

IDENTIFYING TRADES TUTORS' AND INSTITUTIONS' PERCEPTIONS OF TUTORS' ROLES WITHIN THE ITP SECTOR

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Abstract

Since 1984 tertiary education institutions have been subject to progressive and far-reaching change. Much of this change has been shaped by neo-liberalist agendas which espouse accountability, efficiency, responsiveness, professionalism and managerialism.

This thesis looks at how these themes have shaped or influenced managerial and tutorial perceptions of tutors' operational roles, responsibilities and performance within a selection of contemporary Institutes of Technology and Polytechnics (ITP) teaching environments.

Analysis of the research identifies that scant or poorly prepared institutional documentation around tutorial roles and responsibilities has contributed to uncertainty or confusion, and consequently to individuals adapting their teaching roles to suit themselves.

It has also been identified that managers appointed to the pivotal role of Head of School are stretched in their ability to cope with the demands that are placed on them. This thesis suggests that the increasing responsibilities they carry for managing tutorial staff have contributed to a breakdown in workload planning and performance management processes.

Managers acknowledge that further work needs to be done in defining tutors' roles, responsibilities and performance. But such work presupposes the question: how do managers and tutors perceive tutorial roles in today's ITP teaching environment? Research on this key question and associated issues provides the basis for this thesis.

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Foreword

I commenced teaching in the tertiary sector in the mid 1980s, and have spend 21 years working my way through the system from tutor, programme co-coordinator and Head of Department to my present role as Head of Faculty. Along the way I took the opportunity to complete a Bachelor of Education (Adult) and Postgraduate Diploma in Education (Adult). As I moved progressively through the system from a teaching to a management role, I noticed that my understanding of the expectations of tutors in their roles and performance changed. I came to realise that the manner in which tutors perceived their roles and responsibilities did not always appear to align with that of management. From this initial concern other questions arose, particularly around tutors who had been employed for some time and/or had come from an industry or trades background¹. At the same time I started to sense that staff had not always kept abreast of the changes happening around them through government legislation and new initiatives in the tertiary sector. Consequently they were not aware if and how expectations had changed, and nor had they been receiving adequate training and preparation that would enable them to discharge the new responsibilities expected of them.

From these initial perceptions I sought to understand whether this was a common situation across the ITP sector, or whether it was isolated to the institution in which I worked. To try to find an answer – or at least discover whether my concerns could be substantiated by the experiences of other staff working in a managerial capacity – I sought comments and advice from colleagues outside of my own institution. I had the privilege of sitting on several national committees and ITPNZ forums, and was able to identify that other tertiary institution managers were expressing similar concerns to my own. Teaching staff were clearly being left confused and uncertain about the nature and implications of

¹ “Trades” in the context of this thesis refers to a range of vocationally aligned industries/occupations requiring the application of practical skills, usually learnt by way of an apprenticeship or comparable pre-employment training.

their changing world; the additional tasks they were expected to undertake; and the paradigm shifts occurring around them. For trades tutors much of the concern centred on the establishment of ITOs, with the attendant move to assign industry more control of the training, leading to an unknown future direction for trades training in general.

Hence this research proposal was born. How did trades tutors and managers perceive tutorial roles and performance? Was there a difference in their respective perceptions? If such a gap in role and performance expectations indeed existed, how could this gap be narrowed or closed, and would closing it ultimately lead to more effective institutions? In order to source answers to these and related questions, I set out to understand the thinking of tutors and managers working in a 21st-century ITP.

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CHAPTER ONE: BACKGROUND TO THE STUDY

1.1 Introduction

Since 1984 a continuum of changes has taken place in tertiary education which has resulted in institutions working to meet targets set by shifting political agendas. Throughout the 1990s many of these agendas were shaped by neo-liberalist doctrines. This shift to neo-liberalist agendas, replacing the traditional Keynesian view (Codd, 2005), saw tertiary education starting to focus on decentralisation and marketism, with tertiary education institutions (TEIs) becoming more efficient, competitive and accountable in the way they operated.

After the election of 1999 the Labour-Coalition Government introduced Third Way policies into tertiary education, again signalling a changed political agenda that required TEIs to develop policies which would promote the Government's aim of creating a knowledge society and knowledge economy (Olssen, 2002).

The effect of these changed agendas has been far reaching for managers and teaching staff within TEIs. Common strategic policy directions emerging over the last 20 years espouse efficiency, accountability, responsiveness, professionalism, and managerialism. Within this context a question arises as to how – and to what degree – these themes have shaped or influenced managerial and tutorial perceptions of tutors' operational roles, responsibilities and performance within a contemporary tertiary teaching environment.

1.2 Primary Aim of Thesis

Leading on from this question, the primary aim of this thesis is to establish these respective expectations of management and tutors as to the roles, responsibilities and performance of tutorial staff, through reference to tutors

currently working across four trades-aligned subject areas at three North Island Institutes of Technology and Polytechnics (ITPs). Analysis of the data collected in the course of this research will identify if there are gaps in the way that tutors and managers respectively perceive tutors' roles; if so, where these gaps lie; and if so, how they might affect the outcomes for ITPs in terms of teaching and administrative structures.

This research is particularly timely given the realignment of ITPs' roles as articulated in the latest Tertiary Education Strategy 2007-2012 (Ministry of Education); and the Investment Plans that all TEIs are required to submit to the Tertiary Education Commission (TEC) as a basis for funding over the next triennium. Teaching staff working on trades-aligned programmes must be well versed in the expectation of their roles if ITPs are to meet the challenges that are currently facing them in this ever-changing environment.

This chapter provides a background to the research that is presented in the following chapters of this thesis. Three sections comprise this opening chapter: firstly, an overview explaining the changes that tertiary education – and in particular, trades education – has undergone in New Zealand since the late 1980s; secondly, a review of the effect of these changes on TEIs; and lastly, a summary of the impact these changes have had on the expectations of managers and tutorial staff within the ITP sector today.

From these background considerations three key research questions will be seen to emerge, namely:

- What expectations do ITPs have about the roles, responsibilities and performance of tutorial staff, and how are these expectations articulated?
- What do tutors understand about the roles, responsibilities and performance expected of them by the ITPs in which they work?

- To what extent do the respective expectations of tutors and management concur?

Drawing on the discussion around – and answers to – these questions, it will be suggested later in this thesis that tutorial staff have become uncertain about their roles in tertiary education. Further, that without well-identified key accountabilities and well-understood performance measures this lack of clarity may lead to performance issues which in turn impact upon the effectiveness of the institutions in which they are employed. It will also be suggested that the confusion over role clarification has arisen primarily as a result of the ongoing changes to tertiary education in New Zealand that commenced during the 1980s, and which are reviewed in the following section.

1.3 Changes at National and International Levels

Since the 1980s a continuum of changes has taken place that has led to a paradigmatic shift (Kuhn, 1970) on how tertiary education *is* delivered in New Zealand, compared to how it *was formerly* delivered. From the inception of polytechnics (now ITPs) until the early 1980s, polytechnic systems operated in a relatively open environment free of constraints and the flow-on effects of government bureaucracy.

Far-reaching changes to tertiary education commenced after the 1984 election when the Fourth Labour Government, the New Zealand Treasury and the State Services Commission introduced New Right ideologies into education policy (Giddens, 2001).

Giddens (1998) suggests that the introduction of New Right policies saw an end to the old style bureaucracy of the Keynesian welfare state. The New Zealand

Treasury argued that reform in tertiary education was necessary because the highly centralised tertiary education sector was failing to respond to the changing economic climate (Codd, 2002). The welfare state was about to be replaced by an economic environment shaped by a range of new academic, social and philosophical perspectives with core common assumptions that could be attributed to a strain of liberal thought referred to as neo-liberalism (Burchell et al, 1991; Rose, 1993).

Olssen (2002) suggests that neo-liberalism recognises:

- Individuals are economic, self-interested subjects, and the best judges of their own interests and needs.
- The self-interest of individuals corresponds with the interests of society as a whole.
- The best way to allocate resources is by way of a deregulated market economy.
- Laissez-faire attitudes best promote a self-regulating free market and limit government welfare.
- The high desirability of free trade with the abolition of tariffs and subsidies.

The neo-liberalism policy context of the 1990s defined the direction of all TEIs and formed the basis of tertiary education policy over the next ten to 15 years.

1.4 Reframing Tertiary Education: A Series of Reports

A series of reports published in the late 1980s – the Treasury Report to the Incoming Government (1987), The Hawke Report (1998); Learning for Life: Education and training beyond the age of fifteen (1989a); and Learning for Life Two (1989b) – were the first to introduce neo-liberalist policies into tertiary education. Of central importance to these reports were the issues of efficiency and accountability (Giddens, 2001).

In order to enable TEIs to be efficient and accountable, the environment in which they operated needed to change. Where previously ITPs, colleges of education and universities had operated independently of each other, the new policies would in future apply “across the portfolio” (Olssen, 2002, p. 27). The intention of creating a level playing field, however, also had the effect of introducing competition between TEIs in their efforts to attract more students.

To improve efficiency, TEIs were to be bulk funded on the basis of numbers of Equivalent Full-time Students (EFTS). This move led to “corporatisation” of TEIs, effectively turning them into mini-businesses and changing the way in which they were managed.

The process of corporatisation was further bedded in with the introduction in the Education Amendment Act (1990) of a system of charters and profiles that would provide a direct link between the Minister of Education and the institution. In practice this system – rather than promoting institutional autonomy – actually increased the level of Government control (Olssen, 2002).

1.5 Reframing Tertiary Education: The Green Paper (1997) and the White Paper (1998)

The Tertiary Education Review (Green Paper) released in September 1997, emphasised the neo-liberalist themes of accountability, responsiveness and transparency; and sought to increase student participation levels in tertiary education while limiting and containing costs.

The Tertiary White Paper that followed in October 1998 noted that: “A well-performing tertiary education sector will play a key role in securing New Zealand’s future” (p. 3). The White Paper went on to suggest that assuming this key role would require tertiary institutions to adapt to meet the challenges and opportunities created by expanding frontiers of knowledge; by the changing needs of students; and by the emergence of new learning technologies. TEIs would also need to better inform students of the nature and intended outcomes of the training which they were offering.

Together, these two Papers reinforced the neo-liberalist themes of:

- Increased monitoring and managing of tertiary funding.
- Greater student choice.
- A more equitable treatment of private and public providers.
- Increased competition between providers.
- A greater alignment of funding across the tertiary sector.
- Student centred funding models in contrast to bulk funding.

1.6 Introduction of Third Way Policies

After the 1999 election the Labour-Coalition Government signalled a change of direction for education policy. Neo-liberalism with its focus on decentralisation

and marketism had formed the basis of education policies through the 1990s and was about to be replaced by a new political agenda described as Third Way (Codd, 2005). The Labour-Coalition Government in declaring its commitment to reforming tertiary education saw tertiary education as central to its overall strategic direction of social inclusion, civic renewal, national identity, economic prosperity and globalisation, which were the core themes and values of Third Way politics (Codd, 2002; Thrupp, 2005).

Third Way politics promoted “a vision of social inclusion, pluralism, and democratic participation within a cohesive society based upon norms of trust and social responsibility” (Codd, 2005, p. xiv). Education policies were developed which would shape the knowledge society and knowledge economy; and foster social and moral responsibility, and community and democratic citizenship (Codd, 2005).

New Zealand’s version of Third Way was promoted through the establishment of the Tertiary Education Advisory Commission (TEAC) which was to develop a new strategic direction for tertiary education. TEAC produced four reports from April 2000 to the end of 2001. These reports proposed a new vision for tertiary education and suggested mechanisms to help guide the system towards achieving this vision. One of the main recommendations from the reports was to set up the TEC. Among its responsibilities the TEC was charged with implementing the Government’s Tertiary Education Strategy 2002/07 and Statement of Tertiary Education Priorities. A collateral role of the TEC was to advise the government on policies, priorities and sector performance, and to negotiate a system of charters and profiles that would steer the tertiary sector.

In presenting an alternative to the neo-liberalist policies of the past decade, the TEAC proposals were consistent with the general direction of Third Way politics. These proposals, however, promoted a system which was highly centralised and

heavily regulated, and which would ultimately have a marked effect on the way tertiary institutions were to operate.

These centralised and regulated systems are still evident today. They are seen through the continued drive for accountability and efficiency; for managers to be entrepreneurial; and for the focus of tertiary education to be on developing people in preparation for the workplace (Olssen, Codd, O'Neill, 2006).

1.7 Policy Changes Which Have Affected Trades Training

As this thesis focuses primarily on tutors teaching in trades areas it is appropriate to look briefly at the background to the changes which have affected teaching in these areas. Major changes in the way trades training was undertaken were heralded with the Education Amendment Act 1990 which established the New Zealand Qualifications Authority (NZQA). This organisation was to become the Ministry of Education's single, centralised qualifications accrediting body; just as the National Qualifications Framework (NQF) was designed to regularise the content of all New Zealand's tertiary qualifications within a single, cohesive model of progressive skills and knowledge acquisition.

NZQA introduced a competency based model of training in trades areas, whereby each industry "owned" a series of unit standards (covering particular knowledge and skills) which were written by industry representatives.

At the same time as the NQF was being established, further legislation was introduced which played a major role in the future direction of trades training, namely: the Industry Training Act 1992. This Act provided for the recognition and funding of organisations (to be called Industry Training Organisations [ITOs]), which were responsible for sector leadership, setting skills standards and administering the delivery of industry based training. The changes heralded by

these reforms were to have a profound effect on ITPs and on the way they traditionally delivered trades training.

1.8 Impact of NZQA and the TEC

With the introduction of the two regulatory organisations NZQA and the TEC, key elements of neo-liberalism and Third Way were invoked which required TEIs to develop new frameworks for their operational management.

The key areas of change were:

1.8.1 Emphasis on new managerialism

Traditional notions of management espoused professional standards that promoted the values of equity, care, co-operation and social justice. New managerialism saw a shift to: management as customer oriented; decisions that were driven by efficiency and cost effectiveness; and a strong emphasis on competition – especially free market competition – to attract students (Biesta, 2004).

1.8.2 The development of an audit culture

Accountability, together with quality assurance, formed the main drivers of new managerialism (Biesta, 2004). For an organisation to be accountable, a means of verifying whether set standards or performance indicators had been met was necessary. An audit culture grew out of this requirement. Subsequent experience strongly suggests, however, that quality assurance has become more about systems and processes than outcomes (Biesta, 2004). If the aim is ultimately to lift the quality of education, a major rethink of these systems and processes is required.

1.8.3 Performativity

The advent of key regulatory agencies such as the TEC and NZQA saw the development of new measures under which institutions could be held accountable. New managerialism saw managers operating under key performance indicators or performance measures which included specified targets and timeframes. Failure to meet these targets could adversely affect key elements such as funding and accreditation.

1.8.4 Professionalism

Blackmore & Blackwell (2006) suggest that the teaching role in TEs is in flux, and becoming more fragmented. They also identify that world wide there is a trend to professionalise – and increasingly to “manage” – academic work. They further suggest that the boundaries between academic positions are now more permeable, and that the distinguishing characteristics of teacher, manager and administrator are being eroded. This erosion of traditional boundaries around work roles is seen as having a negative effect on the way that TEs operate. Further studies suggest that accountability cultures framed in neo-liberalist agendas may inhibit working relationships based on professionalism (Zepke & Leach, 2005).

1.9 Changes in Tertiary Education World Wide

While New Zealand was realigning its tertiary system, so, too, were most English speaking countries including Britain, Ireland, America and Australia; and the New Zealand situation that led to reforms and strategic shifts found its overseas corollaries. In Britain the concept of “lifelong learning” was introduced and formalised; higher education institutions opened their doors to wider participation by increasingly more heterogeneous sectors of the population; inequitable

funding issues presented themselves; “globalisation” became the buzz word; and suggestions of registration for tertiary teachers came under debate. Many practitioners and theorists felt that increasing expectations of teaching staff to upgrade their qualifications should also require them to undergo formal teacher training and registration.

It was also noted that for some time the very nature of higher education had shifted from knowledge generation to transmission of knowledge (Colbeck, 2002). Although primarily affecting university education, this change in perspective did, nevertheless, have a flow-on effect into the polytechnic sector. The lecturer (tutor) who was formerly seen as the repository and dispenser of knowledge, was now seen as a facilitator of knowledge in and for others.

1.10 Changes at Institutional Level within New Zealand Institutions

Twenty years of change at a national level witnessed an obvious trickle-down effect on TEIs, and to the way they planned and operated.

With a reorganisation of the tertiary sector came the creation of various compliance and regulatory bodies including NZQA, Institutes of Technology and Polytechnics of New Zealand (ITPNZ) – itself replacing the Association of Polytechnics of New Zealand (APNZ) – and various ITOs and National Standards Setting Bodies. ITPNZ requires each member institution to develop policies and procedures around 12 Academic Quality Standards, against which it is audited on a three-year cycle. The Government White Paper “Tertiary Education Policy for the 21st Century” (1998) announced that in order to succeed, TEIs needed to have sound management, effective long-term strategic planning, and governance and accounting structures with sufficient flexibility to meet future challenges. The

degree of compliance required to meet these various expectations has been shown to increase workloads significantly at all levels within an institution.

1.11 The Effects of Change at Governance and Management Levels

The intention that all TEIs should operate under the same set of rules (Olssen, 2002) – working in a competitive environment under neo-liberalist agendas and subsequent Third Way policies – naturally led to changes in governance and management practices.

In the case of ITPs, at governance level Councils were to become smaller in size and include Minister of Education appointed members. Roles and responsibilities were to be clearly identified and members held accountable for meeting those responsibilities (Olssen, 2002). Councils also assumed contractual responsibility for appointing the CEO, and for monitoring performance in accordance with an agreed set of performance measures. The CEO, in turn, assumed responsibility for appointing teaching and administration staff responsible for the operational running of the organisation (Olssen, 2002).

Along with improved efficiency came a driver to restructure the reporting lines within ITPs. A diversity of structures proliferated, with some institutions developing flat management structures, and others adhering to more traditional hierarchical models. Reporting lines became increasingly important, as did the allocation of tasks to meet targets identified as part of an accountability agenda (Blackmore & Blackwell, 2006).

The introduction of an audit culture led to a perceptible change in workloads. Blackmore & Blackwell (2006) identify that managers reported increased levels of paperwork, and increased difficulty in simply managing the processes involved,

not assisted – in some cases – by poorly developed institutional policies and procedures.

In terms of human resource management, each ITP developed accepted professional practices, ethical standards and codes of conduct for its staff. All divisions of an institution were required to work to higher professional levels, and to maintain what became known as paper trails to evidence work undertaken. The provisions of current legislation became increasingly significant to the employment of new staff.

Accompanying these changes was a move towards increasing institutional efficiencies, particularly in terms of operational costs. Given that the largest component of an operating budget is usually salaries, staff reductions and rationalisation, and efforts to reduce teaching costs, became priorities for most managers. Where once academic managers were appointed primarily because of their academic knowledge, a more competitive environment saw managers requiring sound financial knowledge and experience, as well as a background in education.

In terms of expectations, managers – particularly at senior levels – experienced the influence of neo-liberalist and Third Way agendas through the inclusion of performance indicators in their job descriptions, against which they were regularly evaluated. Indeed, regular performance appraisals of all staff became the accepted norm. Where formerly teaching staff and managers were left to develop their own goals and targets for work outcomes, under the new cultures these targets were set for them. Poorly perceived performers were managed to improve their performance in line with stated institutional goals.

The move towards TEIs competing on a level playing field led to an increasingly competitive market (Thrupp, 2005); and greater efforts were required to encourage students into each organisation. Within ITPs, the marketing role was

often co-ordinated from a central area, but all staff – including the managers – were expected to assist in promoting their particular departmental programmes. Managers were also required to develop strategic planning skills in order to keep programmes current, up-to-date and industry relevant.

To maintain industry relevance managers needed to keep close contact with their particular industries and to be responsive to identified training requirements (Smelt, 1995). Institutions also needed to remain responsive to their other stakeholders including secondary school students, regional businesses and local iwi.

Under the new audit cultures TEIs were required to become transparent in their operations (Smelt, 1995); particularly in terms of internal processes, decision-making and communication. Within their respective areas managers were given the responsibility of ensuring that approved processes and procedures, ethical standards and codes of conduct were upheld.

Accompanying the rising costs of education was an expectation that institutions themselves would generate some form of revenue (O'Neill, 2005). Managers' KPIs would often include a requirement to source funding to offset programme costs which were traditionally seen as the responsibility of the State. If opportunities arose to recover programme costs, such as selling food in a restaurant run by the students and staff; or if services performed by students could recover materials costs, then these initiatives helped to offset the costs involved in delivering the programme.

Senior managers, supported by staff within each TEI, were charged by the Minister of Education with developing various documents which defined that institution's specific nature, function, role and goals, namely: Charters, Profiles and Mission Statements (O'Neill, 2005). These documents have largely been

replaced by Investment Plans, but institutions must still develop strategic plans setting out their key goals and targets.

One of the most significant challenges for managers in recent times has been to manage institutions within the tight funding regime of Equivalent Full-time Students (EFTS) (Olssen, 2002). A pattern of declining EFTS has impacted negatively on many institutions in recent years; but new funding models and the recently-introduced Investment Plans are expected to improve the financial position of TEIs in general, and of regional ITPs in particular.

Another change relates to the qualifications and training of managers within the ITP sector, many of whom had worked their way up the tertiary system or moved out of the secondary school system. New demands upon them to operate increasingly as business managers saw workload priorities change and workload pressures grow. As management layers became deeper to offset increased workloads, it was not always obvious which roles and duties were being performed, and where the responsibility to fulfil them actually resided. Uncertainty and confusion because of poorly defined roles often created gaps which led to significant areas of non-compliance during external academic audits (Tierney, 2001; Chapman & Austin, 2002).

The training of tutorial staff within ITPs also witnessed changes. In the 1980s tutorial training was well organised under a centralised system. The decision to regionalise training in the late 1980s, however, raised concerns (Viskovic, 1994); the underlying fear being that training could suffer if left in the hands of individual institutions. In hindsight these concerns at the time were justified, as ITPs did not always demonstrate that they were best placed to train new recruits to the teaching profession, particularly in the early years after centralised training was abolished. More experienced tutors, too, who were required to undertake new tasks – developing flexible delivery modes, writing unit standard assessments, assimilating QMS processes etc. – also needed ongoing training if they were to

meet changing institutional expectations through the late 1990s and early 2000s. Nor were institutions always adroit at communicating changes arising from new government directives to their staff. Later chapters will explore the question of how gaps in training and poor communication may have led – or contributed – to differing perceptions of roles and performance issues.

Tight government fiscal policy through this same period – late 1990s and early 2000s – led to an actual financial shortfall for a number of TEIs, and creative ways were sometimes devised to close the gaps (Salmi, 2002). Some ITPs gained additional funding through rapid expansion of community courses, extensive sub-contracting arrangements, and out-of-region provision in selected areas for which they sought a national mandate. Others resorted to internal restructuring and reorganisation of roles in an attempt to save money by paying fewer staff. Institutions once again did not always communicate these new roles and responsibilities consistently and clearly, leading inevitably to confusion as to who was responsible for what.

Further tensions arose when resources were not adequately replaced or improved in times of fiscal constraint, and teaching at the “front line” was often the first to suffer. Teachers who were asked to cater for growing numbers of students per class under the EFTS-funding model became frustrated and annoyed when their needs were not met (Chapman & Austin, 2002; Salmi, 2002). As the following section will show, however, a lack of resources was not the only issue to impact significantly on tutorial staff working within ITPs.

1.12 The Effects of Change at Department and Tutorial Levels

The changing face of tertiary education ultimately led to corresponding changes in the way tutors in the ITP sector delivered their programmes. While many tutorial staff met the challenge of change and flourished under these new requirements, others found it difficult to adapt and evolve. Traditional notions and

perceptions of the tutorial role and of pedagogical issues bound up with this role were constantly being questioned, leading to new priorities and expectations around programme planning and delivery.

Chief among these new priorities and expectations was increased accountability for performance at all levels. Systems of evaluation were consequently implemented within ITPs to manage and track performance; and the effectiveness of these systems was tested under external academic audit.

The nature and expectations of students entering tertiary education has also shown a marked change over recent years, with many arriving at institutions well versed in the new technologies that were progressively being introduced into the tertiary curriculum, and expecting them as a matter of course. In the case of ITPs, this expectation was particularly apparent in trades areas where staff had not necessarily been trained in using computing technology during their school life, nor while training for – or during employment in – their particular industry. Compounding the issue, tutors from a trades background often had firm ideas on how teaching should be undertaken, frequently grounded in the way they themselves had been taught.

The implementation of flexible delivery modes and introduction of new technologies into teaching have also proved challenging to staff accustomed to traditional teaching methodologies and approaches. The issue for many tutors was not simply keeping up with new classroom-based technologies, but also the technologies that industry was fast moving to employ. If the skills and knowledge taught were to improve New Zealand's competitive edge, and promote economic growth, employment opportunities and productivity, staff delivering this training had to acquire the latest knowledge and skills available.

Compounding this situation was more rigorous evaluation of training from stakeholders. Since the inception of trades training in the late 1960s,

polytechnics (latterly ITPs) – along with the Trades Certification Board – had been able to direct the training of apprentices. Increasing involvement and influence from industry (particularly from ITOs), however, left some staff feeling threatened and vulnerable in their roles.

Another change lay in the expectations around qualifications, as many teaching staff entering an ITP – while highly experienced and skilled in their particular subject area – did not have experience or qualifications in teaching. Many had experience with training apprentices on the job but soon discovered that this experience differed markedly from teaching 16 to 18 students in the context of a formal classroom setting. As compliance became a significant issue, and as expectations of performance lifted, it became imperative that staff were trained in the art of teaching. As a consequence, ITPs gradually started to require teaching staff to gain a recognised qualification in adult education.

Other effects of changes have been seen in an expanded administration and compliance workload for tutorial staff: producing resources; participating in quality management processes; coping with reporting systems; and working on programme documentation. Often a reluctance to undertake administrative tasks due to the perception that they are not relevant to teaching can be traced back to the way tutors perceive their identity. If they carry the notion that they are trades teachers, their perception of this role will frequently differ from those who consider that they are teachers of a trade. Hence the conundrum: is a trades tutor first and foremost a teacher or an industry practitioner?

Although workloads increased, annual leave entitlements under successive collective agreements remained relatively high, and tutors have had to compress more work into a short academic year. A progressively greater emphasis on stakeholder engagement in the last two decades has also seen staff involved in forming and maintaining partnerships with stakeholders through industry and school visits, advisory committees and memberships of relevant organisations.

Lastly, notwithstanding the increasing provision of specialist student support services, a significant component of the identification of student needs and monitoring the flow-on effects in academic performance continues to lie with tutorial staff. Similarly, although most ITPs have active and proficient marketing divisions, the move towards providing more detailed information to prospective students has led to having teaching staff – rather than marketing department staff – readily available to discuss the content of programmes offered by the particular ITP.

1.13 Conclusion

The information presented in this background chapter suggests that TEIs (and in particular, the ITP sector) have undergone continuous and significant change in the way they are funded and organised. This change, which became most apparent from the 1980s, is ongoing, and ITPs have had to adapt systems and staff capability to cope with a dynamic working environment. Targets are now being set to ensure that initiatives implemented after the tertiary education reforms are being met. A whole new realm of accountability has been initiated, and new government priorities have meant that many staff at all levels have had to adapt their roles to fit with the expectations attendant on the new environment.

As ITPs have grown and become more complex, so too has the day-to-day working environment. In this situation, poorly understood hierarchical structures, problematic working relationships, a larger and more diverse student cohort, and internal power struggles, all become more apparent and more difficult to resolve.

As will be demonstrated in the following chapter, it is unclear as to whether ITPs have undertaken sufficient work to structure themselves in the most effective way within this new tertiary environment; whether role responsibilities are being effectively communicated to staff; and whether there is a common view held by

tutors and managers as to the responsibilities, roles and performance of tutorial staff in a 21st-century ITP.

CHAPTER TWO: A REVIEW OF THE LITERATURE

2.1 Introduction

Since the election of the Fourth Labour Government in 1984 there has been constant redefinition around Government priorities for the tertiary education sector. It is widely believed that the responsibilities and expectations of staff working in a TEI have undergone major changes following the emergence of neo-liberalist and Third Way policies which helped shape New Zealand tertiary education reforms over the past two decades; and a number of studies document the nature and effects of these changes (McInnis, 2000; Harman, 2000; Molesworth & Scullion, 2005; Colbeck, 2002; Hodgson & Whalley, 2007; Kincheloe, 1995; McWilliam, 2004; Morley, 2003).

It is more difficult, however, to identify studies that relate to tutorial and management staff perceptions of the tutorial role in a 21st-century ITP. Most of the literature currently available is based on research undertaken within universities in America, Britain, Europe and Australia, with little comparable documentation available that draws on New Zealand sources. Notwithstanding this relative lack of cross-referenced data, there is sufficient literature available to establish parallels with the New Zealand ITP context.

2.2 A Changing Tertiary World

As identified in Chapter One, most management and tutorial staff today operate within a tertiary system that is fundamentally different to the system they themselves experienced as students. Today's ITPs require staff constantly to balance the varying demands of teaching, administration, stakeholder consultation, marketing and promotion. For long-standing staff it is certainly

possible to compare their current situation with what Harman (2000) laments as the “golden age” (p. 73) when: the tertiary environment had far fewer pressures and constraints; teaching was directed by the teaching staff themselves; administrative tasks were minimal; compliance was an unknown word; and the teacher was the source of all knowledge and worked in an environment of relative freedom. This system proved to be expensive, however, and didn’t achieve the outcomes which successive governments promoted to meet the aspirations of a modern, OECD nation. Many recent studies demonstrate and substantiate the far-reaching changes in academic roles and responsibilities over the past twenty years (Churchman, 2006; Collins, 1991; Ling, 2005; McInnis, 1992, 1996; Tight, 2000; Yelder & Codling, 2004).

2.3 Institutions Adapting to Change

The changes required of TEIs have in the main proved difficult to implement. Many staff were not prepared for change, let alone for the amount or rate of change which was about to occur. Successful change initiatives require clear statements of intent, planning, staging and direction across the institution (Diamond, 2002). Even after these changes were initially implemented few institutions acknowledged their worth, and continued to work much as they had in the past. Ongoing change, however, has brought the gradual acknowledgement that TEIs must adapt to a new climate and to a more efficient way of discharging their business.

In the context of this changing environment ITPs have been charged with a unique remit. The Tertiary Education Strategy 2007-12 (Ministry of Education) identifies that an ITP’s roles are:

1. To provide skills for employment and productivity.
2. To support progression to higher levels of learning or work through foundation education.

3. To act as a regional facilitator.

This remit contrasts with that of the universities which is to:

1. Provide a wide range of research-led degree and postgraduate education that is of international quality.
2. Undertake excellent research in a broad range of fields.
3. Engage with external stakeholders (communities, business, industry, iwi, and the research community) in the dissemination and application of knowledge and in the promotion of learning (TES, 2007, p. 14).

In order to meet their role expectations author Gregory Bateson (1972) coined the term “second order change” for the type of transformation required by TEIs. Bateson considered that such change:

1. Represents a new way of seeing things.
2. Requires a shift in gears.
3. Is irreversible; after it is implemented things cannot return to the way they were.
4. Is a transformation to something quite different from what had existed previously.
5. Requires new learning on the part of all staff.
6. Results in a new story being told about the institution by staff, students and the community it serves.

Bateson also considered that institutional change must start with strategies that are consistent with stated institutional values. These values arise from an institution's history, context and role, and the resulting strategies must be applicable throughout all levels of that institution.

Diamond (2002) states that cultural change is extremely difficult to accomplish in tertiary education, reflecting systems that are complex and multi-layered and which comprise diverse, moving parts. Roles and responsibilities also vary, and many institutions appear to suffer from a shifting personnel base which markedly affects continuity in the context of this change. Sarath (2005) supports Diamond's stance by suggesting that cultural change is almost impossible because of the deeply entrenched assumptions about human knowledge and education that pervade the academic culture. These assumptions are bound up with classroom dynamics; the structure and nature of curricula; institutional systems; the criteria under which staff are hired and promoted; the profile of successful staff; and even the physical layout of the campus. Change is hard to achieve because teaching staff are resistant to diverting time from what they perceive as core activities, to the kinds of transformational initiatives required.

Connor (1993) sounds an alarm bell when he suggests that whenever a discrepancy appears to arise between the current culture and the objectives of change, all things being equal the existing culture will win. Under these circumstances the way forward is to refocus the change effort to align more closely with the existing culture, not by compromising the change itself but by modifying the assumptions, beliefs or behaviour of the current culture to be more supportive of the change effort. Sarath (2005) supports Connor's reasoning but goes on to suggest that while change is not impossible, it must be undertaken with care and be preceded by a period of "reflection, imagination, visioning and creativity" (p. 94).

2.4 Paradigm Changes for TEIs

Tertiary education faces a number of paradigm changes which entail significant cultural shift if it is to meet future challenges. These changes include the need for:

- Continuous professional development of all staff.
- A change from a teaching to a learning paradigm.
- High level strategic planning.
- Transformational leadership.

Some commentators feel that with the rapid rate of change over the last twenty years, TEIs have not been able to adapt to these changes as readily as expected (Lick, 2002). Lick suggests that in some cases institutions have not been able to develop a clear vision for learning in the information age. Others have been slow to restructure roles, functions and services to meet changing government priorities. And corporate leadership has not always recognised that moving to a new era will require: renewed emphasis on continuous development of staff at all levels; improved strategic planning; and a re-focus away from teaching *per se*, towards learning and leadership which is inherently transformational.

Svinicki (2002) states: “If you spend time and resources in faculty and staff development, you will get a huge return on your investment in terms of creativity, productivity, morale, and self-renewing energy” (p. 211). Traditionally, professional development focused on keeping staff members' discipline knowledge current; but in recent times more emphasis has been placed on the quality of teaching itself. Blackmore & Blackwell (2006) predict that there are moves ahead to make tertiary level teaching more “professional” (p. 1). They cite attempts to raise the level of capability of teaching staff by defining expertise, improving professional development opportunities, and formally recognising proficiency. They also identify a well-balanced and ongoing model of professional development as a key requirement if staff who are expected to enhance their teaching role, also recognise and accept that the balance of their activities may change over time.

Knapper (1990) suggests that once initial training is undertaken, teaching staff may consider that there is little if any institutional requirement for ongoing teacher

training. Consequently, the motivation for further development is often driven by the individual rather than by institutional policy. Knapper endorses the need for ongoing professional development, however, and teaching staff he surveyed highlighted as priority areas, training initiatives that would:

- Raise the level of student performance.
- Provide information about student learning styles and the ways in which learning can best be supported.
- Improve student interest, motivation and retention, and ultimately outcomes.

These priorities dovetail neatly with the current Government's aims in launching the reforms, in particular to move from a teaching to a learning focus, and to improve student learning outcomes.

A number of writers emphasise the importance of ongoing professional development for managers as well as for teaching staff. Business and industry groups have long recognised the value of continual training for staff at all levels, and many allocate significant elements of their annual budgets to research and development (R & D). These writers suggest that tertiary education, on the other hand, has been slow to follow this lead, and that academic leadership also needs to be revitalized and developed in an ongoing manner (Diamond, 2002). With the call for TEIs to become more aligned to business models, the skills, knowledge and experience that managers are required to have has changed: from the “traditional” manager with a wealth of academic knowledge and experience, to one who is capable of making fundamental changes in the condition, nature and function of the institution itself.

These trends suggest that tertiary education today should be prepared to embrace the same elements that drive business: in particular, an openness to taking risks, and a leadership tier that on the one hand is prepared to accept

responsibility for failure, and on the other to recognise the contributions of key staff members which promote success. In setting out and espousing these principles, a number of writers make the same call for visionary or transformational leadership (Lick, 2002; Trowler, 1998; Bourner, Katz & Watson, 2000). If this call is to be heeded, institutions may need to refocus their thinking on the qualifications and experience that they require when recruiting managers for the future.

2.5 Possible Conflict as a Result of Change

Commentators have also noted that the move to business models and accountability necessarily highlights the differences between business and academic cultures, which may lead to a situation of tension and distrust among staff. They suggest that this distrust may have its origins in managers, who tend to hold and espouse business principles, and who increasingly expect staff to hold “business” values as opposed to traditional “academic” values.

Waugh (2000) hints that academics feel freedom in the classroom is being eroded. With government agencies such as the TEC now having a greater input into the funding of TEIs and the choice of programmes that they offer, this change in values may be seen as a further affront to teaching staff who traditionally have had a major role in the development of their institution's programme portfolio. In making this suggestion Waugh notes a loss of input into decision making from tutors in general, not just in the programmes offered but also in the way that classes are taught and assessed.

In the trades area the growth in the remit and role of ITOs has seen the devolution of much of the decision making to them, leaving tutorial staff feeling disenfranchised. This institutional situation has seen tension and dislocation also develop at a sector level – between training providers and the ITOs (Smelt, 1995).

Rust and Meyers (quoted in Donnelly, 2006) suggest that perhaps the tutors have only themselves to “blame” for this loss of power that they are apparently experiencing; and that they have not positioned themselves well as critical stakeholders in the change climate. Hall (2002) also writes that “academics love to critique institutions because there is a certain tangible textuality to them, with their documents, written rules, and administrative structures” (p. xx), but goes on to suggest that tutors are not so comfortable in reflecting on their own textuality, motives, priorities, fears and ambitions.

Apple (1986) supports Colbeck and Waugh in suggesting that power struggles are arising between managers and tutors who are both attempting to define not only “what is done, but also how and why it is done” (p. 2). He considers that the rapid rate of change and poor role definition are contributing to this friction.

It has not been an easy road for managers who are tasked with negotiating change. Although writers acknowledge that change in TEIs is not easy to achieve (Trowler, 1998; Diamond, 2002; Rhoades, 2000), they consider, nevertheless, that change must be led from the front and that managers must take responsibility for allowing change to occur. Diamond (2002) asserts that managers must start working together to create cultures where staff are included in: decision making; deciding how teaching and assessment will occur; how performance will be evaluated; and in making meaningful contributions in the areas that matter to them.

Rhoades (2000) challenges commentators to think carefully when entering the debate over changing roles, as he believes that much of the criticism from teaching staff may have to do with how they spend their time as opposed to how they would *prefer* to spend their time. He suggests that teaching staff may be spending more time on duties to which they are not so favourably disposed; and hence are more vocal in their criticism of these changing expectations.

There may be a basis for Rhoades' arguments. With the push for institutions to produce quality outcomes and improve the training and service offered to stakeholders, there is evidence that tutors are being asked to participate in activities they may not have perceived as part of their role when they entered the profession. Although it appears that perceptions change over the duration of a career (McInnis, 1996), the rapid rate of transformation in tertiary education may have left many staff disorientated. Donnelly (2006) reinforces this supposition by suggesting that teaching staff have been left confused over the mission of higher education and uncertain of their role in it.

2.6 Management Responding to a Changed Tertiary Climate

Olssen (2002) identifies that neo-liberalist restructuring has greatly impacted on the roles and work lives of managers. A major study of management practices in higher education examined 17 higher education institutions in Australia. The findings indicated:

- A new kind of leadership in tertiary education has emerged. The CEO has become a strategic director and change agent.
- Tertiary institutions are now run as businesses, with plans, targets and incentives.
- The CEO is often appointed from outside the institution and is not familiar with the institution or its past.
- Management structures have altered in line with increased work pressures.

- There is increasing emphasis on issues such as performance, accountability and efficiency.
- Managers are now required to work to performance indicators and undergo performance appraisal.

Olssen (2002) suggests that neo-liberalism has played a major role in altering management focus. He suggests that managers have become focused on efficiency, maximising outputs and achieving financial profits; and that they have become competitive, hierarchical, corporate loyal, audit focused, and now employ a “hard’ managerialism” stance (p. 45): “hard’ managerialism” meaning hierarchical and imposed management practices, as opposed to collegial management practices (Trow, 1996).

In support of Olssen (2002), Codd (2005) argues that there is now a dominant managerialist culture within tertiary education that runs counter to the traditional culture of democracy. He suggests that culture is now more about what can be recorded, documented and reported about teaching and learning than about the educative process itself. “Managerialism with its emphasis on efficiency and external accountability, treats teachers as functionaries rather than professionals and thereby diminishes their autonomy and commitment to the values and principles of education” (p. xv). Codd suggests that this situation leads to “a culture of performativity in which ends are separate from means and where people are valued for what they produce” (p. xv).

Blackmore & Blackwell (2006) argue that management has been subject to “substantial” challenges (p. 376), and that managers may have become caught up in having to mediate between the realities of institutional life and the beliefs, goals and values of the institution. In a study of management roles in higher education the authors identified that managers’ job descriptions were very diverse (p. 377). Managers reported that they shaped their job “partly because of

the kinds of expertise they brought to it” (p. 377); and that they “felt subject to tensions among a range of expectations, including staff within their own unit” (p. 377). They also saw their role as “a shifting product of many interactions” (p. 377) and concluded that they “believed that they performed a role that was more complex than many of those outside it understood” (p. 377).

If, as the literature suggests, managers have been subject to major change, then what is the nature of this change? Duke (2002) suggests that this change has been wide ranging and includes:

1. A change to managerialism with moves to efficiency and accountability, including an almost obsessive preoccupation on quality (Olssen et al, 2004). Eggins (2003) states that along with efficiency and accountability comes cultural change, and that this is where the real challenges lie for managers.
2. Coping with the changing nature of a more diverse student population. With an increase in student numbers and with a much greater diversity in the range of students entering tertiary education have come challenges for institutions to adapt to meeting the needs of these students (Duke, 2002).
3. A recognition that the flow-on effect of a more diverse cohort of students is the need for changes to be made to programmes, methods of teaching delivery, introduction of more flexible types of teaching, and more widespread utilisation of IT in teaching.

For the ITP sector change has also occurred in the way various partners in tertiary education and training work together. This change includes strengthening partnerships with PTEs and ITOs, as well as forming close alignments with secondary schools. The model under which ITPs operate has gone from one of competition to that of collaboration (Ministry of Education, 2007).

Ramsden (1998b) argues that today's managers, whether employed in an ITP or a university, require a detailed understanding of academic perspectives in order to achieve change: which is what management is all about in today's tertiary environment. Blackmore and Blackwell (2006) support this argument by stating: "leadership...requires an understanding of research, teaching, management, consultancy and a range of other aspects of academic work, and of how they do and might interrelate. It requires also an understanding of the variability of faculty roles" (p. 380). Duke (2002) suggests that good management in a changing environment is characterised by delegation, trust, valuing of local expertise down the line, nurturing teams and giving credit.

Finally, Knight & Trowler (2001) suggest that to improve efficiencies within an institution management must work across it to make connections and spread practices and ideas, and to broker inputs and exchanges. Cross-institutional teaching cuts teaching costs, provides more efficient space utilisation and saves on teaching salaries.

2.7 Tutors Responding to Change

A study commissioned by the Higher Education Division of the Department of Education Training and Youth Affairs in Australia investigated the ways in which academics are responding to increasingly complex demands on their time and energy. The author Craig McInnis (2000) identified 15 activities that tutors were expected to undertake which had markedly changed their roles, namely:

- Attendance at committee meetings.
- Liaising with administrators.
- Providing academic support for individual students.
- Pastoral care of students.

- Seeking funds to support academic work.
- Developing course materials for new technologies.
- Doing own word processing.
- Participating in marketing and promotional activities.
- Keeping up to date in subject area.
- Assisting in mentoring junior staff.
- Designing on-line materials.
- Industry liaison.
- Professional development/gaining higher teaching qualifications.
- Assisting with international student programmes.
- Off-shore academic work.

In a similar study undertaken in Britain, Tytherleigh et al. (2005) identified that tutors felt their teaching lives were affected by:

- Excessive working hours.
- Heavy workloads.
- Excessive administrative work.
- Lack of promotion opportunities.
- Role ambiguity.
- Inadequate salaries.
- Diminishing resources.
- Increased teaching loads.
- Increased student/staff teaching loads.
- Job insecurity.
- Pressure to attract funds.
- Poor management.
- Lack of recognition and reward.

This study also identified that the level of job satisfaction was low. McInnis (2000) similarly reports that there has been a dramatic decline in the level of job satisfaction which tutors gain from teaching. He suggests that this trend is a cause for concern, as teaching staff have traditionally reported a high level of satisfaction from their work. Both studies indicate that tutors are more likely to express positive work attitudes towards their work and their institutions when roles are clear and achievable; job tasks are challenging; managers display supportive leadership styles; and organisational structures permit them to influence decision making (Tytherleigh et al. 2005).

In an in-depth survey into changes in teachers' working lives, Ballet et al. (2006) conclude that teachers have:

- Less down-time during the day, which results in less time to maintain currency in their teaching discipline and less time to reflect on and refine their teaching skills.
- A persistent feeling of work overload which: reduces personal discretion in choice of teaching methodologies; inhibits involvement in and control over long-term planning; and leads to a dependency on externally produced materials and expertise.
- A need to cut corners to save time which has a negative effect on the quality of results. Only the essential tasks are undertaken. There is isolation from colleagues resulting in less time for collaboration, feedback and sharing of ideas.
- A need to rely on the expertise of external specialists, which can create doubts about a teacher's personal competence.

Paradoxically the authors suggest that in order to do a good job, teachers appear to accept longer working hours and more work. Smylie (1999) and Hargreaves (1992, 1994) both identified that increased workload pressures came from external and internal sources; and that teachers actually apply pressures on themselves through striving for perfection.

Colbeck (2002) suggests that role responsibilities are changing through innovations in technology; external pressures to adopt corporate management styles; and increased demands for institutional accountability. She also considers that faculty work has become increasingly complex and more than simply teaching. Rhoades (2000) supports Colbeck and suggests that teaching needs to be viewed in a more holistic way. Both authors agree that because teaching has become so complicated with the blurring of time spent on differing activities, a “typical” tutorial staff member no longer exists. Colbeck asserts that teaching must be “unbundled” (p. 1) if the teaching role is truly to be appreciated in today’s educational climate. This suggestion has potential for further study if the holistic nature of teaching is accepted, together with the reality that tutors are being asked to perform multi-faceted roles. If as McInnis (2000) suggests, tutorial staff are no longer wholly satisfied with their roles and recruitment is more difficult, further study must be undertaken into understanding the precise nature of the teaching role and to convey to prospective employees a realistic idea of exactly what this role entails.

2.8 Trades Tutors’ Adaptation to Change

Butterworth & Butterworth (1998) in describing a background to trades training, suggest that the development of the NQF between 1990 and 1991 heralded a major change in the way trades training was undertaken in New Zealand. Prior to this time, trades students were taught on the job, complemented by off-job training at night school or block courses run by the local polytechnic.

Examinations were conducted by the New Zealand Trades Certification Board at the end of each year.

The NQF was established primarily to provide:

- Nationally recognised, consistent standards and qualifications.
- Recognition and credit for all learning of knowledge and skills (NZQA, 2008).

It was predicated on three primary assumptions:

- Unit standards are registered nationally.
- Unit standards are used by accredited organisations.
- A moderation system provides national consistency (NZQA, 2008).

Within this system, ITOs were allotted responsibility for:

- Providing sector leadership and setting national skill standards for their industry.
- Providing information and advice to trainees and their employers.
- Arranging for the delivery of on and off-job training (including developing training packages for employers).
- Arranging for the assessment of trainees.
- Ensuring systems are in place for monitoring the quality of training (NZQA, 2008).

Erout (1994) tells us that the inception of the NQF and subsequent establishment of ITOs brought with it a very different way of delivering trades training. Tutorial staff no longer had control over *what* was taught and *how* it was assessed, although they did retain some jurisdiction over *how* the material was taught. Although situations varied, in many instances unit standards were developed by

each industry sector under the guidance of advisory groups. Teaching staff from training providers were often missing from these sector groups, leading to an environment of distrust that left teaching staff feeling frustrated that their expertise was being overlooked. Industries assumed full control of their training with no expectation that they would seek input from providers. Eraut (1994) states: “The role of experienced educators and trainers was deliberately shrunk” (p. 184). This level of poor cooperation existed for some years before a more open and cooperative environment was eventually established.

The widespread adoption of unit standards has required teaching staff to adapt their ways of working. Trowler (1998) lists four major changes:

- Work intensification.
- Bureaucratisation.
- Power shifts.
- Compliance.

Work intensification has seen tutorial staff developing teaching and assessment materials to comply with individual unit standard requirements; although some ITOs developed Common Assessment Tasks (CATs) for providers’ use. The heavy workload of assessing individual unit standards, record keeping, and reporting of results was moreover found to increase workloads significantly; and time spent in consultation with students, employers, ITOs and NZQA loaded further pressures on to tutors, leading to the perception that quality was being compromised in teaching areas (Trowler, 1998).

Bureaucracy was identified amongst many staff members as being too complex (Trowler, 1998); and a proportion of them considering too much time was being expended on trivial issues: “You spend more time filling in the necessary forms and it becomes an absolute nightmare” (p. 51).

Power shifts came from various directions. As noted, the initial relationship between training providers and ITOs was an uneasy one (Smelt, 1995). Over time these relationships have been restored through a recognition that it was beneficial to both parties to work together to improve training at all levels.

Power shifts also came about within the training providers themselves. Institutions had to develop structures and systems in order to function efficiently under the new compliance-driven regime (Chapman & Austin, 2002; Tierney, 2001). These new systems often required staff to follow set policies and procedures, which left them perceiving a loss of control in the way they operated (El-Khawas, 2002). A major shift was the introduction of moderation systems in which assessment materials which were developed by the training provider underwent approval processes within the training provider (internal moderation) and through the external accrediting agency (external moderation). A situation in which tutors felt they were being closely monitored didn't help the already tenuous relationship between the ITO which was the moderating agency in most instances, and staff employed by the training provider (Smelt, 1995).

A further power shift arose as training became more industry driven, with more power given back to employers and trainees who wanted their voice to be heard (Eraut, 1994). It was a long way from the days when training providers exercised full control of how and what was done.

Porthouse (2006) discusses the expectation that teaching staff should keep their industry skills and knowledge current. Porthouse notes that this expectation often involved staff returning to the workforce during professional development leave approved by the training provider. For some staff this meant gaining higher level qualifications in their subject areas, or training in teaching practice and/or unit standard assessment and moderation, sometimes to the extent of formally endorsed qualifications.

Over time the contentious and disputatious environment that characterised the early days of unit standard implementation settled to a situation of shared understanding, to the extent that today a predominantly collaborative environment exists among the various training providers, ITOs and NZQA. As the different organisations have clarified their particular roles, and as there is greater inter-communication and support, a more homogeneous and inclusive environment is in evidence (Murray, 2001).

2.9 Tutors' Work Responsibilities

Writers to date suggest that expectations of tutors' work responsibilities and outcomes derive from a variety of sources. An institution's strategic plan provides the framework for most discussions about these expectations, but outcomes and priorities must be set and communicated through faculties, departments and individual disciplines (Paulsen, 2001). And given the very nature of academic work with its relative freedom and dynamism, it is important that expectations are as dynamic and flexible as is reasonably possible (Braskamp & Ory, 1994).

Commentators agree that teaching staff must be actively and regularly involved in discussing work responsibilities and outcomes with their managers, and in negotiating the allocation of tasks and the ways in which outcomes will be evaluated. Once agreed, outcomes must be documented, and timeframes for completion written down and monitored. A review of progress should be undertaken during the timeframe of the work, and revisions made where appropriate. Wergin and Swingen (2000) suggest that staff members should be able to focus their efforts on those activities that best match their own interests, skills and experience. By utilising staff members' talents to contribute to the collective work of their department, a meaningful link can be made between individual, departmental and institutional goals.

These discussions should also encompass the question of what constitutes effective teaching. There is currently no universally accepted definition of effective tertiary teaching, even though many attempts have been made at identifying the characteristics of effective teaching using various models. If teaching is ultimately to be evaluated effectively, it is important that a model for good teaching practice is identified.

2.10 Technology and its Impact on Change

At the start of the latest tertiary reform process in 1997 the then National-Coalition Government made the strong assertion that technology would play a key part in the future provision of tertiary education. Technology was identified as a more flexible way of catering to a wider group of students, and was initially seen as a more cost-effective delivery mechanism.

By the start of these reforms considerable expansion in tertiary education had occurred. The free market and open-door policies of the late 1980s led to a large increase in the number of students continuing post-secondary education. With rapid expansion came spiralling costs to both students and governments, and a review of tertiary education was called in an attempt to control these costs. One of the saving initiatives proposed was the introduction of modern technology which Toffler (1970) suggested would become the main vehicle of change.

In a recent study conducted in Australia (McInnis, 2000), tertiary teaching staff were asked to identify those activities that had had the most impact on their working lives in the last five years. Two thirds reported that developing materials for new technologies had had a major impact on their allocated work hours; and 43% considered that designing on-line materials resulted in a major increase in work hours.

Writers on on-line teaching (Colbeck, 2002; Olstedt, 2003; Gilbert, 1996) generally agree that it offers benefits in three main areas of teaching and learning:

- Organising groups of students.
- Instructing students and organising learning.
- Evaluating student performance.

Technology can streamline administrative tasks and record keeping, and on-line systems can also assist students who need to work collaboratively. Although primarily still in its infancy, on-line discussion between students is likely to become a more widely adopted educative tool. In order to reach its full potential, however, teaching staff must expend a considerable amount of time and energy on refining and familiarising themselves with these systems (Giddings, 2004).

Gilbert (1996) suggests that instructing students on line can be considered on a number of levels. Teaching staff members may develop notes on line and communicate with students by e-mail, before expanding and enhancing their teaching by presenting actual lectures on line. Gilbert cautions, however, that technology may not promote a deeper, more reflective level of teaching, as conversations about the relative merits of various teaching approaches do not occur via electronic media. Potential disadvantages arise for students who prefer not to learn in this manner, and for staff members' professional development.

A number of writers (Gilbert, 1996; Olstedt, 2003; Flowers et al, 2000; Giddings, 2004) highlight that evaluating student performance on line has an obvious appeal especially for large classes. Issues around plagiarism and identification are not fully resolved, however; and some institutions still require students to sit assessments and examinations off line because of these validity issues.

Of most concern to writers (Colbeck, 2002; Gilbert, 1996), is whether one of the vaunted aims of introducing technology into teaching – cost saving – will, in fact, eventuate. Many institutions have experienced the reverse: that developing on-line programmes can be very expensive and labour intensive. Initially general thinking was that tutors would be trained to develop on-line resources, but subsequent experience has shown this assumption to be largely unrealised and unsuccessful. Gilbert (1996) suggests that institutions may have under-estimated the level of training and support needed by teaching staff to develop on-line resources to the standard required. Staff also found it very time consuming to undertake the training and research necessary to develop on-line resources with the requisite levels of confidence and proficiency.

A second problematic issue has been the lack of a cohesive approach to the development of on-line resources (McClure, 2003). Initially staff from across an institution largely worked in isolation, and development became fragmented or arbitrary. McClure highlights the importance of organisation, planning and prioritising of projects with a designated project leader at the outset, so that programmes of greatest need are developed first. Once institutions recognised the cost of developing on-line resources, they identified that a more cohesive approach was required. To produce a quality product, the best practice model was to employ specialist staff with input from teaching staff on the subject matter; and institutions now appear to have moved in this direction (McClure, 2003).

Earlier in this chapter Colbeck (2002) was quoted as stating that teaching needed to be “unbundled”, which could be approached through the application of new technology. Coaldrake and Stedman (1999) suggest that the following tasks could be easily assumed by others with the appropriate application of technology:

- Assessing student credentials and giving credit for entry.
- Designing and coordinating programmes of study.
- Designing and developing learning resources.

- Assessing resources for quality.
- Advising students on programmes of study.
- Delivering lectures.
- Facilitating group teaching.
- Assessing, evaluating and providing feedback on student progress.
- Certifying programme completion.

This redistribution of some academic tasks, however, carries with it the blurring of traditional teaching roles, which some academics may see as another area in which they are losing control. And McInnis (1998) notes that often the activities of technology specialists impinge on the core activities of teaching.

2.11 Conclusions

This literature review chapter confirms that tertiary education has undergone a period of major change since the start of the tertiary reforms initiated in 1997. These reforms have required TEIs and the staff working within them to adapt to a paradigm shift in thinking and to develop new ways of imparting skills and knowledge (McInnis, 2000; Harman, 2000; Molesworth & Scullion, 2005; Colbeck, 2002; Hodgson & Whalley, 2007; Kincheloe, 1995; McWilliam, 2004; Morley, 2003). The literature also suggests that institutions have been slow to adapt and make the changes needed to function effectively in this new environment (Diamond, 2002); and identifies the major gaps and what needs to be done to fill them (Bateson, 1972; Lick, 2002).

A move to business models of management has sometimes led to misunderstandings and incipient conflict between managers and teaching staff, as teaching staff increasingly articulated a loss of power and control (Waugh, 2000; Smelt, 1995; Apple, 1986). The literature also records staff members' perceptions that their teaching responsibilities have changed and the intensity of

their work has increased (Churchman, 2006; Collins, 1991; Ling, 2005; McInnis, 1992, 1996; Tight, 2000; Yelder & Codling, 2004).

Technology is identified as contributing to an increase in workload, but the literature more importantly suggests that the introduction of new technologies has the capacity to “unbundle” teaching (Colbeck, 2002, p. 1). Further, that in the future, tasks which are currently undertaken by teaching staff may be allocated to practitioners outside of the profession (Coaldrake & Stedman, 1999).

Finally, the literature highlights a major change in the training of trades students. It identifies the challenges faced by training providers in embedding unit standards into the teaching arena. It also shows that the initially fraught relationship between accrediting agencies and training providers has evolved into the more harmonious situation which is evidenced today (Smelt, 1995; Porthouse, 2006).

CHAPTER THREE: RESEARCH METHODOLOGY AND METHODS

This thesis aims to capture the perceptions held by institutions and trades tutors as to tutorial roles, responsibilities and performance within the ITP sector. Chapters One and Two set the scene for the research which is to follow. Chapter One discussed the background to the research and identified that tertiary education has undergone substantial changes over the last twenty years. Chapter Two presented evidence from the literature identifying the views of various authors on the effects of these changes on tertiary institutions and the tutors and managers working within them.

This chapter sets out the research methodology and methods employed to gain answers to the core questions identified in Chapter One, namely:

- What expectations do ITPs have about the roles, responsibilities and performance of tutorial staff, and how are these expectations articulated?
- What do tutors understand about the roles, responsibilities and performance expected of them by the ITPs in which they work?
- To what extent do the respective expectations of tutors and management concur?

3.1 Methodology

Broido & Manning (2002) state that research “cannot be conducted without the conscious or unconscious use of underlying theoretical perspectives” (p. 434). Merriam (1998) also emphasises the need for a sound theoretical basis, suggesting that the framework provides the structure or “scaffolding” (p. 45) for the study.

The methodological framework used in this study was based on a qualitative/interpretive approach. A second framework of thematic analysis – a process used for encoding qualitative information (Boyatzis, 1998) – was utilised as the basis for data analysis. Shank (2006) in discussing the “science” of qualitative research asserts that often qualitative research design is not particularly scientific in itself, but that the treatment of the data is. This research study is based on relatively neutral scientific principles in its design, but adopts enforced scientific principles in data analysis in order to achieve reliability and validity in the results.

3.2 Qualitative/Interpretive Approach

Denzin & Lincoln (1998) suggest that qualitative research occurs in “natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 3). Eisner (1998) further states that “qualitative researchers observe, interview, record, describe, interpret, and appraise settings as they are” (p. 33).

Bogdan & Knopp Biklen (2007) suggest that qualitative research has five defining features. They note, however, that these five features may not all be present to an equal degree, and that on occasions some traits may be completely absent. These five features are:

3.2.1 Naturalistic

The research occurs in actual settings because the researcher is concerned with “context” (p. 4). The authors suggest that the researcher feels the issues are best understood when they are observed in the setting in which they actually occur.

3.2.2 Descriptive data

The data collected during the fieldwork is in the form of words and not numbers, and contains quotations for illustration which can substantiate the data. The authors suggest that nothing in the data is to be considered trivial, and that everything has the potential to be a key to gaining a comprehensive understanding of the issue.

3.2.3 Concerned with process

Bogdan & Knopp Biklen (2007) assert that during the research the researcher is concerned about the process that occurs rather than simply the outcomes. The process enables the researcher to drill down in order to gain a deeper understanding of the data.

3.2.4 Inductive

The authors state that qualitative researchers analyse the data “inductively” (p. 6). Researchers are not searching out data to prove or disprove a hypothesis; rather, the themes are built as they emerge. Theory developed in this way is “grounded in the data” (p. 6).

3.2.5 Meaning

This element is of primary concern to researchers who are attempting to understand how people make sense of their lives. “In other words, they are concerned with what are called *participant perspectives*” (Bogdan & Knopp Biklen, 2007, p. 7). Researchers pay particular attention to ensuring that they capture these perspectives accurately. The authors suggest it is important for researchers to set up strategies and procedures which will ensure they capture the experiences from the participants’ perspectives.

3.3 Paradigms

Connole et al (1993) argue that qualitative research methodologies can be grouped around four main paradigms. Punch (1998), in turn, defines a paradigm as a set of assumptions about the social world: “It is a very broad term, encompassing elements of epistemology, theory and philosophy, along with methods” (p. 7). Kuhn (1970) adds to the debate, suggesting that a paradigm is defined as “the entire constellation of beliefs, values, techniques, shared by members of a given scientific community” (p. 75).

Connole et al (1993) propose four paradigms around which qualitative research is based, namely:

- Positivism.
- Interpretivism.
- Critical.
- Postmodernism.

They assert that “Each is based upon different assumptions about epistemology – the study of how knowledge is generated and accepted as valid – and upon the purposes of research” (p. 10).

3.4 Interpretivism

The research study undertaken in this thesis is based in an interpretive approach. The interpretivism paradigm focuses on social interaction as the basis of knowledge. The researcher is concerned with how others understand their world: “Knowledge is constructed by mutual negotiation and it is specific to the situation being investigated” (Connole et al, 1993).

A number of assumptions underpin the interpretivist approach to research. Blackledge and Hunt (1985) suggest that these assumptions usually relate to activities such as freedom, meaning, interaction and negotiation.

There are four major assumptions:

3.4.1 Everyday activity is the building block of society.

The authors indicate that every aspect of society can be traced back to the way people act in everyday life. They suggest that if we wish to study the education system then we need to study everyday activity within this system.

3.4.2 Everyday activity is never totally imposed; there is always some autonomy and freedom.

This statement is supported by several authors (Blackledge & Hunt 1985; Blumer, 1969) who suggest that people can largely create their own activity although it is not always free of constraints. They further suggest that everyday life is a result of people working within the system, acting together and producing their own roles and action.

3.4.3 Everyday activity involves people interacting with other people rather than in isolation.

In this third assumption highlighted by Blackledge and Hunt (1985), people not only give meaning to their own actions but also give meaning to the actions of others. The authors suggest that people “interpret the behaviour of other people with whom we interact” (p. 235). It follows from this that “subsequent action depends on our interpretations” (p. 235). Adding to this assumption is the notion that the way we interpret others’ activity is influenced by what we currently know about them, including features such as age, race, intelligence and attitudes.

3.4.4 Everyday activity involves a process of “negotiation” of meaning, and through this we come to modify our understandings and views.

Blackledge and Hunt (1985) go on to say that it is important in any analysis of action to study participants’ meanings and interpretations. The authors identify that meanings and actions do not remain static and unchanging, and that people modify their views over time: they “come to have shared understandings and interpretations” (p. 236).

3.5 Perspectives

It has already been noted that interpretivism involves words such as “understandings”, “meanings” and “beliefs” (Blackledge & Hunt, 1985); but interpretivism is also about “perspectives” (Woods, 1983, p. 7). The author suggests that we get to the very heart of how people make sense of the world through their perspectives.

Charon (2001) notes that a perspective is a conceptual framework, and emphasises that perspectives are related sets of words used to order physical reality. Charon also notes that the words we use can cause us to make assumptions and value judgments about the things we are seeing and not seeing. Put another way, Charon (2001) states that “in a sense, a perspective is a point of view” (p. 3).

This research study sets out to identify the various perspectives, or points of view, of managers and tutorial staff within the ITP sector as to how they view the roles, responsibilities and performance of tutors in today’s tertiary education environment.

3.6 Researcher Perspective

Before moving on to discuss the methods employed within the research process, consideration must be given to another element which has an impact on the research study, namely: researcher perspective.

Maxwell (1996, p. 6) in discussing the impact that the researcher has on the study, sounds a note of caution by suggesting that the “goals, experiences, knowledge, assumptions, and theory” that the researcher brings to the project and incorporates in the design will have a major impact upon the study. Maxwell makes this assertion knowing that the researcher will enter the research arena with assumptions, values and experiences which may have an impact on the way the research plays out. In sounding this note of caution Maxwell is also issuing a challenge to the researcher, to be aware of personal prejudices and biases, and to eliminate these factors from the research.

Schram (2003) supports Maxwell by indicating that the researcher’s perspective plays a subtle but pervasive role in directing the study. This role includes “how you engage with the preliminary sense of the problem and purpose, how you portray your involvement with study participants, the way you define key concepts, how you address assumptions within your research question as well as deciding which of the things you see are legitimate and important to the document” (p. 29).

Bentz and Shapiro (1998) sum up the researcher perspective by stating that “research is always carried out by an individual with a life...a personality, a social context, and various personal and practical challenges and conflicts, all of which affect the research” (p. 4).

In the case of this thesis, the researcher has accrued nearly 20 years of teaching and managing in a TEI. Most of this time –16 years – has been spent in a tutorial

role combined with the responsibilities of a programme co-ordinator. The last four years have been spent as a Head of Department. The changing nature of these roles over time has led the researcher to propose that the perspectives held by tutors and managers as to tutors' roles, responsibilities and performance in a vocationally oriented TEI, may not always match.

3.7 Thematic Analysis

Thematic analysis was the method chosen to identify the various macro and micro themes which ran through the data. Various authors (Hansford, Tennent & Ehrich, 2002; Daly, Kellehear & Gliksman, 1997) suggest that thematic analysis aims to identify emerging themes or categories in the data through "careful reading and rereading of the data" (Rice & Ezzy, 1999, p. 258). It is a form of pattern recognition within the data through which emerging themes become the categories for analysis.

Boyatzis (1998) notes that the coding process involves recognising or seeing an important moment and encoding it – or recognising it as something important – prior to interpretation. Attention is paid to capturing the "qualitative richness" (p. 1) of the phenomenon. Boyatzis suggests that themes develop from the data. "A theme is a pattern in the information that at a minimum describes and organizes the possible observations and at a maximum interprets aspects of the phenomenon" (p. 161).

Hargreaves (1993) supports the use of themes, identifying them from the macro down to the micro level; and suggests that at the macro level themes are frequently over simplified or under estimated, and may even completely discount the complexity of the data obtained from social settings. Rendering data using thematic analysis down to the micro level can produce "the necessary ethnographic work to provide an empirical testing ground" (p. 150).

In the course of this research project, data from the questionnaires and interviews was loaded into the QSR NVivo data management programme, and a comprehensive process of data coding and identification of themes was subsequently undertaken.

3.8 Research Methods

The thesis began by identifying the aim of the research. The study was not designed to be exhaustive, but as Hansford et al (2002) suggest, it is situated and partial, and designed to reflect a perspective.

The aim of this research is to identify vocational tutors' and institutions' perceptions of tutors' roles, responsibilities and performance within the ITP sector, through reference to the three primary questions reiterated at the start of this chapter.

These research questions were formulated in a way that set the immediate agenda for research and established how data was to be collected (Bassey, 2002).

3.9 Ethical Issues

The central question in relation to ethical issues is whether harm – or potential harm – is caused to another person in the course of the study. Ethical conduct in the course of research also requires free, informed consent from human subjects who are approached to take part in the research. Underlying educational research is a commitment to honesty, an avoidance of plagiarism, and a respect for the dignity and privacy of research subjects (Busher & James, 2002).

Researchers also need to weigh up the harm that might occur if they do not intervene in a particular situation, or deprive people of opportunities for information from which they might benefit. Protection of identities is generally necessary, unless participants state otherwise (Busher & James, 2002).

There were several ethical issues to be addressed in planning this research project. The researcher had come from 20 years of teaching and managing within a single TEI. Hence the researcher had a wide knowledge of this institution and the people who work within it. The researcher's role at the time of the research was a Head of Department managing vocational tutors. It was considered that there was a conflict of interest in surveying staff from this and other departments, and hence it would be inappropriate to undertake data collection within that institution.

Another ethical issue concerned the nature of the data to be collected. As this data could potentially be of a sensitive and personal nature, importance was paid to the process used in identifying subjects for the research. All potential participants were approached initially on a personal basis through small group meetings within the institutions chosen to be a part of the research. All were given a choice as to whether or not they participated, and all were given the opportunity to decline to have their interviews taped. All were offered the opportunity of reading the transcribed tapes, although no-one chose to do so. All data from the interviews was stored securely.

3.10 Data Collection Methods

In order to obtain the perspectives of managers and tutors, data needed to be collected from two primary sources:

- Trades tutors
- Institutional documents and management personnel

Data was obtained from tutorial staff through:

- A written questionnaire; *followed by*
- Face-to-face interviews with tutors who were prepared to elaborate on their answers given in the questionnaire.

Data was obtained from the institutional perspective through:

- A variety of institutional documents. These documents varied between each institution; *followed, if deemed appropriate or necessary, by*
- Individual interviews with various management personnel, including three Human Resource Managers; three Heads of Department; and one Academic Director.

Four team leaders or programme co-ordinators were also interviewed, but as these staff members were primarily still in a teaching role and without line management responsibilities, the data obtained was included with that of the tutors.

3.11 Sampling

It was decided that three ITPs would be chosen in order to provide a representative sample of the 21 ITPs within the sector. The three ITPs chosen were all centred in the North Island of New Zealand, one situated in a main urban centre and two situated in the regions. The institutions varied in size in accordance with the number of Equivalent Full-time Students (EFTS) that they enrolled. In selecting urban and regional ITPs it was hoped to be able to compare

and contrast results from each institution to identify if location played a part in participants' perceptions.

A decision was made to focus on trades tutors as it was identified that these people often enter the teaching profession with very definite views of teaching and very definite ideas about the role of the teacher (Smelt, 1995; Porthouse, 2006). Researcher perspective also determined that the research be limited to trades tutors. In undertaking this research the researcher ultimately aimed to use the findings and recommendations to improve management practices.

Specific subject areas for data collection were chosen on the basis that each subject area needed to be taught within the three ITPs, so that comparative perspectives could be obtained if necessary. The subjects chosen were motor mechanics, cheffing, business administration and hairdressing. The sample size would be limited by the number of staff teaching in each ITP and by the willingness of particular individuals to participate. All tutors in the three ITPs teaching motor mechanics, cheffing, business administration and hairdressing were approached and asked to participate. In total 30 people indicated an interest in taking part in the research and attended an initial meeting convened for the purpose of introducing the research and distributing the questionnaire.

One of the ITPs initially chosen to take part in the research declined to do so due to the number of research projects in which staff members were already involved; and another ITP was selected in its place.

3.12 Process

After this initial meeting, small group meetings were arranged within each of the participating ITPs. Tutors were introduced to the researcher and the research project. A background to the research was explained and individuals' questions relating to the research were answered. Participants were informed of their rights

and of the process involved during the data collection stage, and were invited to answer the questionnaire. It was explained that following completion of the questionnaire, respondents would be invited to an in-depth interview for the purpose of gathering the quantity and quality of data that would enable a qualitative analysis to be made (Dey, 1993). In total 24 tutors answered the questionnaires and 18 agreed to be interviewed.

The follow-up interviews were arranged approximately three weeks after the questionnaires were distributed to individuals.

3.13 Data from Institutional Documentation

Institutional documentation was obtained through the Human Resource Managers of the three participant ITPs. Once initial permission to undertake the research had been obtained from the three Chief Executives concerned, a series of phone calls was made to the Human Resource Managers, all of whom willingly agreed to supply the documentation requested. In all cases documents were sourced from across the ITPs, and the Human Resource Managers collated them and sent them to the researcher. As noted, follow-up interviews were sought with various management personnel in each institution in order to gain an in-depth understanding of these documents.

3.14 Limitations of the Data Collection

One of the potential limitations of the data collection was that it has been difficult to gauge the representational validity of the sample size of the research. Although all tutorial staff teaching in the identified subject areas were asked to participate in the research, the number of tutorial staff – both full-time and part-time – who were not prepared to attend the initial meeting nor take part in the project, was unknown. A common theme that was fed back to the researcher was

the lack of time and the high workload of staff, which allowed them little free time to spend on a project that they saw as having limited or no benefit to their current working situation. Attempts were made to identify and contact all staff who had been chosen as part of the sample group, but these attempts were often met with silence.

Some tutors from several subject areas – but not from the same ITP – declined to take part in the research because of unsatisfactory experiences with previous research projects. These tutors indicated to this researcher that they felt aggrieved they had either been easily identified in previous research reports, or misquoted; and attempts to “sell” this project were in some cases met with indifference.

Also potentially limiting the research was the sample size of ITPs involved. Although care was taken to include institutions from various geographical locations and of differing sizes in terms of student numbers, it is not known how representative the findings from these three ITPs were in terms of the sector as a whole. A sample size of three institutions was identified as being appropriate to this particular project but has the potential to be expanded to a larger and broader study in the future.

Questionnaires also carry potential limitations. The questions used as part of the research were open-ended, and care was taken with the number and length of these questions. It was felt that if they were too lengthy, participants might resist answering them through perceived time constraints. The focus of the questions needed to be succinct and directly related to the research topic. The aim of the questionnaire was to provide questions which encouraged thoughtful, full answers, and in the main this objective was achieved. A trial survey to limit potential problems was undertaken to tease out any issues or concerns which may arise through poorly constructed questions. This trial did highlight minor problems in the way individuals understood several questions. As a

consequence, the questions were modified before the final version was distributed to tutors.

Interviews bring with them the potential for misunderstanding and for the researcher's interpretation of what is being said. Taping the interviews allows the researcher to revisit the data at a later stage and listen to what is being said – on a repeated basis, if necessary – in order to gain a clear understanding of the responses. Analysis of the data is also open to researcher interpretation; however the use of a software analysis package for this research mitigated some of this potential limitation.

3.15 Question Design

The purpose of the questionnaire was to obtain a sample of tutorial staff members' opinions on, and perceptions about, their roles and responsibilities. The questions were developed from analysis of the literature that was reviewed as part of the background reading. The questionnaire was also designed to form the basis for in-depth interviews that were held at a later date, but which were expected to include a narrower sample of participants.

The questions were grouped into four general categories:

- Teaching experience.
- Understanding teaching roles.
- Training.
- Identity.

Questions on teaching experience were aimed at gaining an understanding of the background to each individual's experience in industry and teaching.

The following section of the questionnaire – understanding teaching roles – sought to elicit information as to how individuals perceive their roles and responsibilities. It also sought to identify how individuals learnt about their roles; how perceptions may have changed over time; and whether participants identified that their expectations were the same as, or differed from those of, their managers.

The training section included several questions relating to training and development opportunities offered within the institution. Tutors were asked to identify responsibility for this training, as well as the particular development opportunities made available to individuals.

Lastly, tutors were asked questions about their teaching identity. These questions were aimed at identifying whether their primary allegiance lay with the industries in which they were trained, or with teaching.

3.16 Draft Questionnaire

A draft of the questionnaire was trialled with a small group of three teaching staff from one of the participant ITPs. These staff members were phone interviewed after the trial, in order to obtain feedback on the structure and language used. Modifications were subsequently made to the draft questionnaire, and the final version was then prepared for the initial introductory meetings held with the tutors.

3.17 Coding and Analysis of the Data

Utilising the perspective of Marshall and Rossman (1997) who see qualitative data analysis as a “search for general statements among categories of data” (p. 111), comments were brought together into themes on the basis of their

similarities. These themes differed from one another in terms of the meaning that each conveyed (Luborsky, 1994).

Data received from the questionnaires and from the in-depth interviews was loaded into the QSR NVivo data management programme and analysed into themes.

Data obtained from institutional documents was organised into colour-coded themes, and a matrix was developed identifying the main themes and sub-themes from each institution's documents. These themes and sub-themes were then matched, cross-referenced, compared and contrasted.

In order to gain an in-depth knowledge of the data generated from the questionnaires and interviews, however, and to validate the results obtained from the NVivo software analysis package, the written data was also read and re-read by the researcher. Major themes were identified and highlighted, and a comparison was made with the data generated from the use of the software. The comparison of results highlighted a match but also identified that NVivo was able to dig deep into the data and identify micro-themes. This facility proved to be important in understanding the two perspectives (institutional and tutorial) more fully, and ultimately in identifying that a gap in these respective perceptions actually existed.

CHAPTER FOUR: RESULTS

4.1 Introduction

This part of the thesis presents the findings from the field research. It includes findings from the study of institutional documentation and from the follow-up interviews conducted with senior managers from each ITP; and data reported from the questionnaires and interviews conducted with tutorial staff.²

In the section presenting the institutional findings, the emphasis is placed on the means by which ITPs document their expectations of the tutorial role; and this discussion is followed by managers' perspectives on tutorial roles and responsibilities. The researcher subsequently investigated frustrations and concerns around staffing, and identified staffing challenges that managers face in attempting to meet changing tertiary agendas.

In the section focusing on the tutorial findings, the emphasis is placed on the means by which tutors form their teaching identity. Areas focused on include: early development of identity; the means by which individuals learn of their teaching responsibilities; training and development; the manner in which participants in this research identify themselves as trades teachers; frustrations that participants identify around the tutorial role; and changes and challenges in the future.

² The three ITPs chosen for this research are designated Institution A, B and C respectively; and the managers from each ITP are designated Manager (M) 1, 2 and 3.

4.2 Managers' Perspectives of the Tutorial Role

4.2.1 Institutions Documenting the Tutorial Role

Each of the three ITPs in this study (henceforth identified as Institutions A, B and C respectively), produces documentation which identifies to varying degrees its understanding and expectations of tutorial roles. The documents given to tutorial staff by each ITP show some commonality of function and intent but vary markedly in the quality of the content. Overall there was minimal documentation to view, and such documentation as was available provided – in the main – the generic information required under employment law, and was not specifically directed at the teaching role.

4.2.1.1 INSTITUTION A

Institution A provides new staff with a contract and an induction pack containing a variety of documents focusing on general institutional information and taxation. All staff receive various documents from the Business Policy Manual which relate to their particular responsibilities. (Tutorial staff receive institutional policies that address assessment and moderation, and teaching and learning.) All staff receive a copy of the ITP's Code of Professional Practice; and tutorial staff who choose to become part of the union receive a copy of the Academic Staff Collective Agreement.

The Code of Professional Practice (n.d.) appears to be the primary document whereby an employee gleans information on institutional expectations. It includes regulatory and legalistic information which sets out the generic responsibilities of employer and employee.

Section 2 highlights employer responsibilities, suggesting that the ITP offers the “good employer” (p. 3) provisions of safe working conditions; an equal opportunities programme; impartial staff appointments; enhancement of

employees' abilities; recognition of Māori aspirations and employment requirements; recognition of the aspirations and cultural differences of ethnic or minority groups; and recognition of employment requirements of women and people with disabilities.

Section 4 focuses on employee responsibilities, indicating that all staff are expected to discharge their duties in "good faith" (p. 5) and to comply with all "reasonable and lawful instructions from people to whom they are responsible" (p. 5). Duties are to be performed to the best of each individual's ability and with "honesty and integrity" (p. 6); and individuals are to "refrain from conduct which discredits the institution" (p. 6). Further, they are required to comply with the institution's stated policies and procedures. Section 4.13 indicates that staff are "expected to participate in appraisal processes" (p. 6); and in Section 4.17 "staff are required to improve professional and technical competence by using professional development time to assist [Institute A] in achieving its objectives" (p. 7). Staff are also "required to undertake specific training in EEO areas of cultural awareness and sexual harassment" (p. 7). Teaching staff are specifically required to "comply with tutor training requirements" (p. 7), although these requirements are not identified. And lastly, Section 4.26 states: "Tutors shall be available to teach courses in accordance with Contract requirements and as negotiated with their Manager" (p. 9).

The contract (n.d.) is more explicit about the key tasks expected of a tutorial staff member:

- Prepare, deliver and assess [subject area identified] units/courses.
- Develop resources necessary for delivering specific [subject listed] units to a class.
- Process and collate academic results.
- Keep files updated.
- Complete internal and external moderation requirements.

- Provide pastoral care for students within classes taught.
- Help organise work opportunities for students.
- Support fellow colleagues and attend relevant meetings.
- Assist with marketing initiatives and talk to prospective students.
- Keep up to date with industry practices and maintain industry contacts.

No other detail is provided, however, that would enhance an individual tutor's understanding of these generic responsibilities.

4.2.1.2 INSTITUTION B

Institution B provides all new staff with a written offer of employment with two attachments: a Role Profile (n.d.) and a Code of Conduct (2007). Staff also receive an institutional handbook, a copy of the Employee Induction Procedure, and taxation documents. Tutorial staff who choose to join the union receive a copy of the Academic Staff Collective Agreement.

Employees in this ITP have two documents from which to gain an understanding of their role and responsibilities, namely: the Role Profile (n.d.) and Code of Conduct (2007). The Role Profile sets out in generic terms an individual's key results areas, the profile and role competencies, and relationships and position dimensions of each particular role.

Key results areas focus on preparing, delivering and assessing programmes of study. Also highlighted is the requirement for staff to undertake administration duties around reporting results, maintaining files and completing moderation. Pastoral care is cited, as is the requirement to support colleagues, assist with marketing, and keep up to date with industry. These key results areas mirror the key tasks set out in the contract issued by Institution A.

The section listing the profile and role competencies highlights an aspect not apparent in documents from other ITPs, insofar as it indicates that the “tutor must be an individual who can capture the confidence of professional and industry groups, staff and students and who can cement the specific teaching team as the leading provider of vocational training” in the region (p. 2). The document does not suggest specifically how these measures are to be achieved; and nor does it list the indicators by which success is to be measured.

The Code of Conduct (2007) states that the institution aims to provide “a supportive environment that enables all employees to maximize their individual contribution” (p. 1). In order to achieve this aim managers are expected to:

- Ensure that health and safety standards are maintained.
- Ensure that there is effective management of employees.
- Communicate objectives.
- Build and maintain good working relationships.
- Arrange relevant training for employees.
- Provide feedback to staff on performance.
- Respect employees’ privacy by using information with integrity.

Employees, on the other hand, are required to:

- Follow work practices that promote a safe and healthy environment.
- Do their best when undertaking duties and responsibilities.
- Contribute positively to the achievement of work objectives.
- Accept responsibility for personal development.
- Be co-operative.
- Comply with all lawful instructions.
- Be punctual and attend all required classes and meetings.
- Be honest and act in good faith at all times.
- Carry out duties efficiently and in a competent manner.

- Respect individuals' privacy.
- Use institutional property and resources for authorised purposes only.
- Maintain qualifications and practising certificates.
- Avoid conflict of interest.

There is no further detail given which would enhance an individual's understanding of these generic expectations. It was also not apparent during the follow-up interviews with managers that these issues were explained and elaborated on with an employee at any subsequent meeting or forum.

At the time of this research Institution B required staff to undergo a Performance Appraisal and Role Profile Review (2003). The existing procedure was largely a simple tick box process. The documentation available does, however, give some insight into institutional expectations: "Performance appraisal is aimed at improving performance by providing opportunity to identify professional development and personal training requirements, and to review and update individual performance objectives" (p. 1). Responsibility for implementing the process falls to the line manager under the overall jurisdiction of senior managers. As part of this process the Role Profile was required to be updated, and new objectives, performance targets and training requirements negotiated and agreed upon.

The actual appraisal was required to be completed annually, but in practice this was not happening. A senior manager indicated during the interview stage of the research that procedures in this area were not working well, and that work was underway to improve these processes. A revised system based on twice-yearly reviews with clearer and more robust performance review processes between manager and employee, was currently being considered. It was proposed to set objectives for tutorial staff around: an annual teaching plan, wider academic contribution, wider organisational contribution, bicultural practice, professional currency, and a quality management framework. The senior manager (BM1)

interviewed, reported that staff would have written documentation expanding each of these objectives. Performance review documents from other institutions were not sighted.

4.2.1.3 INSTITUTION C

All new tutorial staff at Institution C receive a Position Description, taxation documentation, and the ASTE Multi-Employer Collective Agreement.

The Position Description (n.d.) follows a standard format and sets out the ITP's generic expectations of each management or teaching position, be it a Head of School, Group Leader or academic staff member.

Attached to each Position Description is a list of expected key results. Although these key results are similar to those of Institutions A and B there is, however, much greater detail provided for the employee around the requirements to achieve each key result and the means by which success is to be measured.

The key results areas for a Head of School are listed as:

- Strategic leadership and planning.
- Programme development and delivery.
- Leadership and team performance.
- Financial management.
- Educational leadership.
- Personal effectiveness.

Each key result is accompanied by six-to-eight performance measures; e.g. "Leads the development of an annual strategic [name of department] plan which is aligned to the Polytechnic Strategic Plan"; "Identifies, analyses and forecasts future education and training needs"; and "Monitors the performance and

workload of direct reports and staff members to ensure objectives are met” (p. 7). Listed alongside these six-to-eight performance measures are 10-to-12 indicators by which an individual can gauge his or her level of success. The detail provided in this document differed markedly from that in the comparable documentation supplied by the other two ITPs.

Key results for teaching staff focused on:

- Delivery of training.
- Programme liaison.
- Advice, support and services to students and staff.
- Team effectiveness.
- General requirements of ITP employees.

Again, these key results were expanded upon with indicators by which a staff member could assess his or her progress towards achieving the required outcomes.

4.2.2 Updating Institutional Documents

None of the institutions surveyed currently provides updated documentation to tutorial staff about changing responsibilities beyond the point of initial employment, except in the case of promotion. In several instances managers identified that position descriptions should be updated on a regular basis, but that this was not occurring (AM1, CM2, BM1).

4.2.3 Orientation

All three ITPs conduct an orientation programme with new employees. These programmes are generally one day in duration and provide general employment

information on issues such as institutional structure, policies and procedures, human resource (HR) management, health and safety requirements and general employment matters. None of the orientation programmes addresses specific teaching roles and responsibilities. Induction checklists indicate that discussion of these issues should take place within the teaching departments, and that in the main the responsibility falls to the Head of Department – or in several instances delegated to line managers reporting to the Head, as in Institutions A and B.

In both Institutions A and B, induction checklists set out the generic topics to be discussed between the line manager and new employee. These topics include: hours of work; leave provisions; pay information; performance appraisal; professional development requirements; academic structures and committees; and teaching responsibilities including timetables and contact hours. These checklists are simple tick sheets, and no detail is provided to assist the team leader to gauge the adequacy of information conveyed.

4.2.4 Association of Staff in Tertiary Education (ASTE) Documents

All three institutions surveyed give new tutors who elect to join the union (ASTE) a copy of the union's employment agreement. Institutions A and B have individual Collective Agreements; and Institution C is a signatory to a Multi-Employer Collective Agreement linking seven other ITPs. Whereas institutional documentation tended to focus on an individual's responsibilities, the ASTE Agreements focus on an individual's rights conveyed through statements such as: "The following provisions recognize the need for academic staff members to develop as professional practitioners" (ASTE, 2007b, p. 13); and "Employees will be paid at the appropriate rates set out below" (p. 13). Moreover, academic staff are to be allocated an "equitable workload" (p. 17) which is also "reasonable" and "safe"(p. 17). Further provisions are couched in the language of entitlement rather than obligation: e.g. "Academic staff are entitled to..." (p. 21); "An

employee will be granted...” (p. 25); “The entitlement of male employees...” (p. 26).

Duties around the teaching role are similar to the duties listed in institutional documents, and include:

- Preparation for lessons.
- Routine administration and participation in institutional processes.
- Student assessment.
- Ordinary student pastoral care and assistance.
- Routine updating of course material.
- Contribution to day-to-day maintenance of teaching areas.
- Maintaining skills and professional currency.

Missing, however, is any reference to responsibilities around marketing and promotion: an issue which surfaced during interviews with tutorial staff.

Weekly duty hours varied slightly between the three ASTE Agreements, from 36 to 37.5 hours (1476 to 1537 hours per year). Timetabled teaching hours (TTH) for full-time staff were the same in both Agreements at 825 hours per year (maximum 22.5 hours per week), with no more than 300 hours in each quarter and timetabled teaching on no more than 185 days per year. There is recognition, notwithstanding, that “within these maxima, TTH will vary in recognition of different teaching activities and other workload factors” (ASTE, 2007b, p. 18).

The leave provisions state that “employees are entitled to five weeks annual leave in each year” (p. 21); further that “employees will be entitled to four weeks per leave year to be used at the employee’s discretion” (p. 22). Discretionary leave, however, may be required to be used for up to three weeks in the first two years of employment for initial training; or for directed development where areas

of performance inadequacy have been identified through the institution's performance management procedures. During the follow-up interviews managers from all three ITPs expressed disquiet about performance management policies and processes currently in place. The flow-on effect was that few – if any – tutorial staff were required to use discretionary leave to improve perceived performance inadequacies.

Training and development is addressed within each ASTE Agreement. First-time tutors “shall undergo recognized tutor training” with a time allowance of up to 12 weeks provided. Professional development is also covered: “Employees have an obligation to maintain and enhance their competencies both in their teaching areas and as educators, and the employer has a responsibility to ensure employees receive timely and appropriate training and opportunities for professional development” (ASTE, 2007b, p. 27). The ASTE Agreements provide for ten duty days for approved professional development in each full year. These proposed development activities are to be approved by the employer, but the Agreements indicate that approval will not be unreasonably withheld.

During the follow-up interviews several managers (AM1, BM2, CM1) stated that for professional development to be approved, it should align with the strategic direction of the ITP. This requirement appears to be a departure from the traditional expectation that professional development focused on an individual's training needs.

4.3 Managers Discussing the Tutorial Role

Managers interviewed in the course of this research – HR managers, Heads of Schools or Departments, and an academic manager – noted that they rely on the information provided in the Academic Staff Collective or Multi-Employer Collective Agreements for tutorial staff to gain a partial understanding of their role. Managers also identified that various institutional documents support the

ASTE Agreements, including position descriptions or role profiles, workload policies, professional development policies, and performance planning and review documents. No manager interviewed, however, was comfortable with the manner in which he or she is currently articulating roles and performance expectations, or undertaking workload planning and performance reviews.

AM1 stated that:

Each centre [department] is doing its own thing, and all doing different things...we know there's a gap in getting tutors prepared and ready for teaching...we try and use a buddy system but people are so busy it doesn't work well...what's needed is a good induction system, better recruitment, leadership prepared to set expectations, give better feedback, use peer review, have clear KPIs, plan performance and follow through with initiatives. The Terms and Conditions of the Employment Agreement are being rewritten. They must be totally rehashed.

AM2 admitted that:

We all know there's a gap in expectations. There always is between any employer...I'm so busy that I don't get time to do all the tasks well...I delegate to others but can't be sure things get done or to what standard.

BM1 stated:

We currently have no workload plan; it's always been resisted and never adopted...it's not methodical and not a good way of apportioning work...can't have a one size fits all. People work differently and produce different results in eight hours...need to have sets of generic expectations but there can be different expectations of different tutors...hence we need

to come up with a model for different work plans...at present we have nothing.

CM1 suggested that:

The current performance management system isn't working, we are developing a new system for next year...workload planning can be very restrictive...when moving to flexible delivery we need to have a workforce that's flexible...there's diversity between those that do what needs to be done and those that stick to the MECA [Multi-Employer Collective Agreement]...it's the Bible for some. Some tutors (mainly older tutors) are very entrenched with their ideas of what teaching is...we have to work with what we have got...We need to help tutors to work to a higher level and a more productive level...we want experts in their field but some struggle from day one.

4.3.1 Frustrations and Concerns from Managers' Perspectives

Managers at all three ITPs reported frustrations and concerns around tutor attitudes and performance.

AM1 reported that:

Many of the older tutorial staff appear to be struggling with the new generation of students and to do all the things expected of academics today...they are not flexible...they haven't grown into academics but just stayed teachers of their trade...arrogant attitudes...not wanting to engage fully with students and not wanting to be compliant with institute rules and regulations.

AM2 identified that concerns are bound up with tutorial staff having a lot of freedom:

Teaching is like no other job...tutors get a lot of freedom and autonomy... the longer they are in an institute the more set in their ways they seem to become.

CM3 suggested: “*There’s an arrogance...done CAT [Certificate in Adult Teaching] so I’ve learnt it all...need to focus on ongoing training and development*”.

Managers also reported that “blame” could not be aimed solely at tutors, and that managers themselves also had to accept responsibility.

AM1 reported that:

Management feel tutors get away with being too cruisy but really it all comes back to quality of management. It’s an institutional problem. Financial burdens, cutting costs, people overworked with all the cost cutting. At present we have all the wrong drivers. It needs to change.

Concern was expressed around constantly changing government agendas and the effect this was having on management as well as on tutors.

AM1 stated that: “*Political drivers are seeing too much constant change to allow change to become embedded*”.

There was a suggestion that institutions need to focus on their core business.

CM2 reported that:

Institutes need to stay focused on why we are here and what we are doing...here for the students...do the best for every student....That means tutors and managers doing their best for every student...teachers can't just teach but need to buy into quality management processes.

BM1 stated that institutions need to:

Identify a performance appraisal system which fits a variety of tutor roles and goals...some want to just teach and some want to research and some want to become managers...need to develop training to fit all different goals...it's not like they all make the same widgets on a production line.

CM3 suggested that:

We need highly skilled and up-to-date teachers to facilitate learning with groups they are working with...focus must go on the quality of learning. The wrong people are coming forward for teaching jobs. Do we need to pay more money to get better quality teaching staff? We need to take more time at interview to find out why a person wants to be a tutor. Institutes need academics not people teaching a trade.

4.3.2 Staffing Challenges to Meet Changing Tertiary Agendas

Managers at all three ITPs identified that they face challenges with staffing as they undertake to meet new government agendas.

AM1 felt that to meet higher expectations of staff performance:

We...need strong management, good leadership and getting staff engaged...recognition for performance needs to be meaningful....Need to change attitudes and behaviours of tutors [and that]...career progression needs revamping...institutes need to be more flexible and efficient and responsive [and that]...staff must be the same.

In order to improve the quality of tutors, AM1 suggested that: “*Registration of tutors is needed...people who know their business and this must be apparent to their students...Registration would be good to do this*”.

BM1 felt that challenges lie around setting generic expectations for all teaching staff and then identifying specific expectations to suit individual goals:

Can't have a one size fits all, but can have generic expectations but there can be different expectations of different tutors e.g. research, teaching, administration, programme development, meetings, marketing etc. Institutes need to develop different work plans to suit different goals of teaching staff...All need different training and development.

CM2 suggested that the challenge for institutions is: “*To do better [but also to]...protect staff from stresses and strains. This is one of the manager's roles*”.

CM2 also identified financial pressures as a challenge, stating that:

[Institution C]...hasn't made a financial loss as yet but we are having to tighten our belts....Undertaking an in-depth analysis of all programmes and staffing so we keep out of financial trouble.

4.4 Tutors' Perspectives of the Tutorial Role

4.4.1 Forming a Teaching Identity: Early Development

Prior to commencing teaching, participants in the research came from employment in four specific trades areas: business administration, hairdressing, hospitality and the automotive industry. All came with their own unique views of the teaching role and with diverse reasons for wanting to enter the academic world.

The theme of wanting to pass on knowledge was a common reason as to why many respondents decided to teach:

I liked teaching music to students as a hobby and decided I also wanted to pass on my vocational knowledge and skill (A1)³...love helping people, enjoy seeing growth from my imparted knowledge (A4)...to be able to assist up-and-coming chefs into an industry that was good to me (A6)...I wanted to pass on my knowledge and mentor young people (B2)...the desire to pass on to the next up-and-coming auto engineers my experiences and knowledge (D2)...share my knowledge with like-minded individuals (D3).

Another common reason focused on a desire to move away from industry:

I had become bored. I wanted to move on. I was either going to own a salon or go teaching (C5)...I didn't want to do the long hours in industry any more. It wasn't conducive to family life. I wanted to teach and lift standards (C1)...I wanted to do something more than working in a salon

³ "A", "B" and "C" refer to tutors from Institutions A, B and C respectively. "D" refers to a tutor from an unidentified institution among these three, who completed the questionnaire but declined to take part in the follow-up interview. The numbers "1", "2", "3" etc. following, designate the particular tutor from the institution named as A, B, C or D.

(C4)...I wanted to move off the tools. I had a bent towards teaching apprentices in industry (C2)...Teaching has better hours than the hospitality industry (A5)...Money is better in teaching than in the salon (B3).

Respondents spoke of new challenges they saw in teaching:

I saw an ad in the paper, was looking for a challenge, and can remember thinking a tutor would be a good job (D1)...new challenges, new dynamics, meet new people, sharing knowledge (B3).

Passion and a flair for teaching flowed through many stories:

During a computer/clerical course as a student in 1990 I enjoyed helping class members and supported the tutor. The tutor suggested I start training (C6)...I love teaching so I became a teacher (C7)...I was a teacher for 12 years at high school and loved teaching so I came to polytechnic to teach (C3).

Many participants came to teaching with extensive experience from their respective industries. Most indicated that this experience helped to establish a sound base for the tutoring role:

I owned a salon for 24 years (A3)...after being a secretary I set up my own agency (A4)...In 1973 I was an apprentice, by 1992 I owned my own salon. I came teaching in 1997 (A1)...20 years experience in the hotel and catering industry (A6)...after working for eight years in New Zealand I then worked in the United Kingdom before I came teaching (A2)...apprentice then senior manager for five years. I had six employees to manage (C2)...apprentice then manager who taught apprentices (C4)...managed a salon and taught apprentices (C5)...foreman, service manager in

automotive industry (B2)...worked overseas after apprenticeship, managed salons and trained staff (D5)...I had lots of experience before coming teaching. I think you need lots of experiences. You need to have really experienced your trade [before going teaching] (B1).

4.4.2 How Tutors Learn about Their Role and Responsibilities

When asked how they came to learn about their role and the responsibilities the institution expected of them, tutors' answers varied widely.

*Learnt by observation of other tutors, attending CAT [Certificate in Adult Teaching], responsibilities as outlined in the job description when I started teaching, and attending short courses (D7)...teaching is a huge learning curve. Learn as you go (C7)...asked other tutors (D7)...co-workers (D5)...No formal information given apart from job description (D4)...told at the interview (A1)...Advisory Committee helped me (A6)...I was thrown in the deep end. Told where I was to teach, but didn't have a desk or no induction or protocol whatsoever (A4)...from programme leader (A2)...job profile and team leader. Mainly feeling my way. Didn't really know what was involved. Had three bosses in one year. Very confusing. No real description of role (B3)...asking questions at my job interview and going through my job description (B1)...(C1) [answering with what he called] *the laughter of insanity* [and saying] *no training, learnt by just being in the environment...trial and error and close contact with industry (C3)...by chatting with other people in the hallway (C7)...like I learnt hairdressing, by looking, watching, role models and an unofficial mentor (C5).**

Respondents spoke of orientation and induction in generally negative terms, stating:

It helped (C6)...it left me confused. Too much too quickly (C1)...induction and orientation was reasonably terrifying. Not the best start (C4)...induction after I had been here for several years (D5)...induction, and then thrown in the deep end (B2)...induction was boring. It was the longest five hours of my life. I didn't want people to ask questions so it would end quicker (B1).

When asked to outline the main elements and tasks of the teaching role, respondents answered:

To teach practical and theory to students (B1)...to assist and develop student learning in a professional environment. Help develop skills practical and theory to set them on the stage locally and internationally to succeed (B5)...to teach students, moderation, role is growing, more and more (B3)...teach, support new staff, prepare and write some resources and assessment materials. Marking of course work and assessments. Role as programme co-coordinator and motivate students (C6)...teach, assess, organise work experience, pastoral care, check attendance, do timetables, on retention committee, a bit of marketing (C4)...teach and assess and programme co-ordination (C1)...teaching and co-ordination (C5)...teaching across three departments. It's huge. They all want their pound of flesh (C7)...teach, prepare resources, create positive learning environment (C3)...preparation of coursework to teach to students. Teaching subjects to best of my ability, then assess understanding. Marking and reporting results (D4)...to teach auto engineering and assess the same within the NZQA Framework and MITO [Motor Industry Training Organisation] curriculum. Develop new materials as needed and to keep informed about new developments in the industry (D2)...all staff are expected to be on a committee: either Marketing or Quality. It really teaches you a lot (A5)...being on the Quality Committee really helped, I learnt a lot (A7).

Issues around workload planning drew concerned responses from respondents:

My work is not managed. It should be the team leader. No observations either (B6)...we have plans but there's no follow up to see it's been done (B4)...no plan, just do what I'm told (A3)...team leader does plan. Teach 22 hours per week and have one day in the office (A5)...Team leader and HOC [Head of Centre] do my plan (A2)...I have workload units but there's no follow through by manager (C1)...I do plans for staff. I teach 24 hours per week and do co-ordination. It's a huge workload (B2)...need a better system in place than present. Don't know what they expect of us (B3)...workload issues are huge. Staff are being expected to teach in areas where they have no skill and with little preparation time (C3)...workload units are the same year to year. They are not reviewed (C2).

The findings indicated that on average 22.5 hours per week were spent by tutors in front of a class. Individuals with co-ordination responsibilities had on average slightly less teaching time allocated, and spent around 20 hours per week in front of a class.

4.4.3 Qualifications and Training

All of the tutors who took part in the research responded by saying that since commencing teaching they have completed – or are currently undertaking training and development to complete – a teaching qualification. The most common qualification held by respondents is the Certificate in Adult Teaching or Diploma in Adult Teaching. Several tutors highlighted that they were currently working towards a Bachelor of Education. All respondents stated that a teaching qualification was a requirement of their institution.

When asked about training and development and responsibility for identifying training needs of individuals, again, responses varied:

Myself and line manager (D2)...co-ordinator (D5)...Head of School (D1)...me (A1)...we are (A6)...no one (C7)...I decide and manager approves (C3)...group leader (C2).

4.4.4 How Tutors Identify Themselves

The findings show that the average length of time tutors participating in this research have spent teaching was nine-and-a-half years, from a range of four weeks to twenty-seven years. Notwithstanding the length of time out of the trade, half of the tutors indicated that they saw themselves as a trades teacher, identifying their first allegiance to their industry; and half reported that they perceived themselves to be teacher of a trade, identifying their allegiance to teaching. Responses varied accordingly:

I've been teaching longer now than in the trade so I see myself as a teacher (C5)...teacher first but I still stay close to the trade (C1)...teacher first. That's my role to get knowledge across (B6)...I still see myself as a hairdresser (B1)...after four years I am still a trades person (D3)...teacher because I have been teaching longer (D1)...Teacher as I haven't had any industry experience (D4)...trades person because there's not enough in-house training on teaching and how to teach (D5)...I still think of myself as part of the hospitality industry. That's where my love lies (A1)...I will always be a mechanic who teaches (B2).

4.5 Issues of Concern Identified in the Research

4.5.1 Frustrations and Constant Change

Two issues – frustration and constant change – were identified by respondents as of prime concern in their working environment. Frustration arose primarily through poor planning by both tutors and managers and unknown expectations of managers:

Teaching is moved around a lot (B6)...too much confusion (B3)...need clarification of the teaching role. What's expected, what the priorities are, and the order of priorities (B6)...part timers are expected to do more than they are paid for (B3)...priority seems to be on administration. Students are supposed to be first but admin is (B3)...MITO expectations are different to the institute's (B2)...paperwork and bureaucracy is huge. New tutors are really struggling (B2)...programme changes, I need lots of help (B4)...had five bosses in one year, that was huge (B4)...I've stopped going to meetings, it's too time consuming (B5)...too much paperwork (B5)...I thought it was a 9-5 job. It's not. I have to do lots at home (B1)...managers are wanting more and more but it's often not clear what they are wanting (C1)...managers often don't know what's going on in the classroom, they lose touch with the coalface (C5)...HITO [Hairdressing Industry Training Organisation] direct us. We are more likely to do what they say [than what the institution requires] (C5)...never thanked for what I do. No credit for good work (C3)...QMS is worked out by administrators who don't know how things work in practice (C3)...been a big increase in part-time staff to save costs. Part timers put a lot of pressure on full-time tutors. Part timers don't contribute to the wellbeing of the institute (C3)...Difficult to get more staff (C6)...pay not enough for what I do (C7)...difficult to get good teaching staff (B4)...not easy to get good teaching staff (B2).

Several participants suggested that personal responsibility was not always being shown by teaching staff. A2 reported:

You need to work hard at work. I have noticed a number of people who say they take work home spend a lot of wasted time at work. They have long lunches and morning teas. They don't work well and don't plan their day so they don't get productive outcomes....There's a group of moaners and detractors in this institute...they bring industry attitudes into the institute...they should go back to industry, then they would remember what it's all about. Staff who are unhappy should move on and do something that makes them happy...staff have things pretty good in this institute (A2).

And C7 stated: *"You need to be self motivated and organise yourself...stay out of the institute's politics and always be accountable for what you do and say".*

Constant change was identified as problematic, and many staff reported stress and frustration in attempting to keep pace with the changes:

There's a lot more admin and emphasis on quality (A7)...changing to trimesters, unknown how this will work, you won't ever know what you will be doing (A4)...now expected to do marketing which is over and above a normal week (A4)...role now completely different. Students are different. It's not just standing in front of class (B1)...unit standards changed everything considerably. Now everything has gone into little boxes (B2)...less teaching time now. The changes aren't benefiting students (B2)...I'm more a facilitator than teacher now (C3)...less teaching time now. Students used to get 30 hours per week, now they get less than 20 (C3)...big changes with technology, computers and software (C6)...a lot more pastoral care today. Student expectations are a lot higher. They expect higher education, and want to have a personal life around study

(C6)...managers want more, a lot more paperwork, a lot more admin (C1)...more financial pressures (C2)...now got moderation, policies and procedures to follow (C2)...managers expect bums on seats (C5)...blended learning, less structured teaching but pastoral care gets bigger (C5)...e-Learning and cross-institute teaching of subjects, we just have to go with it (A4)...e-Learning. Management have rosy glasses about this. If they read what is coming out of the [United] States they would learn it's not all it's cracked up to be (C3)...more changes. God! I hope not. I don't know whether I am Arthur or Martha half the time (B3)...big jump in international students (A2)...cross-institute teaching a concern. The literature says it doesn't work (A7)...stress over the pace of change (B2)...there will be no changes if I can help it (B2).

4.5.2 Relationships

Relationships were identified by tutors to be a double-edged sword in helping them to undertake their roles. The majority of respondents identified that within individual teaching teams relationships were generally very good and teams got on well:

My team leader is the best boss in the world. He lets people do their own thing (A5)...the hospitality team is close knit. There's a good personality mix. If you get the mix right then things work really well (B5)...our team is close knit (B4)...we are a great group (A7).

The relationships with Heads of Schools, on the other hand, were often considered to be problematic.

The HOS is very impersonal (A7)...never see the HOS (A3)...the HOS is too busy. She doesn't want to know us. [Subject is] not important to her (A4)...don't see much of HOS (A5)...do not get on with HOS. There was a

critical incident and we haven't got on since (C5)...the HOS has a vague idea of what happens on the operational side (B2)...don't see HOS, don't actually know who he is (B6)...the HOS knows us, doesn't come to the classroom, doesn't care. She thinks we are doing OK so there's no need to come (C5).

4.5.3 Decreased Abilities of Students

Tutors expressed concerns about the diminished capability and poor attitudes of students entering tertiary education, and the difficulties that these issues raised within the classroom:

Generation Y...They want cell phones in class. They are not really adult learners and can't be treated as adults (B4)...capability of students is very poor, especially literacy. They are not prepared for tertiary education (B2)...students have changed in calibre and capability. They lack knife skills, motor skills. We have a big drop-out rate and it's getting worse. Students have poor writing skill. Their comprehension is OK but they can't write a sentence (B5)...students don't follow instructions (B5)...students are poorly prepared for tertiary education. They have poor communication skills. They are texting all the time (B1)...too easy for students to get into courses; it makes it hard for tutors. No interviews at [name of institution]... It's hideous. The institute is only in it for the dollars (B5)...students have poor attitudes and poor attendance (C5)...We have no control over students. We can only support them. It takes a lot of effort to keep in touch [with students who leave] (C6)...teaching has real challenges especially student attitudes, attendance. They are casual about deadlines and don't come to class. They think learning occurs only in the classroom. You need to set rules and stick to them. I don't repeat classes (C3)...no attendance policy at [name of institution] and this makes things difficult (C3).

4.5.4 Finances and Resources

The poor financial state of institutions and lack of resources were identified as of concern to tutorial staff. Many stated that in order to do their jobs well and to meet outcomes expected of them, it was essential to have up-to-date resources that were in good working order:

There's been no investment in capital works. We lack resources (B5)...institute finances are a concern (B4)...We lack resources. Of real concern is the poor state of buildings, poor parking, the isolated location of campus [away from main campus] and lack of money (A7)...I worry about the financial situation of the institute (A2)...poor resources (A3)...we are behind in the institute budget. We have been told we need to save money. It's quite a lot of money (A5).

On the other hand one respondent was able to state that despite all else, the teaching team in this particular area did have: “good resources. If something is needed then we get it” (A5).

4.5.5 Future Challenges

Teaching staff were quick to identify that change within tertiary education was not about to come to an end. Future challenges were identified in the areas of:

On-line programming, and we need to work smarter (A5)...there's a push to condense teaching, introduce cross-institute teaching (A3)...challenge will be to turn out students that industry will want (A2)...I see the trade being watered down by the Government. Apprentices being fast tracked into the trade and complete their apprenticeship with very little real knowledge of the trade. I see people straight from high school failing the school system with no life skills trying to become automotive engineers.

It's poor (D3)...more on-line or mixed mode teaching (D1)...the future of trades training doesn't look good. The level of technology versus level of student ability is a concern. We need to encourage bright people into the trade to ensure quality is maintained (D2)...a challenge will be to cut costs, reduce staff, provide quality education, focus on retention and completions, and do more admin (C1)...funding issues (C6)...challenges will be around TEC, business plans, funding, e-Learning and the prospect of no pre-trade courses (B2)...students will be in class for less time (A5).

4.6 Conclusion

Generally, the tone of tutors' answers in both the questionnaires and the interviews was one of concern around their roles and responsibilities. Some respondents, however, wished to state that there was much to be positive about, and that having put forward their viewpoints they also wanted to express more positive sentiments before ending their input to the research:

I love coming to work (C7)...I get so much satisfaction from teaching (A2)...my classes are bursting with expectancy and fun learning. Gosh this sound phoney but it is actually a real environment that I enjoy with my students (B5).

CHAPTER FIVE: DISCUSSION

As data from the research was analysed, key themes relating to the research objectives began to emerge, which are the subject of discussion in this chapter. The stories of managers and tutors are for the first time woven together, as it will become clear that issues which were causing concern for managers were of equal concern to tutors. In understanding the key themes it becomes apparent how pressures being experienced within the ITP sector are leading to the appearance of gaps in perceptions by managers and tutors over tutorial roles, responsibilities and performance.

5.1 The Key Themes

Five key themes arose from the data, namely:

- Poorly defined and documented roles and responsibilities of tutors.
- Workload planning and performance management issues.
- The capability of individuals entering tertiary teaching.
- Problematic relationships: tutors raise an issue.
- Frustrations of the job: change, staffing and students.

These themes will ultimately provide the basis for answering the three key research questions articulated in the opening chapter of this thesis.

Findings from this research also align with the conclusions from similar studies on teaching roles in tertiary education by Trowler, P. & Knight, P. (2000); and McInnis, C. (1996, 1998).

5.1.1 Poorly Defined and Documented Roles and Responsibilities of Tutors

5.1.1.1 THE MANAGERIAL PERSPECTIVE

Managers from all three ITPs expressed dissatisfaction with the manner in which they are currently defining and documenting tutors' roles and responsibilities. It was clear that work needed to be undertaken to improve the quality of documentation distributed to tutorial staff. Managers concluded that pressures within the institution were not allowing this much-needed work to occur. As Knight and Trowler (2001) and Olssen (2002) suggest, managers are distracted with a hierarchy of priorities in undertaking their work. As managers in this research identified, however, by not undertaking the work of improving the quality of information available to teaching staff, gaps were developing in the way tutors perceived the teaching role and the outcomes expected to be achieved. These gaps, managers suggest, may be leading to inefficient teaching within the institution.

The findings from this research identified that although a variety of documentation is made available to staff upon employment, most is written in generic terms and does not distinguish between teaching and non-teaching roles. Very little documentation addressed the expectations of individuals in the tutorial role.

The prime documents which outline expectations are the ASTE Collective and Multi-Employer Collective Agreements, and the position descriptions. The ASTE Agreements are only reviewed during negotiation rounds, however, and even then changes are generally around conditions of work: leave entitlements, salary bands etc. The position descriptions on the other hand are almost never updated, and participants in this research who had been teaching for a considerable time had not had their documents reviewed. The responsibilities detailed in these older documents were minimal and focused mainly on teaching responsibilities,

unlike the more recently written position descriptions which suggested teaching roles had expanded to include responsibilities around marketing and promotion of the teaching subject.

The findings in this study are supported in the literature by Kyvik (2000) who suggests that the notion of academic roles is often fragmented and diverse. Given this diversity, institutions have struggled to document in any meaningful way their expectations of specific teaching roles and responsibilities. Kyvik indicates that the diverse nature of academic work renders it difficult to express these expectations in written format, especially when responsibilities are frequently changed.

As institutions did not provide ongoing training on role responsibilities throughout tutors' teaching careers, it was difficult to identify how individuals learnt of changing institutional expectations. This situation may explain why some tutorial staff perceive the teaching role differently from that of their managers.

Managers spoke of referring tutors to the ASTE Collective Agreements, but the circumstances in which this advice was given were generally when staff were unhappy or dissatisfied, or wanted to learn more about leave and/or pay. Few enquiries came from tutors who sought a deeper understanding of their roles and responsibilities; and managers suggested that this was because individuals adapted their teaching role and responsibilities to suit their own circumstances. In any case, managers identified that a true understanding of these roles and responsibilities could not be gained from written documentation.

Tutors themselves felt that mentoring – particularly from individuals within their own team – is one of the best ways of learning about their role and responsibilities. Dennis (2000) and Forster (1998) suggest that mentoring is a very effective way of training new tutors, as mentors often demonstrate as well as explain when training new staff members. Frequently the training is targeted

and needs based. Often relationships are established between the trainee and mentor which are based on trust, and this trust, in turn, fosters a good environment in which to learn.

The findings of the research identify that institutions offer induction and orientation programmes in order to meet the needs of all new staff. Managers spoke of the success of these programmes and did not identify a need for changes to the current format. This view contrasted with the opinions of the tutors, however, who suggested that in the main they felt these programmes were inadequate, as substantive issues around the teaching role – attendant responsibilities and the outcomes individuals were expected to achieve – were simply not addressed.

There did not appear to be documented policies and processes around induction and orientation within teaching departments, although institutional documents identified that the department is where tutor specific information is delivered.

In supporting the current system within institutions, Trowler & Knight (2000) indicate that it is within teaching departments that the day-to-day practices and expected standards are set. It appears that institutions have the correct theory to support the models currently employed, but that modifications should be undertaken at both institutional and departmental levels to enhance outcomes. Orientation checklists currently available to line managers undertaking orientation appear to be inadequate, and contain no detail around each listed item and no measures by which an employee could assess the degree to which expectations were being met. Further, new employees did not appear to be given written material to take away from the meeting for further reflection and assimilation.

5.1.1.2 THE TUTORIAL PERSPECTIVE

Interestingly when the data was compared, tutors expressed similar concerns as managers over gaining a clear understanding of their roles and responsibilities,

and identified poor documentation as a contributing factor. They considered that the process of integrating a new tutor into tertiary teaching through current orientation and induction programmes was not well thought through.

Education at tertiary level brings many complexities that individuals straight from industry find difficult to navigate. Acronyms, terminology, quality management systems, hierarchical structures, committees and institutional politics can all be overwhelming, given that individuals can only assimilate limited information at any one time. As suggested by the findings, orientation in its present format delivers too much information, too soon. Tutors also believe that institutions should offer more targeted training for teaching staff in the expectations of roles and responsibilities at the commencement of employment, and that this training should be ongoing as responsibilities evolve. This training, they suggest, could sit alongside workload planning, career progression and performance management processes. They believe that such training would mitigate the tendency for tutors to adapt their responsibilities to their individual circumstances.

Tutor respondents suggested that they relied on their position description or contract to gain an understanding of the responsibilities expected of them. A number of tutors who have been employed for many years in ITPs suggested that the failure of managers to update these documents indicated poor performance in HR matters by the institution concerned.

When discussing responsibilities, the overwhelming issue was not *what* tutors were being asked to do, rather *how much* they were expected to do. Certainly some tutors did not see operational areas such as marketing and promotion as their responsibility. Similarly, in some cases programme development was seen as the remit of the team leader or Head of School. The general perception, however, was that a tutor's role had grown out of control, and many tutors were feeling pressured and stressed. The findings identified that tutors were in some instances working at home in the evenings and weekends, and that they felt this

work was undertaken out of goodwill. There was some disquiet expressed, notwithstanding, over the amount of goodwill that could reasonably be expected on an ongoing basis.

Harman (2000) in supporting the findings of this research, indicates that time spent on activities around teaching – such as administration, working on committees, student care and community consultation – has increased significantly since the late 1970s. Harman also suggests that many tutors resent these activities and see them as being intrusive on – and detracting from – their teaching, which they identify as their core responsibility.

5.1.2 Workload Planning and Tutor Performance

5.1.2.1 THE MANAGERIAL PERSPECTIVE

The responses from all three ITPs surveyed showed that the pivotal role of staff management resided with the Head of Centre/School, who was expected to undertake teaching specific orientation, plan workloads and manage the performance of individual tutors. Unfortunately as Lick (2002) identifies, some institutions have been slow to restructure roles, functions and responsibilities; and this situation has resulted in some managers carrying high workloads. Rationalisation of staffing resources and restructuring have further exacerbated this situation, to the extent that many Heads of School believe they simply do not have time to undertake all the duties expected of them. Delegation of workload planning to line managers was often the suggested action to address this issue.

The status of workload planning varied between the three ITPs surveyed for this research. One institution currently uses a workload system based on points; the second institution currently has no workload planning; and the third indicated that all its managers applied different systems.

Kyvik (2000) indicates that institutions world-wide are struggling to identify models of workload planning for efficient employment of teaching staff. Given the diversity of outcomes that individuals are expected to achieve within the tutorial role, Kyvik explains that it can prove problematic to come up with a one-size-fits-all model for allocating equitable workloads. Harman (2000), however, suggests that inequitable workloads can be the cause of much friction within an organisation, and that this issue must be addressed.

A prime concern of managers was tutors' fixed ideas on their teaching role. This concern was mainly directed at tutors who had been teaching for some period of time. Managers identified that the teaching role had changed, but that all too often tutors had not adapted along with these changes.

Supporting concerns about tutors' entrenched ideas saw other managers identify the need to change what they saw as: "*arrogant attitudes*" (AM1).

Given that the average time which tutor respondents had spent teaching was nine-and-a-half years, many harked back to former times when the environment for teaching was "much more supportive and when various external pressures were far less than they are today" (Harman, 2000, p. 73). Tutors also spoke of teaching as having far fewer pressures and constraints, and being controlled by the tutors themselves. Administration was minimal, compliance was unknown, and the teacher (who was considered to be the source of all knowledge) worked in relative freedom. A number of tutors who participated in the research commenced teaching during this former period.

Diamond (2002) and Sarath (2005) suggest that cultural change is difficult to accomplish in some institutions because of the deeply entrenched assumptions that pervade the academic world. As previously noted, when conflict arises between maintaining an institution's current culture and changing to a new way of

doing things, generally the current culture will prevail (Connor, 1993). Tertiary education needs to embrace cultural change, however, if it is to meet future challenges. An answer may lie in the thoughts articulated by CM2: *“We need to stay focused on the core business, why we are here and what we are doing. Managers and tutors need to do their best for every student”*.

But a more immediate answer lies in institutions updating documentation held by staff that identifies their responsibilities; reinforcing these responsibilities; and looking to ongoing development of tutors when undertaking workload planning. Initiatives such as these are all part of what Bateson (1972) refers to in suggesting that institutions must adapt to a new way of doing business – being prepared to “change gears” and not return to the way things were – and show a commitment to transforming to a new model.

In defending the stance of Institution B not to have a form of workload planning, BM1 stated that further work needs to be undertaken by the ITP to identify a model that allows for different work plans in which generic expectations are identified; and to which specific expectations can subsequently be added to create an individual plan. This institution had adapted an approach espoused by Sarath (2005) in which any change must be undertaken with care, and be preceded by a period of critical reflection. Considerable work is being applied by senior managers at this ITP to identify an imaginative and visionary model that will best enable change to take place. In undertaking its own research into tutorial roles, the ITP found that teaching staff all had different expectations wrapped around their individual roles and the outcomes that each was expected to achieve. This situation necessitated a total rethink in the way workload planning was undertaken, and this work is currently ongoing.

If, as previously suggested, it is the role of the Head of School/Centre to manage the workload of teaching staff, then the role of these Heads needs careful consideration. Managers in Head of School/Centre roles identified that high

workloads and associated expectations often require them to delegate responsibilities to others; however, they also suggested that it is not always possible to be certain that this work is completed to the expected standard.

It appears that the challenge for institutions is to have internal structures that clearly identify the staff members to whom the work is delegated; further, that these employees receive adequate training and a realistic time allowance to undertake and complete the tasks expected of them. Duke (2002) confirms that good management requires delegation and trust. All staff must be clear about reporting lines, and where the responsibility for workload management actually resides. The findings of this research show that these issues have not been well dealt with, and that gaps have been allowed to develop.

Of the ITPs or departments within ITPs which currently undertake a form of workload planning, managers and tutors report that although workload plans are developed, there is no follow-up to see that outcomes have been met. Both tutors and managers report that they see this laxness as reinforcing a meaningless system. Institutions need to take cognisance of this concern and develop systems which are focused on the *outcomes* of the plans and not simply on the plans themselves.

Concern was also expressed by several manager respondents that they often came to management positions from diverse backgrounds, and as suggested by Blackmore & Blackwell (2006) shaped their roles to reflect their own expertise. Several respondents suggested that a lack of adequate training with managing large numbers of staff left them ill-prepared to manage staff tensions, and placed them in positions where they found it difficult to cope with conflicting demands. Diamond (2002) suggests that academic leadership needs to be developed in an ongoing manner, and that professional development has often not occurred at senior manager level.

Again, gaps have developed within institutional systems because managers – through lack of adequate training – may not be working to a common understanding when undertaking workload planning and performance management. Certainly the tutors' comments which follow indicate that there is cause for concern.

5.1.2.2 THE TUTORS' RESPONSE

Most tutors surveyed for this research confirmed that they had a workload plan. The general response, however, was that although a plan had been developed, there was no follow-through to ensure that the work had been done and to the required standard. Most tutors identified that workload planning was haphazard and carried out by team leaders or Heads of School. There was a perception that this process often didn't involve negotiation. And within and across ITPs, there also appeared to be a discrepancy in the measures being applied to develop equitable workloads. Tutors interviewed from various departments within one ITP suggested that different factors were used to determine workloads.

The ASTE Collective Agreements (2007a & b) indicate that a tutor is required to be available for duty for a maximum of 36 to 37.5 hours per week. Tutors, however, placed most focus on what they were expected to undertake within the maximum specified 22.5 hours of teaching time, and lacked awareness that some of the time spent on tasks of a non-teaching nature was interpreted as duty hours. Managers expressed concern around the 36-to-37.5-hours duty expectation, stating that few teaching staff appear to be meeting this target; and further suggested that institutions appear to be empty on Fridays. There were no reliable means or systems in place at the ITPs surveyed for tracking a tutor's attendance, which may be why one manager alluded to tutors as enjoying considerable freedom and independence.

An issue of concern for tutors was the expectation that they would teach in subject areas for which they were not sufficiently qualified. Attempts at interviews for elaboration of this concern were not successful; but if this is indeed a trend within ITPs, the level of concern is well justified. As the research findings confirm that students are demanding higher quality education, this demand will not be met through unqualified tutors teaching subject matter of which they have scant knowledge.

The training and development needs of individual tutors must be considered at the same time as workload is apportioned. Knapper (1990) suggests that the development needs of individuals must align with stated institutional goals. Tutor respondents highlighted that in the main training and development was discussed with either the Head of School or relevant line manager, although some tutors reported that these discussions did not always take place. 100% of respondents identified, however, that they had – or are currently completing – a qualification to teach at tertiary level. The qualification that each ITP expects tutors to gain varied from certificate to diploma level. Nearly a quarter of respondents are also undertaking study towards a Bachelor of Education. This degree-level study was not a requirement of the ITP, but initiated by individual tutors themselves.

Tutors identified there was an institutional expectation that professional development would be undertaken in both subject and generic teaching areas, but also suggested that it is often difficult to schedule this study into their yearly workloads.

5.1.3 The Capability of Individuals Entering Teaching: Managers Raise an Issue

During the interview phase of the research managers had expressed concern about the quality of individuals presenting for teaching roles. Questions arose as

to whether the right calibre of tutor was being employed. Collins (1991) strongly suggests that adult education needs to be viewed as a vocation; thus implying personal commitment from new employees. It is this commitment that troubled managers participating in this research. Some identified that commitment just wasn't apparent; or that individuals new to teaching do not necessarily understand the commitment that today's tertiary environment requires. Hence at the outset of a tutor's new career, it is possible to identify fundamental gaps in managers' and tutors' respective perceptions of the role.

The findings highlighted that after an average of nine-and-a-half years of teaching, half the tutors surveyed considered their prime allegiance was still to their trade; and half stated that their prime allegiance was to teaching. It appears that some tutors do not commit fully to the notion that education is a vocation; further that any suggested answer as to why this is so, would be necessarily complex and multi-faceted. Managers from the ITPs surveyed for this research indicated, however, that in today's environment teachers need to demonstrate a base commitment to the academic world.

This view is supported by the literature. Collins (1991) indicates that in an era where personal advancement, professionalism and upward social mobility are much in vogue, the notion of vocation seems out of place. Collins (1991) continues by suggesting that vocation involves a "thoughtful ethical commitment" (p. 41): the commitment which managers identified they were seeking. Commitment by itself is not sufficient, however, and there is also a responsibility for individual tutors to make conscious efforts to incorporate "best practice" and all that this phrase entails, into their teaching.

Findings from this research indicate that there may be cause for concern about an individual's motivation to embark on a teaching career: *"I had become bored with industry (C5)...teaching has better hours than industry (A5)...money is better in teaching" (B3).*

Questions may be asked as to whether these attitudes are likely to manifest themselves negatively when an industry practitioner assumes a teaching role. Blackmore & Blackwell (2006) hint that moves are afoot to make teaching more professional and to raise the levels of staff capability and expertise. This call is supported by Ryan et al (2005) who indicate that lifting capability is long overdue. If these recommendations are carried out, ITPs may in future be constrained to test applicants' assumptions and attitudes more rigorously than may presently be the case.

At this point the question arises as to whether ITPs have been remiss in employing individuals who do not display the attitudes, motivation and aspirations necessary to meet the outcomes expected of a tertiary teacher in the new millennium. The research does not specifically address this issue, however, which will be recommended in Chapter Six as a subject for further research.

5.1.4 Problematic Relationships: Tutors Raise an Issue

The findings identified that tutors found relationships within their individual teaching teams generally to be harmonious and supportive. There was a marked difference, however, when these relationships were compared to those with Heads of Schools. The Heads of Schools responded by saying that because their workloads were so high they weren't able to undertake all the duties expected of them. Discussion during the interview phase of the research also identified that there may not be a clear understanding of Heads of Schools' responsibilities by tutors, thereby causing friction – or potential friction – between tutors and their Heads.

Pearson & Trevitt (2005) argue that institutional management – particularly at Head of School level – needs a rethink in terms of the role and the work undertaken in relation to this role. The Head of School's role is a critical one, as it

is at this level that policy and strategic plans are enacted. Critical to achieving successful outcomes is the support that staff give to the Head of School, and the manner in which the Head of School involves staff in the process. Problematic relationships can severely limit the outcomes if managers and their direct reports are unable to work in harmony.

Middlehurst (1993) and Ramsden (1998a) identify that the current focus of a Head of School role is on managing staff. However Tan (1995) argues that this focus does not fully support Heads' pivotal role in co-ordinating and aligning significant changes that will promote optimum education delivery. He suggests that institutions need to reconsider their structures and position descriptions so that they bring a multi-layered and a multi-faceted approach to change management.

This research identified elements of friction between Heads of School and some teaching staff. With an expectation from the ITP that Heads of School are responsible for workload planning, the identification of friction in the relationship is a cause for concern. Could part of the cause for this friction be, as some tutors suggested during interviews, a lack of understanding of the role and responsibilities of a Head of School? If so, does this situation represent another perceptual gap between tutors and their managers?

5.1.5 Frustrations of the Job: Change, Staffing and Students

Managers and tutors both indicated that coping with constant change was proving to be difficult. The frustrations and concerns identified in the findings were multi-faceted, but highlight the stress and pressures that individuals are experiencing at all levels, given the greater scrutiny of their activities and outputs from government funding bodies such as the TEC, and from students and their families. Continuous change, with insufficient time to embed new ways of

working, was of most concern to staff who considered that their world always seemed to be subject to a new policy direction or shift in emphasis.

Technological innovations such as student management systems have also changed the way academics work, as has the emphasis on quality assurance and increased administration and processing of documentation.

Tutorial staff questioned if these changes were in fact leading to better quality teaching, or simply to the production of a great deal of paperwork. A general feeling was that with the increase in administration, the emphasis on students and their learning had been compromised; and tutors in general struggle to cope with this situation. A lack of resources and the increasingly unstable financial status of institutions were further identified as factors that compromised tutors' ability to realise the best outcomes for their students.

Patrick & Lines (2005) argue that many tutors think quality systems which generate much of this paperwork have come to be associated with central control, relentless measurement and ever-increasing demands for accountability within the sector. Harman (2000) suggests that tutors often see institutional policies and practices as remote or irrelevant, and of little use in the day-to-day world of their teaching. This author continues by suggesting that the challenge for institutions is to sell quality processes to staff in such a way that these processes become integrated into the fabric of the institution. Many respondents in the research had had no training in the use of quality processes, and many identified that they didn't have ready access to these resources.

Tutors felt that change was not coming to an end, highlighting the situation that industry training is currently undergoing subtle movement by way of shifting agendas from ITOs, and a policy shift towards ITOs themselves directing the training. Many tutors felt that the direction of industry training in ITPs may become focused on higher levels of learning, which would signal an end to pre-

trade training offered by ITPs, in the near future. Changes were also likely to come with more flexible ways of delivering learning packages and the increased use of technology in teaching.

Lastly, tutors also identified increased pressures that are generated by new funding mechanisms – in particular, Investment Plans – which are effectively a contract for funding between the TEC and individual TEIs.

5.1.6 Staffing

Frustration also focused on staffing. Tutors identified that they felt departments were not getting adequate staffing or quality tutors, and saw an increase in the numbers of part-time staff as increasing the workload for full-time employees. They considered that part-time staff often rely on full-time staff to do tasks which the full-time tutors themselves perceive as a component of part-timers' duties. Some tutors felt that they were not getting quality teaching staff because the ITP wasn't prepared to pay enough to maintain pace with industry. Poor pay and lack of quality teaching staff support the concerns of managers that have previously been outlined.

McNamara (2007) and Schibik & Harrington (2004) highlight their concern that tertiary education in general is moving to employ increasing numbers of part-time staff, citing studies which show part-time staff numbers have risen 34% between 1996 and 2004, compared to full-time staffing that has only risen 6% in this same period. The increase in part-time staffing is a cause for concern as it is indicative of a growing pattern. The most significant issue, however, is the pressure part-time staff place on full-time staff who must pick up activities such as pastoral care of students, because part-time staff simply discharge teaching duties and some administrative tasks.

5.1.7 Student Capabilities

Respondents identified that the decreasing capabilities of students entering tertiary education is worrying and is making teaching more demanding. Also troubling are students' attitudes and the amount and level of pastoral care that many of them are requiring. These findings are supported by the work of Taylor & Redford (2004) who report that since the 1970s there has been a dramatic change in the number and nature of students entering tertiary education.

McInnis & Hartley (2000) also found that a significant proportion of students had an uncertain start to tertiary study with many coming ill-prepared and lacking in motivation, and further stating that they were deriving little or no satisfaction from their participation in study. McInnis's and Hartley's findings were supported by Cooper et al (1997), who reported that students entering tertiary level study differed markedly in the diversity of competency levels displayed, knowledge of how to learn, and ability to cope with the type of teaching provided.

McInnis and James (1995) report that between 1978 and 1993 tutorial staff identified that dissatisfaction levels with the academic quality of students increased from 18% to 38%. By 2000 this figure had grown to 50%. These authors continue by suggesting that the growing trend for funding to be based on criteria deriving from outcomes should make these figures of real concern to institutions.

Findings from this study identified that tutors felt little was being done at an institutional level to support them with these troubling issues; indeed, that some institutional directives such as no attendance policies, or no interviews prior to enrolment were compromising what tutors see as essential steps in informing prospective and current students of the responsibilities involved in embarking on a programme of study.

5.2 Summary

It is difficult to identify how institutions can find a way to lessen the pressures that individuals at all levels in tertiary education are experiencing. Government agendas suggest that more changes are yet to come; and frustrations often arise when there is no common understanding of the end goal or desired outcome of these changes. This research indicates that gaps have developed in both managers' and tutors' understanding of tutors' roles, responsibilities and performance, which in turn have increased frustrations and led to poor job satisfaction amongst some teaching staff.

As identified in the findings, there is much frustration and stress around tutorial roles as reported by tutors themselves. There is also reason to be hopeful that this situation will be addressed, given the corresponding acknowledgement from managers of the reality of these problems and anxieties. Managers also agree that much needs to be done by way of instilling a better understanding in tutors of their ongoing responsibilities, workload planning and future professional development.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This research set out to answer three key questions:

- What expectations do ITPs have about the roles, responsibilities and performance of tutorial staff, and how are these expectations articulated?
- What do tutors understand about the roles, responsibilities and performance expected of them by the ITPs in which they work?
- To what extent do the respective expectations of tutors and management concur?

6.1.1 ITPs' Expectations

The findings of the research showed that the expectations ITPs have about the roles and performance of tutorial staff are articulated through a range of institutional and ASTE documents; and through various processes and procedures undertaken within each of the three institutions surveyed. ITP-generated documentation varied considerably, but all three institutions reported that they offered orientation programmes at the commencement of employment which were intended to give new employees an understanding of their roles and responsibilities. From that point onwards, ongoing expectations were to be conveyed through workload planning and performance management processes.

This research identified that institutional documentation is primarily directed to employer expectations of the employee, and is characterised by directives such as “tutors are to comply with...”, “staff are expected to...”, “staff are required

to...”, and “tutors shall...”. Specific responsibilities associated with teaching and stated institutional expectations of the role were found in generic lists of tasks, usually written into position or role profiles, or into contracts.

ASTE Collective Agreements also provided a basis for expectations around the tutor’s role, and these Agreements are used by all three ITPs surveyed. When compared with institutional documents the ASTE Agreements listed similar responsibilities around the tasks required to be undertaken, but generally focused on the rights of an individual as opposed to the expectations of the institution. There was, however, a divergence between the ASTE and institutional documents, with the latter including duties associated with marketing and promotion which are absent from the ASTE Agreements.

All three ITPs surveyed followed the ASTE benchmarks for apportioning duty and teaching hours. As noted, this benchmark specifies a maximum of 825 classroom teaching hours per year, and a maximum of 36 to 37.5 duty hours per week (around 1476-1537 hours per year), depending upon the individual ITP.

All three ITPs expected teaching staff to undergo orientation and attend recognised tutor training programmes at the commencement of employment; and subsequently to undertake ongoing professional development. ITPs indicated that they expected staff to plan professional development that was in line with institutional strategic direction, but this expectation was not apparent in either the ASTE Agreements or institutionally-generated documents.

All three ITPs required staff to participate in workload planning and performance management processes, but as this research highlights, none of the managers interviewed was supportive of the policies and procedures currently in use.

During these interviews managers raised a number of concerns over the perceived poor attitudes and behaviour of tutorial staff. They also had concerns

that although tutors were completing the tasks expected of them, they were performing these tasks to low standards and not achieving the high quality outcomes that institutions expected.

Managers also questioned whether the right type of individual was presenting for a teaching career, and emphasised the high desirability of applicants who had positive attitudes and motivation and who looked on teaching as a long-term career.

6.1.2 Tutors' Understanding

Tutors understood their main responsibilities to be centred on the timetabled teaching role which encompassed all elements of classroom performance including preparation and development of new materials, actual course/programme delivery, assessment, marking, moderation and pastoral care of students. Other duties that tutors identified as part of their responsibilities included: attending departmental and committee meetings, programme co-ordination, professional development, completion of teaching qualifications and marketing. Tutors who had been in the system for some years spoke of changes including workload increase; increased administration; increased responsibilities bound up with QA, audit and compliance; and the requirement to participate in marketing and promotion activities. This requirement to participate in marketing activities in particular was questioned by some long-term teaching staff who noted that it wasn't included in their position description.

Tutors interviewed for this research came from trades backgrounds, often with relatively extensive industry experience. Their reasons for wishing to teach were many and varied, but having gained employment as tutors, many found that gaining an understanding of their new roles and responsibilities was a difficult route to travel. Many spoke of cursory and poorly written institutional documentation that was seldom – if ever – updated; and tedious and irrelevant

orientation programmes which they felt provided little insight into the expectations of the ITP. Some tutors indicated that they learnt as they went; some learnt from other tutors; some learnt by trial and error; and some learnt by chatting with other people. Some tutors, on the other hand, reported that they gained support from position descriptions or profiles.

Poor workload planning and management by the ITPs appears to be a prime concern for tutorial staff. Many tutors feel that this operational area is poorly managed, leaving them in a position where institutional expectations are not readily apparent. This research highlighted that some tutors do not know how they are performing and whether they are meeting the expectations of their managers. Insufficient or inadequate management appears to be leaving tutors to adapt their work to suit their own situation, and to be leading tutors and managers down divergent pathways in their understanding of tutors' roles and responsibilities. There is apparent confusion over who is actually responsible for undertaking workload planning, and to whom the follow-up responsibilities fall. This situation is leaving a gaping hole where work is apportioned but never followed up.

Tutors also expressed concern over the amount of work they were expected to undertake. Although the ASTE Collective Agreements set clear guidelines for the apportionment of work, there was some dissatisfaction expressed by tutors that workload was not evenly and equitably apportioned. The research showed that tutors were working within the recommended ASTE guidelines for timetabled teaching time; but tutors themselves reported that – with the inclusion of duty hours – they are expected to do too much. There was an indication that tutors appreciated the need to show goodwill but questioned how much goodwill was appropriate, and for how long.

The majority of respondents indicated that they took part in professional development activities, but most chose activities around personal development

and not (as suggested by their ITP) aligned with institutional strategic goals. All tutors indicated that they have gained or are working towards a teaching qualification as required by their ITP.

6.1.3 Convergence/Divergence of Institutions' and Tutors' Expectations

The research findings identify that convergence of views occurs in that ITP tutors and managers have a common understanding around the expectation that tutors are employed primarily to teach and undertake duties *immediately* associated with the teaching role. Divergence in expectations occurs over the interpretation of duties *more widely* associated with the teaching role.

With changing government agendas and the expectation of improved performance from TEIs, institutions are undertaking business in a more highly regulated environment. The downstream effect for ITPs, in particular, has been the introduction of quality compliance systems and an audit culture against which they are measured. This situation has led to increased workloads and additional responsibilities for all staff including teaching staff. The research identifies that these changing expectations have not been clearly articulated to teaching staff.

Tutors highlighted issues with the volume of work expected of them. Although there is general agreement between managers and tutors as to expected timetabled teaching and duty hours, there appears to be disagreement as to the amount of work that a tutor can reasonably undertake within those hours. Although goodwill exists, tutors are beginning to feel compromised as managers push them to work both harder and smarter.

As identified in the previous two chapters, institutional documents broadly outline expectations of tutors' roles and responsibilities in relation to institutional requirements. These documents do not go far enough, however, in explaining the scope of each component; how these components *are to be achieved*; and how a

tutor can assess whether or not the outcomes have been *successfully achieved*. This research highlights that there is a vast gap insofar as institutional documents do not carry sufficient detail for tutors to comprehend the scope of their roles and responsibilities. As a result it appears that in some instances tutors have adapted the teaching role to suit themselves or to align with their understanding of the role (often from past experiences). Tutors who have been employed over many years do not always appear to have adjusted their understanding of the teaching role as their ITPs have undergone significant change.

Orientation programmes developed to induct a new employee into the ITP, do not appear to be meeting either managers' or tutors' expectations. Nor do orientation checklists appear to have been written with sufficient detail to allow a line manager to be sure that all required elements are conveyed in a full, accountable and constructive manner. As a result the checklists appear to be open to individuals' interpretation. Tutors do not appear to be given written notes to take from these meetings, leading to the situation – as one tutor described it – of information overload within a tightly compressed timeframe. From this situation it may reasonably be deduced that much of the information imparted is subsequently forgotten.

Ongoing expectations of a tutor's role and responsibilities should ideally be conveyed through robust workload planning and performance management systems. A divergence in expectations was again apparent due to the poor systems currently employed to manage these aspects of academic life. Managers and tutors both expressed dissatisfaction (convergence) with the way these systems are currently working, but for differing reasons (divergence). Tutors explained that although there were workload plans in place, there was often no follow-up to assess the performance outcomes, leading to thwarted or inconclusive expectations. Managers, on the other hand, cited critically high workloads which prevented them discharging all the responsibilities expected of

them. This research identifies that current work overload for Heads of School appears to be eroding critical processes within ITPs.

The literature also suggests that managers may fail to meet these expected outcomes because of poor training, or because they come from diverse backgrounds and may lack the requisite knowledge and skills. The literature also discusses the need to review the pivotal role of the Head of School, as current understandings of this role may have to be adapted to match changes in the climate of tertiary education.

Delegation of work to line managers is occurring but appears in some instances to be haphazard in nature, leaving teaching staff confused as to who is managing what. This situation is allowing chasms to appear; and in the case of workload and performance management, follow-up of processes in place is failing to occur. Teaching staff are left uncertain and confused as to whether they are actually achieving the optimum outcomes set by their managers.

It is not difficult to identify the evolving background which has led to this situation. Chapters One and Two discussed the neo-liberalist and Third Way agendas of recent governments which resulted in major changes within the tertiary sector. In the case of ITPs, part of the legacy of these changes has been a confused, frustrated and over-worked environment for both managers and tutors. As a consequence, work has often been adapted by individuals to create niche roles and responsibilities which suit those individuals but that may not necessarily be in the ITP's best interests.

6.2 Recommendations

If teaching staff are to meet the challenges that are currently facing them in this ever-changing environment, work must be undertaken to align management's and tutors' expectations of the tutors' role. This research proposes seven recommendations which derive directly from the findings of the research.

1. ITPs need to commence work in documenting to a much more planned and focused degree, their expectations of tutors' roles, responsibilities and performance. Key responsibilities need to be clearly assigned; expected outcomes must be clarified; and indicators on how tutors can gauge that they are successful need to be identified. As this research suggests, this task is not as simple as it sounds, given that tutorial roles and responsibilities are not all the same, either within the one ITP or across a range of ITPs. Although there is a core of responsibilities that are identical, teaching staff are frequently engaging in activities which are diverse in scope and nature.
2. With the call for TEIs in the current tertiary environment to work collaboratively, detailing the expectations of tutors' roles and responsibilities has potential as a collaborative project across the ITP sector. ASTE could also be involved, as commonality and uniformity of expectations need to be maintained in relation to union Agreements. There must be congruence between the provisions of these Agreements and those espoused by the ITP sector.
3. There is potential for a similar collaborative arrangement between ITPs around workload planning and workload management. Processes around these issues are causing concern across all three ITPs that took part in this research, and it appears to be difficult to devise a theoretical model that also works in practice. An electronic workload planning tool needs to

- be developed which is able to calculate equitable workload and that incorporates the wide-ranging activities of teaching staff.
4. Orientation processes are not meeting the immediate requirements of new teaching staff in terms of imparting a clear understanding of their roles and responsibilities. These processes need to be rethought and modified so as to meet the “must knows” at tutors’ early stages of employment, as well as to support their evolving and expanded knowledge base over time. Flexible, on-line programmes should be considered which would allow tutors to engage at times that align with their developmental needs. Both institution wide and department specific orientation information could be conveyed by flexible means, and supported by mentoring programmes within departments.
 5. The reported volume of work expected of tutors is concerning. Research into understanding the day-to-day working life of a tutor is vital if the claims of overwork are to be quantified and tested for validation.
 6. Heads of School appear to be experiencing a crisis in workload management. If work is to be delegated it must be on a formalised basis with intra-institutional awareness and endorsement of where – and with whom – these delegated responsibilities lie. Training should be considered for Heads of School so that commonality of institutional expectations is evident across the ITP. As tutors are expected to undergo training to improve their knowledge and skills, there should be a corresponding expectation of their managers.
 7. Lastly, institutions need to review the rigour attached to processes around the employment of individuals into teaching roles. If, as suggested, the quality of individuals presenting for teaching roles is being questioned then institutions need to rethink current processes. They need clearly to define

the capabilities, knowledge, skills and personal attributes required of teaching staff, and not compromise their decisions if suitable staff prove hard to find.

Some urgency exists around the requirement to undertake this work. As institutions are required under the realignment of ITP roles in the Tertiary Education Strategy 2007-2012 and Investment Plans to be more accountable and fiscally prudent, having an efficient and effective teaching staff thereby becomes imperative.

6.3 Limitations

Chapter Three set out the limitations of data collection prior to commencement of the fieldwork. Several other limitations subsequently arose which appear to have had an effect on the findings of this research.

It was anticipated that an understanding of institutional expectations would derive from two sources: institutional documentation and interviews with senior managers. Given the lack and inherent limitations of current institutional data, the researcher was constrained to rely on the interviews with managers to establish these expectations. Again, difficulties arose in establishing with managers the precise nature of their expectations. Managers were eager to focus on the problems and some of the successes involved with managing tutorial staff, but appeared reluctant to convey their actual understanding of tutors' roles and responsibilities. This situation led the researcher to reflect on whether the issue had, in fact, been addressed to any degree at management level, so that managers themselves really comprehended the level of understanding and application that was required.

Another potential limitation has been a lack of input from ASTE; albeit any such consultation would have taken the research outside its original scoping proposal

and design. This proviso aside, and given that managers relied heavily on information from the ASTE Collective Agreements, it would nevertheless have been instructive to have interviewed a union representative to gain the union perspective first hand. Initially the researcher had assumed that institutional documents would have contained internally generated data to a level of detail such that ITPs would not have had to rely on union documents to support their own. This did not prove to be the case.

6.4 Further Research

The researcher has identified several areas where questions still need to be answered if ITPs are to develop and implement systems to promote fair and equitable apportionment of tutorial workloads. This research is necessary if both tutors and managers are to complete tasks to the standards set for them; if both tutors and managers are to gain clear expectations of tutors' roles and responsibilities; and if ITPs are to operate efficient systems for human resource management.

The following suggestions are put forward for further research.

1. Case studies need to be undertaken into the day-to-day roles and responsibilities of a range of tutorial staff. In the course of this research tutors indicated that they are being expected to undertake duties and responsibilities beyond their allocated duty hours. The validity of this claim needs to be tested and quantified.
2. Research should be undertaken into tutorial workload and performance management models in place throughout the tertiary sector, both within New Zealand and internationally. As all three ITPs surveyed were attempting to identify a working model to address these operational issues, it is reasonable to assume that other TEIs would also been

grappling with this issue and may have adapted models that had already proved to be successful.

3. Research also needs to be undertaken into the roles and responsibilities of the pivotal role of Head of School. This role provides the link between an ITP's senior management and operational areas. The findings of this research suggest that Heads of School are stretched in meeting their responsibilities, and that this situation is having a detrimental effect on performance management and workload planning of tutorial staff. Both New Zealand and international models should be researched in order to identify, assess and collate the insights gleaned from a range of differing perspectives.

6.5 Conclusion: A Personal Perspective

I have enjoyed being engaged in this project and have learnt a great deal during the process. In many ways I feel I have only just begun to understand the nature of the roles and responsibilities of tutorial staff and the complexity of apportioning fair and equitable workloads for both tutorial staff and their managers. The academic world is a diverse and complex one.

I originally didn't choose this subject as my thesis topic; rather it evolved when I realised that managers and tutors could have different understandings of the tutorial role. The enthusiasm shown by a range of staff members who wished to review the outcomes of the research, suggested that I had identified an issue on which more knowledge was eagerly sought.

I am pleased to have completed the task I set out to achieve, and feel privileged to have been given insights into the three ITPs chosen to participate in this research.

In my role as Head of Faculty, the new knowledge I have gained has changed the way I work. I have tried to apply the knowledge I have gained to improve the working lives of the tutorial staff I manage on a day-to-day basis, albeit within the changing dynamics of the institution in which I work.

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