing.'

(in Nisbet and McAleese, 1979:39)

However, the idea of staff training has gradually given way to the notion of staff development or professional development. One of the major reasons for this shift is that the term staff training was often seen as patronizing, as Piper and Glatter (1977) indicate :

'Use of the word training in an institution which dedicates itself to education can be guaranteed to precipitate prevaricating arguments.'

(Piper and Glatter, 1977:28)

The notion of staff development ,on the other hand, became popular during the 1970s and it was viewed, rather esoterically, as,

'a systematic attempt to harmonize individuals' interests and their carefully assessed requirements of furthering their careers with the forthcoming requirements of the organization within which they are expected to work.'

(Piper and Glatter, 1977:25)

More recently, as Clift (1980) points out, staff development has been viewed in a much broader context of a 'continuing professional development programme' for university academic staff. The idea of 'professional development' as opposed to staff training or staff development gained popularity as an outcome of an International Conference at Oxford University on the Training and Professional Development of Academic Staff in 1979, and it is now seen to relate to those

'institutional policies, procedures and practices aimed at assisting staff to more fully meet their own, student and institutional needs.'

(Harding et al, 1981:1)

The term professional development, then, as defined by Harding et al, will be used in the remainder of this study.

It should be noted that the title of this thesis is 'Academic Professional Development'. This title has been used, not to denote professional development solely by academic means, but to indicate the concern of this thesis with the professional development of university academic staff members; hence, the use of the shortened phrase 'Academic Professional Development'.

THE PRESENT STUDY

THE RESEARCH PROBLEM

In the light of the foregoing discussion, the present study attempts to focus on the professional development of academic staff members within a department of a New Zealand university and to achieve six broad objectives :

1. To explore the initial on the job experiences of these academic staff members;
2. To examine the current professional responsibilities of these academic staff members;
3. To examine the attitudes of these academic staff members towards their professional responsibilities;
4. To describe opportunities available to these academic staff members for improving their professional competencies;
5. To identify departmental and institutional procedures for evaluating the performance of these academic staff members;
6. To suggest recommendations for the professional development of academic staff within this department;

THE INSTITUTIONAL SETTING OF THE STUDY

The present study was conducted at a university in New Zealand. At this university, professional development activities at an institutional level are virtually non-existent, although some departments do organize their own staff development programmes. An Academic Staff Training Committee (ASTC) was established at this university in 1976 as a result of the interest expressed by the New Zealand Vice-Chancellors' Committee in training of staff for tertiary teaching. The ASTC's activities were limited to providing assistance or indicating sources of assistance for specific teaching problems when requested and arranging occasional lectures by outside experts. When introducing itself to all the academic staff in 1977, the ASTC stated in a circular dated 9/11/77 that,

'The Committee exists for one purpose - to help make our teaching programme as effective as possible.'

(ASTC, 1977:1)

At about this time, a memorandum was circulated by the ASTC to all Heads of Department for their comments on the establishment of

a full-time coordinator. However, only 13 out of 32 departments replied to this memorandum. In a memo to the Registrar, the Vice-Chancellor and the Committee of Deans, the ASTC expressed dismay at such a response :

'Considering this together with the views expressed in the majority of responses that were received, it seems clear that there is little interest among Heads of Departments in our proposals or the allocation of University resources specifically for the improvement of university teaching. We find this surprising in an institution primarily concerned with teaching and wonder why it should be.'

(ASTC, 1980:2)

In this light, the ASTC concluded that,

'After due consideration, the Committee has reluctantly come to the conclusion that there is insufficient justification for its continued existence.'

(ASTC, 1980:3)

THEORETICAL BASIS OF THE STUDY

The study of academic professional development is still in its infancy and theories underlying this field of study are only now being developed (Clift, 1981; Imrie, 1981; Sayer, 1981b; Thomas, 1981; Powell, 1981). Indeed Stanton (1981) has suggested that,

'The theoretical underpinning of the professional development of academic staff in universities is simply that it seems to be a good idea to train people for the jobs they are going to do.'

(Stanton, 1981:1)

In the present study, four perspectives have been identified which could be used to study the professional development of academic staff in universities.

The first perspective focusses on individual growth or development. This perspective, which is mainly derived from humanistic psychology, has its roots in Abraham Maslow's concept of self-actualization. As indicated earlier, in a period of retrenchment, it is apparent that material recognition such as promotion or occupational mobility will be lacking. In applying this perspective, emphasis would be placed on the studying of the level of job satisfaction and the degree

of self-actualization achieved by academic staff.

The second perspective has its emphasis on a philosophy embodying teacher training principles. In the New Zealand context, this philosophy is clearly reflected in the report prepared by the Marshall Committee on the Registration and Discipline of Teachers (1978),

'Registration should not be a requirement for university teachers at this stage but that those who wish should be permitted to register if they are qualified. For lecturers who have teaching responsibilities, the Committee believes that provision should be made within the university for teaching skills programme to be made available and that teachers registration authority should investigate, in consultation with the university authorities, the introduction of a system of registration for university teachers.'

(Committee on the Registration and Discipline of Teachers, 1978:20)

In using this perspective to study academic professional development, attention would be focussed on an understanding of the skills and competencies of academic staff and how these could be enhanced.

The third perspective that one can adopt to study professional development is that of occupational socialization theory. Merton provides a useful summary of how this theory could be employed when he indicates that a study of occupational socialization highlights :

'the process by which people selectively acquire the values and attitudes, the interests, skills and knowledge - in short, the culture - current in the groups to which they are, or seek to become, a member. It refers to the learning of social roles.'

(Merton, 1957a:287)

When applied to the university setting, the perspective considers how the academic staff would learn the different roles of their professional responsibilities; how they are influenced by the norms within their group to perform their duties selectively.

The fourth perspective that could be utilized in a study of professional development is that of role theory. For instance, by applying role theory, one could study the roles of academic staff members, and how and by whom these roles are defined and evaluated.

In the present study, role theory has been used as the underlying theoretical basis for three reasons :

First, one of the aims of this study is to examine the current professional responsibilities of the academics in a university department. Role theory could be used to focus upon the roles of these academic staff members.

Second, this study also attempts to examine, among other things, the structural factors (e.g. evaluative procedures, opportunities for role improvement), that may affect an academic staff member's role performance.

Third, many previous works in this area appeared to have focussed on the roles of academic staff and also the roles of the university and departments in the professional development of academic staff, although the term 'role' has been used loosely in these studies (Cannon, 1978; McAleese, 1979c; Imrie, 1980; Jones, 1981). A close examination of the roles of academic staff and their department may provide clues to the adoption of an appropriate strategy in the professional development of academic staff.

SUMMARY

In this chapter, the current need for academic professional development was discussed. The notion of academic professional development has been examined together with a review of the history of professional development in Britain, Australia and New Zealand.

Following this review, six objectives for the present study were established. In the final section of this chapter, four possible perspectives for the study of academic professional development were discussed. The next chapter will provide a brief review of role theory and its application in the field of higher education.

CHAPTER TWO

THEORETICAL PERSPECTIVE

The first section of this chapter briefly reviews the concept of role and some of the criticisms of role theory. This is then followed by an examination of some examples of the application of role theory in higher education. The final section of this chapter will discuss the utilization of role theory in the present study.

THE CONCEPT OF ROLE

The present study has employed role theory to examine academic professional development. Despite various criticisms of role theory made by sociologists (see, Popitz, 1972; Coulsen, 1972; Connell, 1979), the concept of role has remained as one of the most pervasive in the social sciences. Role has been widely used in the theoretical discussions of psychologists, social psychologists, sociologists, anthropologists and educationists, but there appears to be a lack of consensus concerning its definition.

Role was first introduced into the terminology of social sciences by Linton (1936). He used the concept of role in an attempt to argue that patterns of behaviour between people or classes of people are required for a society to function. His initial formulation was associated with the concept of status. In this context Linton (1936) wrote,

'A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties... A role represents the dynamic aspects of a status... When an individual puts the rights and duties into effect he is performing a role.'

(Linton, 1936:14)

In 1945 Linton reformulated his notion of role and emphasized the normative nature of role. He suggests that role constitutes not the behaviour of an incumbent but rather,

'the attitudes, values and behaviour ascribed by society to any and all persons occupying this status.'

(Linton, 1945:77)

A number of other authors have conceptualized role on the basis of a behavioural model. For instance, Cottrell (1942) defined role as,

'An internally consistent series of conditioned responses by one member of a social situation which represents the stimulus pattern for the similarly internally consistent series of conditioned responses of the others in the situation.'

(Cottrell, 1942:617)

Havighurst and Neugarten (1969) also express a similar view. They refer to role as a coherent pattern of behaviours common to all persons who occupy the same position in society, and the pattern of behaviour expectations of other members of society in relation to that position.

To add to all these various notions, role is also considered as that point at which the personality of the individual and the structure of society intersect (Parsons, 1967; Dahrendorf, 1968); that role is the actual performance of individuals holding specific positions (Davis, 1949; Sarbin, 1954); that role is the normal pattern of behaviour expected of individuals in particular social positions (Newcomb, 1950; Sarbin, 1968); and that it prescribes what the behaviour of such position members should be (Biddle and Thomas, 1966; Banton, 1965).

In drawing together a number of these conceptualizations of the notion of role, Banton (1965) argues that there is a general acceptance that the concept of role implies a set of norms and expectations associated with a particular position.

On analysing the various definitions of role, some questions can be noted. For instance, what is meant by the terms 'position', 'status', 'obligations'? Are the terms 'status', 'role behaviour', 'role enactment', 'role' and 'position' synonymous? If the term 'role' is to be used as a sociological concept, should its definition be further refined? Coulsen (1972) notes that the issue of terminological confusion has allowed the unqualified use of role in a number of different contexts. Her view is also supported by Bates (1976) who argues that,

'Clearly there is some confusion, for no single concept can adequately provide a description, anticipation and prescription at the same time. This is not to say that the descriptive, anticipatory and prescriptive elements of role cannot coincide in particular situations, indeed they often do, but only that they must be separated for the purposes of analysis.'

(Bates, 1976:1)

In attempting to resolve this conceptual dilemma, it is possible to apply three major perspectives as a way of understanding the concept of role (Bates, 1976). These perspectives are, the structural perspective (Jackson, 1972), the socialization perspective (Jackson, 1972) and the perspective adopted for use in the present study, namely, that of the symbolic interactionists (Blumer, 1969).

In the first perspective, the basic concern is that the content and articulation of roles in any given social system can be explained through the analysis of (i) the functional requirements of the system, and (ii) the relationship between those functions and the structure of norms and obligations associated with particular positions in that system (Jackson, 1972). Works by earlier writers such as Durkheim and Marx would be included in this perspective (Edwards, 1979). The most sophisticated and influential elaboration of this approach to social order is perhaps that of Parsons who argues that interaction is organized about a system of roles which are in turn organized into inter-related collectivities (Bates, 1976). More recent works in this tradition have come from Gross et al (1958), Merton (1957a), Banton (1965) and Khan (1964).

In the socialization perspective (Jackson, 1972), emphasis has been placed on the processes of role formation within social systems and the means by which social order is preserved through the internalization of norms. This perspective is often linked to a consideration of the relationship between nature and nurture, the socialization process and the characteristic attributes of personality formation. Major works in this perspective include Cooley's notion of the 'looking-glass self' and George Herbert Mead's 'taking the role of the other'.

For the symbolic interactionists (Blumer, 1969), both structure and self are visualized as constructed during the process of interaction. In this perspective, the argument over role is seen as essentially concerned with the relationships between objective social reality and subjective individual perceptions, or the degree to which subjective personal understandings correspond with the socially prescribed nature of reality (Bates, 1976). In other words, instead of viewing role acquisition as a simple matter of learning appropriate behaviours in acquiescence to social expectations (the socialization perspective), or as the outcome of the functional requirements of social systems (the structural perspective), social behaviours have to be explained in terms of two dimensions - the nomothetic

(i.e. group) and idiographic (i.e. individual) dimensions of influence on an individual's role (Edwards, 1979). Goslin (1966), for instance, points out that,

'Even the most highly institutionalized positions... permit some negotiation on the part of the individual occupant with respect to how he will play his role, vis-a-vis various positions in his role set.'

(Goslin, 1966:7)

A similar view is shared by Getzels (Getzels et al, 1968), who wrote,

'a social act may be understood as resulting from the individual's attempt to cope with an environment composed of patterns of expectations for his behaviour in ways consistent with his own pattern of needs and dispositions.'

(Getzels et al, 1968:80)

Margaret Mead (1939) was one of the first writers to apply the symbolic interactionist perspective in her work investigating the linkage between adolescent girls and the social systems of Samoa and New Guinea (Edwards, 1979). More recent works in this tradition have come from Getzels (1968) in the United States and Bates (1976) in New Zealand.

Inherent in the structural and the socialization perspectives is an emphasis on social determinism and institutionalism and a lack of consideration given to the notion of power (Coulsen, 1972; Connell, 1979). For instance, the definitions of role by Newcomb (1950), Sarbin (1954), Banton (1965) imply that societies determine the ultimate nature of individual behaviour. These definitions are based on holistic premises. Coulsen (1972) notes that these exponents of role concept also see man as a creature moulded by a highly integrated society. The argument that societies and institutions have distinct aims of their own has been attacked by Popper (1957) as an erroneous assumption which reifies society. Popper argued that institutions do not have aims, interests, needs and intention, only individuals do, and that what appear to be equivalent institutional forms are the result of the intended and unintended effects of individual action (Popper, 1945, 1957).

Given these shortcomings in the structural and socialization perspectives, the concept of 'role' is employed in this study using the symbolic interactionist's perspective. In more precise terms, the definition of role used in this study is that used by Bates (1976:36)

namely that role is 'a situationally related anticipation of behaviour held by an individual for incumbents of particular social positions'. When applied to the present study, the roles of academics are considered to be the product of the interaction between the academics and their environment, which includes the university system and the wider community. Thus, in order to understand the formation of roles, the interaction between the individuals and the system needs to be examined.

Following directly from the above discussion, the present study, therefore, attempts to employ role theory to investigate the professional development of academic staff members in a department in a New Zealand university. In particular, this study examines (a) the nomothetic (i.e. group) factors which include the evaluative procedures and reward system of the institution, (b) the idiographic (i.e. individual) factors which include the professional roles and responsibilities of the academic staff members and their attitudes towards their professional responsibilities, and (c) how the interaction between these nomothetic and idiographic factors affects the professional development of the academic staff members.

Some of the key concepts from role theory which are used later in this study can now be defined succinctly.

ROLE SET

One of the contributions that Merton made toward role theory was his premise that each social status involves not a single associated role (c.f. Linton) but an array of roles. By role set Merton (1957b) referred to,

'that complement of role-relationships in which persons are involved by virtue of occupying a particular social status.'

(Merton, 1957 b:110)

In other words, it is the set of roles held by a given person occupying a particular social position. In the present study, the term role set will refer to the different roles performed by an academic staff member in relation to his occupation (e.g. teaching, research etc).

ROLE EXPECTATIONS

When focussing upon role expectations, one necessary distinction must be made between actual and perceived expectation. Actual expectations are those expressed by a person (or groups) with respect to the behaviour of others. Perceived expectations are those stated by a person to be held by others. For instance, when applied to the present study, criteria within the reward system as stipulated by the university administration may be considered as actual expectations whereas the perceived criteria by academics themselves can be classified as perceived expectations.

ROLE AMBIGUITY

If a person's perception of his role is unclear, there will be a degree of role ambiguity.

The four most frequently cited instances of role ambiguity in a work situation (Handy, 1976) are :

- (1) Uncertainty about how one's work is evaluated;
- (2) Uncertainty about scope for advancement;
- (3) Uncertainty about scope of responsibility;
- (4) Uncertainty about others' expectations of one's performance.

ROLE CONFLICT

Role conflict occurs when a person is required to carry out one or more roles in the same situation (Handy, 1976). The expectations of each role may be quite clear but these expectations may not be compatible with each other; such conflict can be termed inter-role conflict. If on the other hand, different expectations are held for a certain role, then intra-role conflict may result. In other words, role conflict occurs when there is dissensus.

OVERVIEW

The notion of role and some of its inadequacies, together with its related concepts, namely role set, role expectations, role ambiguity and role conflict, have been discussed in the light of the present study. It is now appropriate to look at how these concepts can be used in the study of academics in universities.

RELATED STUDIES

There is a plethora of studies which have applied role theory in education. Studies that are of pertinence to the present undertaking are those that had focussed upon the roles of academic staff in universities. Some of the studies are listed in Table 1.

The first four studies in Table 1 are of marginal relevance to the present study in that they focus only on the role expectations of academics held by students.

The study by Yourglich was carried out in the United States during the 1950s. The author's main concern was with the concepts of the 'ideal-teacher' and 'ideal-student'. From analysing questionnaire responses from 35 teachers and 101 undergraduate students at a university in the Pacific Northwest, Yourglich found that 'there is consistently less agreement between teachers and students as to the rank of 'ideal-teacher' traits than there is in ranking of 'ideal-student' traits'. In other words, the role expectations of academics held by themselves were different from the role expectations of academics held by the students.

The second study in Table 1 conducted by Mannan and Traicoff (1976) was similar to that of Yourglich, although in this instance the focus was on the 'ideal professor'. On the basis of a questionnaire administered to 278 students (79 of them were graduate students) at Indiana University Northwest (I.U.N.) in the United States, Mannan and Traicoff found that students were in agreement as to the most and least important characteristics of the 'ideal-professor'. It was also reported by Mannan and Traicoff that more than 90% of the students considered the item 'is scholarly and participates actively in research' as the least important characteristic of an 'ideal professor'. The authors remarked that,

'colleges and universities on the other hand consider this item to be of prime importance in obtaining and retaining professors. There seems to be a wide difference in opinion as to the relationship between active involvement in research and the teaching process.'

(Mannan & Traicoff, 1976:101)

The third study in Table 1, carried out by Stanton in Australia, was similar to the two previous studies and focussed on the concept of an 'ideal' lecturer. The research instrument was a questionnaire devised by Gadzella (1968). After analysing the results from questionnaires administered to 86 university students and 79 teachers' college students, Stanton concluded that 'both the university

TABLE 1
Some Studies On The Roles Of Academics

RESEARCHER	YEAR	OBJECT OF STUDY
1. A. Yourglich	1955	To study the correlations between college teachers' and students' concepts of 'ideal-student' and 'ideal-teacher'
2. G. Mannan & E.M. Traicoff	1976	Evaluation of an ideal university teacher
3. H.E. Stanton	1972	The 'ideal' lecturer as seen by the Australian students
4. D. Magin	1973	To evaluate the role performance of university lecturers
5. A.A. Lacognata	1965	To determine whether differences in university teaching functions and differences in academic disciplines are associated with differences in academic role expectations
6. J.B. Kohl	1980	To examine the role orientations of higher education faculty and the relationship between their professional activities and attempted institutional reinforcers
7. J. Jones	1981	To build up a composite picture of how new staff had seen the development of their careers over a five year period

and teachers' college students saw the same characteristics as being important or unimportant in their estimation of the 'ideal' lecturer'. The least important attributes of an 'ideal' lecturer, as described by Stanton's respondents, were that 'the lecturer does not need to write books or articles, to participate in research, to take an active part in community life or to turn up punctually for classes looking well-groomed and elegant'.

These results led Stanton to remark that,

'Student rejection of the research function is understandable in that they would probably perceive such activities as irrelevant to the lecturer's main task, which is to teach them. This view is of course, quite contrary to that of university selection committees which place great stress on a candidate's research activity, both as an index of his ability in his academic field and as an indication that his work will carry over and vitalize his teaching.'

(Stanton, 1972:19-20)

The fourth study in Table 1 was conducted by Magin in 1971 in Australia and the results were published in 1973. This study attempted to evaluate the role performance of university lecturers. The subjects included 1423 students at an Australian university. From a list of 11 'ideal' roles of lecturers, the subjects were asked to indicate on a Likert scale 'how often their lecturers had done a number of activities' (e.g. 'Knows how to interest students', 'Spend time helping a student with a special learning problem'). On only one of these role items did the subjects comment that the behaviour occurred 'usually'. On most role items a considerable number of students believed the desired behaviour 'rarely or never occurred'. Magin noted that 'few of the expressed needs and expectations of students were being met'.

The four studies discussed above are only of marginal relevance to the present undertaking as they did not focus, in detail, upon the roles of academics, their own role expectations, and their professional development. However, the investigations by Lacognata (1965), Kohl (1980), and Jones (1981) are more central to the present study, and will now be discussed.

In 1961 and 1962, Lacognata undertook a study to determine 'whether differences in university faculty teaching functions and differences in academic disciplines are associated with differences in academic role expectations'. His sample consisted of 156 full-time

teaching members of a midwestern state university in the United States, representing five academic areas (education, social sciences, physical sciences, humanities-arts, and the applied sciences) and four teacher ranks (professor, associate professor, assistant professor, and instructor). Stratified random sampling procedures were employed in the selection of the teaching faculty : (a) full-time residence or on-campus teachers; (b) teachers whose instructional duties were divided into residential and extension classes, with extension classes considered part of the 'regular' teaching load; (c) teachers whose instructional duties were divided into residential and extension classes, with extension classes as extra or 'overload' teaching.

The main instrument used in Lacognata's study was a questionnaire containing 53 pretested role-expectation items. Participants responded to each role statement by checking one of five answers on a Likert scale. The most favourable response had a value of five and the least favourable response had a value of one.

Lacognata found that on the majority of the items, there was a high degree of consensus among the staff on academic role expectations. A conclusion was reached by Lacognata that,

'Insofar as the normative aspects of role behaviour in the university is concerned, this study suggests high consensus among faculty, relatively independent of teaching functions and academic disciplines.'

(Lacognata, 1965:344)

There are some shortcomings in the research design of Lacognata's investigation. Theoretically, his study only relates academic role expectations to the teaching functions of academics; other functions such as research and administration were not taken into consideration. And methodologically, the major criticism of Lacognata's work is that questionnaires of preconceptualized items were administered to the subjects who were supposed to give categorical answers.

More recently, Kohl (1980) attempted to examine the role orientations of higher education academic staff and the relationship between their professional activities and institutional reinforcers (e.g. promotion). In this regard, this study bears a close relationship to the present undertaking. The main research instruments used by Kohl included,

'Two self-report instruments... tested for relia-

bility, and administered to the faculty and department heads in thirty Montana State University academic departments in which there had been no change in the headship during the previous year.'

(Kohl, 1980:1429A)

In this study, the academic role was divided into seven major categories of professional activities : (1) teaching/advising, (2) research/creative work, (3) writing/scholarly presentations, (4) governance, (5) professional development, (6) extension/public service, and (7) paid consulting.

Kohl found significant differences between ; (1) faculty ratings of preferred and actual effort devoted to each of the categories of professional activities except extension/public service; (2) faculty ratings of actual and perceived department head preferences for all categories except paid consulting; (3) faculty ratings of preferred and perceived department preferences for governance, professional development, extension/public service, and paid consulting; and (4) faculty ratings of actual activities and department head ratings of activities except extension/public service and paid consulting.

Also, significant relationships were found between a faculty member's preferred and actual effort devoted to teaching/advising, research/creative activity, and professional development.

The final study to have some relevance to the present investigation is that undertaken by Jones (1981). In his study, Jones attempted to build up a composite picture of how new staff had seen the development of their careers over a five year period. Of particular relevance is that this study attempted to look at questions in areas such as 'perception of what the business of being a university academic entails', 'perceptions of promotion procedures and prospects' and 'satisfactions and dissatisfactions with the job'.

During 1974, Jones administered questionnaires to about 400 university staff in the United Kingdom who took up appointments in 1973 and 1974. In addition, 'a sub sample of 23 of these new teachers, at four universities, was interviewed as to their expectations and early experiences of the job'. In 1978, all of the staff who were first interviewed, together with 17 others who filled in the initial questionnaires were contacted. They were asked whether they would be agreeable to follow-up interview at some convenient time during 1979 . Finally, 34 interviews were conducted during the 1979/80 academic year.

A composite picture of how new staff had seen the development of their careers over a five year period was presented by the author. Some of the comments by the subjects were also highlighted, for instance, 'teaching taking up much more time than they had anticipated', 'a better induction', 'staff do not feel secure in their research role' and '[there were] conflicting demands for teaching and research'. In his subsequent discussion of the results, Jones remarked that academics in university did not see teaching as contributing towards their promotion, whereas publication was seen to be influential.

While Jones' study is one of the few investigations of the early careers of academic staff members, it does have shortcomings. For instance, he ignores considering the administrative roles and responsibility of university lecturers, and, he does not specify how his sample was chosen. When reporting his results, the author often used 'most reported that...', 'a majority felt that...' However, no statistical report was included. Hence, the conclusion reached by the author must only be accepted tentatively and viewed with caution.

SUMMARY

This chapter has provided a brief review of the concept of role and some of the criticisms of role theory. Following this, a number of studies were examined, and each focussed on the roles of academic staff members by either studying the idiographic or the nomothetic factors or both of them. With few exceptions (e.g. Jones), each study used rating schedules, questionnaires or the ranking of opinions as the basic data gathering tools. In contrast to this past research, the present study utilizes a case study approach, and this will be described in more detail in the chapter which follows.

CHAPTER THREE

RESEARCH DESIGN

This chapter focusses on the design and methodology of the present study. A rationale is established for using a case-study approach to data collection. After outlining the various data collection techniques used in this study, the development of the interview schedule will be discussed. The final section of this chapter will describe procedures used in the analysis of the data.

INTRODUCTION

On the basis of Trow's well established research principle, namely that 'the research problem under investigation properly dictates the method of investigation' (Trow, 1957), it was decided that a case study approach to data collection would best meet the objectives of this study (see Chapter One, p. 9). It was acknowledged, however, that there were shortcomings with case studies. A case study as such is often idiosyncratic to the time of investigation and its findings are often difficult to generalize to other groups. Moreover, in adopting the data collection techniques of case study, such as interviews, the researcher becomes the 'chief instrument' and as Nisbet and Watt (1978) point out :

'Ultimately the success and failure of your efforts will depend on your ability to develop personal relationships. Inevitably you will be part of the "living experience" you study, and your personal skills within that social environment will be crucial, both in allowing you access to the data you want and subsequently in giving validity to your findings.'

(Nisbet and Watt,
1978:20)

Thus data collection by way of a case study approach commits the researcher to personal, face-to-face interactions with those whom he is studying. Before proceeding to describe the various data collection techniques used in the present research, the mechanics of sample selection will be discussed.

THE SAMPLE

Potential respondents for this study included all academic staff members of a social sciences department at a New Zealand university. Demonstrators¹ were excluded from the sample since all were graduate students, and were not considered as academic staff members by the university administration. Four academic staff members were on sabbatical leave when the study was carried out. It was decided that it would not be feasible to include them in the sample. This left a possible sample of 34 staff members. Although the researcher was known to all these staff members, in order to secure their participation in the present study, several steps were taken. First, the Head of the Department (H.O.D.) was approached and his approval to carry out the research in the Department was obtained. Next the chairperson of the staff meeting² was contacted. He consented to let the researcher attend a staff meeting to explain the study to the staff and to gain their agreement to participate. Before attending that meeting, a memorandum was circulated among all the academic staff in that department (Appendix I). The purpose of the memorandum was to outline the aims of the research together with the possible benefits for the department which might accrue from the study. The memorandum also stressed that the anonymity of individual staff members would be maintained should they agree to participate in the study. During the meeting, a unanimous resolution was passed that the department would allow the study to take place.

Following this staff meeting, the researcher approached each of the 34 staff members. The reasons for this were threefold:

to clarify any doubts that the respondents may have about this study; second, to make an appointment for an interview; and third, to develop as far as possible, a rapport between the researcher and the respondents. Following this initial meeting, a reminder note was sent to each staff member specifying a time for an interview. Interviews were subsequently held with all 34 staff members.

Methodologically, it is important that a sample be

-
1. Demonstrators in this department are normally graduate students and they assist academic staff in teaching duties such as conducting tutorials and marking assignments.
 2. This department has regular staff meetings every fortnight. An academic staff member is elected each year to chair the staff meeting for a term of one year.

representative of the population under investigation. To this end, a low refusal rate is essential. The refusal rate in the present study was zero. All 34 academic staff members in this department who could be included in the sample participated in this study. Of these 34 staff members who participated, two were Professors¹, two were Readers, 15 were Senior Lecturers, 14 were Lecturers and one was a Junior Lecturer. Five of the subjects were female and 29 were male.

DATA COLLECTION

In this study, data were collected from two main sources :

1. Documents relating to professional development at the university were examined (e.g. reports on the work of the then Academic Staff Training Committee). Reference to, and use of, these data have already been made. Interviews and correspondence with people involved with professional development at universities throughout New Zealand and overseas were undertaken.
2. Interviews with each of the 34 staff members from one department at the university were undertaken.

Along with the relevant literature on academic professional development, the first source of data provided a basis for the development of the interview schedule to be used during the interviews. There were several phases in the development of this interview schedule. However, before outlining these phases, it should be emphasized that the interview method was adjudged to be appropriate as one of the data collection instruments for the present research because :

1. Interviews have the advantage of being a flexible data gathering device (Wiersma, 1975). Open-ended questions can be used in an interview to which the respondents can offer a fairly free response and the respondents can construct their own response rather than selecting from a group of alternative responses.
2. The subject's response may also reveal factors or feelings the interviewer may choose to pursue and probe.
3. Interviews provide further flexibility in that the interviewer can pursue the response with the respondent, and can ask for an elaboration or a redefinition of the response if it appears incomplete or ambiguous (Wiersma, 1975).

1. The ranking of academic staff in this department - Professor, Reader, Senior Lecturer, Lecturer, Junior Lecturer.

4. Interviews provide an opportunity for the researcher to repeat a question if necessary and to explain it if not understood (Fox, 1969).

However, it was acknowledged that interviews do have limitations :

1. The success of this method relies heavily on the rapport between the researcher and the respondent.
2. It is often a time-consuming technique of data collection.
3. In interviewing, changes such as responses pursued by the interviewer do occur from one interview to another.

PHASE ONE : DEVELOPING QUESTIONS

Before data collection commenced, relevant literature in the area of professional development was reviewed. Letters were sent to about 50 experts in this field residing in Australia, New Zealand and the United Kingdom (Appendix II). The purpose of these letters was twofold. First, these experts were asked to advise the writer about the relevant literature and people they knew who were involved in professional development. Second, they were asked about their views on professional development. Thirty five of these experts replied. Furthermore, people who were involved in professional development and staff training in the university in which this study was carried out were also consulted. As an outcome of this consultative exercise, a series of questions for the preliminary interview schedule was drafted.

PHASE TWO : PILOT INTERVIEWS

A preliminary interview schedule (Appendix III) was trialled with two groups of respondents. The first group comprised six demonstrators from the department under study. The second group consisted of six lecturers from another social sciences department in the university where this study was undertaken. These interviews ranged in duration from 20 to 40 minutes. After the interviews, the respondents were asked to comment on the interview schedule and the interview process.

This pilot series of interviews provided the researcher with an opportunity to test the interview schedule and also to refine his interview techniques. As a result of this pilot study, no ambiguities, or poorly worded questions were discerned in the preliminary interview schedule.

PHASE THREE : INTERVIEWS WITH STAFF MEMBERS

The final interview schedule consisted of nine open-ended questions. Questions one and two were designed to establish rapport between the interviewer and the respondent and also to obtain some bibliographical data from the respondents. These questions were :

1. When did you take up your appointment with this department ?
2. Where were you immediately before that ?

Question three attempted to elicit the initial on the job experiences of the academic staff members in this department. The question was :

3. In some detail, would you tell me what happened during your first six months in this department ?

Questions four and five sought to examine the attitudes of staff towards their professional responsibilities and their current practices. These questions were :

4. What do you see as your roles as an academic staff member and would you list them in terms of their priorities to you ?
5. What aspects of your job give you most satisfaction ? And what aspects of your job give you least satisfaction?

Question six was included in the interview schedule so as to describe opportunities available to academic staff to enable them to improve their teaching, research and/or administrative skills. The question was :

6. What opportunities have been provided by the department since you have been here to enable you to improve your teaching, research, administration and any other activities relating to your job ?

Questions seven and eight examined the evaluative procedures used by the department and the university. As well, these two questions inspect the attitudes of the academic staff towards the evaluative procedures of their performance and the reward system. These questions were :

7. What procedures are you aware of that the department adopts to evaluate your teaching, research, administration and any other activities relating to your job ?
8. What type of reward system do you think operates within this department relating to your job ?

Question nine was designed to investigate the opinions of the respondents as to the most appropriate ways their department could promote professional development. The question was :

9. What do you think are the most appropriate ways that the department can promote the professional development of its staff ?

The staff members were asked as a final question to include any other information or comments they considered relevant to the present study.

During the interviews with each of the 34 staff members, a small portable tape recorder was used. None of the respondents expressed objection or showed uneasiness about the use of the tape recorder. The major advantages with these recorded interviews were that the researcher could offer his undivided attention to the interview and also capture a thorough record of all the interviews. Before being interviewed, each staff member was again assured that all responses would be kept anonymous. In one case, a respondent expressed concern about the questions to be asked. He was given the interview schedule for perusal before the interview started, after which he expressed satisfaction and offered full cooperation. Interviews with the staff members ranged in duration from 30 minutes to two hours.

Verbatim transcriptions were made from the tapes after all the interviews were completed.

ANALYSIS OF INTERVIEW DATA

By the end of data collection, some patterns had already emerged from the data. For instance, teaching and research featured clearly as the major roles of academic staff members in this department. However, since certain possible patterns may not be seen by the researcher, an intensive analysis of the data was carried out after all the interview data were transcribed. This is in line with what Bogdan and Taylor (1975) suggest :

'the researcher must examine data in as many ways as possible in order to understand the general significance of a setting.'

(Bogdan and Taylor, 1975:24)

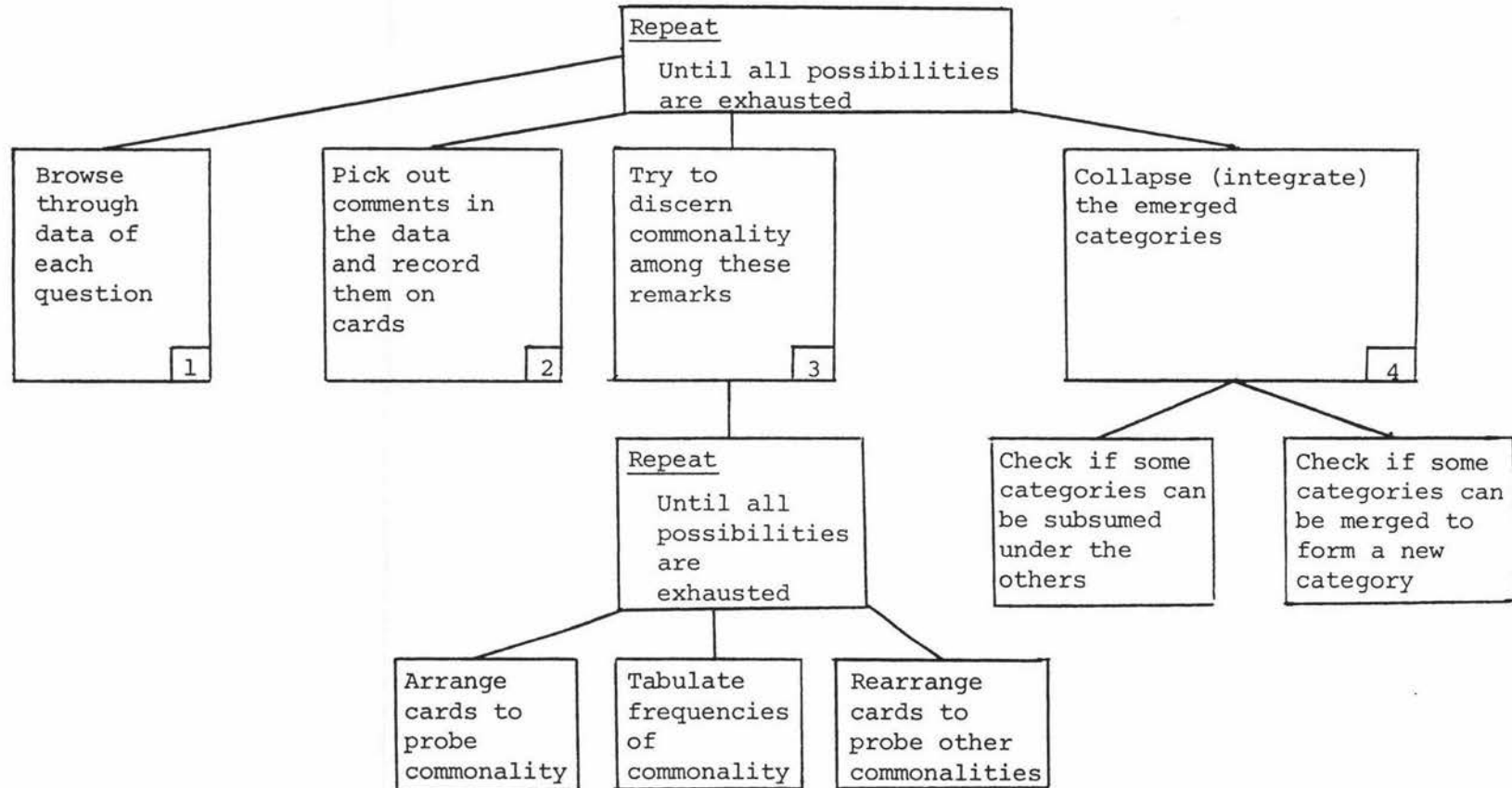
Figure I represents how the analysis was carried out.

During the initial stage of data analysis, the records of the interviews, which amounted to about 400 pages, were read through carefully three times. Analysis was then carried out on question-by-question basis (Box 1, Fig. I).

Comments made by each respondent were written on separate

FIGURE I

STRUCTURED DIAGRAM OF DATA ANALYSIS



cards (Box 2). These cards were then arranged according to themes and categories that emerged from the data and which related to the major objectives of the research (see, Chapter One, p.9). The frequencies of occurrence of these themes and categories were tabulated (Box 3). For instance, when respondents were asked to list their roles as an academic staff member in terms of their priorities to them, some roles were emphasized in relation to the others. Many of the respondents gave answers similar to the following :

'My commitment and my priority is to my teaching.'

(S-7)

'I think my teaching role has to come first.'

(S-25)

'I very strongly believe that my first responsibility is to extension of knowledge by research, that's what makes a university a university.'

(S-13)

'There are two primary roles, research and teaching... They sort of have an equal weighting for me.'

(S-19)

The emergence of these categories of roles allowed the researcher to classify the roles of the academic staff members into several major categories : for instance, teaching, research and administration, together with some others which did not fall within any of the major categories. This technique is similar to that suggested by Bogdan and Taylor (1975),

'Certain topics occur and reoccur in the conversations of your subjects. Each of these topics should be noted and coded. You are thus beginning to assemble everything that was said about an important aspect of the setting.'

*(Bogdan and Taylor,
1975:25)*

Similar procedures were used in the analysis of other questions listed in the interview schedule (see Appendix III).

After the first stage of analysis, the researcher took respite for a period of about two weeks and then examined the data and the initial results again. In retrospect, this period was essential as it provided the researcher with a break from the initial

intensive analysis and the researcher was able to take a fresh look at the data and results.

As a result, some new categories emerged from the data; also, the researcher was able to subsume some categories under the others or to merge some categories together to form a new category. For instance, in question eight, the respondents were asked what type of reward system operated in the department and the university. Seven major categories emerged during the initial stage of analysis; they were reinforcement and recognition from colleagues, reinforcement from H.O.D., reinforcement from students, intrinsic reward, promotion, salary, and autonomy and freedom. During the second stage of analysis, the first two categories were merged to form a new category : reinforcement from colleagues (Box 4).

The procedure of identifying and integrating categories was carried out two more times until the researcher was satisfied that no new categories would emerge and that the categories could not be integrated further. By this stage of the research, seven major categories of data had emerged, and each of these was composed of a number of sub-themes. These major categories and their sub-themes, and the related research objectives are detailed in Table 2.

THE OVERALL DESIGN OF THE STUDY

At the completion of data analysis in September, 1982, it was possible to retrace the various stages of the research. These are set out in Table 3.

SUMMARY

In this chapter, the methodological design of the present study was described. It has been argued that in order to meet the research objectives of this project, a case-study approach to data collection was required. The various data collection techniques and the development of the interview schedule have also been discussed. As well, the procedures adopted in the analysis of data have been described.

The next chapter will present the seven themes which had emerged among the data together with the supporting data.

TABLE 2
THEMES, SUB-THEMES AND OBJECTIVES OF THE STUDY

THEMES AND SUB-THEMES	RELATED RESEARCH OBJECTIVES
1. Induction into the Department i. First Six Months in the Department ii. Induction Procedures	To explore the initial on-the-job experiences of these academic staff members
2. The Roles of Academic Staff Members i. Teaching ii. Research iii. Administration iv. Work in the Community v. Other	To examine the current professional responsibilities of these academic staff members
3. Attitudes towards Professional Responsibilities i. The Most Satisfying Aspects of Role a. Teaching b. Professional Autonomy and Freedom c. Interaction with Colleagues d. Research and Publication ii. Least Satisfying Aspects of Role a. Administration b. Assessing Students' Work c. Lack of Resources	To examine the attitudes of these academic staff members towards their professional responsibilities
4. Role Improvement i. Teaching ii. Research iii. Administration	To describe opportunities available to these academic staff members for improving their professional competencies
5. The Evaluative Procedures i. Teaching ii. Research iii. Administration	To identify departmental and institutional procedures for evaluating the performance of these academic staff
6. The Reward System i. Promotion ii. Salary iii. Intrinsic Reward iv. Recognition by Colleagues v. Reinforcement from Students vi. Freedom and Autonomy	To identify departmental and institutional procedures for evaluating the performance of these academic staff
7. Ways of Professional Development i. Induction ii. Teaching and Research iii. Other	To suggest recommendations for the professional development of academic staff within the department

TABLE 3

OVERALL DESIGN OF THE STUDY

1981-1982	MARCH-MAY	JUNE-JULY	JULY-SEPTEMBER	OCTOBER-SEPTEMBER
RESEARCH PROCEDURES	A review of published and unpublished research and literature on academic professional development			
	Formulation of research problem			
	Correspondence with experts in N.Z. and overseas			
		Development of inter- view schedule		
		Pilot Studies		
		Interviewing people involved with profes- sional development in this university		
		Collection of documents		
			The Major Interviews	
				Analysis of Interview Data

CHAPTER FOUR

PRESENTATION OF RESULTS

At the completion of data collection and analysis, seven themes had emerged. In this chapter, a summary of the supporting data on the first six of these themes is presented, and the data for the final theme will be outlined in the following chapter.

The format for presenting the results is as follows : there are six sections in this chapter and each relates to one of the major themes that emerged from the data. These themes are : *Induction into the Department, The Roles of Academic Staff Members, Attitudes towards Professional Responsibilities, Role Improvement, The Evaluative Procedures, The Reward System, and Ways of Professional Development.* Within each section, there are various sub-themes. Under each sub-theme, there is a summary of the supporting data, and, where appropriate, particular cases about individual staff members and/or situations have been added.

PART ONE

INDUCTION INTO THE DEPARTMENT

The data presented below have been classified into two sub-themes : *First Six Months In The Department; and Induction Procedures.* These data also relate to the first objective which was to explore the initial on-the-job experiences of these academic staff members.

FIRST SIX MONTHS IN THE DEPARTMENT

Experience of academic staff during their first six months in the department varied from individual to individual. It could perhaps be best represented by a continuum ranging from those who felt lost to those who did not experience much difficulty. Of the 34 respondents in this study, 13 stated that during their first six months in this department, 'they didn't know what to do' and that it was a period of 'trial and error, hit and miss'. Two of these 13 staff members seem to have experienced more difficulty than the others during their first

six months, as is evident from their comments,

'I felt lonely and difficult to talk to people on a friendly basis, for the first six months, I scarcely got my head above the water.'

(S-10)

'I felt very isolated, I didn't know what to do, know where to get information, no one told you what to do.'

(S-40)

In contrast to the experiences of these 13 respondents, 11 other members from this department said that because of their previous experience in other tertiary educational institutions, they did not have much difficulty with their jobs when they first took up their positions. For instance :

'I came in after a fairly lengthy experience in another university. Universities with all their differences are very similar and I almost felt at once that I knew my way around, in the way in which universities are organized.'

(S-13)

'I sort of carried the experience from other universities.'

(S-33)

The remaining 10 staff members mentioned that, as a result of their previous association with this department, they did not experience much difficulty on the job. Indeed, all of them stated that they had either been students in this department or had a previous association with this department through a local tertiary institution before taking up their positions. One of these was S-25 who commented,

'I sort of came through this department and I knew the type of procedures, lecturing procedures and assignments and what were generally done. I just followed that pattern.'

(S-25)

Another was S-19 :

'I had a fair bit of association here. I knew practically all the staff and I taught a couple of courses before.'

Despite the close association some of the staff members had with the department prior to appointment, they and the other respondents mentioned that they had experienced a common problem upon their appointments. During the interviews, extramural¹ teaching clearly

1. Students can enrol at this university as extramural students. They pursue their study through correspondence courses. Some of them attend on-campus courses during the term breaks.

featured as an initial major problem for all the respondents. Even for most of those who came to the department with strong teaching backgrounds, extramural teaching was both novel to them and initially difficult to cope with, as S-15 remarked,

'I was pretty experienced... and I felt no difficulty at all... It was the whole of the extramural side that was new to me.'

Indeed, from interviews with the respondents it was found that more than three quarters of them indicated that the most difficult part of their job was extramural teaching. Staff members S-26 and S-17 expressed typical concerns :

'The main problem was the extramurals. The internal course I wasn't too worried about, you got the time-table, you just had to go there... It's the complications of the extramural postings and due dates and so on. I just did it by trial and error.'

(S-26)

'How do you start to go about designing extramural packages and how do you relate to the extramural department? How many postings do you have to have? What date does one have to meet? How much work goes into the extramural postings? All these sorts of questions are very threatening. I'm sure other staff members will tell you that.'

(S-17)

Some of the major problems that the staff members experienced in relation to extramural teaching were : discovering due dates for sending postings, structuring courses to suit extramural teaching and deciding on the number of postings to be included in a course.

Besides extramural teaching, there were other problems experienced by individual staff members such as S-14 :

'Simple things like stationery, nobody tells you what it is all about. Until one day I met Mark at the bookshop and I was buying a packet of pens and he said, "Why are you buying these? You can get it free from upstairs.", and I said, "I did not know that."'

INDUCTION PROCEDURES

Some staff members mentioned that they did not receive much information about their work before they arrived while some others said that they obtained a considerable amount of information from

the department before they took up their positions.

Those who were able to obtain information from the department did so by either corresponding with or talking to members of the department. For instance, S-27 managed to talk to the H.O.D. just after he lodged his application for the job, and then followed this by several letters to the H.O.D.. Then he corresponded with other staff members in his own field. Before he took up his position, he came to the university and talked to the people in the department. As a result, he said he 'had a pretty good idea of what I was going to do.'

However, factors such as not knowing the people in this department, and residing in a foreign country prohibited other newcomers from obtaining extensive information about their job prior to arriving on campus.

Upon arrival in this department, many of the staff members found some of their colleagues to be helpful in providing information about the department and their work. In all, 20 of the 34 respondents indicated that they had received assistance from various colleagues including the clerical staff. For instance, S-10 and S-39 commented :

'I received help from the secretaries... such as she told me "Last year we did such and such", so I thought, "Oh, that is a good idea, I shall do that."'

(S-10)

'People were very helpful, they just popped in and asked how things are getting on, to see if they could help in some ways.'

(S-39)

The Head of Department also was one of the major sources of information for new academic staff members in the department.

OVERVIEW

The on-the-job experiences of staff members during their first six months in the department appeared to fall into two categories. First, there were those, most of whom had no previous association with the department, who said they had difficulties coping with their job. And second, there were those who felt that they were able to master their job owing either to their previous experience or having already had an association with the department. For all staff members, structured assistance or planned induction activities during their first six months in the department were virtually non-existent.

The next section will examine the roles of the academic staff members in this department together with the supporting data.

PART TWO

THE ROLES OF ACADEMIC STAFF MEMBERS

The data presented below have been classified into five sub-themes : *Teaching; Research; Administration; Work in the Community; and Other Roles*. These data also relate to the second research objective which was to examine the current professional responsibilities of these academic staff members.

During the interviews : teaching, research, administration and work in the community emerged as the most frequently cited roles of staff members in this department. Also, a small number of respondents indicated other roles associated with their job, such as being an intellectual leader, communicating with colleagues, being part of the department and supporting certain kinds of views of what the university is about.

TEACHING

Of the 34 respondents, 33 stated that teaching was one of their roles in this department. Of these 33 staff members, 21 considered teaching as the most important function of their job. For instance,

'My commitment and my priority is to my teaching; my first and particularly important one is that students get a fair deal, so most of my energy has been in the preparation of materials for students.'

(S-7)

'I see my major role as teaching and that includes extramural teaching as well as the internal.'

(S-32)

'My first priority is my teaching to the students, and I think that's always been the most important to me.'

(S-39)

RESEARCH

Besides teaching, three quarters of those interviewed said that research was another role they carried out as part of their job.

However, when compared with their teaching role, only five respondents considered research as their top priority. Among these five respondents were S-13 and S-20 :

'I very strongly believe that my first responsibility is to extension of knowledge by research; that's what makes a university a university and not an institute or a teachers' college or something like that.'

(S-13)

'My main interest is in research. Everyone has his own particular kind of bias, whether it is teaching or research... Research, in terms of having access to information, creating knowledge, is to me personally valuable.'

(S-20)

Three staff members listed teaching and research jointly as their first priority while one respondent considered these two roles as his joint second priority. During the interviews, two of the respondents, S-18 and S-19, explained why they considered teaching and research as equally important,

'I think teaching and research should be taken as equal... I think you got to try to do both, if possible. I don't think you can compartmentalize it and to some extent I don't think you should... it's got to be some carry over from one to the other.'

(S-18)

'There are two primary roles, research and teaching... I'm not sure whether I can rank them first or second. They sort of have an equal weighting for me... So those two rank top in the list.'

(S-19)

ADMINISTRATION

Administration was mentioned by 19 respondents as one of their roles as an academic staff member within this department. Three respondents considered administration as the most important part of their job while another three respondents considered administration as the second most important role. Eleven respondents said that their third most important role was administration. It is significant to note that nearly half of the respondents did not consider administration as part of their job. It is also worthy of notice that eleven of the 19 respondents considered administration only as a minor role compared to teaching and research.

WORK IN THE COMMUNITY

Work in the community, which may involve talks to groups outside the university, or acting in a consultancy role for organisations, was mentioned by a quarter of the respondents as part of their roles as an academic staff member. No one, however, listed this function as their major role. Four of the respondents rated work in the community as their second most important role while two respondents listed this role as third most important. Staff member S-7 appeared to be the most enthusiastic as he considered work in the community very closely linked with his area of interest,

'My second priority is to work my way in the community. That means I am well informed with the materials that I am teaching... So my second priority is to work with community groups at the grass-root level.'

Respondent S-27, on the other hand, had a different emphasis on work in the community,

'The community service role - I think is a really important one too because without it the university would be just an ivory tower. We need to go out and talk to groups of people. To do work in the community is really important.'

OTHER ROLES

Besides teaching, research, administration and work in the community, there were other roles that appeared to be important to individual staff members. For instance, S-9 did not see his most important role as an academic staff member either in the area of teaching or research :

'I see myself, firstly, responsible to be a mature and growing academic. My responsibilities in my own job as an intellectual leader, as a theoretician, as a professional. Second responsibility is my own continued growth - that's what makes it possible for me to do the second, the teaching and research, and to be a professional leader.'

Respondent S-35, on the other hand, clearly saw the priorities of his roles differently to other staff members :

'Quite clearly my most important role in this

department I feel is to put forth a Maori's point of view in specific courses. Unfortunately I don't feel that enough is done... I believe that New Zealanders are going to speak of multicultural before they are officially bicultural so our paper talks of Maori and Polynesian issues in a multicultural respect... that's my specialized field so that should be my top priority.'

Other roles reported by individual respondents included 'sustaining some kind of coherence among colleagues', 'communicating with colleagues', 'being part of the department' and 'supporting certain kind of views of what the university is about'. Among these roles was the one mentioned by S-41 :

S-41 : I think it's also important to try to sustain some kind of coherence among colleagues in the sense of mutual support and I guess I attach a fair amount of importance to it.

Int : What sort of coherence do you have in mind? Are you referring to the type of mutual coherence or mutual assistance in terms of academic matters or are you referring to...?

S-41 : Academic and interpersonal matters. I think some people have to be prepared to act as oil-can for some people, to drop some oil on the squeaky joints here and there from time to time and if that's not done, there is greater risk of friction or divisions or people not pulling together...

OVERVIEW

Teaching and research clearly featured as the major roles of most of the academics in this department, with administration and work in the community mentioned by some of the respondents as part of their job. There were also other roles that were important to individual staff members.

The next section looks at the attitudes of the academic staff members in this department towards their professional responsibilities.

PART THREE

ATTITUDES TOWARDS PROFESSIONAL RESPONSIBILITIES

The data presented below have been classified into two sub-themes : *Most Satisfying Aspects of Role*; and *Least Satisfying Aspects of Role*. Within the first sub-theme, there are four categories : Teaching, Professional Autonomy and Freedom, Interaction with Colleagues and Research and Publication. There are three categories within the second sub-theme : Administration, Assessing Students' Work and Lack of Resources. These data also relate to the third objective of the present study which was to examine the attitudes of these academic staff members towards their professional responsibilities.

MOST SATISFYING ASPECTS OF ROLE

Teaching

Teaching students and relating to students appear to be the most satisfying aspects of the job for academics in this department. Twenty two academic staff members indicated that teaching students and relating to students provided them with most satisfaction. For instance, the following were typical comments :

'Working with my students gives me a great deal of satisfaction. I thoroughly enjoy my work with my students.'

(S-7)

'Giving your class a good lecture, you know that yourself, or having a good discussion with students and stimulate you to think in new ways.'

(S-14)

'Teaching gives me a great deal of satisfaction. If there is anything called born teacher, I don't think there is, I think I am one of them. I always enjoy teaching.'

(S-21)

Professional Autonomy and Freedom

Besides teaching and relating to students, the staff members in this department also enjoyed the professional autonomy and freedom attached to their jobs. Seven respondents indicated that this aspect of their job gave them a great deal of satisfaction. These feelings

were most evident in the comments of S-17 and S-19 :

'An aspect of the job that I find good, I think most academics do, is the relative freedom to plan your own time. I think we probably work as hard as anybody else but I think it's a big perk of this job that we are relatively autonomous.'

(S-17)

'One of the sort of things that give me a lot of satisfaction is the type of freedom that I have, so that the cost-benefit thing is : the benefit is to have the freedom, the cost is to put up with the institutional life but it's not really much of a cost. I think we are privileged.'

(S-19)

Interaction with Colleagues

Satisfaction for some staff members was also derived from interacting with colleagues. Respondent S-9 was among a group of seven respondents who indicated that they enjoyed working with interesting and competent people. On the other hand, developing close working relationships with colleagues in similar areas was particularly satisfying to S-17 :

'I found a couple of working relationships since I have been here which have been particularly productive. We had similar interests, very different experiences and we were able... to do jointly far more than we would have done individually. Now, that's an unequalled advantage in the system which allows that sort of teamwork to flourish.'

Research and Publication

Doing research and gaining recognition gave eight respondents satisfaction. For these staff members, having their works published and drawing positive response from people as a result of their publications gave them much satisfaction. This was explained further by S-13 and S-20 :

'Most satisfaction is clearly writing, doing my research, my research is not in the classroom, or doing interviews in your way but thinking things through in reading and writing... that gives me enormous satisfaction.'

(S-13)

'I think seeing your work validated in fact is very,

very important. Accepted by your peers, by your reference group, by being included in other's course... '

(S-20)

Teaching students and relating to students, professional autonomy and freedom, interaction with colleagues, and research and publication are the sources of satisfaction for many academics in this department. Individual respondents in this study had also indicated other facets of their job that gave them satisfaction and these included : achieving some kind of personal growth, working with people in a team situation and meeting people outside the university in their field. However, there were aspects of the job of academics that provided them with little satisfaction.

LEAST SATISFYING ASPECTS OF ROLE

Administration

While teaching and research provided many respondents with satisfaction, administration of courses and committee work constituted a major source of dissatisfaction for many of the staff members. Just over half of the sample indicated that administration was the least satisfying aspect of their job. The following two comments serve to illustrate the feelings on this issue :

'I think the major thing that I don't like about my work is some of the waste, as I see it, the waste in energy in a lot of administrative details in running the things that make the department run.'

(S-7)

'I really got fed up with the amount of administrative drivel that goes across the desk. It's not just politics, but also there are always letters to be replied. It's totally unrewarding, apart from clearing the desk.'

(S-10)

Three of these 18 respondents said they avoided administrative work as much as possible. One of them was S-18 :

'I don't like administrative work, I'm trying to evade responsibility.'

(S-18)

Another was S-20 :

'I don't really do much administration. I keep out of it. Most administrative work here is available for those people who admire them. It operates on a voluntary basis, or an elected basis, But I'm not going to get elected. There is an incredible hierarchy. Doing administration you can only get frustration, you can't change things. I am happy with my job. I can do what I like without getting into administration.'

More than half of the 18 respondents who said they received little job satisfaction from administrative tasks considered staff meetings and committee work as the least satisfying aspects of their job. Staff member S-14 elaborated on his displeasure with staff meetings,

'I tend to get bored. Either someone says something that's too obvious or there is always some people who voice their opinions on something just for the sake of voicing it, too much repetition.'

Similar frustration about staff meetings was also shared by other staff members :

'It seems we spend all the time talking and not getting very far. I think that's a very frustrating sort of thing. You go to the staff meeting and see the agenda and you think you would get through it alright. You finish at lunchtime and you haven't got half-way through.'
(S-33)

'Staff meeting, Gosh, that's a pest.'
(s-11)

Assessing Students' Work

Although the majority of respondents found teaching to be amongst the most satisfying aspects of their jobs, seven staff members (who have previously indicated that they liked teaching) indicated that the assessment of the work of students was a major source of dissatisfaction. Respondent S-8, for instance, said that he enjoyed his work except 'assessing people's work and giving them low grades'.

Staff member S-27 also disliked assessing students' work. He elaborated :

'It's naming students, comparing their work with each other, passing judgments. I agonize because I try to be as fair as I can, to be positive but not hurtful. I have pleasure in giving people A+, but giving a person a C and still keeping his interest is difficult.'

Lack of Resources

For five respondents, lack of resources was a source of dissatisfaction. For instance, S-33 was dissatisfied with the resources available to the department (in particular to the departmental library) whereas S-32 indicated he was very frustrated with the university library as a whole,

'Another frustrating aspect is the library - the library is very inadequately stocked by my reckoning. It's very frustrating, I avoid going there.'

(S-32)

Respondent S-12 on the other hand, was more concerned with the resources available to extramural students,

'I found the extramural teaching in recent years generates a lot of dissatisfaction owing to the limitation of resources. For example, in 909 [a course taught by S-12], the course was designed to be sequential. I designed 5 postings and integrated it with the vacation courses... but in recent years, the postings have been sent in two lumps, which is entirely unsatisfactory... the students suffer.'

Besides administration, assessing students' work and lack of resources, there were also other sources of dissatisfaction mentioned by individual respondents, including : unpleasant interaction with other staff members, institutional life, structural isolation in the job, and difficult access to facilities in the department (e.g. photocopying and duplication).

OVERVIEW

In this section, the most and least satisfying aspects of the academic roles of the staff in the department have been discussed. The most satisfying aspects included Teaching, Professional Autonomy and Freedom, Interaction with Colleagues and Research and Publication. The least satisfying aspects were Administration, Assessing Students' Work and Lack of Resources.

The next section concerns the opportunities provided by this department for its staff to enhance their professional skills together with the supporting data.

PART FOUR

ROLE IMPROVEMENT

The data presented below have been classified into three sub-themes : *Teaching; Research; and Administration*. These data also relate to the fourth objective of the present investigation which was to describe opportunities available to these academic staff members for improving their professional competencies.

TEACHING

Twenty four out of the 34 respondents stated that the department hardly provided any formal opportunity for its staff members to improve their teaching ability. For instance,

'I can be very sarcastic. Not much really. In some ways when I start to analyse what has been done for me positively, it is really quite pathetic.'

(S-10)

'I don't think the department has provided a whole lot of assistance connected with teaching apart from things like the guidance of extramural study people give you to use, handbooks and that type of thing , suggesting what to be done with extramural students. There is nobody coming to say how to teach. Only Luke and I used to discuss how to teach, any help should be viewed from that angle.'

(S-27)

'Not much in terms of teaching.. I don't think the department has done anything to help in any way with one's teaching.'

(S-39)

The lack of formal opportunities provided by the department with respect to teaching was also confirmed by the head of department when he explained the situation to the interviewer,

'The university itself has run at the beginning of the year normally a week of how-to-do-it courses put together by various people some of which are from this department -they are extremely superficial, and are skirting round the problems of academic teaching. The department itself has seldom organized itself into doing anything about academic training, or for that matter, any systematic or other way of staff development.'

However, two respondents (S-33 and S-35) perceived team teaching as an opportunity for them to improve their teaching,

'One learned by being a member of a team - working with a group of senior members, and I think that was very helpful because there was joint planning, joint teaching and so on... I found that particularly helpful because I could see different lecturing styles, ways of approaching problems... so in one sense I was given a number of models, but I also became more and more critical in the critical argument of the course.'

(S-33)

Similar feelings were shared by S-35 who said that being placed with two senior staff members provided him the models of teaching; also, there was the opportunity to obtain feedback from these staff members, in particular on his teaching ability and teaching style.

Sabbatical leave was perceived by S-12 and S-28 as an opportunity to improve their teaching.

'Besides the opportunities which are intrinsic to being asked to teach certain courses, I have had two sabbatical years.'

(S-12)

S-28 more clearly detailed the reason he considered sabbatical leaves can contribute towards his teaching,

'I went to Britain as an honorary lecturer...and while I was there lecturing... the staff members [there] deliberately trained me and I found that particularly satisfying.'

Of the remaining six respondents, various opportunities were cited, these included 'meetings and conferences to improve tutorials', 'informal interaction on the job' and 'extramural courses'.

RESEARCH

Twenty three respondents stated that the department did not provide much opportunity for them to improve their research although some of them mentioned that informal opportunities, such as informal interaction on the job and an encouraging atmosphere, did exist. The general lack of formal opportunities is reflected by the following comments,

'No, within the department, there's nothing, nothing at all.'

(S-11)

'Not formal opportunities. There is no formal opportunities... The opportunities tend to be informal. You go to ask someone, probably senior colleagues, or you talk over with others in the staff club, something like that.'

(S-18)

Among these 23 respondents was S-36 who felt that because of the lack of opportunities, he was not able to develop his skills in research :

'On the research side, there haven't really been opportunities offered, perhaps I'm sorry about that really because that's why I don't find research satisfying or intriguing really because I don't really have a lot of skills, and I don't really know that there are opportunities offered too obviously for me to develop them.'

(S-36)

Nine respondents found that an encouraging atmosphere, informal interaction on the job and flexibility (to pursue their own interests and organize their own time), were the opportunities which they could exploit to improve their research. For instance,

'I would think that, there has been plenty of opportunity in the sense of time and general encouragement. The attitude in the department has been, I always feel that, if you want to do something, go ahead and do it, then you have the opportunity to do so... but I don't think there have been a lot of structured opportunities.'

(S-15)

'This a very liberal department. If you want to cover a certain area and stick to it, you can in fact spend time doing research in that area, you can go away and do it. There doesn't seem to be any restriction to stick to a certain area. There is no restriction on resources either. Time-wise or material-wise, of course if your study is too expensive, you have to find other resources.'

(S-28)

The remaining two of the 34 respondents, S-12 and S-28, considered sabbatical leave as opportunities for them to improve upon their skills in research.

ADMINISTRATION

When respondents were asked to comment upon the opportunities provided by the department to improve their skills in administration, two major groups of opinions emerged : 19 respondents stated that the department did not provide formal opportunity for them to improve their skills in administration. For example,

'No training in administration; you just do it.'
(S-11)

'I wouldn't say there is any opportunity or effort by the department to improve the staff members' ability in administration.'
(S-12)

On the other hand, 12 respondents considered the chance of being on the various departmental committees as one of the opportunities provided by the department to improve their skills in administration. For instance.

'I think the opportunity to be on one of these staff committees is very useful.'
(S-7)

Among these 12 respondents was S-41 who went into more details to explain why he considered there were many opportunities for staff to learn about administration,

'I think there is no doubt that opportunities for those to start thinking through issues, some of the ramifications, are seeing what sort of decisions might need to be made, that kind of thing. For each staff member, of course if you get an extramural class, there is the administration of your own teaching, the preparation of study guides, the processing of materials, the answering of letters, the keeping of workloads, that sort of things.'

Of the remaining 3 respondents, S-35 pointed out that doing the administration of his own course was an opportunity to improve his administrative skills while S-8 considered feedback from other people as an opportunity. In contrast to the other 33 respondents, S-13 was initiated into administration by the H.O.D. himself because of his senior position.

OVERVIEW

One conclusion that can be drawn about the opportunities

provided by this department is that there was virtually no formal nor systematic opportunities for its staff members to improve upon their skills in teaching, research, and administration. However, as some respondents remarked, there was time, encouragement and support within the department which they found helpful.

In this section, the opportunities available to the academic staff members for improving their professional competencies have been discussed. In the next section, the data on the evaluative procedures of the performance of these academic staff members will be presented.

PART FIVE

THE EVALUATIVE PROCEDURES

The data presented below have been classified into three sub-themes : *Teaching*; *Research*; and *Administration*. These data also relate to the fourth objective of the present study which was to identify departmental and institutional procedures for evaluating the performance of these academic staff members.

TEACHING

When respondents were asked about the department's evaluation of their teaching, the vast majority of them replied that they were not aware of any formal procedures or criteria used to evaluate their teaching. Many staff commented that as long as there was no complaint about their teaching, then it was assumed they were doing a good job. For instance,

'The procedure that the department adopts, if the students don't complain and if they get feedback that they are really enjoying it, then they assume that you are doing a good job. If they get lots of complaints about you then they may begin to look at what you are doing and whether you are good or not. But I don't think there are any formal procedures of evaluation, and I think a lot of them are just hit and miss. I don't think there is any particular procedures of evaluation. In fact, if there are, certainly there are evaluative procedures used, but I don't think they are rational, certainly not set down.'

(S-7)

'Teaching, none. I can be teaching absolute drivel and nobody would know. And I think in my first year I was really grateful for that because probably I wasn't teaching so well.'

(S-10)

One of these 31 respondents, S-17 remarked that 'the presumption is always that we are doing a very good job and there is no obvious mechanism or supervision to make sure that we are doing our job'. There was a group of four staff members among these 31 respondents who indicated that, although there was no formal procedure for evaluation of teaching, there was informal feedback to the H.O.D.. However, this practice was queried by S-12 who asked : 'How do outsiders know what goes on in a classroom?'

In general, most respondents said that there was no formal procedure of evaluation. Nevertheless, staff members S-36, S-28 and S-38 said that the H.O.D. had been doing formal evaluation of their teaching. As S-28 remarked,

'The H.O.D. keeps tabs on things that we do. He is quite aware of every detail of what we do. Each of us has a personal file in the H.O.D.'s office about what we are doing.'

During the interview with S-38, he first stated,

'At a formal level, the head of department keeps an eye on what is going on. He gets feedback from all sorts of people and students. I am convinced he asks what we are doing and what our competencies are and so on.'

When S-38 was asked to elaborate on the formal aspect of evaluation, he said,

'I think all evaluations are being carried out at an informal level, but there are some of the evaluations that are more formal than the others. And I think, I presume that's how it operates, in some senses it's all on an informal network.'

When the H.O.D. was interviewed, he remarked that his knowledge about the performance of any staff member would be informally based.

RESEARCH

Similar answers were given by the respondents with respect

to the evaluation of their research. Three quarters of the respondents indicated that there were no formal procedures for the evaluation of their research.

While the majority of these respondents did not consider their research had been evaluated by the department on a formal basis, eight of them indicated that their research was informally evaluated by their colleagues or people in their field especially when they attempted to publish their research.

The remaining quarter of the respondents indicated that evaluation of research was made when they applied for promotion or on the number of publications that were made.

ADMINISTRATION

Again, the responses were similar to those in relation to the evaluation of teaching and research. Twenty five respondents stated that there were no formal procedures used to judge their performance in administration. For instance,

'There are no formal procedures. Some make no contribution in these areas, others do and are good at it, so there is no evaluation, no concern about it.'

(S-16)

'I don't think they evaluate my performance in administration apart from maybe the H.O.D. makes a note that I was the chairman of a particular committee, but I don't think there is any evaluation.'

(S-27)

However, nine respondents, three of whom were among the group of 25, were quick to point out that administration was evaluated negatively, that 'if they don't hear about things going wrong, then they assumed things go well'. They also remarked that in contrast to teaching and research, administrative errors would show up easily. As commented by S-9,

'People get sharp reminders if they have not got examination scripts returned, getting results in, getting scripts marked.'

The remaining three respondents pointed out that their performance in administration was evaluated by the H.O.D..

In general, most respondents felt that there had not been any formal procedure or criteria adopted to evaluate their performance including teaching, research and administration. Twelve staff members pointed out that any evaluation made would come through an informal network and it would be made mainly by gossip, hearsay and word of mouth. Respondent S-28 felt very strongly against this kind of practice, where evaluation was only done by gossip,

'I would frown upon this type of practice, because while verbal comments may be constructive, if they are not said within a proper context, they could easily be misunderstood.'

A group of nine respondents pointed out that evaluation of their job was mainly by default or by negative evaluation. They also commented that they would prefer to have more positive evaluation and feedback from the department. For example,

'I would like to have some feedback that is encouraging and constructive, I don't just want good feedback, I would appreciate it more had it been more constructive.'

(S-10)

OVERVIEW

A general theme to emerge from this section is that in this department, evaluation of the academics in the areas of teaching, research and administration was not made on any formal basis.

In the next section, the data on the reward system operating in this department will be presented.

PART SIX

THE REWARD SYSTEM

The data presented below have been classified into six sub-themes : *Promotion; Salary; Intrinsic Reward; Recognition by Colleagues; Reinforcement from Students; and Freedom and Autonomy.* These data also relate to the fifth objective of the present investigation which was to identify departmental and institutional procedures for evaluating the performance of these academic staff members.

When respondents were asked what type of reward system operated in this department, various rewards were named. The most frequently cited ones were promotion, salary, intrinsic rewards from the job, recognition from colleagues, reinforcement from students, and freedom and autonomy.

PROMOTION

Promotion was mentioned by 17 respondents as part of the reward system. For instance :

'I get the impression that people here are very keen to be seen to be busy and to be seen to be interested, to be seen to be teaching well. And I presume that this is tied up with the fact that the H.O.D. in this place still has the major say in one's promotion. So I presume that promotion is an important aspect of the reward system.'

(S-13)

In particular, two of these 17 respondents indicated that 'the commitment [to certain staff members] which the head of department takes to promotion discussions, perhaps is a measure of reward in the department'.

However, S-10, one of the 17 respondents, viewed promotion in a negative manner :

'I think the business of reward through promotion is happening around here. You queue up for your promotion. And again I don't think it is the things that you have done in the department that count in your promotion, I think it is a negative thing, you get promoted when it is too embarrassing not to promote you.'

SALARY

Besides promotion, salary is another aspect that was considered by 13 respondents as part of the reward system. Respondent S-31 even went to the extent of saying that this was 'probably the only reward system in this department'.

This attitude, however, was not shared by the rest of the 13 respondents. In particular, S-14 and S-38 emphasized that financial gains were not important to them :

'There is also the financial reward system which to me is not overly important. Certainly, it supports me to survive, but it doesn't figure largely.'

(S-38)

INTRINSIC REWARD

Thirteen respondents considered intrinsic rewards as one facet of the reward system, and to many of them, this was a very important aspect of their job. Some of them commented as follows :

'It is intrinsic reward out of intrinsic satisfaction, personal satisfaction of aspects of the job, which can be quite obviously self-rewarding in their own right.'

(S-34)

'I guess there is also the reward system of the satisfaction of doing the job itself for individuals. I don't want to do much else than this.'

(S-41)

Among these 13 staff members, S-28 explained that it was his personality that made him focus on intrinsic reward and that 'the monetary and status (promotion) reward do not mean much to me'.

RECOGNITION BY COLLEAGUES

Apart from promotion, salary and intrinsic reward, 12 respondents regarded the recognition by colleagues with respect to their work as rewarding. Being positively reinforced by colleagues as a result of their work and being consulted by colleagues about subject matters in their areas appear to reward these respondents to a certain extent. For example,

'Well, the relationship with other staff I suppose,

you know, in all sorts of subtle ways. People come to consult you about something. They think you know more than they do. That is a bit of reward and that happens, that sort of thing. Staff want to share the things they do, thinking that you can contribute. In other words, people show that they would want to borrow your professional skills. That is rewarding.'

(S-21)

REINFORCEMENT FROM STUDENTS

Getting good response from students gave many respondents a sense of reward. Ten respondents considered this as part of the reward system, in particular S-7 and S-10, who remarked about the major ways by which they were rewarded,

'I think the major way you get rewarded is by reinforcement from your students. I think that is a very major one... I have come to recognize that what supports me is my teaching and if my students give good feedback, to me that is the job well done.'

(S-7)

'I get a lot of reward from the feedback from my students. They would be the most openly appreciative means... I am quite happy with the reward I get from my students.'

(S-10)

FREEDOM AND AUTONOMY

Five respondents indicated that freedom and autonomy constituted part of the reward system in relation to their jobs. Among these five staff members, S-25, S-19 and S-27 considered freedom and autonomy as the most rewarding aspect of their job. S-25 emphasized that 'I personally found the freedom in the job very rewarding, e.g. freedom of time and freedom to run the courses I wanted to'. Respondents S-19 and S-27 were more enthusiastic when they talked about freedom and autonomy as their reward,

'Being free to get on the things you want to do. That is a tremendous reward. Perhaps that is the single most important factor that endears me to university.'

(S-19)

'The other one [reward system] which operates in this department or probably in other universities, by the nature of universities is that - you are fairly independent, you are able to pursue your

own interests, to do the things you want to do, to teach the things you want to teach, to work when you want to. I suppose if I want to take off and play golf tomorrow, nobody would mind, as long as my classes are taught and I did produce the kind of thing I should produce. I think the largest reward is probably you are your own boss.'

(S-27)

Other rewards mentioned by the respondents included the status of being an academic, sabbatical leave and (unspecified) fringe benefits ("perks") attached to the job. Although 33 out of 34 respondents considered themselves to be rewarded by various rewards such as promotion, salary, and recognition by colleagues and students, staff member S-20 indicated that there was no reward system in this department nor in the university, and as a result, his behaviour would not be influenced. Respondent S-20 argued that academics should not be motivated by 'carrot and stick' and also, as an academic, he had 'very strong professional autonomy' and would not be influenced by any rewards in the university.

PERSONAL FEELINGS

All respondents were asked about their personal feelings towards the reward system. Eleven staff indicated that they were happy with the present reward system. In particular, S-15 remarked that 'it would be hard to find a better one'. The following comments serve to illustrate the typical feelings of these 11 respondents,

'I am satisfied with it. If there weren't rewards, I wouldn't be doing the job or I wouldn't be satisfied. It suits my personal and professional needs.'

(S-24)

'I am perfectly happy as it is now and the key thing to me is that it is flexible. I can certainly see injustices in the system with some people, but personally, I don't think the system has done many injustices or any injustice for myself.'

(S-38)

In direct contrast to these 11 respondents would be staff member S-12. His response to the question of personal feeling towards the reward system was 'massive tough luck' and he went on to elaborate how he felt,

'I don't perceive myself as being rewarded in terms of positive reinforcement apart from the fact that I am still getting my salary, but I would say my rewards within that proviso have been largely negative in the sense that the university does not appear to have a positive attitude towards what I do. In a sense it is negative reinforcement. A lot of colleagues in terms of international publications would have no ground to be rewarded, but nevertheless they have been rewarded, relatively speaking, much more than I have. So in a sense I have received negative reward in the withholding of positive reward.'

There are various other criticisms of the reward system by the remaining 23 staff members. These criticisms included : 'rewards depend on informal evaluation of performance', 'too much emphasis being given to research and publications' and 'there is a lack of praise in the department'.

Apart from the theme of being happy or unhappy with the reward system, respondents seemed to comment on the reward system in different directions. The following remarks will serve to illustrate the diversity of opinions,

'I think I have come to be able to cope with it [the reward system]. I have come to adapt to finding rewards and things like personal rewards. I have come to recognize that what supports me is my teaching.'

(S-7)

'My strongest feeling is that the H.O.D. should really be doing his job, to make sure that people in this department are getting a fair deal compared to people in other departments for the people in this department.'

(S-27)

'Some years ago changes were made in the promotion system where responsibility was placed upon the staff member to apply for promotion... There are several members in this department who would never think of doing that... and they got left behind.'

(S-39)

'Given the present economic circumstances, I think the present formal reward system of salary and promotion are going to have some stress points in the future... The informal side of the support system - recognition and acknowledgment are through publications... through consultations... will become very important.'

(S-41)

BALANCE OF THE REWARD SYSTEM

Twenty four respondents indicated that the reward system was not balanced and that the reward system favoured research rather than teaching or administration. Among these 24 respondents, five remarked that 'teaching is definitely not rewarded'; six of them said that 'the reward system heavily favoured research as against teaching' while the remaining 13 respondents commented that research was favoured by the reward system. Illustrative of these feelings are the following comments,

'Definitely not. It has got nothing to do with your teaching. You don't get rewarded for good teaching.'

(S-7)

'No, I think it is weighted heavily in favour of research... If one is coldly cynical about one's future, he just wanted to get on, then the obvious thing to do is stay home and write your books... I think it is heavily against teaching...'

(S-13)

Some of these respondents attempted to give an explanation as to why the reward system favoured research. For instance, staff member S-14 said that research and published works were much more visible than teaching and administration while S-42 commented that it was the standard academic criteria for research production.

Of the remaining eight respondents, there was a group of three who considered the reward system in this department as balanced. As S-38 explained :

'In terms of promotion, I think an attempt is made to balance it although in reality I don't think it is balanced. For instance, in science more credit is given to research as opposed to teaching, and that is from my point of view, there might be injustice or imbalance in the reward system. I think in this department a good teacher has got ahead as a good researcher has got ahead.'

Three other respondents indicated that they were not sure whether the reward system was balanced. One respondent perceived the reward system as favouring teaching. S-35 argued that the reward was biased towards teaching 'because that is where we are accountable, that's what we are here to do'.

The remaining three respondents had different views about the balance of the reward system with the following comments serving to illustrate their different perspectives,

'I think peer recognition is greater for research than it is for teaching. In terms of official recognition, I really wouldn't have a clue. I am not sure about the criteria of promotion.'

(S-10)

'I think both teaching and research are relatively irrelevant. I think being able to talk a good game and conforming to the group and so forth, that seems to be the story.'

(S-12)

'I don't really think the reward system works as reliably as people think it does, because there are not so many rewards. I don't really see hot-shot researchers are surging ahead... By and large, nobody gets recognized, by and large people just inch their way up.'

(S-17)

When respondents were asked whether the reward system should be changed, five respondents said that they were quite happy with the present system and they did not see the need for any changes. Six respondents answered that they were unsure. Two of the respondents argued that there was no way that the system could be changed, for example,

'You must be joking... There is just no way that things can be changed, you know, as I have indicated, you have to go through the type of hierarchy that operates within this institution. Unless the Minister of Education or the Vice-Chancellor expect something to be changed, from where I am, it is difficult to get things changed.'

(S-20)

The remaining 21 respondents all indicated that they would like to see the balance restored with respect to teaching and research. However, many problems such as the following were raised during the discussion as to how the reward system could be changed, such as 'it is difficult to evaluate teaching' and 'the bureaucratic nature of universities'. Respondent S-41 argued that :

'It is very difficult because it is a very hierarchically organized university. The change should be attitudinal as well as organizational for it to happen.'

OVERVIEW

Various aspects of the reward system operating in this department have been discussed in this section. These included promotion, salary, intrinsic reward, recognition from colleagues, reinforcement from students, and freedom and autonomy. The imbalance of the reward system has also been pointed out by the majority of the respondents.

SUMMARY

This chapter has presented a summary of the supporting data on the first six of the seven themes that had emerged from this study. These six themes are : Induction into the Department, The Roles of Academic Staff Members, Attitudes towards Professional Responsibilities, Role Improvement, The Evaluative Procedures, and The Reward System.

The data for the final theme will be outlined in the next chapter. As well, the next chapter will discuss academic professional development in relation to role theory.

CHAPTER FIVE

DISCUSSION

In the last chapter, the supporting data on the first six of the seven themes that emerged from the present study have been discussed. Each of these themes will now be summarised in relation to the findings that emerged, and this will be followed by a brief discussion linking these findings to relevant research and literature in the field. The first section of this chapter will conclude with a discussion focussing on the final objective of the present study, namely, to suggest recommendations for the professional development of academic staff within this department. In the second part of this chapter, the theoretical contribution this investigation has made to an understanding of the application of role theory in the study of academic professional development will be highlighted. In particular, reference will be made to nomothetic and idiographic factors.

Theme One : INDUCTION INTO THE DEPARTMENT

The major findings in relation to this first theme are detailed in Table 4, along with the corresponding research objective :

TABLE 4
INDUCTION INTO THE DEPARTMENT

THEME	MAJOR FINDINGS	RELATED RESEARCH OBJECTIVES
Induction into the department	1. Those academic staff members who had no previous experience or no previous association with the department, encountered initial on-the-job difficulties. 2. Those academic staff members who had previously held an academic appointment or who had an association with the department reported they were able to master their job during their first six months in the department. 3. Structured assistance for academic staff during their first six months in the department was non-existent.	To explore the initial on-the-job experiences of these academic staff members

Discussion

The issue of the induction of new staff into a university has been discussed, albeit briefly, by some researchers and writers (see, Main, 1975; Nisbet and McAleese, 1979; AVCC, 1981) who suggest that opportunities for 'advice and guidance by a senior colleague' and 'attendance at formal courses of instruction' should be made available to new staff. Indeed, the need for systematic induction programmes for new academic staff has been argued by Habeshaw (1980) who comments,

'The pressure of gathering material together for lectures, course organization, marking work, tutoring and counselling students represents a formidable burden for many new staff. Participation in the course [induction programmes] should enable staff to separate out the various elements of the job, to decide on priorities for action and to assist in the implementation of this action.'

(Habeshaw, 1980:50)

The findings from the present study indicate that there was no formal induction procedure for new members of the staff in this department. It was found that most of the new staff who had no previous association with this department experienced problems when they first took up their appointments. This situation did not seem to affect new staff members who had some previous association with the department (e.g. having pursued graduate studies in this department).

Theme Two : THE ROLES OF ACADEMIC STAFF MEMBERS

The major findings to emerge from the data gathered on the above theme are listed in Table 5 on the next page.

Discussion

In Australia and New Zealand, the Higher Education Research and Development Society of Australasia (H.E.R.D.S.A., 1980), the Australian Vice-Chancellors' Committee (A.V.C.C., 1981) and the Association of University Teachers of New Zealand (A.U.T.N.Z., 1979) have delineated four areas of professional responsibilities for academic staff : they are teaching, research, administration and community involvement and consultancy. In the U.S.A. and Canada, the identified areas of professional responsibility for academic staff are

TABLE 5
THE ROLES OF ACADEMIC STAFF MEMBERS

THEME	MAJOR FINDINGS	RELATED RESEARCH OBJECTIVE
The roles of academic staff members	The roles of academic staff members in this department included : 1. Teaching 2. Research 3. Administration 4. Work in the community 5. Other (e.g. communicating with colleagues)	To examine the current professional responsibilities of these academic staff members

teaching, research and service (to university and to community) (Imrie and Murray, 1980). Literature on professional development activities in Britain (Habeshaw, 1977; Nisbet and McAleese, 1979) reveal that at least three areas of professional responsibilities can be discerned. they are teaching, research and administration. In summary, the areas of professional responsibilities for academic staff that can be distinguished are teaching, research, administration and work in the community (e.g. consultancy, service).

The results of the present investigation clearly support the findings of these studies and reports in that the academics of the present study perceive their professional responsibilities to be in the areas of teaching, research, administration and work in the community with teaching being identified by the majority of staff as their most important role.

Theme Three : ATTITUDES TOWARDS PROFESSIONAL RESPONSIBILITIES

The major findings on this theme are shown in Table 6 on the following page.

Discussion

The issue of job satisfaction, while frequently raised in industrial psychology and sociology literature (see, Argyris, 1964), has rarely been investigated in the tertiary education sector. A study by Jones (1981) in Britain, which was reviewed earlier, in Chapter Two, reported that most academics found their job stimulating and challenging.

TABLE 6
ATTITUDES TOWARDS PROFESSIONAL RESPONSIBILITIES

THEME	MAJOR FINDINGS	RELATED RESEARCH OBJECTIVE
Attitudes towards professional development	1. The most satisfying aspects of their role for academic staff members in this department included : (i) Teaching (ii) Professional autonomy and freedom (iii) Interaction with colleagues (iv) Research and publication 2. The least satisfying aspects of their role for academic staff members in this department included : (i) Administration (ii) Assessing students' work (iii) Lack of resources (e.g. producing study guides)	To examine the attitudes of these academic staff members towards their professional responsibilities

Jones further observed that his sample of academic staff members did not want to exchange their jobs for any other, but they did see definite areas in which improvements were possible (e.g. induction of new staff members). In this regard, the results of the present study tend to support the findings of Jones in that no respondent in this study appeared to be overly dissatisfied with his/her job, although many staff indicated sources of dissatisfaction (e.g. administrative duties) and aspects of their employment that could be improved (e.g. provision of more resources).

Teaching students and "relating to students" constituted a major source of satisfaction for most of the academics in this department and this could partly result from the fact that the majority of the academic staff members perceived teaching as their most important role.

Theme Four : ROLE IMPROVEMENT

Findings in relation to this theme are presented in Table 7 on the page that follows :

TABLE 7
ROLE IMPROVEMENT

THEME	MAJOR FINDINGS	RELATED RESEARCH OBJECTIVE
Role Improvement	In this department, no formal or systematic opportunities for professional development of academic staff were discerned, although 'time, encouragement and support' were mentioned as being available to those who wished to improve their job related skills.	To describe opportunities available to these academic staff members for improving their professional competencies

Discussion

In the literature on academic professional development, reference to specific opportunities for academics to improve their professional competencies do not extend beyond brief mention of individual consultation, workshops and seminars (Foster and Roe, 1979) provided by professional development units in some universities.

A theme to emerge from the present study is that the department under investigation did not provide formal or systematic opportunities for its academic staff members to improve upon their skills in the areas of teaching, research and administration or work in the community, although some respondents did remark that time, encouragement and support were available within the department for those who wished to improve their job related skills.

Theme Five : THE EVALUATIVE PROCEDURES

The major findings on this theme are detailed in Table 8 :

TABLE 8
THE EVALUATIVE PROCEDURES

THEME	MAJOR FINDINGS	RELATED RESEARCH OBJECTIVE
The evaluative procedures	Formal evaluation of academic staff members in this department is not carried out. Any evaluation that does occur (e.g. by the Head of Department) is done on an informal basis.	To identify departmental and institutional procedures for evaluating the performance of these academic members

Discussion

The issue of evaluating academic staff members has been discussed by several writers including Eckard (1980) who points out that academics ,

'have had to survive the ambiguity of unsystematic faculty evaluation practices which heavily rely on the vague process of intuitive reasonableness.'

(Eckard, 1980:94)

A survey by the American Council on Education (Astin and Lee, 1967) also concludes that the most frequent sources used by departmental chairmen to evaluate teaching are anecdotal reports and a review of scholarly research and publications.

These conclusions are reinforced by the findings from this study which indicate that a formal evaluation of academic staff members is not usually carried out and that any which does occur is generally informal and non-systematic.

Theme Six : THE REWARD SYSTEM

The major findings in relation to the theme above are shown in Table 9 :

TABLE 9
THE REWARD SYSTEM

THEME	MAJOR FINDINGS	RELATED RESEARCH OBJECTIVE
The reward system	- Academic staff members in this department identify the following aspects of the reward system operating within their institution : - Promotion - Salary - Intrinsic reward (e.g. job satisfaction) - Recognition from colleagues - Reinforcement from students - Freedom and autonomy - The formal reward system in the institution emphasizes promotion through research and publication and while some staff members are satisfied with this system, others feel that the balance between teaching and research should be restored.	To identify departmental and institutional procedures for evaluating the performance of these academic staff members

Discussion

It is evident in the results of the present study that the majority of the respondents are not happy with the formal reward system in the university because it appears to emphasize promotion through research and publication rather than through teaching. This finding concurs with the studies carried out by Eckard (1980) and Fenker (1977) which suggest that the reward system operating in most universities is biased towards research and publications.

Fenker (1977), along with Hayes (1971), and Braunstein and Benston (1973), argue that one implication of this imbalance is that the teaching performance of academics is often judged on the basis of their research productivity. However, as Linsky and Strauss (1975) found, teaching quality and research productivity are largely independent of each other for university academics.

So far in this chapter, summary tables of the major findings of this study have been presented and then discussed in the context of relevant research and literature on professional development. To conclude this first part of the chapter, attention will now be focussed on the final research objective, namely,

'To suggest recommendations for the professional development of academic staff within this department.'

During the study, data were gathered in relation to this research objective and classified under the theme of 'Ways of Professional Development'. This theme, which constitutes the last of the seven major themes to emerge during the study, will now be outlined and discussed in the context of suggesting recommendations relating to the professional development of academic staff in the department.

Theme Seven : WAYS OF PROFESSIONAL DEVELOPMENT

INDUCTION

The provision of a systematic form of induction for new staff members was highlighted by nearly half of the respondents as an important starting point for professional development within the department. Among these was S-19 who argued that,

'Undoubtedly there is a need to set up some sort of induction programme for new staff, especially those from overseas. They perceive the present practice as neglect, and that reflects very badly on our department.'

A similar feeling was also expressed by S-28 who said,

'There must be formal orientation for new staff members, not only personal orientation but also professional orientation as to what the department offers him or her.'

Opinions were divided amongst staff as to what form an induction programme should take. Some mentioned instituting a "buddy system", while several others noted that a departmental handbook for newcomers could be produced and that a senior member of staff could be used as a facilitator to explain to new appointees the administrative procedures of the department.

TEACHING AND RESEARCH

Over half of the staff members who were interviewed mentioned suggestions for professional development which were directly related to teaching. These suggestions included 'setting up a teaching group', 'providing avenues for feedback with regard to teaching' and 'setting up programmes for the improvement of teaching'. A common response from these staff members was :

'I think I'd like to see a system where there was a [teaching] support in the department that could be opted into...I think that some sort of support group for new staff so that they could call on the experience of other people, or call someone in and say, 'Look, I have trouble with this, would you come to my class today and give me some ideas on what I am doing,...and give me some ideas on what I am doing right or wrong in this area.' That is the sort of thing I would like to see.'

(S-7)

Besides suggestions for professional development in relation to teaching, reference was also made to research. In this context, about a third of the staff members cited professional development activities such as 'occasional seminars or workshops on publications and research' and grouping people together to further their research interests. Respondent S-34 further suggested :

'Someone be relieved of part of his teaching job to be allowed to consult and advise staff with their research.'

OTHER AVENUES FOR PROFESSIONAL DEVELOPMENT

A number of staff members made general suggestions for professional development within the department although no pattern was discerned. Several of the respondents, for instance, mentioned that 'a more cooperative community' within the department could be beneficial to the professional development of staff members. For example ;

'I think what you need is a community. I think the notion of a community is terribly important in the university. I think there should be a community of scholars, that is, people who are committed doing research, supporting and reinforcing each other... I think there should be a community of teachers, I think we all ought to be committed to the best kind of teaching that we can do...'

(S-13)

Two staff members suggested that the setting up of a teaching and research unit in the university would be useful. This idea was expanded upon by S-39 :

'When I was in [Britain], I had some contact with a unit there, set up... for the improvement and the research on university teaching. And I think they put out quite a lot of information about how to organize this and how to go about doing that, how things might be improved and what information research offered in terms of improvement of teaching. I think a unit like this can be useful here too, to provide information to staff on various aspects of teaching, research and how they might be improved.'

Six respondents indicated that professional development is best left to the individual staff member as S-18 and S-20 indicate :

'I found it difficult to see one person questioning the other's academic integrity and the other responding in kind. I think there can be individual development rather than sticking together.'

(S-18)

'I am in a position that I don't really want any professional development motivated by other

people. I'd rather do my own motivation, do my own development. I am going to be responsible for myself.'

(S-20)

This theme and the findings that emerged can now be summarised as shown in the following table :

TABLE 10
WAYS OF PROFESSIONAL DEVELOPMENT

THEME	MAJOR FINDINGS	RELATED RESEARCH OBJECTIVE
Ways of professional development	The academic staff members of this department identified the following avenues for professional development : 1. Provision of a systematic induction programme 2. Setting up support groups and seminars, for teaching and research 3. Other (e.g. encouraging individual professional development)	To suggest recommendations for the professional development of academic staff within the department

Discussion

Various writers and researchers have reported and argued for the need of induction programmes for new academic staff in tertiary education institutions (Coordinating Committee, 1973; Main, 1975; Imrie, 1979; Australian Vice-Chancellors' Committee, 1981; Boud and Andresen, 1981). For instance, in his study of some 400 academic staff in U.K., Jones (1981) reported :

'The desirable changes they [academic staff] see are mainly in terms of more systematic induction into the various roles they are expected to fulfil... and above all, support in the initial phases of the job.'

(Jones, 1981:21)

In this regard, the findings of the present investigation support the call from the above writers for a more systematic induction for new academic staff members in this department.

Besides suggesting the institution of more effective induction

programmes, the literature in this field also points to the necessity for organizing professional development activities based on the needs of academic staff (Bristow, 1973; Boud and Andresen, 1980; Chait and Gueths, 1981). In this regard, recommendations from these studies, such as the provision of workshops and seminars on teaching and research for academic staff and establishing support and interest groups for academics, concur with the needs identified by the respondents in the present study.

On the basis, then, of identified professional development needs of academic staff members in this department, two major recommendations can now be suggested :

1. A systematic induction programme is needed for new staff members in this department, especially those who have not previously held an academic appointment and those who have no previous association with the department.
2. More opportunities should be provided for those staff members who wish to improve their professional skills and competencies, particularly in the area of teaching and research. Such opportunities could be provided by setting up workshops and seminars and by encouraging the formation of interest groups within the department.

OVERVIEW

The first six themes have now been summarized and discussed in relation to the relevant literature and research, and the data of the final theme were presented and discussed. Recommendations have been suggested towards the professional development of the academic staff in this department.

The concluding part of this chapter will focus on the application of role theory in the study of academic professional development.

SOME THEORETICAL CONSIDERATIONS

In earlier chapters, it has been suggested that the study of academic professional development is still in its infancy and that theories underlying this field of study are only now being developed. Against this background, it was argued that role theory, despite its

shortcomings, may provide a basis to a theoretical framework in which to consider the professional development of academic staff. It was pointed out, in Chapter Two, that a start had already been made in this direction by researchers such as Kohl (1980) and Jones (1981). To overcome some of the conceptual confusion associated with the concept of role, the definition adopted in this study was that of the symbolic interactionist perspective :

'A situationally related anticipation of behaviour held by an individual for incumbents of particular social positions.'

(Bates, 1976:36)

On the basis of this definition it was argued that the roles of academic staff members may be considered as the product of the interaction between themselves and their environment, and that to gain an insight into the formation of these roles, it was possible to identify nomothetic and idiographic influences. In relation to this argument, it was suggested that at least four key concepts from role theory could be employed in a study of academic professional development; these are : role set, role expectations, role ambiguity and role conflict.

The discussion which follows attempts to link together these concepts and ideas from role theory, which were elaborated in Chapter Two, as a basis to a simple theoretical model which may be used in the study of academic professional development. The following discussion will focus on the nomothetic and idiographic factors influencing the roles of academic staff members, and will consider briefly the notions of role set, role expectations, role ambiguity and role conflict.

NOMOTHETIC AND IDIOGRAPHIC FACTORS

In using role theory to examine the professional development of academics in an institution, such as a university or a university department, it is possible to identify some of the nomothetic and idiographic factors which may have an influence on the roles of academic staff members.

Nomothetic factors are those factors pertaining to the social objective reality - that is the social environment of an individual. In the context of the present study, for instance, the

evaluative procedures and the reward system can be classified within the nomothetic dimension as each relates to the objective social reality within the institution for the academic staff member concerned.

Idiographic factors, on the other hand, are those relating to the subjective perceptions of an individual. In this investigation, the attitudes of the staff members towards their professional responsibilities and professional development can be considered as belonging to the idiographic dimension.

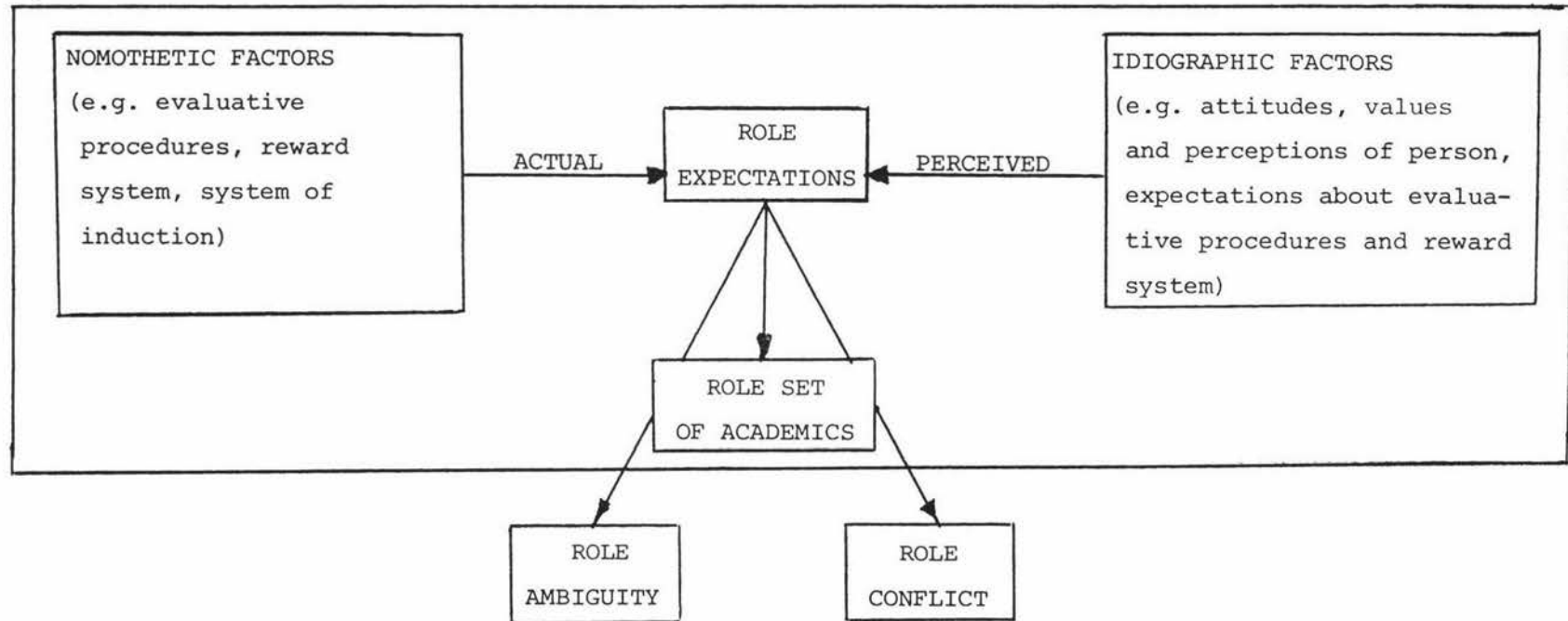
In light of the above, Getzels et al (1968) suggest that role can be conceptualized as the product of the nomothetic and idiographic factors - that is, in the present investigation, the interaction between the objective social reality and the subjective individual perceptions of the individual (Bates, 1976). This can be shown diagrammatically as in Figure II on the following page.

On the basis of this diagrammatic model, it is now possible to explore briefly some of the ways in which theoretical concepts (e.g. role expectations) may be used to elucidate the role of academic staff members. It can be seen from this model that the 'perceived' and 'actual' role expectations for an academic staff member interact to influence the role set of that person, and can in some instances also lead to role ambiguity and role conflict.

In the present study it was found that the role set of most academic staff members within the department centred around the roles of teaching, research, administration and work in the community, and that for some of these staff, these roles were not seen as being mutually exclusive. It was also apparent from this study that role ambiguity and conflict did occur. In an earlier chapter it was stated that role ambiguity occurs when a person becomes unsure about what his/her precise roles are, and that conflict may result if the person is required to carry out more than one role in the same situation. The occurrence of role ambiguity and conflict was most evident in relation to the evaluative procedures and reward system used both within the department and the institution in which these staff members work. For instance, about two-thirds of the staff members indicated that teaching, while being their primary role within the department, was also a role which seemed to be given little consideration when people were being evaluated for promotion, whereas activities associated with the research role of an academic (e.g. publications) were given much priority. For some staff members this resulted in role

FIGURE II

FACTORS INFLUENCING THE ROLES OF ACADEMICS



ambiguity and conflict. The outcome of this situation is often stress and dissonance (Biddle and Thomas, 1966).

Having now identified a model relating to some of the nomothetic and idiographic influences on an academic staff member it is possible to offer some speculative comment as to how such a model may be used in a study of academic professional development. The definition of professional development used in this study is :

'institutional policies, procedures and practices aimed at assisting academic staff to more fully meet their own, student and institutional needs.'
(Harding et al, 1981:1)

On the basis of the above model, it can be suggested that these 'institutional policies, procedures and practices', which can be classified as nomothetic factors, may only be effective if there is a close parallel between the perceived and actual expectations of what these institutional arrangements may achieve. It would also seem paramount that, prior to implementing professional development policies, procedures and practices, any confusion over appropriate student and institutional needs be resolved as far as possible, especially in relation to the role set of academic staff members and any role conflict and ambiguity they may be experiencing.

SUMMARY

In this final chapter, the seven themes that emerged from the present study have been discussed in relation to the research and literature in the field. These themes are : Induction into the Department, The Roles of Academic Staff Members, Attitudes towards Professional Responsibilities, Role Improvement, The Evaluative Procedures, The Reward System and Ways of Professional Development. Recommendations were suggested for the professional development of the academic staff within this department. As well, the theoretical contribution this investigation has made to an understanding of the application of role theory in the study of academic professional development has been highlighted.

A brief concluding statement to the report of this investigation will now be presented. It is followed by a bibliography of the research and literature that was consulted during the study.

CONCLUSION

The major objective of this investigation has been to study the academic professional development of staff members from a department of a New Zealand university.

To fulfil this objective, a case study of the professional development of 34 academic staff members from a department in a New Zealand university was undertaken. Arising from the data collected in this case study, seven major themes were discerned,

Induction into the Department;
The Roles of Academic Staff Members;
Attitudes towards Professional Responsibilities;
Role Improvement;
The Evaluative Procedures;
The Reward System;
Ways of Professional Development.

Among the major findings to emerge from a discussion of these themes were :

1. Structured assistance for new academic staff members is non-existent.
2. The major roles of academic staff in this department are teaching, research, administration and work in the community.
3. Teaching is the most satisfying, while administration is the least satisfying aspect, of the roles of these academic staff members.
4. No formal or systematic opportunity for professional development exists in this department.
5. Formal evaluation of the professional responsibilities of academic staff is not undertaken.
6. The reward system emphasizes promotion through research and publication.

On the basis of these findings, two major recommendations were suggested :

1. A systematic induction programme is needed for new staff members in this department, especially those who had not previously held an academic appointment and those who have had no previous association with the department.
2. More opportunities should be provided for those staff members who wish to improve their professional skills and competencies, particularly in the areas of teaching and research. Such opportuni-

ties could be provided by setting up workshops and seminars and by encouraging the formation of interest groups within the department.

Besides the above outcomes, it has been suggested that this investigation has made a contribution to the study of academic professional development by focussing upon the theoretical framework of role theory. In particular, a model which emphasizes the nomothetic and idiographic factors influencing the roles of academic staff members has been discussed in the context of how this model could be utilized to underpin professional development policies, procedures and practices.

In the area of further research, both the findings from this study and the theoretical model presented provide avenues for further investigation. In particular, further research may prove beneficial in the following areas :

1. The needs of academic staff members in relation to their own professional development.
2. Institutional policies, practices and procedures (such as evaluation and rewards) that may influence the professional development of academic staff members in universities.

Finally, in this work, a modest step has been taken in the study of academic professional development, although many more steps remain to be taken in the effort to provide a better understanding of the professional development of academics in universities.

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APPENDIX I:
MEMORANDUM
TO ALL THE
ACADEMIC STAFF MEMBERS
OF THE DEPARTMENT

MEMO TO : ALL ACADEMIC STAFF, DEPARTMENT OF _____

FROM : Wing Kee AU, Master's Student in Education

Professional Development of Academic Staff:

A Research Project

Currently, I am undertaking research for a Master's thesis on the general topic of the professional development of academic staff in universities. I wish to use the _____ University Department of _____ as a case study on which to base my research.

The first phase of my study, which began in early March, was concerned with examining the relevant field of literature. Following on from this, I would now like to examine what you, as an academic staff member, think about your professional development in this Department.

It is hoped that this study will:

- (a) provide a better understanding of the phenomenon of professional development of academic staff;
- (b) lead to possible recommendations for professional development of academic staff in the Department.

Should you agree to participate, the project will involve you in an interview of approximately 40 minutes with the possibility of a follow-up questionnaire. Confidentiality of information gathered is guaranteed, and no attempt will be made to identify individual respondents in the report of the study.

Thanking you in anticipation of your cooperation,

Wing Kee Au (Mr)
Master's Student in Education

Home Telephone: 74846

APPENDIX II:
LETTERS SENT TO
EXPERTS IN
PROFESSIONAL DEVELOPMENT
RESIDING IN
AUSTRALIA,
BRITAIN,
AND
NEW ZEALAND



Massey University

PALMERSTON NORTH, NEW ZEALAND

TELEPHONES. 69-099, 69-089.

In reply please quote:

Education Department

Dear

I am a postgraduate student in Education at Massey University in New Zealand. At present I am undertaking research for a Master's thesis on the professional development of academic staff in universities.

It has been brought to my attention that you have an interest in this field. In view of this, I would be most grateful if you could help me by forwarding any information (e.g., reprints, bibliographies, etc) you may have on this topic. It would also be helpful if you could suggest the names of those colleagues of yours at other institutions who may be able to provide similar assistance. In return, I shall be delighted to forward you a copy of my report when it becomes available.

I look forward to hearing from you,

Yours sincerely,

Wing Kee AU (Mr)

Postgraduate student in Education

APPENDIX III:

A

PRELIMINARY

INTERVIEW

SCHEDULE

1. When did you take up your appointment with this department?
2. Where were you immediately before that?
3. In some detail, would you tell me what happened during your first six months in this department?

Cue:

How did you know what to do?

How did you find out information about your work?

How did you set up your teaching programmes?

4. What do you see as your roles as an academic staff member and would you list them in terms of their priorities to you?
5. What opportunities have been provided by the department since you have been here to enable you to improve your
 - (i) teaching and research,
 - (ii) administration and any other activities relating to your job?

6. What procedures are you aware of that the department adopts to evaluate your
 - (i) teaching and research,
 - (ii) administration and any other activities relating to your job?

7. What type of reward system do you think operates within this department relating to your job?

Cue:

How do you personally feel about the system?

Do you think the reward system in the university is balanced with respect to teaching and research?

Does it need to be changed, and why?

8. What do you think are the most appropriate ways that the department can promote the professional development of its staff?

Cue:

Do you think there is a need to set up any sort of formal programme of professional development ?

Do you think it should be made compulsory for staff to participate?

9. Are there any other related comments or observations that you would like to make?
10. Thank you very much for your time and cooperation. I really learnt a lot from the conversation today. I shall go back and read the transcription of this interview. If I have any questions, may I come back to see you?